

REPORT TO THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 22 AUGUST 2007

SUBJECT: Annex 1: Ofsted Summaries

SUMMARY OF SCHOOL OFSTED INSPECTION REPORTS

- 1 All Saints Richmond Hill Church of England Primary School (May 2007)**
 - 1.1 **Grade: 2**

The headteacher's outstanding drive for improvement for All Saints and its pupils is a striking feature of this good school, which provides good value for money. The very secure atmosphere that exists in school provides an 'oasis' of calm and positive relationships in an area where daily life can be challenging. Pupils clearly enjoy attending this happy school.
 - 1.2

The dedication and commitment of all staff has a major impact on all pupils' personal development and well-being, which is good. Pupils' friendliness and willingness to share their achievements are a pleasure to experience. The quality of care, support and guidance is outstanding. Very caring relationships exist between teachers and their pupils and pupils' positive attitude towards their learning adds much to their good progress, often from a low starting point. The school promotes pupils' knowledge and understanding of different cultures and world religions well. As a result, all are very tolerant and respectful of others within school. Pupils are clear that a significant number of children behave a great deal better in school than they do outside. Links with the local church and other schools are strong and are helping to broaden pupils' understanding of their responsibilities within communities. Attendance is in line with that for most schools. Effective action has been taken to reduce unauthorised absence substantially over recent years.
 - 1.3

Pupils' achievement is good. Most children enter the Nursery with skills lower than those expected of children of their age and, for some, much lower. The satisfactory arrangements in the Foundation Stage ensure that all children have a steady start to their learning. Pupils achieve well overall so that, by Year 6, standards are broadly average. Pupils with learning difficulties and/or disabilities and those learning English as an additional language make good progress. This is because they are provided with challenging work and the additional support they need from well-trained special needs assistants.
 - 1.4

The quality of teaching and learning is good and there is some outstanding practice which is largely responsible for helping pupils of all abilities to make outstanding progress in the later years. In the Foundation Stage and Key Stage 1 there is more satisfactory teaching, enabling children to make steady progress. Here the level of

challenge is less consistent, especially for the higher attaining pupils. The curriculum is good and planning is thorough. It is tailored carefully to meet the individual needs of children living in this area. It is enhanced by a wide range of activities which many pupils enjoy outside normal school hours.

1.5 Arrangements for assessment provide detailed information on the standards being achieved and this enables pupils' progress to be tracked carefully term by term. Parents and children know what targets have been set and these are closely monitored and evaluated by pupils and their teachers.

1.6 Leadership and management are very effective. Staff work well together to tackle identified priorities for improvement. Senior leaders regularly monitor the quality of teaching and learning and other aspects of school life very thoroughly. Governors are regularly involved in school activities and are committed to helping the school to monitor its effectiveness. The school has been too modest in some of its evaluation, judging the quality of care to be good rather than outstanding. This is because it sets itself very high standards. Overall, the school has a good capacity to improve further.

1.7 ***What the school should do to improve further***

- Improve the consistency of teaching across all years so that younger pupils are as fully challenged as those in Key Stage 2 and can make the same rapid progress.

2 Armley Primary School (December 2006)

2.1 Grade: 2

Armley Primary School provides a good standard of education for its pupils and some aspects of its provision are outstanding. It offers good value for money. The school is exceptionally calm and the pupils' behaviour is exemplary. As a result, pupils feel safe and secure and are able to concentrate well on their work. The care, guidance and support of pupils are outstanding and parents are particularly pleased with the way their children are learning to think for themselves and make sensible decisions. Pupils say they know they must work hard in order to do well in the future.

2.2 Most children start in the Nursery with levels of attainment that are very low. The overall provision in the Foundation Stage is good. However, whilst staff are currently developing a structured assessment system, the data is incomplete. Consequently, the school does not have a clear enough view of children's attainment and progress in Nursery and Reception. Individual records suggest that children make good progress but attainment is still well below average when they begin Year 1. Standards are below average by the end of Year 2 and are broadly average and improving by the end of Year 6. Overall, achievement is good. In Years 1 to 6, the school's good systems for analysing pupils' progress have identified that some more able learners could progress more quickly and that the standards in writing across the school should be higher; inspection judgements agree with this analysis. Pupils with learning difficulties and/or disabilities make good progress and those at an early stage of learning English achieve well.

2.3 The quality of teaching and learning is good. Teachers expect pupils to work hard and think carefully about their tasks. Across the school, staff provide positive support whenever a pupil falters or becomes anxious. 'I don't mind waiting', one teacher said to a pupil, 'so long as what you're doing is good'. Such helpful

interventions avoid difficult confrontations and ensure pupils benefit from their learning. Teachers say they feel accountable for their pupils' good progress and use the assessment tracking systems to ensure they stay on target. However, as yet, too few of the more able pupils have sufficiently challenging targets and this slows their progress.

- 2.4 The curriculum is good. Weaknesses identified by the last inspection have been remedied and the school provides a good range of interesting and well planned opportunities for pupils to learn outside the school day. Visits to places of interest and visitors who, for example, perform live music, extend the curriculum well. As a result, pupils enjoy lessons and these wider opportunities, and this contributes to their improving standards. A good focus on raising standards in writing by extending pupils' range of ideas through talk and developing it through other subjects is still in the early stages. Consequently, its full impact on standards and achievement is not yet evident.
- 2.5 The pupils' personal development is good with some outstanding features. Many older pupils keenly take responsibility, for example, as monitors, playground pals or members of the school council. Whilst a number of pupils need regular guidance from staff, they are learning to monitor their own behaviour and manage their work effectively. Younger pupils talk eagerly about the different countries pupils have come from and confidently point out their own homeland on a world map. Their ready acceptance of different cultures enables them to understand different points of view and ensures they value each other. The pupils' understanding of healthy lifestyles is extremely good and they talk confidently about healthy eating and the need for regular exercise.
- 2.6 The headteacher and senior staff provide good leadership and management. Evaluation of the work of the school is generally accurate, although anticipating the outcomes of future work led to some over-estimation of success so far. There are clear and appropriate plans for school improvement, which identify the means for raising standards further. The effective influence of the headteacher and senior staff is evident in the way all staff take responsibility for speeding pupils' progress. Their strong influence is seen in the way disaffected pupils grow to enjoy and value learning through the outstanding support and guidance they receive. Strong teamwork is a significant factor in the school's good capacity for further improvement.
- 2.7 **What the school should do to improve further**
- Raise standards in writing so that more pupils reach the higher levels.
 - Raise the standards and achievement of more pupils by setting them targets that are more challenging and matching work more precisely to their needs.
 - Record and track the progress of children in the Foundation Stage so the school has a more accurate view of how well they are doing.

3 Ashfield Primary School (March 2007)

3.1 Grade: 3

This is a satisfactory and improving school. Pupils' personal development and the care, guidance and support provided for them are good, with some aspects of care being outstanding for pupils with learning difficulties and/or disabilities. Parents appreciate the good quality of care and support given to their children. They praise action taken by staff to keep pupils busy in their learning and to prepare them for successful transfer to secondary school. As one remarked, 'I cannot thank the

school enough for the fantastic base [my son] has been given for the long road ahead.' Together, staff work very hard to ensure that pupils feel safe and secure, enjoy their learning, adopt healthy and safe routines and arrive to their classrooms ready to learn.

