

INSPECTION REPORT

HUGH GAITSKELL PRIMARY SCHOOL

Leeds

LEA: Leeds

Unique reference number: 107959

Headteacher: Mrs M Beesley

Lead inspector: Robin Wonnacott

Dates of inspection: 4th to 7th July 2005

Inspection number: 267083

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	560
School address:	St Anthony's Drive Beeston Leeds
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Appropriate authority:	The governing body
Name of chair of governors:	Mr G Sharp
Date of previous inspection:	May 1999

CHARACTERISTICS OF THE SCHOOL

Hugh Gaitskell Primary School is situated in the Beeston area of Leeds, close to the city centre. There are 560 full-time pupils on roll, aged from three to eleven; this makes it a very large primary school. The Nursery provides education for 39 children part-time, in the morning and in the afternoon. The majority of pupils come from the immediate area. Overall, pupils come from homes of below average socio-economic background. The percentage of pupils entitled to free school meals (27 per cent) is above the national average. The percentage of pupils with special educational needs, at 8.5 per cent, is below the national average. The percentage of pupils who have a statement of special educational need (2 per cent) is in line with the national average. The pupils' special educational needs are wide-ranging, but the majority relate to learning difficulties. The majority of pupils are of white British heritage. Fifteen pupils are refugees or asylum seekers. The percentage of pupils whose first language is not English (11.5 per cent) is above the national average. When children join the school at the age of three, their levels of attainment are below the national average for the age group. The headteacher was appointed from April 2005. The school has received a number of awards, including Achievement Awards and the Investors in People Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2787	Robin Wonnacott	<i>Lead inspector</i>	Music and citizenship
9614	Carolyn Webb	<i>Lay inspector</i>	
32168	Dot Hunter	<i>Team inspector</i>	Foundation Stage, art and religious education
22197	Martin Mayhew	<i>Team inspector</i>	Science, design and technology and physical education
32168	Ann Keen	<i>Team inspector</i>	English, history, geography and special educational needs
22657	Mark Madeley	<i>Team inspector</i>	Mathematics and informational and communication technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Hugh Gaitskell Primary School is providing a satisfactory standard of education. Overall, teaching and learning are satisfactory. Pupils' attitudes are good; their behaviour is very good. In ten weeks the new headteacher has gained the confidence of staff, pupils and parents. She has clearly identified what needs to be done to raise standards. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- In Years 1 and 2 standards in English and mathematics are low and pupils do not make enough progress in these subjects.
- When children join the Nursery their speaking and listening skills are below those typically seen for the age group, and this has an impact on their learning.
- The leadership of the headteacher is good, but the overall management of the school is unsatisfactory. The school improvement plan is unsatisfactory.
- Teaching in Years 3 to 6 is good. Pupils make good progress in learning in the Foundation Stage and in Years 3 to 6.
- Teachers' use of assessment information is unsatisfactory.
- Pupils' behaviour is very good and provision for their personal development is good.
- Relationships between teachers and pupils are excellent and pupils' care and welfare are at the heart of the school's work.
- Overall provision for pupils with special educational needs (SEN) is good and it is well managed.
- Attendance levels are too low.

Satisfactory improvement has been made since the last inspection. All the issues identified by the inspection have been considered and some progress has been made. Assessment procedures have been developed but do not yet have enough impact on teachers' planning of lessons. Resources for information and communication technology (ICT) are now good. Under the guidance of the new headteacher the school is in a very secure position to make further significant improvements.

STANDARDS ACHIEVED

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

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

Pupils' achievement is satisfactory. In 2004, the school's results in national tests for eleven-year-olds were in line with the national average in English and mathematics. In science, results were below the national average. The preliminary results for 2005 show a similar picture. During their time in the school this group of pupils have made satisfactory progress. Children enter the school as three-year-olds with standards below those generally found for the age group. In the Nursery and Reception class they show good levels of achievement and some attain the level expected for five-year-olds. The below average levels of pupils' language skills have a significant

impact on the overall standards being attained by the school. The standards attained by Year 2 pupils are well below those expected for the age group in reading, writing and mathematics; their achievement in these areas is unsatisfactory. Work in the books of the Year 6 pupils shows variation in standards across subjects. Work in their mathematics and science books is generally in line with the expected standard, but work in their English books is limited and below the expected standard.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils are happy at school; they have positive attitudes to learning. Behaviour throughout the school is very good. Attendance levels for the last school year were below average. Nevertheless, the school has good procedures in place to help improve attendance levels. The ethos of the school is good.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Overall, the quality of teaching and learning is satisfactory, with some examples of very good teaching. In the best lessons, teachers' expectations are high, the lessons have a high level of challenge, and teachers use very good questioning techniques that help pupils develop new ideas. As a result, pupils make very good progress in learning. However, in too many lessons teachers do not use assessment information to provide pupils with work that challenges their thinking. Assessment is unsatisfactory. The curriculum is satisfactory. A very good range of clubs and other activities enriches the experiences for pupils. Teachers and other staff know the pupils well; the care they offer pupils is excellent. Provision for pupils who have SEN is good. The school works very well with the parents; it has good links with the community. All pupils are included in all aspects of the school's work.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The leadership and management of the headteacher are good. Other aspects of leadership in the school are satisfactory but management is unsatisfactory. At the time of the inspection the headteacher had been in post for ten weeks. She has already identified weaknesses in leadership and management in the school and has an incisive understanding of what needs to change. The current management structure is not clear and, as a result, there is not enough focus on raising the standards attained by pupils. One deputy headteacher has a clear brief throughout the school but the work of the other deputy is too limited. Subject co-ordinators do not have a detailed understanding of strengths and weaknesses in subjects throughout the school. The headteacher has the full support of the staff and all those connected with the school. The changes she has made have had a significant positive impact on the life of pupils. The work of the governors is satisfactory and all statutory requirements are fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the school; they regard the teachers as very approachable. Pupils feel that the school is very good, and they are very positive about the staff.

IMPROVEMENTS NEEDED

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

- Continue to work to raise standards in English and mathematics, particular in Years 1 and 2.
- Evaluate and redefine the different roles and responsibilities of key members of staff, so that policies and practices are common across the school and focus on raising standards.
- Develop the way in which teachers use assessment information when planning lessons.
- Evaluate the school improvement plan so that it becomes a strategic resource in raising standards.
- Develop assessment so that work is matched to pupils' learning needs. Develop teachers' marking so that it provides pupils with more constructive comments that help them understand how they can improve their work.
- Develop the procedures that are in place to improve levels of attendance.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is **satisfactory**. Overall, standards in national tests are **below average**. Standards on entry to the school are below average, and pupils have made satisfactory progress to reach the standards they do. Standards in the present Year 6 books vary between subjects; in science and mathematics they are average, but in English the limited written evidence is below average.