- 3.2 Children enter the Nursery with below average standards and make very good progress as a result of well-focused, imaginative tasks in lessons. A significant number of more able children leave the school to join Reception classes in other schools but children who remain continue to make very good progress. By the time they enter Year 1 many reach the standards expected nationally for children their age, with standards in shape, space and measurement being a strength. Effective new strategies for teaching reading are leading to improved skill in linking sounds and letters. National test data for 2006 revealed significant underachievement in Year 6 but school data shows improved standards for the current Year 6 cohort. Standards are now close to average overall, with much improvement in English, and an increased proportion of more able pupils expected to achieve higher levels. These improvements are the result of more robust assessment and tracking coupled with good teaching and clear, structured guidance for improvement. Pupils' achievement is satisfactory overall.
- 3.3 Teaching and learning are good. Marking is thorough, supportive and sets specific learning targets, for example on how to improve spelling and extend vocabulary. Teaching areas are well organised with increasing use made of 'learning walls' to stimulate and reinforce learning targets. The learning mentor and teaching support staff are well deployed and, in their active support of learning, contributing effectively in the successful push to raise achievement. However, not all lesson planning has a sharp enough focus on how pupils' learning can be 'stretched'. The school's good quality curriculum makes a significant contribution to the development of pupils through personal, social, health and care programmes. This includes planned events for pupils to learn about safety. The 'Excellence and Enjoyment' initiative is being used successfully to enrich first hand learning experiences, for example using theatre groups to help cover curriculum topics.
- 3.4 Leadership and management are good. After a very unsettled and difficult period following reorganisation the school has regained the confidence of the community. Improvements in achievement reflect the resolve of the headteacher added to the drive and determination of senior staff to increase the pace of school improvement. Effective local authority monitoring and support is adding to this drive. However, evaluation of initiatives to secure improvement is not yet well enough embedded to allow these to have maximum impact on raising standards. After a period of slow progress addressing issues for improvement, the school is now successfully focussed on tackling weakness. The recently appointed chair of governors is keeping a watchful eye on the school and governors have strengthened their commitment at this critical time. As a consequence of this and in the light of recent good improvement, the school has good capacity to improve further.
- 3.5 ***What the school should do to improve further***
- Ensure that all lesson planning stretches pupils to do as well as they can. Rigorously evaluate the impact of initiatives to secure improvements so that they have the maximum impact on raising achievement and standards.

4 Austhorpe Primary School (December 2006)

4.1 Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure necessary improvement in the school.

4.2 The school views its overall effectiveness as satisfactory; inspectors disagree. Many groups of pupils do not achieve as well as they should given their above average attainment on entry to the school. In 2005, standards declined significantly from the high levels found at the last inspection to broadly average at Key Stage 2. Pupils did not make the progress of which they were capable. The decline went unchecked in 2006, at Key Stage 1, to a four-year low. In 2006, at Key Stage 2, standards rose to a level significantly above average: this is attributed to good and sometimes outstanding teaching at Year 6 which quickly increased pupils' attainment. Standards in Years 1 to 5 are average.

4.3 Pupils attend well and enjoy school. They are well prepared for their future in terms of understanding how to have a healthy and safe lifestyle. The Healthy Schools Award reflects this. Older pupils have responsibilities around school and are diligent in carrying them out. Pupils' progress in basic skills is too slow, however.

4.4 In the Foundation Stage, the quality of the teaching, learning and curriculum is inadequate because children have insufficient opportunities to develop their independence and interests. Few challenges are presented to them because expectations of what they can do are low. Assessment of the pupils' progress is insecure and not used to set challenging tasks. Furthermore, children have too little opportunity to take their learning outside to enjoy the fresh air and explore the outdoors.

4.5 The quality of teaching is inadequate over time and does not provide pupils with a wide enough range of learning opportunities. Pupils' learning is very variable, depending on which class they are in. The curriculum is also unsatisfactory because it is not well enough planned to cater for the needs of all groups of pupils

4.6 The quality of leadership and management at all levels is inadequate. It is undermined by poor professional relationships which adversely affect the rate of improvement. As a result, standards have declined in the classes from Reception to Year 5, and the school has been slow to begin to rectify matters

4.7 Changes in leadership and leadership styles have not been sufficiently embraced by staff or governors and some parents have raised concerns over the ill effect of this on their children's education. The local authority is providing support to the school, but many basic systems are new and so their impact has yet to be seen. Arrangements to assess pupils' attainment, the tracking of their progress and the monitoring of the school's work have yet to be used regularly to improve the quality of teaching and pupils' learning. Improvement since the last inspection is inadequate; standards have declined overall and the school lacks a clear way forward. It also lacks a sharp analytical edge, is over-reliant on external support and is insufficiently self-sustaining. It provides unsatisfactory value for money.

4.8 ***What the school should do to improve further***

- Improve the leadership and management of the school to ensure that timely action is taken to secure improvements in the school's work and standards.
- Establish a shared approach to monitoring the work of the school.
- Improve standards and pupils' achievement from the Foundation Stage to Year 5.
- Increase the quantity of good teaching.
- Develop consistent approaches to curricular planning and tracking pupils' progress so that provision meets the needs of all groups of pupils.

5 Barwick in Elmet Primary School (December 2006)

5.1 Grade: 2

The school's evaluation that it is a good school is accurate. Most parents and carers making their views known during the inspection agree with this: they welcome the good achievement pupils make and the effective care, guidance and support which enhances their children's well-being. The school places itself successfully in the heart of the community. It has strong links with the Parish of All Saints, provides out of school accommodation for children's uniform organisations which pupils attend and runs effective before and after school clubs and a funded nursery. The school views the extended provision understandably as part of its foundation for success in its Reception class and throughout the school. Parents play an important part in the life of the school via strong representation on the governing body, planned opportunities to meet staff about the children's progress and support in classrooms and after school clubs. Despite this, questionnaires completed by parents and carers in the last two years show a minority disagreeing with the view that the school seeks their views and takes account of their suggestions or concerns. This view has yet to be researched fully by the school.

5.2 Children start in the Reception class with attainment that is broadly average. Caring and knowledgeable support from staff ensure that at this young age, children enjoy school, make friends and begin to understand the routines and clear expectations for learning that build throughout the school. They begin to make choices and their confidence grows well. By Year 6, because of good teaching throughout the school, pupils' progress well overall year on year and as a result, reach above average standards. This is because teachers have good subject knowledge and generally plan work well for pupils of all ages and ability. In a particularly capable Year 6 group in 2006 all pupils attained the expected levels in mathematics and science with nearly three-quarters attaining higher. Standards in English were very nearly as high, although higher attaining pupils did not do as well in writing where only a quarter attained beyond expectations for their age. Generally the trend over time in writing has been lower than in other areas of English, mathematics or science and has led the school to introduce a new approach. Pupils and teachers are now clearer about exactly what should be done for each pupil to improve and strategies are in place to check on this. This is an example of how good leadership and management in the school analyses how well it is doing and takes steps to improve. School self-evaluation is effective.

5.3 The good curriculum with excellent extra curricular activities helps the school to place great emphasis on educating 'the all round child'. This emphasis on personal development and supporting pupils' skills as young citizens is effective. They are extremely clear what is needed to keep fit and healthy, are successful overall in looking after each other, raise money for those less well off and perform confidently in concerts for parents and the general public. Good skills for their age in literacy,

numeracy, information and communication technology (ICT) and business enterprise prepare them exceptionally well for the future. The school has moved on well since the last inspection, particularly in its ICT provision and effectiveness in planning for the future.

5.4 With the current strengths in teaching and leadership and management, the school is well set to develop further.

5.5 ***What the school should do to improve further***

- Improve higher attaining pupils' achievement in writing skills by ensuring full effectiveness of the recently introduced approach of the setting of targets, sharper marking by teachers and pupils' involvement in better evaluation of their own work.
- Ensure the views of all parents are fully researched and considered when planning for the future.

6 Beechwood Primary School (January 2007)

6.1 Grade: 2

Beechwood Primary School provides a good standard of education because of the outstanding direction by the headteacher and deputy headteacher. They have led a programme of steady improvement, founded on rigorous self-evaluation. They started by reducing challenging behaviour. They then established a stable teaching team in order to maintain an improving trend of achievement. Provision and standards in the Foundation Stage are good and the school gives good value for money.

6.2 Children arrive at the school with attainment well below expectations for their age. The good teaching in the Foundation Stage provides a secure basis for future learning. Achievement and personal development are good for all pupils, including those who face barriers to learning. They progress well to gain broadly average levels by the end of Year 6. Attitudes to learning are good because adults manage behaviour sensitively and boundaries are clear. Consequently, the school has created a climate where pupils are safe and feel secure. Parental support for learning is not well developed and attendance is still poor in the Foundation Stage.

6.3 Pupils enjoy their time in school and their spiritual, moral, social and cultural development is good. This shows not only in their good behaviour but also in their support for each other and for others who are less fortunate. They are well aware of what they need to do to stay healthy and they readily participate in day-to-day play and extra-curricular sports. They have good opportunities to begin to prepare for economic prosperity. There is a strong emphasis on basic skills, collaboration and independence. Pupils use information and communication technology adequately as a learning tool.

6.4 Middle managers and governors provide effective support for the headteacher and demonstrate good capacity for further improvement. They make very good use of outdated buildings. Their collaborative approach to planning has created a curriculum which engages pupils' interests well and issues from the previous inspection have been dealt with effectively. Pastoral care and support for pupils with learning difficulties and/or disabilities are outstanding. Teaching is good. The best teaching responds well to the different learning needs of individual pupils, but this is not yet consistent and the more able pupils need more challenge. Teachers assess pupils' work carefully and give them clear feedback about how well they

have done. However, pupils do not have enough opportunities to judge the quality of their own work or that of other pupils.

6.5 ***What the school should do to improve further***

- Improve the consistency of teaching by ensuring that all teachers match the very best practice, particularly by enabling pupils to evaluate their own work.
- Adapt the range of activities in lessons to match individual pupils' most effective learning styles, particularly for the more able pupils.
- Develop the partnership with parents to support pupils' attendance and learning more effectively.

7 **Beecroft Primary School (January 2007)**

7.1 Grade: 1

Beecroft Primary fully meets its aims for 'all pupils to achieve high standards of work, behaviour and attitudes to others'. It gives pupils an outstanding education at the end of which they leave as confident, well-rounded individuals with a strong sense of their rights and responsibilities. It is a happy, purposeful school and pupils, parents, staff and governors are immensely proud of it. High academic standards have been sustained over many years because all pupils make outstanding progress during their time at Beecroft. Excellent teaching and exceptional leadership by the headteacher and management team ensure that pupils acquire the self-discipline to get to school on time and give of their best. Pupils point out that, 'Children respect teachers and teachers respect us.'

7.2 The school has an accurate view of its achievements and knows exactly which steps to take next to maintain its high standards. Over the past 10 years under the present headteacher it has demonstrated its outstanding capacity to improve. Management systems are simple and highly effective. Parents think the world of the school. Almost all returned the questionnaires to express their views, saying 'they focus on learning not just teaching' and commenting that 'children are passionate about being at school'. Governors give outstanding support and advice as a friendly but critical group with the interests of the school at heart. The school provides outstanding value for money.

7.3 Standards continue to go up because of outstanding teaching and an extremely good curriculum which gives a very good balance between learning new skills and applying them in interesting, worthwhile and practical contexts. A large proportion of pupils, typically two-thirds, exceed the level expected at the end of Year 6 in English, mathematics and science and virtually all reach expected standards. Reading and writing are equally strong. Pupils use mathematical skills every day in different subjects and, in science, pupils say they 'learn through seeing and doing because teachers make it as practical as they can'. Teachers' insistence on high standards of presentation is a major contributory factor to pupils' outstanding achievement, for it promotes methodical working methods as well as teaching pupils to take pride in their work.

7.4 Provision in the Foundation Stage is outstanding. Children become confident learners as exciting and thought-provoking activities help develop their communication and language skills so they gain an understanding of the world around them. The systems to support pupils' personal development and to guide them academically are outstanding and secure excellent progress for all pupils at each stage of their education. A key factor is the extent to which pupils are involved in assessing their own learning so they have a very clear understanding of what

they need to do to improve their work. As a result all learners, regardless of ability, gender or ethnicity, learn to be reflective and self-aware. Pupils greatly enjoy school as shown by their exceptionally good attendance and the fact that almost all attend after school clubs. Their outstanding personal development and exemplary behaviour are products of the great commitment that each staff member shows to them as individuals. There are no school rules because each child is taught from an early age to be self-disciplined. Pupils' mature self-reliance and respect for others mean that they act safely and appreciate different views and cultures. Pupils' vigorous interest in sport and their knowledge that 'eating a healthy diet helps you look and feel well' ensure that they live healthy lives.

7.5 The school thrives on teamwork, demonstrated by staff and embraced by pupils who have a real say in what goes on at school. Important responsibilities within school, high academic standards and an understanding of their rights as individuals, mean pupils are extremely well prepared for their future lives.

7.6 ***What the school should do to improve further***

The school's thorough improvement plan covers all potential areas for improvement required to maintain its status as a 'leading school' of excellence: there are no further ones to add.

8 Bracken Edge Primary School (February 2007)

8.1 Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to achievement and standards throughout the school and provision in the Foundation Stage.

8.2 Standards by the end of Years 2 and 6 are well below average and pupils make inadequate progress. This has been the picture for several years. The school's evaluation of its performance recognises that standards and achievement are not good enough. The recently appointed headteacher has put in place suitable action plans to improve things, but although they are beginning to bear fruit they are at too early a stage of development to have had a significant impact. Nevertheless, satisfactory leadership at all levels, combined with appropriate recent initiatives, show that there is the capacity to move the school forward. Staff and governors are united behind the new headteacher and demonstrate a determination to remedy issues of declining standards and achievement. However, some leaders and managers are still developing the necessary skills to rigorously monitor and evaluate the school's performance.

8.3 When children start in the Nursery class, their skills are well below those expected for their age. Many have significant delay in speech and language development. Progress through the Foundation Stage is inadequate because the curriculum for these children is not planned or taught well enough to allow them to develop basic skills. Consequently, many start Year 1 unable to make the necessary progress.

8.4 The quality of teaching and learning is satisfactory but inconsistent, ranging from good to inadequate. Inconsistencies in teachers' expectations and use of assessment slow pupils' progress. The curriculum is satisfactory overall in meeting the needs of pupils. There is strong emphasis on developing pupils' understanding

of healthy eating and the importance of exercise. 'Space 2', the extended school provision, adds a further creative dimension to the curriculum. The colourful, welcoming entrance to the school is a witness to the importance placed on encouraging an appreciation of the arts.

8.5 The care, guidance and support of pupils and their personal development are satisfactory. Pastoral care is particularly strong and is seen from the moment children come into Nursery. There are inconsistencies, however, in the amount of academic guidance and support provided to pupils. Consequently, too many are unclear about how they might improve their work and this limits their progress. Pupils behave well and attendance is improving. Pupils say they enjoy school and find it a safe and welcoming place. Parents and carers overwhelmingly support the school and praise the care and commitment of staff. They say 'there is a real buzz about the school' and appreciate being able to make their views and ideas known through their parent council. Racial harmony is a strong feature of this multicultural school where pupils are encouraged to think through their actions and words and consider how they affect others.

8.6 ***What the school should do to improve further***

- Increase the rate of progress and raise standards and achievement throughout the school
- Improve the quality of provision in the Foundation Stage
- Achieve greater consistency in the quality of teaching and ensure that inadequate teaching is eliminated
- Ensure that all leaders and managers are equipped with the skills needed to rigorously monitor and evaluate the school's work.

9 Bramham Primary School (March 2007)

9.1 Grade: 3

In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

9.2 Bramham is a satisfactory school with some good features. Methods used, since November 2005, to eliminate significant weaknesses have been successful. As a result the school now provides satisfactory value for money. Parents are in no doubt that the school has been transformed since its last inspection. They use words like, 'astounding', 'phenomenal' and 'tremendous' to express their delight at the changes. Most acknowledge that the school lost its footing locally, but that now it is back at 'the heart of the community'. Children agree that 'learning was boring', but now 'lessons are interesting and fun'. Inspection findings confirm the school's recovery, but reveal that it is too soon to see the full effect from all the measures taken. This is mainly because staffing has only been stable since January 2007. Nevertheless, there is a good capacity for continued improvement, based on the positive progress to date.