Main strengths and weaknesses

- In Year 2, standards in English and mathematics are low.
- Standards in speaking and listening are low. When they join the school as three-year-olds the majority of pupils have very limited vocabulary.
- From low levels of attainment at the age of three, pupils achieve satisfactorily as they move through the school and many have levels of attainment close to the national average at age eleven.
- Standards in ICT are generally average.

Commentary

1. From below average standards when they join the school, children in the Nursery and Reception classes do well, but many do not reach the expected standard for five-year-olds in some of the six areas of development identified for young children. Their communication skills are lower than those expected at this age. Teachers know the children well and plan practical activities which get the best out of them. The children find learning fun. Their achievement is satisfactory.

2. In the Year 1 and 2 classes pupils do not make the same progress, particularly in English and mathematics. In these classes teaching is satisfactory. Too often in lessons the pupils are not challenged sufficiently and are not provided with learning that enables them to build on their earlier achievements. As a result the school's results in national assessments for seven-year-olds have been too low. Results for the 2004 assessment tests are shown in the following table. At the time of the inspection the results for 2005 were available and they show a similar picture.

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

Standards in:	School results	National results
reading	13.6 (14.9)	15.8 (15.7)
writing	12.2 (13.5)	14.6 (14.6)
mathematics	13.8 (15.9)	16.2 (16.3)

There were 66 pupils in the year group. Figures in brackets are for the previous year.

3. As pupils move through the school from Year 3 to Year 6, their achievement is good. Pupils who start school with very limited vocabulary gain in confidence in using language. Results from the 2004 assessments for eleven-year-olds are set out in the following table. Preliminary results for 2005 were available at the time of the inspection and show a similar picture for mathematics and science, but English results are slightly lower.

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

Standards in:	School results	National results
English	26.8 (25.1)	26.9 (26.8)
mathematics	27.2 (26.3)	27.0 (26.8)
science	27.7 (27.8)	28.6 (28.6)

There were 75 pupils in the year group. Figures in brackets are for the previous year.

4. Inspection evidence, particularly work in the books of Year 6 pupils, shows variation in standards. There is limited written work in many English books, and that which has been completed is generally below the standard expected for the age group. Work in the mathematics and science books indicates average standards. Standards in ICT are broadly average. Pupils' attainment in other subjects is in line with the national average. Attainment in religious education is in line with that set out in the locally Agreed Syllabus for the subject. In no subject does the work in the books show a significant difference between the attainment of boys and girls.

5. Pupils with SEN, and those who speak English as an additional language, achieve well. The school invests a lot of time, energy and finances into meeting effectively the needs of the large number of pupils with SEN; most of these pupils have difficulties in the key skills of communication and language. These pupils all make significant gains in the key skills of speaking, listening, reading, writing and number. Nevertheless, their attainment remains below average, particularly in English and mathematics. Their difficulties with speaking, reading and writing and their slow acquisition of new vocabulary are barriers to their learning in most other subjects. The school is having a significant impact on trying to overcome these barriers.

6. Opportunities for pupils to apply their literacy and numeracy skills in other subjects are satisfactory. When opportunities are given to them, pupils show satisfactory levels of understanding of ways in which different subjects can support their learning. For example, in a Year 6 ICT lesson, pupils showed a good understanding of ways in which they could use skills acquired in English lessons to enhance a presentation of the book *The Railway Children*.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school are good, and they behave very well. Their attendance is unsatisfactory. Pupils' personal development and their spiritual, moral, social and cultural development are good overall.

Main strengths and weaknesses

- Pupils like school and enjoy the lessons and activities.
- Pupils' punctuality is good.
- Pupils' moral and social development is very good.
- Procedures to promote and monitor attendance are very good.

Commentary

7. Pupils talk positively about their lessons; they say how much they enjoy them, and they relate with enthusiasm the experiences they have had on trips. They like their teachers and say that their school is a good place in which to learn. Pupils like their school and the majority arrive on or before time in the morning. However, the attendance percentage is below the national average and is unsatisfactory. This is despite the very good monitoring procedures and the regular visits from the education welfare officer, who is appropriately involved with the small number whose attendance is poor.

8. Pupils' spiritual, moral, social and cultural development is not yet systematically planned, recorded and monitored through lessons, but most teachers use opportunities well to promote it.

Pupils' spiritual development is rapidly improving. In assemblies and in some lessons pupils are learning to express their feelings and to empathise with others; the story of the Good Samaritan provoked thoughtful comment as they reflected on what they might do in similar circumstances. Pupils' knowledge of their own and other cultures is developing well. They appreciate the free dance routines when pupils wear national costumes and perform before assemblies. Culture Week enhanced their knowledge, understanding and enjoyment of other traditions and it added to their curiosity to learn more of these.

9. Pupils relish the opportunities to take responsibility and diligently carry out any tasks allocated; they are becoming mature youngsters. Election to the new school council is developing ideas of citizenship and responsibility. Pupils' personal development is good.

10. Staff have very high expectations of standards for pupils' behaviour and, as a result, behaviour is very good throughout the school. Mutual trust and respect thrive in this lively community, and relationships between teachers and pupils are excellent. Although rewards and sanctions vary, they are very effective, and pupils' moral and social development is very good as a result. Pupils like learning and, in lessons that interest them, they work hard to please their teachers. However, some of the more able do not achieve their potential because of too low expectation and lack of challenge. Pupils are learning to value their own achievements and develop self-esteem. When their achievements and those of others are shared and celebrated in assemblies the applause is genuine, and the school is beginning to operate as a caring, cohesive community. There have been no permanent exclusions, but five boys were involved in the seven fixed term exclusions of varying lengths during the past year.

School's basic characteristics: ethnicity

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Other racial groups
TOTAL

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions		Number of permanent exclusions	
	Boys	Girls	Boys	Girls
430	7	0	0	0
106	0	0	0	0
536	7	0	0	0

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

Attendance

11. Attendance is below the average for primary schools; this has a negative impact on the school's test results. The school has good procedures to improve attendance and these approaches are showing modest signs of success so far. Further strategies are being put in place to improve attendance rates.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.2	School data	0.5
National data	5.1	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, the quality of education provided by the school is **satisfactory**. From below average levels of attainment when they enter the school, pupils make **satisfactory** gains in learning as they move through the school to attain standards that are generally close to the national average in Year 6. Pupils' behaviour is **very good** and this has a positive impact on their learning.

Teaching and learning

Teaching in the school is **satisfactory**. Although the teaching observed during the inspection was good overall, other inspection evidence, particularly an examination of the pupils' books, indicates that over the longer period of time teaching is satisfactory. During the inspections 52 lessons were observed, and teaching was very good or better in five lessons. No unsatisfactory teaching was seen.