9.3 The advances since 2005 are all interconnected. Children's behaviour has improved dramatically because lessons are enjoyable and challenging. Better teaching results from a satisfactory curriculum and the improved assessment of children's work. This, in turn, grows from good leadership and management, which is skilful at evaluation and responsible for the good care, support and guidance that exist.

9.4 The areas for development are now matters of consolidation and enrichment rather

than related to major limitations, as they were two years ago. For example, improvements in children's writing are not fully consistent, between classes, in sentence construction and the use of vocabulary. Scientific knowledge is acquired at a good pace, but more quickly than skills of investigation. Furthermore, improvements in the curriculum have influenced English and mathematics more than other subjects. This is because pupils are not given sufficient opportunity to practise the key skills of English, mathematics and information and communication technology (ICT) in other subjects.

- 9.5 Standards are currently above average by the end of Year 6. This represents satisfactory achievement after a period when higher attainers were underperforming. Moreover, provision for children with learning difficulties and/or disabilities has improved favourably. They are now achieving as well as other children.
- 9.6 The school's revival is the consequence of various innovations. The quality of teaching has improved because lessons have been monitored closely and shortcomings have been pursued scrupulously. Provision for children in Reception has been upgraded appreciably. Furthermore, relationships with parents are now the best they have been for a long time.
- 9.7 Basic improvements in the assessment of children's learning have been of prime importance. Since September 2006, the school has gained a precise knowledge of where children are up to in English and mathematics and what they need to do next. The speed at which children are catching up in their learning and how this represents satisfactory achievement can now be verified successfully by the school. The school's own self-evaluation is currently accurate in virtually every respect. It is only in the area of academic guidance that the school is a little cautious, believing this to be satisfactory when it is good.
- 9.8 Personal development is good. Children are positive and thoughtful in their behaviour and attitudes. They all appreciate the good care and support that they receive and love the weekly celebration assembly in which their efforts are acknowledged. Children remember their academic and personal targets accurately and are committed to reaching them.
- 9.9 The help from local authority consultants has been invaluable in putting the school back on the right track. Acting as headteachers and advisers, they have brought stability and laid the foundations for further improvement. Subject leaders on the staff have absorbed the model demonstrated by local authority colleagues well enough to succeed on their own. The first-rate attributes of the current headteacher, and continuing good governance, have had a profound effect on relationships, creating a climate for change in which everyone feels valued and wants to succeed.
- 9.10 ***What the school should do to improve further***
- Improve the consistency of children's writing across the school, so that it is all at least good.
 - Raise standards in scientific investigation.
 - Develop the curriculum to capitalise on links between all subjects and to ensure that key skills are practised.

10 Bramley St Peter's Church of England Voluntary Controlled Primary School (January 2007)

10.1 Grade: 3

Bramley St Peter's is a satisfactory school with some good elements. The school is aware of its relative strengths and areas for improvement. Its overall effectiveness is not quite as good as the school judges itself because improvements over the last two years are not yet being implemented consistently. They are not having enough impact on pupils' standards and achievement which, whilst satisfactory overall, are uneven between particular groups and over time. A small but significant number of more able pupils and boys, particularly in writing, do not always achieve as well as expected. This is because the quality of teaching, whilst satisfactory, is inconsistent in meeting the needs of all pupils.

10.2 Overall, staff care for, guide and support the pupils well. Good relationships are nurtured by adults who take their lead from the headteacher: they know pupils well and this helps them to settle quickly into the 'school family'. The school meets the needs of the most vulnerable pupils, who are supported by skilful teaching assistants who ensure pupils with learning difficulties and/or disabilities make at least satisfactory progress towards their targets.

10.3 The satisfactory curriculum understandably has basic skills at its centre. Recent developments are linking subjects to make them more interesting and relevant. An example of this was the work undertaken during technology week, which pupils told us they enjoyed. The satisfactory Foundation Stage curriculum is based on practical activities and a secure understanding of how young children learn. Strong partnerships with other schools enhance provision in sport and the creative arts. Music is a particular strength of the school, with inventive and creative teaching enthusing pupils to achieve well. Pupils are justly proud of their artistic achievements. The school enriches the curriculum through educational visits, by inviting visitors into the school and with after-school activities. This results in children enjoying and valuing their work.

10.4 Leadership and management are satisfactory. Improvement since the last inspection has been satisfactory and includes better support for developing pupils' skills in information, communication and technology (ICT). A positive ethos results in the children's predominantly good behaviour and good personal development and well-being. As one child declared, 'We are all happy here' and this is reflected in the way that pupils play and cooperate to create a harmonious school community. Pupils' progress is tracked and teaching is evaluated soundly overall. A great deal of information is gathered and analysed but this is not always made available to the governing body so that they can effectively challenge the school to improve. Overall, the school provides satisfactory value for money.

10.5 **What the school should do to improve further**

- Improve standards and consistency of progress in writing across the school, particularly for boys.
- Improve the quality of teaching and learning to ensure that more of it is consistently good or better.
- Improve the match of work in lessons to ensure it provides challenge for more able pupils.
- Increase the involvement of the governing body in the analysis of the school's performance so that it can challenge the school more effectively to improve outcomes for pupils.

11 Broomfield Specialist Inclusive Learning Centre (January 2007)

11.1 Grade: 2

Good teaching, a good curriculum and good care, support and guidance are the key factors that make this a good school. Achievement is good. Pupils of all capabilities in Years 1 to 11 make good progress during their time in the SILC. Learning and achievement are good at the Broomfield site for pupils in these years. Though in small steps, they make good advancement, particularly towards the targets in their individual education plans (IEPs). Pupils are known well and the school has a clear picture of the annual progress individuals make. The meticulous recording found of the day-to-day knowledge and skills pupils are acquiring needs to be made consistent across the school.

11.2 The sixth form is satisfactory. Students in this age group make good gains in their personal development and, of the eight leavers in 2006, five chose to leave early taking the big step of successfully embarking on vocational college courses. But students' academic progress is uneven because the quality of teaching is too variable. Nevertheless, the SILC as a whole provides good value for money, especially in the progress made by pupils based in partner schools, for pupils with autism and through the support given to mainstream schools to help those with autism stay in their neighbourhood school.

11.3 The SILC is extremely successful in meeting its aim to maximise opportunities for pupils to work in mainstream schools. Outstanding links with partner schools have resulted in outstanding provision for young children in the Foundation Stage in a number of early years centres. Similarly, a considerable number of primary age pupils make very good gains in their personal development and learning because of the very effective links with local primary schools. Through an excellent link with a local high school, pupils in Years 10 to 11 make tremendous progress and gain a wide range of nationally recognised awards. In addition, they grow in confidence, self-belief and maturity.

11.4 Daily routines and good provision for pupils' spiritual, moral, social and cultural development lead to good progress in pupils' personal development. Attendance is good. Pupils enjoy their lessons, are usually well behaved and are tolerant of the differences in others. Through work towards the Healthy Schools standard and through relationships education, they have an understanding of how to keep safe and healthy. Parents, pupils and other professionals are full of praise for the SILC. Parents appreciate workshops on topics such as managing behaviour, communication and play, which help them contribute to their children's learning. They are overwhelming in their support for the links with mainstream schools, giving comments such as 'I was preparing to spend the rest of my life looking after my child. I can now envisage him leaving school, getting a job and living as any other person would.' Links with health professionals, particularly effective speech and language therapists, make a considerable contribution to pupils' achievement and well-being.

11.5 Leadership and management are good. The newly appointed headteacher is already having a positive impact. She has quickly gained the respect of staff and has provided support and continuity for the initiatives already in place. Staff are inspired by her vision and commitment. Very good support by a hard-working, able deputy headteacher ensures smooth day-to-day running while the principal is working in partner schools. Highly skilled senior teachers fulfil their roles as

syndicate heads conscientiously and contribute greatly to the smooth running of the school. Leaders are generally accurate in their view of the SILC. They know what they do well and what needs improvement, though they were generous in their assessment of the effectiveness of the sixth form. Staff and governors are excited by the developments of the past two years and all have the capacity and enthusiasm to ensure that the provision continues to improve at a good rate.