Main strengths and weaknesses

- Teachers use effective techniques when they question pupils.
- Behaviour in lessons is very good and this is having a positive influence on pupils' learning.
- In the majority of lessons teaching assistants are used to good effect and they support individual pupils well.
- Assessment data is not used to maximum effect when lessons are planned.

Commentary

12. Overall, the quality of teaching observed during the inspection was good. In just over 60 per cent of the lessons teaching was good or better. No unsatisfactory teaching was seen. Teaching in the Foundation Stage and Years 3 to 6 was good overall. Teaching in Years 1 and 2 was satisfactory overall. These differences are reflected in the progress made by pupils in learning as they move through the school.

Summary of teaching observed during the inspection in 52 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	4 (8%)	27 (52%)	20 (38%)	0	0	0

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

13. In the very good lessons, teachers' good questioning techniques make sure that pupils have understood the work. The teacher asks the same question in a number of different ways in order to check pupils' understanding. For example, this approach was used very well in a Year 6 mathematics lesson where pupils were exploring a range of food and drink that would be sold in the interval of the school's production. The pupils were quick to spot that the cheapest purchase may not be the most profitable. This was an excellent example of pupils using their mathematical knowledge in a real situation. As a result, all pupils were highly motivated by the task, and the progress they made during the lesson was very good. The teacher's planning for this lesson was of a high standard and this helped to make sure that the lesson had pace. On the other hand, in many of the lessons where teaching was satisfactory, planning lacked the necessary detail and many of the pupils were not sufficiently challenged. Behaviour in lessons is very good; this has a positive impact on pupils' learning.

14. The teaching observed in English lessons was good. However, other inspection evidence indicates that teaching in English is satisfactory over the longer period of time. Although teachers make good use of the national guidance for literacy, they do not always plan lessons to take account of the needs of different groups of pupils. Good teaching also occurred in mathematics lessons, but overall teaching in mathematics is satisfactory. Teachers make good use of the

national guidance for developing pupils' numeracy skills. In lessons in English, good use is made of ICT to support learning. In a Year 6 lesson, where pupils were developing their understanding of characters in a play, the teacher was very effective in using the pupils' ideas to develop the way in which different characters could be developed. In this lesson the teaching assistant was used to very good effect and had a significant positive impact on the learning of pupils with SEN.

15. Generally, teaching assistants are used well throughout the school. In the best lessons their work is very good. They are clear about what individual pupils are expected to learn. They are fully committed to helping individual pupils, and the pupils respond in a very positive way, learning well. In a small number of lessons teaching assistants are less effective. They do not involve themselves in pupils' learning and do little more than supervise pupils who may be naughty. The school has recognised the need to evaluate the way in which assistants are used in lessons and has clear plans to raise the awareness of all those involved.

16. The teaching and learning of pupils with SEN are good throughout the school. Staff who frequently work with pupils with SEN in small groups, or on a one-to-one basis, have good knowledge of the pupils' needs and effectively promote the development of key literacy skills. The teaching of pupils in the early stages of learning English as an additional language is satisfactory. They receive good support from the classroom assistant assigned to their programme, but teachers do not include specific mention of these pupils in their lesson planning. For this group of pupils assessment systems are good and the information is used well to plan the next stage in their learning.

17. Overall, assessment procedures are unsatisfactory. The school has begun to analyse the nationally provided test results to identify pupils who will need help if they are going to reach the expected standards for seven- and eleven-year-olds. However, this information is collected on a year-by-year basis; as a result, there are no clear strategies to show what is expected of pupils by the time they reach the age of eleven, and how this is to be achieved. Assessment information is not being used in a consistent way to plan lessons that match the needs of individual pupils. The system of setting pupils in Years 3 to 6 for English and mathematics does provide the possibility of some matching of work. However, within the different sets there are few examples of the work being structured to cater for the range of abilities within the group.. Pupils' books are regularly marked. The best marking helps pupils understand ways in which they could improve their work, but this approach is limited and needs to be developed throughout the school.

The curriculum

The curriculum is **satisfactory** and is enriched by very good provision for extra-curricular activities in many areas of pupils' learning. The accommodation and resources are satisfactory.

Main strengths and weaknesses

- The school provides a very good range of out of school activities; these stimulate pupils' interest in learning and contribute to their achievement.
- Pupils who have SEN are supported well and their achievement levels are generally good.
- Whilst the quantity of the accommodation is good, the external fabric of the building is unwelcoming. It is in need of repair and painting.

Commentary

18. The school curriculum covers all the requirements of the National Curriculum and religious education. The curriculum is very well supported by a range of clubs and activities. Sex and relationships education is well taught to older pupils. Arrangements for the teaching of drug awareness are also very effective and are led throughout the whole school by workers from D-Side, a charity that has particular expertise in this area. The school has achieved the Healthy Schools Award and has shown that personal and social education is a very strong feature of learning. Circle

time is used to explore feelings and attitudes, reinforcing the school's values and beliefs about individual rights and responsibilities and the importance of each person to the school community.

19. The National Literacy and Numeracy strategies are embedded throughout the school, and as a result there is structured development in learning in lessons. Homework is given regularly in these subjects and pupils are encouraged to find out more about topics at home. Good care is taken to ensure that all pupils have equal access to the curriculum. Coverage of work in the other subjects follows national guidelines. Teachers draw on the guidance to plan their lessons and ensure that pupils do not repeat or miss important elements of the subject. However, this planning is not always detailed enough and does not take account of individual needs, particularly the needs of higher attaining pupils. Consequently, in some lessons there is a lack of challenge in the work and pupils' progress is affected.

20. The curriculum is brought to life by a very good range of enrichment activities. These stimulate pupils' interest in learning and allow everyone to take part in activities where they might excel. Drama is used to very good effect, as pupils are encouraged to develop self-confidence and to express themselves. Years 5 and 6 perform plays, such as 'Tom Wright's Schooldays', to parents and the local community. There is very strong commitment to such productions, by both staff and pupils.

21. The school has developed a good range of activities to celebrate the richness of other cultures. African bands, an Indonesian Anklung musician, and English folk groups perform for pupils during the annual Culture Week. Parents join pupils on one evening when foods from different cultures are provided and Fair Trade goods are available. The school has invested much time in raising anti-racism awareness, working with both the local football club and groups such as Primary Colours.

22. There is a very good programme for personal, social and health education (PSHE) and for citizenship. This is a developing aspect of the school's work. Assemblies are used to very good effect to help in this aspect of pupils' development. This approach helps to develop pupils' confidence and their social awareness. Staff place great emphasis on encouraging pupils to offer opinions and to take part in discussions, using strategies that have a very positive impact on pupils' communication and thinking skills.

23. There is good provision for pupils with SEN and for those whose first language is not English. In the best lessons there is good support through adult assistants and carefully planned programmes of work.

24. The school is well staffed with teachers and teaching assistants. Teaching assistants work well with teachers as teams and give good support, mainly to pupils of lower attainment, during lessons and through the school day.