11.6 ***Effectiveness and efficiency of the sixth form***

Provision in the sixth form is, overall, satisfactory. However, there is considerable difference in the quality of teaching and learning in each class. Where teaching is good, students of all capabilities are catered for and helped to progress. High expectations enable students to, for example, set their own challenging targets. Where teaching is less effective, planning is basic and tasks are not as well matched to students' capabilities. This means some with profound needs are confused, while inappropriate activities mean that some higher-attaining students are not stretched.

11.7 The curriculum is satisfactory. A good focus on numeracy and literacy gives students valuable skills. Despite having to use a church hall because the school has no food technology room, students have a good grasp of basic cookery, producing nutritious meals. Higher-attaining students work towards nationally recognised awards, but these are not available to all students. The focus on enabling students to travel independently using public transport, the programme for work-related learning and college courses all prepare students well for life after school.

11.8 ***What the school should do to improve further***

- Ensure that the provision in the sixth form enables students of all capabilities to make good progress and achieve nationally recognised awards.
- Ensure that information about the day-to-day knowledge and skills pupils acquire is kept consistently to help meet the needs of all pupils.

12 **Calverley Church of England Voluntary Controlled Primary School
(November 2006)**

12.1 Grade: 3

Calverley is a satisfactory school with a strong caring ethos that successfully promotes pupils' personal development. It is a school that is undergoing changes that are transforming its culture, and enabling pupils, parents and staff to be increasingly involved in shaping its future. This is reflected in the work of the school council, parent forums and the increased responsibility that teachers have for developing the areas they lead. Pupils' personal development is good because of the well developed programmes that successfully encourage very good behaviour, caring relationships, a sense of community and good understanding of healthy living.

12.2 Children enter the Reception class with attainment that varies each year between the expected level and above. They make good progress as a result of the skilful support and the well planned programmes that have been introduced over the last two years. By the end of Key Stage 1, standards are in line with national averages and pupils' achievement is satisfactory overall. Lower-attaining and average-attaining pupils make good progress but higher-attaining pupils are insufficiently challenged to achieve as well as they could. At Key Stage 2, standards are above average and pupils' achievement is satisfactory. Too often the more able pupils,

particularly girls, do not reach the higher levels in mathematics and science. The main reason why higher-attaining pupils do not make as much progress as they should is because teachers regularly fail to provide work that challenges them. There is also a lack of consistency in making clear to pupils what they need to do to make their work better and to take the next step in their learning.

12.3 Learning is made relevant and interesting by the effective links between subjects and the wide range of exciting visits and interesting visitors to school. Very good provision is made for music. As a result, standards in singing and the playing of instruments are often high and parents and members of the community enjoy the pupils' performances.

12.4 The headteacher has successfully widened participation of staff in leadership and management and increased pupils' and parents' involvement in the life of the school. Appropriate systems have been put in place for finding out how well the school is performing and for keeping an eye on the progress pupils are making. Many of these developments have happened over the last two years. The school's self-evaluation is too generous because some changes are not yet embedded or as effective as they could be and not enough has been done to make sure there is consistency across the school. Progress since the last inspection, although satisfactory, has been patchy. The shared vision of governors, headteacher and staff means there is strong desire to succeed. Their assessment systems show that the excellent improvement in English is spreading to mathematics and science, confirming their good capacity to sustain improvement. Value for money is satisfactory.

12.5 ***What the school should do to improve further***

- Raise standards in mathematics and science to an above average level.
- Ensure that higher-attaining pupils, and girls in particular, achieve high levels.
- Improve teaching to ensure that lessons consistently meet the needs of different groups.

13 Castleton Primary School (March 2007)

13.1 Grade: 2

Castleton Primary is a good school with some outstanding features. It has a secure awareness of its main strengths and weaknesses, but overestimates its effectiveness in some areas. A very positive ethos results in the pupils' excellent behaviour and outstanding personal development and well-being.

13.2 The school effectively lives up to its motto of 'unlocking potential' through high quality support for vulnerable pupils and those with learning difficulties and/or disabilities. This is because the school has been particularly successful in creating a culture where all pupils are valued and are treated as individuals. Parents are extremely appreciative of the school, highlighting the 'family feel'. This is because good relationships are fostered by adults, who take their lead from the headteacher; they know pupils well, and this helps pupils to thoroughly enjoy their time at Castleton.

13.3 Pupils enter school with standards well below those typically expected for their age. They get off to a good start in the Foundation Stage because teaching and learning is of good quality, and the lively and practical curriculum focuses on developing pupils' skills in speaking and listening. This results in good progress through the Foundation Stage. Although pupils in Years 1 and 2 make satisfactory progress, a

significant number who are capable of it do not reach nationally expected standards by the end of Year 2. Progress is good in Years 3 to 6 due to good teaching, and standards are average. Pupils make the best progress in mathematics and science. Pupils' achievement is good overall.

13.4 The outstanding curriculum has basic skills at its centre. Strong partnerships with other schools enhance provision, particularly in sport. The school enriches the curriculum through a very impressive range of educational visits and by inviting visitors into the school. This is enhanced by a wide range of interesting after-school activities and results in pupils enjoying and valuing their work.

13.5 Leadership and management are good and the school has made good progress since the last inspection. Levels of attendance have improved significantly and there have been positive developments in the quality of physical education and information and communication technology (ICT). The direction and energy of the headteacher and her leadership team have led to some valuable improvements over the last year in the development of pupils' speaking and listening. Recent improvements in the use of assessment and in setting targets are now in place and beginning to improve progress. However, inconsistencies in the use of targets and feedback do not always ensure that pupils know what to do to improve their work. Overall, the school provides good value for money.

13.6 ***What the school should do to improve further***

- Ensure that more pupils securely reach the expected standards in reading, writing and mathematics by age seven.
- Improve the consistency of feedback to pupils and the use of targets so that all know exactly what they need to do to improve their work.

14 Cookridge Holy Trinity Church of England Primary School (February 2007)

14.1 Grade: 3

This is a satisfactory school with some good and outstanding features. All people associated with the school value its faith ethos highly. This positive ethos underpins the school's work as a community in which all adults and pupils care for each other. It is equally valued by the families of the non-Christian pupils and their presence contributes strongly to pupils' cultural development. Pupils feel very secure and happy and their personal development and well-being are good. The strong links with the parish church provide regular opportunities for pupils to be involved in local events and celebrations and they respond enthusiastically to these. The great majority of pupils behave well. They say emphatically that they enjoy school very much. They show this by their excellent attendance and their outstanding contribution to the school community. Parents agree and say that their children are happy here and make progress. As some of them put it, 'We appreciate the efforts of the headteacher in establishing a school ethos which is nurturing, caring and friendly.'

14.2 Children enter the Foundation Stage with standards which are above expectations for their age. The quality of and standards in the Foundation Stage are good, because the staff help children to develop good attitudes and make good progress in all areas of their learning, and particularly in their personal, social and emotional development. Pupils enter Year 1 with standards which are above average. They make satisfactory if uneven progress through the remainder of their time at school and at the end of Year 6 their attainment is above average.

- 14.3 A number of factors contribute to pupils' progress. The curriculum is good overall, although the use of literacy, numeracy and information and communication technology (ICT) skills across all subjects is limited. Teaching is satisfactory overall. Where teaching is most effective, pupils are encouraged to pay particular attention to their targets and levels. However, assessment and other information for tracking pupils' progress is not yet used sufficiently to inform or challenge pupils to meet their targets. Similarly, marking to inform pupils clearly of what they need to do to improve their work is not fully embedded across the whole school.
- 14.4 Leadership and management are satisfactory. The headteacher has built a strong and reflective senior management team which has already accomplished much in creating an ethos of care and commitment in the school. The school has satisfactory capacity for further improvement. It provides satisfactory value for money.
- 14.5 ***What the school should do to improve further***
- Improve the use of assessment and tracking information so that pupils' learning targets are challenging.
 - Improve the quality of marking so that pupils know and understand what they have to do to improve.
 - Increase the provision for and use of literacy, numeracy and ICT skills across all areas of the curriculum.