25. Overall, the accommodation is satisfactory. The internal space is adequate, though much of it is in need of decoration, as is the exterior. In the short time she has been at the school the headteacher has been able to make changes to the layout within teaching areas. These changes are having a positive impact on teaching and learning. Although the school hall is too small for the whole school to meet together, it serves well for physical education. Overall, resources in the school are satisfactory.

Care, guidance and support

Provision for pupils' health, safety and welfare is very good and they receive satisfactory support, advice and guidance. The school has good arrangements to seek their views.

Main strengths and weaknesses

- Pastoral care is excellent.
- Child protection procedures are very good.

- Provision for pupils with SEN and other needs is good.
- Consultation with pupils is good.

Commentary

26. The care and welfare of pupils is at the heart of the school's provision; it is excellent. The health, safety and welfare of pupils are very high priorities for the school. Regular risk assessments and security reviews are carried out. Trained personnel administer first aid, and all staff know what to do should child protection issues arise. Pupils with SEN or other needs and those speaking English as an additional language are all well supported.

27. This is a school where every child matters and pupils know that their views are important. Relationships between staff and pupils are excellent and pupils are not backward in voicing their opinions; all have an adult to whom they can speak about their worries, confident that these concerns will be dealt with swiftly and effectively. The fledgling school councillors are very proud to represent the ideas of their peers and feel they have already been instrumental in improving the school dinners.

28. The school's use of assessment data is not yet fully developed. Whereas pupils know the targets they have been set, these are not reviewed and changed frequently enough to challenge all of them. Constructive comments on how they can improve are not consistently made on pupils' written work, though the guidance and support they receive in lessons from teaching staff is good.

Partnership with parents, other schools and the community

The school's partnership with parents is very good. Community links are good, and those with other schools and colleges are satisfactory.

Main strengths and weaknesses

- Parents think well of the school and have confidence in it.
- Parents are pleased with recent changes.
- Parents are very well informed.
- The local community values the school and is involved with it.

Commentary

29. The new headteacher has already established a very good relationship with the majority of parents in the short time since her arrival, and parents are very pleased and satisfied with changes she has introduced. They like the approachability of staff and the improved communication, and many help in school. The school tries hard to meet parents' needs and eight are now enjoying their '5 A Day' cookery course, with others waiting for the next one to be announced. The breakfast club is a very popular innovation and many parent volunteers, as well as staff, make the toast for the 125+ pupils who attend every day. Enthusiastic members of the newly formed parent teacher association are busy organising events.

30. Parents receive very good information about school events through regular school and class newsletters. Translations are available for those who speak English as an additional language. Information for parents whose children have SEN or other needs is good. Parents' attendance at meetings, school productions and class assemblies is very good, and many were involved with and supported the recent Culture Week. However, children's annual reports are not always written in 'user-friendly' language; they lack judgements on achievement in many subjects and targets are not always sharp enough to enable children to improve.

31. There are good links with the local community, which include pupils working with the Groundwork Trust, the community 'clear-up'. Grandparents as well as parents help in school and with the many visits children make in the locality. Representatives from local agencies, such as

those for Road Safety and Drugs Awareness, and from the local police are amongst many visitors who broaden and enhance children's knowledge and experience.

32. Links within the local family of schools are satisfactory and developing. Students from other institutions are keen to undertake their work experience and training placements at Hugh Gaitskell Primary School. Pupils have no fears about their secondary schools, although many are visiting them for the first time at the end of the summer term.

LEADERSHIP AND MANAGEMENT

Overall leadership of the school is **satisfactory**, but its management is **unsatisfactory**. Governance is **satisfactory**. The headteacher's good leadership since she started at the school only a few weeks before the inspection has had a major impact on the provision for pupils, but it has yet to have a significant impact on leadership and management.

Main strengths and weaknesses

- The headteacher has quickly identified some important aspects of the school that need improvement, and has put in place good strategies to effect change.
- Some long-established roles and responsibilities of senior management hinder improvement in the quality of education and the efficiency of the school.
- The leadership and management of some subject co-ordinators is hampered because they do not have access to the whole school for monitoring, evaluating and drawing up action plans for improving provision and raising standards.
- The school improvement plan does not focus the school sufficiently on the important issues that need to be tackled in order to raise standards.

Commentary

33. The headteacher leads the school well. She has made a good start in leading the school towards a new and better level of provision, so that standards can improve. For example, her drive to erase divisions between the infants and the juniors and between year groups is already improving the school's sense of cohesion. She has clearly established a comprehensive and consistent approach to including all pupils equally in what the school has to offer. Nevertheless, these are very early days in her tenure, and much remains to be done if standards and achievement are to rise to a consistently higher level in the national tests at the end of Year 2 and Year 6. Her initial changes to aspects of the school's work are met with approval by staff and governors, who agree that change is necessary.

34. The chair of governors is fully committed to the school and, under his leadership, the governing body fulfils its statutory duties satisfactorily. Several of the governors are new to their posts and are keen to develop their expertise through actively supporting the staff and pupils. Some governors work either part-time or full-time in the school, and this helps them to understand the school's strengths and weaknesses. However, governors' knowledge of the school comes mainly through information provided by the headteacher. Plans to involve governors in evaluating more accurately the standards achieved by pupils are at an embryonic stage.

35. The work of the deputy headteacher responsible for provision for pupils with SEN is good. She has a good understanding of the task at hand. She is able to support colleagues throughout the school and, as a result, pupils with SEN are generally well supported in lessons. On the other hand, the leadership provided by the other deputy headteacher, who is also the literacy co-ordinator, does not have the impact on learning throughout the school that it should. This is because his duties are not well allocated or organised for him to inspire and enlighten colleagues across the school, despite his considerable expertise and guidance in the organisation of the very good extra-curricular activities. Through one of his duties he has considerable experience and responsibility for English in Years 4, 5 and 6. However, because of inefficient timetabling, he has

little knowledge of teaching and learning in the English lower down the school. He is unable to draw comparisons or advise all colleagues on what needs to be done to raise standards. In general, the monitoring and evaluation of teaching and learning is, at best, limited, and there is no pool of information that shows which teaching strategies work most effectively. The work of subject co-ordinators is too often restricted to either the infants or the juniors, depending on where they teach; they do not have enough influence across the whole school.

36. The school runs smoothly on a day-to-day basis, but its overall management is unsatisfactory. The following factors contribute to the unsatisfactory management:

- There are few systematic systems for ensuring that policies are consistently adhered to. Although there are subject co-ordinators for all subjects, no staff member has responsibility for oversight of the curriculum. Consequently, there is no strategy for ensuring that the curriculum is suitably balanced or makes best use of pupils' developing skills and knowledge across subjects.
- Assessment of pupils' progress does not take place regularly enough to ensure that the work planned for them consistently matches their learning needs. As a result, in too many of the lessons seen those pupils with the capability of achieving higher than expected levels of attainment are not sufficiently challenged to do so.
- Most subject co-ordinators do not have enough impact on improving provision in their subjects because they do not have access to lessons and pupils' work throughout the school. They are not in a position to analyse the quality of provision or to determine what needs to be done to effect improvement.