15 Drighlington Primary School (December 2006)

- 15.1 Grade: 3
Drighlington Primary School is a satisfactory school with some good features. It has overcome the significant difficulties it faced around the extended time of its reorganisation and its rebuilding. As one Year 6 pupil said, 'After the building it was all a bit of a mix up, then it became organised and a lot better.' It is now well placed to move forward. It gives satisfactory value for money.
- 15.2 Standards and progress in the Foundation Stage are satisfactory but provision is weakened by the lack of a suitable outdoor play area. Children enter the Nursery with skills normally expected for their age and they reach average standards by the end of the Reception year, though their general literacy skills are below average.
- 15.3 At the end of Year 6 in 2005, pupils left the school with broadly average standards in the national tests, having made satisfactory progress in their time in school. In 2006, pupils reached higher standards in the tests but their progress was also satisfactory, because this group of pupils started from a higher point after Key Stage 1 assessments. All pupils, including those with learning difficulties and/or disabilities, make satisfactory progress overall. The quality of pupils' writing remains a continuing issue through the school, where few pupils, particularly boys, reach the higher levels.
- 15.4 Pupils' personal development is good because the school takes good care of them, taking its responsibility for their safeguarding role very seriously. Pupils enjoy being at school and they behave well. Relationships between teachers and pupils are good. Pupils have positive attitudes to learning and say that they feel safe and valued as individuals.
- 15.5 Teaching and learning are satisfactory. Teachers seek to make lessons interesting to but too many lessons do not challenge pupils enough for them to make

sufficiently rapid progress. Assessment procedures gather reliable information on the progress pupils are making and this information is now being used to good effect in some lessons, particularly in Year 6.

15.6 The curriculum is satisfactory. The school is modifying the curriculum to ensure that it meets the individual needs of all pupils better and helps them to make faster progress.

15.7 Leadership and management are satisfactory overall. The headteacher has taken strong action to bring about changes and improvements. She has built a good leadership team. Well founded and recently implemented initiatives to raise achievement show clear promise, but have not yet shown a measurable impact on standards. The headteacher receives good support from the knowledgeable and clear sighted governing body.

15.8 The large majority of parents hold the school in high regard and are happy with what it offers. The decisive leadership of the headteacher, the growing teamwork and good morale of the teaching staff, combined with the continuing challenge and support offered by governors, indicate that the school has good capacity to improve.

15.9 **What the school should do to improve further**

- Improve the quality and consistency of teaching so that learning becomes challenging for all pupils.
- Raise standards of writing throughout the school.

16 East Garforth Primary School (April 2007)

16.1 Grade: 1

This school gives pupils an outstanding education. By the time they leave, pupils have developed into well-rounded individuals with a strong appreciation of the creative arts and the written word. East Garforth Primary fully meets its aim 'to be a caring school where we expect to be challenged to do our best at all times'. Everyone seems to really enjoy working at this happy, friendly school. The level of challenge is high for both staff and pupils, leading to outstanding leadership and management at all levels and pupils' outstanding academic and personal achievement. Attendance is above average and many pupils stay after school to go to the many different clubs run by the teachers. The school's self-evaluation correctly identifies its strengths, but concludes that it is good overall because, 'there is always more to do and we are striving for perfection'. The school has gone from strength to strength since the last inspection. It gives outstanding value for money and has excellent capacity to improve further.

16.2 Standards are well above average, especially in English where many teachers show a real flair for awakening pupils' interest in the richness and power of language. Many pupils say that writing stories and art are their favourite subjects because often the two are taught together. As a result, pupils use visual stimuli to help them articulate their thoughts and enliven their vocabulary. Standards in mathematics, while good, are not quite as strong and the school is currently implementing successful measures to raise standards to equal those in English. The outstanding quality of teaching is characterised by a thoughtful, creative approach that brings learning alive while not neglecting the basic skills. Pupils' perception is that 'learning is fun' and so behaviour and attitudes to learning are exemplary. They are highly attentive in lessons, unafraid to ask for help when they

need it.

- 16.3 Pupils' outstanding personal development is a product of friendly and open relationships with all staff and outstanding assessment systems which quickly identify any areas that pupils struggle with. Pupils are given extra help when they need it and encouraged to check their own progress and so they learn with confidence. An outstanding curriculum caters fully for their different interests and needs, offering a wide range of cultural and multi-cultural experiences as well as ample additional music and sporting opportunities. The recently formed Foundation Stage Unit gives good provision with outstanding features in the teaching of early reading skills and constructive outdoor play. Parents are warmly appreciative of the school and the outstanding care, support and guidance it gives to their children.
- 16.4 Because of the stimulating environment in which they work and play, pupils take a lively interest in their school and are proud of their achievements. Their mature independence and awareness of others mean that they act safely and show respect for the world around them. Their enthusiasm for sport and knowledge of how food affects their bodies, help them to live healthily. Teamwork is prized and from seeing adults planning and teaching lessons together, pupils develop a real sense of the value and pleasure to be gained from contributing to a community. Outstanding collaborative skills, well above average literacy, numeracy, and information and communication technology (ICT) skills and an understanding that work can be enjoyable, prepare them extremely well for their future lives.
- 16.5 Outstanding leadership and management by the headteacher and key staff have ensured continuous improvement since the last inspection. Governance is good. The school evaluates itself well, but the plans for development that it produces are too full of detail. They lack a sense of priority to allow swifter action and a clear enough idea of the intended outcomes. The school is now in a position to simplify this so immediate priorities are clear. The school plays a leading role in the local community, including working with other schools which further enriches the broad educational experience offered to pupils.
- 16.6 ***What the school should do to improve further***
- Simplify the school improvement plan to give a clear outline of immediate priorities and the actions needed to secure success.

17 Farsley Springbank Junior School (February 2007)

- 17.1 Grade: 2
This is a good school where pupils very much enjoy learning and achieve well. Standards at the end of Year 6 are above the national average overall and better than might be expected, given pupils' test results when they enter the school. Standards in mathematics and science are above average and standards in English are average. Pupils make excellent progress in science as a result of particularly careful planning for the subject. Within English, pupils make good progress in reading but their progress in writing is satisfactory. The school has introduced several sensible strategies to encourage pupils' writing and standards are improving.
- 17.2 Pupils' personal development is outstanding. They are happy to come to school and this is reflected in very good attendance. Their behaviour is excellent both in lessons and around the school. Pupils are polite to visitors and kind and friendly to each other. They are keen to lead a healthy lifestyle; many of them are involved,

for example, in athletics and dance and preparing healthy meals in the 'Kids' Kitchen'. Pupils feel safe in school and are well informed about how to keep safe outside school. There are good opportunities for pupils to take responsibility, notably as monitors in Year 6. Pupils are beginning to take part in business enterprise initiatives, helping to prepare them for the world of work.

- 17.3 The school provides good care, guidance and support for all pupils, including those who are vulnerable. A 'buddy' system, together with a lunchtime club, ensures that anyone who is feeling insecure has someone to talk to or somewhere to go. The school now has more pupils with learning difficulties and/or disabilities than in the past and more of those pupils need high levels of support. Agencies that work extremely effectively with the school, speak highly of the school's work in enabling these pupils to make good progress and take a full part in the life of the school.
- 17.4 The leadership and management of the school are good overall and the excellent leadership of the headteacher is an important strength. As one parent, reflecting the views of many, said: 'The headteacher has wonderful enthusiasm that rubs off on staff and pupils alike.' She has brought the school from a situation of 'serious weaknesses' eight years ago to its present, securely good, position. She has formed strong partnerships with other schools in the area but relinquished her lead roles in these partnerships when recent major changes in staffing meant that she wanted to concentrate on coaching and supporting new teachers during their early days in school. The result is that the good quality of teaching and learning has been maintained through the changes.
- 17.5 Teachers prepare their lessons carefully and create a calm and happy working atmosphere. They make particularly good use of the interactive whiteboards to provide clear instructions so that pupils know exactly what they have to do. Teaching assistants work most effectively to support pupils with learning difficulties and/or disabilities, notably in reinforcing the teacher's questioning so that pupils are fully involved.
- 17.6 The school's curriculum is good; it is carefully planned with suitable emphasis on developing basic skills in literacy, numeracy and information and communication technology (ICT). The school has recently improved its ICT resources and is aware of the need to make more use of ICT across all subjects to add extra variety to the ways in which pupils learn. Pupils speak very appreciatively of the good range of extra-curricular activities. In particular, the Springbank TV project is providing valuable opportunities, especially, but not exclusively, for pupils who are gifted and talented.
- 17.7 ***What the school should do to improve further***
- Raise standards and achievement in writing across the school.
 - Make more use of ICT in subjects across the curriculum to increase the variety of learning activities.

18 Fieldhead Carr Primary School (January 2007)

- 18.1 Grade: 3
- This school provides a satisfactory education with several good and exemplary features. This judgement is lower than that made by the school. It provides satisfactory value for money. Pupils' academic achievement is satisfactory. However, their personal development is good. Pupils develop into confident young citizens who work and play together well. This is because of the high level of

support and personal guidance they receive from a caring staff team. Children make a flying start in the Nursery because of the outstanding provision they receive.

18.2 Children enter school with mainly average skills but a large proportion has abilities below this level. Provision in the Foundation Stage is good overall. Children make rapid progress in the Nursery and good progress in Reception. By the time they enter Year 1, almost all reach the standards expected for their age. In contrast, the rate of progress is satisfactory across Years 1 to 6. Achievement is not better than this because the pace and level of expectation of lessons is uneven. Consequently, standards are average at the end of Year 2 and Year 6, although they are beginning to rise. There is further room for improvement in English, as standards in writing are considerably lower than in reading. Few pupils attain above average standards in national tests, because more able pupils are not consistently set tasks that meet their needs.

18.3 Pupils enjoy school as shown by their involvement in lessons and readiness to join in with all that the school offers. They attend school regularly and their punctuality is good, and a popular breakfast club helps to support this. Pupils' spiritual, moral, social and cultural development is good. They clearly understand how to lead a healthy lifestyle and the importance of regular exercise. They play energetically and safely and follow school rules well. Parents are pleased with the recent improvement in behaviour and have confidence in the school.

18.4 Although the quality of teaching and learning is satisfactory overall in Years 1 to 6 and improving, there are some relative weaknesses which restrict pupils' progress. This results, for example, in pupils not getting consistent advice on how to improve their work. Whilst the curriculum successfully promotes pupils' personal development and offers good enrichment, there are some weaknesses which hold back learning. In particular, there are insufficient opportunities for pupils to practise their literacy and numeracy skills in subjects other than English and mathematics.

18.5 Leadership and management are satisfactory. The headteacher has steered the school securely since the last inspection and improvement has been satisfactory, with several good aspects. For example, pupils' cultural development is considerably better. The governing body is experienced. Its effectiveness is satisfactory and improving. Despite regular checks on the quality of the school's work, it has too positive a view of some aspects of its provision. During the last year, school staff, with the support of the governing body, has acted to improve standards in English and mathematics. The impact of these measures is now beginning to be seen in pupils' current work, although there is still more to do. Nonetheless, the good leadership of these initiatives by senior staff, and the positive response of teachers, shows the school has a good capacity to further improve.

18.6 ***What the school should do to improve further***

- Raise attainment in all areas of writing.
- Improve the quality of teaching in Key Stages 1 and 2, providing all pupils with consistently challenging work so that they achieve well.
- Ensure that pupils clearly understand how well they are doing in their work and what to do next to improve.

19 Five Lanes Primary School (May 2007)

19.1 Grade: 3

Five Lanes is a satisfactory school that has improved remarkably quickly since September 2006. This inspection finding is echoed by parents and children. They believe correctly that the school was on a downward slope in terms of results and progress, but now it has made a strong recovery. Children were underachieving by the end of Year 6 for three years, up until 2006, and attainment in Year 2 had been falling since 2002. As a result of first-rate leadership by the headteacher, attainment in Year 2 is average and children are achieving satisfactorily by the end of Year 6. The standards of the oldest children are still below average, but closer to national expectations than they were.

19.2 Typical of parents' views is that, 'The school is improving fast. It has made huge improvements in children's reading and lately their confidence has grown and grown.' This is because the school, as a matter of priority, has tackled poor behaviour and low self-esteem and refined the teaching of reading to great effect. The school has an accurate view of itself. So powerful is its passion to see standards rise further by the end of Year 6 that it underplays what has been achieved so far.

19.3 Children enjoy school immensely and are very quick to say how much it has improved in the last year. They talk warmly about: learning to keep healthy and fit; the central part that music plays in school life; and how well the school supports them if they find it hard to learn and behave well. The various groups, such as the Nurture Group, designed to boost children's confidence and help them get the best from lessons are most effective. Moreover, the school has overhauled its methods of teaching children with learning difficulties and/or disabilities, so they are able to achieve as well as other children. The curriculum is satisfactory in its influence on children's academic progress, but it has been charged with energy for children's personal development. In consequence, the delight that children possess when helping others around the school is almost tangible. The system of peer mediators was described by children as, 'Great. to help others does not put all the pressure on teachers.'

19.4 The deputy headteacher has been highly influential in devising a system to keep a very close eye on children's progress in English and mathematics. This has enabled the headteacher to lead staff and governors equipped with valuable knowledge. Learning has improved well this year because teachers are now crystal clear about what needs to be done to raise standards. So much so that some children have achieved two years worth of progress in one year.

19.5 Teaching is satisfactory overall, despite some strengths, found mainly in Years 2 and 6, which cause the rapid progress. Unsatisfactory teaching has been eliminated, but it is not yet all at least good because groups of children, such as boys and higher attainers do not find learning challenging enough in some lessons. This mixture of satisfactory, good and very occasional outstanding teaching begins in the Foundation Stage and continues throughout school to some degree.

19.6 The headteacher has built a climate in which everyone feels able to play their part. Governors, for example, are beginning to be closely involved in the quest to improve standards. Children are also made to feel part of the process of improvement. They have been shown how to improve their work and reach higher levels. This initiative is working better in some classes than others. Children's work

is not marked with helpful advice in all cases and although many know their targets they have not discussed them enough to be fully clear about what to do with them.

19.7 ***What the school should do to improve further***

- A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Raise standards in English, mathematics and science by the end of Year 6 to at least the national average.
- Improve the teaching to make sure that all children, particularly boys and higher attainers, are making consistently good progress.
- Make sure that all children benefit from marking which provides praise and advice and are fully involved in discussing their progress in relation to academic targets.

20 Hawksworth Church of England Primary School (March 2007)

20.1 Grade: 2

Hawksworth is a good school with several outstanding elements to its work. It is improving rapidly from a successful foundation because the new headteacher provides excellent direction. She set accurate priorities soon after her arrival in April 2006. Rising standards and improving achievement by pupils result from the strong expectations the headteacher has of teachers. Inspection findings agree with much of the school's written evaluation of its performance, although its grades for pupils' personal development and for the curriculum were too modest. This is because the headteacher has a self-critical approach whereby improvements can always be made to current practice. Pupils, parents and the local community hold the school in the highest regard. Pupils say, 'We have to work hard but it's fun. Everyone's moving up fast.' The school has improved well since its last inspection and demonstrates good capacity to improve further. It provides good value for money.

20.2 The quality and standards of the Foundation Stage are good. When children enter the Foundation Stage they are already confident and capable learners. Standards are consistently high by Year 6 in English, mathematics and science, particularly in 2006. Pupils achieve well as they move through the school because of good quality teaching and learning for all pupils. Even so, there is a need for more consistent challenge from teachers in every lesson to ensure that the quality of teaching and learning is always good or better. Pupils' outstanding personal development supports exemplary behaviour and a mature approach to learning in all classes. Older pupils' sensitive understanding of what helps younger children to feel at ease in school enables the whole school community to live as one cohesive 'family'. This is a feature much appreciated by parents, who comment about their 'peace of mind' when their children are at school. Pupils anticipate each school day with relish, reflected in their high levels of attendance.