37. The school improvement plan is unsatisfactory. It identifies issues for development over a three-year period. The plan is not reviewed by governors on a regular basis, which means that strategies for improvement are not effected quickly enough. The plan has not been compiled following a close audit of need. Indeed, there is no specific reference in it to how the school intends to raise standards in English, mathematics and science, even though results of national tests show that there is a need to do so. Action plans are too brief and do not state clearly enough what is to be done to effect change. Neither do the plans identify cost implications or timescales over which they are to be carried out. The school has no means or systems of evaluating the financial impact of its decisions in terms of the quality of education and the standards that pupils achieve.

38. The school's financial procedures are satisfactory. Financial management by the governors, headteacher and office staff is effective. Funding is used well to meet the needs of the pupils. Specific grants are spent appropriately, and this is making a difference to pupils with SEN. The school has satisfactory procedures to ensure that it applies the principles of best value. The school provides satisfactory value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,548,670
Total expenditure	1,542,450
Expenditure per pupil	2,789

Balances (£)	
Balance from previous year	-8,200
Balance carried forward to the next	-1,960

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision in the Foundation Stage is **satisfactory**.

39. This area of the school's work is made up of the Nursery and three Reception classes. All classes benefit from the support of either a nursery nurse or a learning support assistant. Information collected when the children enter the Nursery shows that most are below the expected levels of attainment for their age. In particular, their language skills are low. All children, including those with SEN, achieve well because of the very good care given to them by the adults, who all provide good role models. Learning resources are satisfactory and are used well. The outdoor area is used well, and this helps children's learning. A small number of children are identified as having SEN and a few speak English as an additional language. Teaching is good and these children are well supported.

40. The newly appointed co-ordinator has raised the profile of the Foundation Stage well throughout the school. She is building on the present systems to assess children as they enter Nursery and to track their progress closely throughout the Foundation Stage. Such assessment is good when small groups are the focus of an activity, but there is too little structure in the monitoring of the group as a whole in their play. As a result, teachers do not know what choices some children have made during a session. Consequently, they may miss out on significant learning and do not progress as well as they might.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is very good, and personal, social and emotional development is very well promoted in all activities.
- Every opportunity is taken to foster the children's development so that they make good progress and achieve well.
- Supportive relationships are being established so that the children's self-esteem is raised and they feel confident and happy.

Commentary

41. This area of learning is particularly well taught and, by the end of the Reception year, the majority of children are likely to have exceeded the expected levels. Most are able to conform to the high expectations of the staff, and the good role models of the adults mean that children know what is expected of them. They know the routines, behave sensibly, and settle to tasks quickly, with the result that the atmosphere is calm and purposeful. Children are interested and eager in their learning; many can stay on task for long periods of time and are motivated to succeed even when not directly supervised.

42. Adults constantly encourage the children and praise their efforts so that all can feel successful. They intervene when necessary with good questioning, which extends learning, and they encourage the children to take a pride in their work. There is consistency in routines so that the children know to put up their hands, take turns and listen to others. This was clearly seen in circle time when they waited their turn to talk and were able to respond to others' comments. Children generally share well and help each other. There are very supportive relationships between staff and children, and all the children feel secure and confident in seeking help when required.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is good.
- In all activities, teachers develop well the children's speaking and listening skills and their vocabulary.
- Adults support the children well, enabling them all to achieve.

Commentary

43. Teaching in communication, language and literacy is good. When they begin school many children have low level speaking and listening skills and a limited vocabulary. They make good progress and some are likely to reach expectations in this area by the time they enter Year 1. The adults continually talk to the children, and the imaginative activities they devise help the children to think and choose appropriate language to describe what they are doing. They become confident in speaking and are happy to talk to adults.

44. Books are readily available and most children take them home regularly to be shared with adults. Children understand how to use books and they enjoy them. There is good emphasis on the teaching of sounds and children make good progress in sound recognition, learning through rhymes, sound and picture games. Constant reinforcement from adults helps the children to recognise sounds and match them to letters. Higher attaining children in the Reception class can copy by either writing over letters or copying words from a card and some will attempt to spell words on their own. Staff ensure that children hold pencils and crayons correctly and that letter formation is accurate.

MATHEMATICAL DEVELOPMENT

The provision for mathematical development is **satisfactory**.

Main strengths and weaknesses

- Teachers promote mathematical development in all activities.
- Teachers plan a wide range of activities to help develop children's mathematical ideas, but the purpose of these is not always clear to the children.

Commentary

45. Teaching is satisfactory in this area of learning, where a range of interesting activities to promote mathematical understanding is provided. Children make satisfactory progress and some will have reached the expected levels by the end of the Foundation Stage. However, there is sometimes a lack of challenge for the higher attaining children, and their activity is not monitored closely enough so that their progress is limited. Children are able to count to ten and some can count to forty, using the number line. They sing rhymes to help them count and teachers use these rhymes well to extend and develop children's understanding. They have opportunities to write numbers and are beginning to match objects to numbers. Adults question children well and constantly use a variety of mathematical words and phrases such as 'above', 'below', 'under', 'over', 'beside', 'one more than', 'one less than', 'tomorrow' and 'yesterday' in many incidental ways to help develop vocabulary. In the Reception classes most children recognise shapes such as a square, triangle and rectangle and are beginning to develop an understanding of their properties. For example, they know that a triangle has three sides and that a rectangle has four.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers' planning provides for a wide range of activities to promote learning.
- Children begin to explore different materials and understand their differences.
- Children are familiar with computers and are confident in using them.

Commentary

46. Teaching is good, and this extends children's knowledge and understanding well, so that they make good progress even though they will not reach the levels expected of them by the time they reach Year 1. Activities are planned in such a way as to give opportunities for children to widen their experience and their vocabulary. In the Nursery the teacher stimulates children's curiosity and enhances their understanding by exploring topics such as 'homes' and 'houses'. The children design and make suitable homes for 'the three little pigs' in their storybook, after exploring what the needs will be. In Reception they begin to learn about their own culture by taking part in festivals such as harvest, and begin to understand that other groups celebrate different festivals, for example Divali. They look at toys from the past and try to develop the skills to play with them. They design and make puppets using felt and wool to decorate them. Children are encouraged to touch and describe shells and stones from the natural world and to use magnifying glasses. There is good opportunity for the children to use computers in the classroom and they have access to robotic toys from the time they enter the Nursery. Consequently, by the time they leave Reception many children can work independently with computer assisted learning, and they show great interest in it. They are confident and eager to talk about their activities and can move and control the mouse. They also spend time listening to taped stories and have access to audio centres, which they use competently.

PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- All the children benefit from well-planned activities in the hall.
- The lack of good outside play provision hinders pupils' learning.

Commentary

47. Overall, teaching in this area of children's development is satisfactory. Children enjoy physical activity both indoors and outside. They make satisfactory progress and many will reach the expected goals by the end of the year. Nursery children have free access to the outdoor play area but are often put off by the Reception groups which share the area. The space is too small to allow a full range of activity for all, and ball games frequently take over the area. Children are able to plan which toys they wish to use but spontaneous opportunities to develop their imagination may be lost. The resources are barely satisfactory, with ride-on toys, prams and a climbing frame available. However, the planned refurbishment and development of a stimulating outdoor learning environment will enhance children's play opportunities.

48. When lessons are in the hall, children pay good attention to the teacher and are responsive to the teacher's expectations. They stretch and are aware of balance, and can begin to make sequences of movement. Children have good opportunities to develop fine motor skills in a variety

of activities in the classroom. They use scissors, thread beads, build with construction toys and handle paintbrushes, crayons and play-dough confidently.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- Good planning gives many opportunities for creativity in a variety of situations.
- Children are imaginative and produce careful work.

Commentary

49. Teaching is good. The activities planned in the Nursery and Reception classes allow for children to develop their language and imagination well, with the result that they make good progress and some are likely to have reached the expected goals in this area. Role-play is encouraged so that children can develop their imagination. For example, in literacy activities they act out Cinderella, dressing up in realistic costumes and re-telling the story to the rest of the class.

50. In the Nursery, the well-resourced home corner can become a café or a shop as required, and children enjoy making meals for each other and adults. The 'estate agent's corner' provides a very good link to the 'homes' topic, and children 'write' details of sales for each other. Children have opportunities to paint and to colour as well as to use scissors and glue to make models. They like to sing, and will tap out or clap the beat when they use percussion instruments, enjoying the rhythms of the music.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Teaching in some classes in Years 5 and 6 is very good.
- Work in the pupils' books indicates that standards in Years 1 and 2 are below average and progress is too slow.
- Pupils have a good knowledge and understanding of drama.
- Pupils have good attitudes to their work, particularly in Years 3 to 6.
- Assessment is unsatisfactory.
- Leadership and management are unsatisfactory.

Commentary

51. The school's results in the 2004 national tests show that the standard of English by the age of seven years was well below average. Preliminary information of standards attained for the 2005 tests show the standard of English to be below average. This means there has been a slight improvement since last year. The standard of English by the end of Year 6 in the 2004 national tests was average. The 2005 results indicate that standards are below average, and this is mainly due to the lack of pupils attaining the higher Level 5 in the tests. Inspection evidence and the analysis of the limited amount of pupils' work available for that purpose would confirm this. Evidence shows that, throughout the school, pupils of all levels of capability achieve in a satisfactory way, including pupils with SEN and those whose first language is not English.

52. Pupils come into the school with low levels of speaking and listening skills. Recently, teachers have started to develop pupils' skills through techniques such as 'talking partners'. This approach is giving pupils the chance to learn to express their ideas and discuss their thoughts. However, pupils in Years 1 and 2 still lack the ability to express their thoughts clearly. By the end of Year 6 many pupils are adept at dramatic performances but lack skills in their day-to-day speech. In the very good lessons, and on specific occasions like assemblies, children listen very well because they are enthralled by the content. However, many pupils lack the ability to listen to each other, especially in Years 1 and 2.

53. Overall, pupils' skills in writing are below average throughout the school. Although there have been some improvements in recent years the progress is not sufficient to raise standards significantly. There is a lack of a whole school approach to teaching this aspect of pupils' English, and there is insufficient monitoring to ensure that enough progress is being made in pupils' writing year-on-year. Despite this, some lively and imaginative writing was seen during the inspection. The older pupils in particular are being taught to think deeply, and some are able to put their ideas on paper concisely and imaginatively. They show good attitudes to learning, fostered by their teachers' enthusiasm.

54. Pupils generally enjoy reading and show an interest in stories. They regularly read to adults, and this approach supports their learning well. By the end of Year 2 their reading is below average but by Year 6 many pupils' skills are average. By the end of Year 6 pupils have developed an understanding and enthusiasm for a range of books and classical authors, such as Shakespeare. This is partly due to the enthusiasm of the co-ordinator.

55. Over the longer period of time, teaching is satisfactory throughout the school. This is evident in the standard of work attained by pupils in their books and in national tests. However, the teaching seen during the inspection was good, especially in Years 3 to 6. In one very good lesson in Year 6 the teacher ensured that all pupils achieved very well, whatever their abilities. The pace of the lesson was very good so pupils were able to use dramatic techniques to establish their thoughts. They were also given time to write their ideas, thus consolidating their learning. Teaching in Years 1 and 2 is satisfactory overall. The English co-ordinator is passionate about the subject and conveys his enthusiasm to the pupils, especially those in Year 6. Drama is particularly strong in the school and is often used to provide a good starting point to lessons. In Years 1 and 2 pupils do not make sufficient progress in English. In the lessons observed the work was not always sufficiently challenging and, as a result, progress was limited.

56. The leadership and management of the subject are unsatisfactory. Test results are analysed to identify areas for improvement but the process is not rigorous enough to drive standards forward at the rate needed. The co-ordinator does not have a consistent approach to monitoring the quality of learning of the subject throughout the school and acting on the findings effectively. Although pupils' levels of attainment are recorded and targets are set, the assessments are not used effectively to plan for pupils' learning in all lessons. There is an inconsistent approach to teachers' planning in the school to ensure that pupils' learning progresses at a suitable pace. There has been satisfactory development in English provision since the last inspection.

Language and literacy across the curriculum

57. The use of language and literacy in other subjects is good. In subjects such as history and geography teachers pay attention well to the use of language in pupils' writing skills. A good initiative to use ICT to enhance pupils' language skills is providing them with the opportunity to draft writing, sequence sentences and review their spelling. This approach is having a positive impact on standards in English.

MATHEMATICS

Overall, the provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The setting arrangements in Years 3 to 6 are having a positive impact on standards.
- There is insufficient challenge for some pupils in Years 1 and 2.
- Assessment data is not used well enough to identify weaknesses.
- Individual pupil targets are not yet effective in raising standards.

Commentary

58. In the 2004 national tests, pupils in Year 2 scored well below the average when compared to all schools and similar schools. Too many did not reach Level 2 and too few pupils reached Level 3. Standards have been declining steadily over the last five years, partly because the school has not identified weaknesses in provision and then put in place measures to improve them. Early indications from this year's tests show that standards are similar. The Year 6 pupils in the same year had average scores compared to those of all schools. They had made good improvement since their national tests in Year 2. Overall standards for Year 6 are rising steadily from a very low starting point in 2001. The school exceeded its targets in 2004 and early indications are that it will exceed them again this year.

59. Pupils' attainment in Year 2 is well below national expectations. There is a high proportion of pupils with SEN who are making satisfactory progress but will not achieve the average grade, Level 2. In addition, too few pupils reach the higher grade, Level 3, because work in number is not always challenging enough. Nevertheless, pupils' achievement overall is satisfactory.

60. Pupils' attainment in Year 6 is in line with national expectations. Most pupils are confident of their ability and work hard. Homework is used well to follow up class work and reinforce learning. Pupils' achievement is good because the setting arrangements are working well, especially for the higher attaining pupils, and teaching and learning are mostly of a good quality.

61. Teaching and learning are satisfactory. In Years 1 and 2 teachers make a big effort to set work at the level of each ability group. This approach is working well for the average and low attaining pupils. However, work for the higher attaining pupils does not always challenge their thinking. In the best teaching the pupils are highly motivated. This was apparent in a Year 6 lesson where pupils were investigating ways in which they could make a profit from selling refreshments at a school concert. Very good questioning by the teacher helped the pupils to understand that buying the cheapest ingredients did not necessarily mean that they would make most profit. Pupils with SEN make satisfactory progress. The targets in the numeracy education plans for pupils with SEN are not tightly written, so these pupils are not always sufficiently challenged. On the other hand, progress for pupils with SEN in Year 6 is good. Provision through the setting process means that the work given to this group is well matched to their needs. Pupils' work is marked, but rarely are there helpful comments on how to improve it. Assessment data is used to place pupils into sets but not to review how well groups have learned or whether the curriculum needs modifying.

62. Leadership and management are satisfactory overall. Although the co-ordinator has a good understanding of teaching and learning in Years 3 to 6, she is less aware of the strengths and

weaknesses in the provision in Years 1 and 2, where higher attaining pupils are sometimes not challenged enough. Assessment data is not analysed in depth to point up weaknesses in teaching and the curriculum. There has been satisfactory improvement since the last inspection.

Mathematics across the curriculum

63. Pupils make satisfactory use of mathematics as part of their work in other subjects, aiding their understanding of its use in practice. For example, they use graphs and tables to record data in geography and science, and measure materials in design and technology. Interactive whiteboards are being used to good effect. However, the school has yet to identify all the opportunities for pupils to develop their mathematical skills in other subjects.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teaching is predominantly good, with some that is very good.
- Most pupils thoroughly enjoy learning about science.
- The subject co-ordinator does not have a good enough overview of provision across the school.

Commentary

64. Standards at the end of Year 6 have improved since the 2004 standard assessment tests and a better proportion of pupils attain the higher than expected Level 5, which indicates that standards are rising. This is because the quality of teaching and learning is better than it was at the time of the previous inspection. Nevertheless, although pupils achieve satisfactorily over time, and standards at the end of Year 2 meet national expectations, a lower than average proportion of pupils attain the expected Level 4 or above at the end of Year 6.

65. Much of the improvement in teaching and learning is because the teachers pay good attention to the need for pupils to work more independently and to carry out scientific investigations to enhance their knowledge and understanding. Indeed, most pupils have at least adequate knowledge and understanding of the topics they meet in lessons. The higher attainers are particularly good at using information to proffer opinion and original thought in their discussions. In a Year 6 lesson on constructing a thorough investigation into what makes a good cup of tea, many pupils offered detailed and worthwhile views about independent and dependent variables that needed to be considered. This happened because of the very good and challenging teaching, which displayed flair, good pace, careful planning, and a thorough understanding of the capabilities of the pupils. Some of these qualities were present in the good lessons seen, for example when pupils in a good Year 2 lesson thought about and listed physical similarities and differences between themselves. The teacher had high expectation of the pupils to listen, to think hard and to contribute to discussion. Lessons are sometimes too long because teachers stick rigidly to the prescribed timetable. This results in pupils wasting time, when the teacher could be taking their learning further forward by other means.

66. As a result of the predominantly good teaching, pupils take a keen interest in the subject, not only in the discussions, research and practical aspects, but also when they write about science. Most work is neatly presented, and pupils in most classes take care to use their literacy and mathematical skills well when describing investigations, for instance, or when illustrating their findings with graphs derived from the data they collect. Behaviour in most lessons is at least good because pupils like to discuss their work and to find out more.

67. Management of the subject is satisfactory. The co-ordinator leads the subject well in so far as she has access to work across the school, but this access is too restricted. She has drawn up a curriculum plan that takes good account of the requirements of the National Curriculum and ensures that pupils throughout the school learn about science in topics arranged on a two-year cycle of teaching. This works well, and ensures that pupils do not repeat work where it would not be advantageous to do so. However, the tracking of pupils' progress is not accurate enough to give the school a clear picture of pupils' specific learning needs, or where there are gaps in their knowledge and understanding. This is partly because the co-ordinator has limited access to work done in Years 5 and 6, and so does not have a clear picture of standards and provision across the school. Similarly, she is not able to observe teaching and learning in classes other than in her own year group, so cannot evaluate the effect of policies agreed by staff. For instance, most teachers mark work regularly, but the quality and usefulness of marking varies considerably, from simple ticks to giving advice and setting targets for improvement.

68. The school's increased use of teaching assistants to support pupils' learning in science, both individually and in groups, is having a marked impact on their learning. Consequently, pupils with SEN achieve as well as their classmates. Sometimes the partnership between teacher and teaching assistant promotes good or very good achievement by pupils in lessons. There has been a satisfactory level of improvement overall since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Standards by Year 6 are in line with those found in other primary schools.
- The use of the city learning centre has improved pupils' understanding of important aspects of the subject, including data logging and control technology.
- Assessment data is not used effectively.
- Pupils are very keen to use the computers and are highly motivated to learn.
- The expertise of the network manager is an asset to the school.

Commentary

69. Pupils' attainment in Year 6 is in line with national expectations. They have a good understanding of data logging and control technology and use aspects of a word processing package easily and confidently. The school recognises that their understanding of spreadsheets and multi-media productions is less well developed and has modified the curriculum to improve this. Pupils' achievement is satisfactory. Their attainment in Year 2 is in line with national expectations. Pupils are confident when logging on and opening programs. They use a word processing package well to re-write stories in religious education. They combine their understanding of animals with their use of databases when working to make simple charts that helped them sort animals.

70. Teaching and learning are satisfactory. Pupils are very keen to learn and they behave very well in the computer suite. Teachers are generally knowledgeable and explain tasks well. Pupils work very sensibly in pairs which are carefully chosen by teachers so that weaker pupils are supported by the more able. The co-ordinator teaches lessons in Years 3 to 6. She has good subject knowledge and explains tasks clearly. Assessment procedures are in place, but the information gathered is not used efficiently to identify pupils who need further support or extension activities. The network manager makes a very positive contribution both to the teaching and to the maintenance of the computers. Pupils with SEN are fully involved in developing their ICT skills; they are well supported by learning assistants.

71. Leadership and management are satisfactory. The co-ordinator has good skills and shares them effectively with her colleagues in the junior classes by teaching all the lessons and allowing them to observe. She has revised the curriculum and how it will be taught. The effectiveness of these measures will be reviewed at the end of the year. Since the last inspection, resources for ICT have improved substantially. Overall, these judgements represent an improvement upon those reported after the last inspection.

Information and communication technology across the curriculum

72. Pupils' use of their computer skills in other subjects is satisfactory. The recent initiative to link lessons with literacy and numeracy allows pupils to see that their skills have a use, but its effectiveness has yet to be reviewed. In Year 2, pupils use a word processing package to make books about the 'Prodigal Son', whilst Year 6 pupils make posters deploring 'racism'. The Internet is available in all classrooms, and pupils in Years 5 and 6 make good use of it to find out about a range of topics, including historical figures. Links to other subjects are not always clear in lessons and in teachers' planning.

HUMANITIES

73. Work in the humanities was not a focus for this inspection. The co-ordinator has worked hard to ensure that **geography** and **history** are covered appropriately throughout the school. He has encouraged a more systematic approach to teaching than previously employed in the school. A more coherent approach to planning has been developed since the last inspection and standards have been maintained. No geography lessons were seen during the inspection and only one history lesson was seen, so judgements cannot be made on the quality of teaching and learning. A basic form of assessment is followed and this is satisfactory. The co-ordinator does monitor some teaching and learning in the school but the impact of this work is limited.

74. Both history and geography are taught, and planning covers the requirements of the National Curriculum. An analysis of the pupils' work in books and displays around the school shows that standards are broadly in line with national expectations by the end of Year 2 and Year 6; standards have been maintained since the last inspection. Pupils are aware of the skills they are expected to learn by the end of the year, and pupils in Year 6 are able to talk about ways in which they can assess their own skills.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils are encouraged to consider the meaning behind religion, as well as facts.
- Pupils are exposed to a rich diversity of experience about a range of world religions.

Commentary

75. In the lessons seen, teaching was good because of the way pupils were engaged in the activity. Pupils make good progress in their understanding of the nature of religious education, and standards of attainment are in line with those in the locally agreed syllabus. It is clear that the values of religious belief play a large part in the life of the school, and that pupils are encouraged to use these in their everyday lives. Pupils have access to holy writings and sacred books and make good use of them to extend their knowledge of the different religions. In Years 3 and 4 they use the Bible to find out about Jesus and spend time considering why he had enemies. This leads to good discussion and extension of speaking and listening skills, as well as deepening pupils' understanding of what happened in the final weeks of Jesus' life. Pupils are able to provide some reasons why these events occurred. In Years 5 and 6, pupils compare the rites of passage of newborn infants in Christianity and in Islam and gain a good insight into the similarities and the differences.

76. The school follows the Leeds agreed syllabus, linked to national guidelines, and by Year 6 pupils show a satisfactory understanding of Hinduism, Buddhism, Judaism, Islam, Sikhism and Christianity. They look at religious art and listen to religious music, and they make thoughtful responses about what they see and hear. The varied approaches in teaching engage pupils, and they behave very well and show very good attitudes in lessons. All these factors result in pupils making good progress in lessons.

77. The work of the co-ordinator is satisfactory. The co-ordinator has worked hard to raise the profile of the subject and has offered good advice to colleagues. so they are confident in their knowledge. As a result, the majority of lessons is interesting and motivates pupils well.

78. These judgements are similar to those reported after the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

79. This aspect of the school's work was not a focus of the inspection. Two lessons were observed in design and technology and physical education, and overall the teaching in these was satisfactory. It is not possible to give a judgement on provision in individual subjects.

80. The very small amount of evidence available indicates that standards in **music** are in line with national expectations. On entry to assembly, the pupils listened quietly to music. During the assembly the singing was tuneful and the pupils maintained the rhythm accurately. The school ensures that all aspects of the curriculum are covered but as yet does not monitor the standards achieved by the pupils. Management of the subject is satisfactory but the co-ordinator does not have the opportunity to influence music provision in the Year 5 and 6 classes. There is a good range of clubs and other activities that support work in music.

81. Owing to timetabling arrangements, **art and design** was not the focus for this term's learning. No lessons were seen in the subject so it is not possible to make a firm judgement about provision. From talking to pupils, looking at work displayed on the walls, scrutiny of the art portfolio and discussion with the art co-ordinator, the indications are that work planned in art and design is interesting and varied and that standards are in line with national expectations. The limited work on display is well presented and of a good quality. The co-ordinator has a good grasp of the subject.

82. Teachers clearly plan for pupils to experience a good range of **design and technology** techniques, and to develop their creative skills imaginatively and independently. It is not possible to securely judge the standards attained, though in the one lesson seen, in Year 3, pupils attained a good standard in the activity in which they were engaged. After disassembling packaging, they constructed their own strong bags from first principles. On the evidence of a developing portfolio of pupils' work from across the school, and items such as sandals and purposeful clay pots, it is clear that pupils achieve at least satisfactorily.

83. Only one lesson in **physical education** was observed, so it is not possible to judge standards or achievement across the school. Although the lesson was satisfactory overall, it had important

weaknesses. In particular, pupils were not encouraged to evaluate and improve their movements. Nevertheless, the programme of physical education in the school is extensive, and it is led well by the subject co-ordinator. The curriculum is enhanced by a very good range of extra-curricular activities, especially for pupils in Years 3 to 6. The planning of the curriculum often takes good and efficient account of learning in other subjects, and this also enhances pupils' learning. For example, when pupils in their Year 3 history lessons are studying the Vikings, they also learn about Viking customs and practices through the medium of dance. All pupils learn to swim, through lessons in Years 4 and 5, and the school takes good advantage of a residential visit for them to experience adventurous activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

84. Although no lessons were seen in this area of the school's work, other evidence indicates that provision is very good. The attention the school gives to this aspect of its work is well rewarded.

85. The school sees pupils' personal development as a very important part of its work. There is a good programme of activities, including work on diet, health, sex and relationships, and drugs awareness. The recently appointed headteacher is dedicated to ensuring that this aspect of the school's work is fully developed. During the short time she has been at the school she has made a significant contribution to this aspect of its work. Assemblies are very well used to support pupils and to raise their self-esteem. Pupils' relationships with their teachers are excellent. When asked, pupils were pleased to be able to say, *'I can tell my teacher about anything that worries me'*. Pupils see the recently formed school council as an important way in which they can influence the work of the school, and it provides them with a good grounding in citizenship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7); not applicable (8).