20.3 The rich curriculum provides challenging and varied experiences that help pupils develop a keen love of learning. The school makes excellent use of specialist coaching expertise in local schools and colleges to promote a high profile for sports activities. First class pastoral care ensures that pupils feel safe and well cared for. Support for pupils with learning difficulties and/or disabilities is individually tailored to ensure that the school meets the needs of each pupil. This approach is at the heart of the school's work and, as a result, links with outside support agencies are first class. Simplified assessment and tracking systems enable staff to evaluate

accurately the progress pupils make and to intervene where necessary. Teachers have made a good start in providing guidance on how pupils should improve their work. Nevertheless, more comments need to be recorded in pupils' books so they know exactly what to do to improve each piece of work.

20.4 **What the school should do to improve further**

- Ensure that teachers set consistently challenging activities in all lessons in order to raise the proportion of good and better teaching.
- Ensure that teachers' marking always provides pupils with clear next steps in their learning so they know how to improve their work.

21 **Highfield Primary School (January 2007)**

21.1 Grade: 2

Highfield is a good school and gives good value for money. It is a happy, orderly and safe place whose greatest strength lies in the inclusive manner in which it helps its young people to grow as individuals. Pupils' all-round personal development is excellent because of the meticulous care and attention given to meeting the personal needs of each individual. Pupils enjoy coming to school, as shown through their consistently very good attendance. Parents are very happy with the support given to their children and the written comment, 'A strength of the school is that (my daughter's) personal, social and emotional development is valued as much as her educational attainment' is typical of many.

21.2 Standards at the end of Key Stage 2 are above average and pupils' achievement is good overall. Pupils start school with the standards broadly expected for their age and they leave with standards which are normally above average. This indicates good progress. In 2006, standards in English at the end of Key Stage 2 fell significantly because of complex issues concerning the organisation of teaching in that subject. This affected the overall progress made by pupils. The school has now successfully addressed these issues. Detailed and reliable measuring and recording shows that pupils are on track to achieve as well in English this year as they do in mathematics, although pupils' standards of writing are still not as high they could be and their work shows a lack of confidence.

21.3 Teaching and learning are good throughout the school and are based firmly on the excellent relationships between teachers and pupils. Other adults give excellent support for all children who experience difficulties in learning. However, although lessons often have outstanding features, teachers do not always challenge pupils enough to make the best possible progress.

21.4 The curriculum is good and exceeds statutory requirements. Many pupils study French and all classes from Reception to Year 6 explore ideas through drama. A wide range of practical activities takes work beyond the classroom and 'makes learning real,' as one pupil put it. Many other enrichment activities such as trips, residential and other visits encourage pupils to take on responsibility. This contributes significantly to their personal development.

21.5 Leadership and management are good. The headteacher has developed a school which 'lays the foundations for life by offering a rich, enjoyable and fulfilling experience for all its pupils'. The leadership team knows its school well and provides clear direction to move the school forward. Staff are united behind senior leaders, and governors and parents support them. There is still work to do in ensuring that the school makes best possible use of all available data to set pupils

appropriately challenging targets for improvement but it is well placed for further development.

21.6 **What the school should do to improve further**

- Ensure that all pupils make good progress in writing.
- Ensure that all lessons challenge pupils to make the best academic progress they can.
- Make better use of information about pupils' performance to set more challenging individual and group targets for improvement.

22 Hillcrest Primary School (January 2007)

22.1 Grade: 2

This is a good and improving school. School governors and senior managers share a determination to offer quality learning opportunities for pupils in order to drive up achievement and standards. The school provides welcoming, warm, and calm learning and social environments. Parents greatly appreciate the open access which enables them to support and study with their children. An accomplished team of staff make sure that pupils are happy, enjoy learning, do as well as they can, feel safe, keep healthy and play an active part in the life of the school.

22.2 Most children enter Nursery without any English language and a third have no mother tongue reading and writing skills. Standards are well below average overall and in communication, language and literacy they are very low. Children make good progress in the Foundation Stage and in Years 1 and 2 although standards are still below average by the end of Year 2. The results of recent national tests at the end of Year 6 show that standards are improving in English and mathematics but still remain below average. However, standards in science are broadly average. Overall, this represents good achievement for most pupils. Strategies to improve pupils' listening, speaking and writing skills are proving successful, particularly in Years 5 and 6.

22.3 Pupils' personal development is outstanding. Underpinning their excellent spiritual, moral, social and cultural development is a resolve to celebrate cultural diversity. Pupils enjoy their work, get pleasure from their learning and display a desire to learn. They behave very well and are helpful and considerate. Attendance and punctuality are satisfactory and improving. The attendance of pupils who do not take extended holidays is good. The value of good attendance is well promoted to discourage families from taking extended holidays.

22.4 The quality of teaching is good. There is some outstanding teaching in the Foundation Stage and in Years 5 and 6. This excellent level of expertise has yet to be shared throughout the school to help all provide a learning environment which will excite and inspire. Lessons are well planned and usually well matched to pupils' abilities. Teachers explain well what the pupils are to learn and check that they have understood. Every opportunity is taken to promote speaking skills. The use of 'talking partners' is particularly successful. Crucial improvement to pupils' speaking and writing skills underpins the rising standards in English. However, improvement in pupils' reading skills is proving to be more difficult, despite resourceful approaches to teaching and pupils' appetite for learning.

22.5 The curriculum is good. It meets requirements, promotes good achievement and makes an excellent contribution to pupils' personal development. An extensive range of extra classes and activities, including residential experiences, widens

pupils' horizons beyond the local community.

- 22.6 Parents are quick to recognise and praise the high quality of care and support provided for pupils and families. All staff work extremely hard to overcome whatever barriers pupils and families may encounter. Extensive work is undertaken with outside agencies to provide effective support. As one recently arrived parent observed: 'the school works as one hand'.
- 22.7 Leadership and management are good. The recently appointed headteacher has very quickly reinforced the strong team ethic. Governors play a very active and full part in school. This has enabled the school to accelerate the improvements in achievement and standards in the last year. Accurate self-evaluation is strengthened by effective collaboration with the local authority. Increasingly, the analysis of data is being skilfully used by middle managers to evaluate all aspects of performance, however, there is more to do to share best practice. The school has a strong capacity to continue the trend of improvement and it gives good value for money.
- 22.8 ***What the school should do to improve further***
- Ensure that the outstanding teaching strategies are used in all classes to excite, inspire and motivate all pupils to achieve their best.
 - Increase the impact made by middle managers on school improvement by sharing the best practice in checking, analysing and tracking pupils' performance.

23 Hollybush Primary School (April 2007)

- 23.1 Grade: 3
- The school is correct to evaluate its effectiveness as satisfactory. It has faced, and continues to face, challenging circumstances, but it has clearly improved in the areas identified at the last inspection in January 2006. This demonstrates that it has satisfactory capacity for further improvement. The school gives satisfactory value for money. Therefore, in accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement. A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- 23.2 Pupils' personal development is good. They are well cared for, and are happy in school as a result. There is a very positive atmosphere in the school built upon tolerance and respect for others. Pupils and adults get on well together, and this helps pupils to learn more rapidly. Pupils are given lots of encouragement to be good citizens, and this reflects the very inclusive ethos that the school sustains within its local and wider communities.
- 23.3 Children enter the Foundation Stage with exceptionally low standards, especially in language and social skills. Because of the good teaching they receive in the Nursery and Reception classes they make good progress, especially in their personal, social and emotional development. In spite of this good progress, by the time they enter Year 1 standards are still well below those expected. In the school's results in the national tests for Year 2 and Year 6 in 2006, standards were exceptionally low, and achievement was therefore inadequate. Swift improvement since that point is clear but there is still further to go to enable pupils to overcome the legacy of low achievement. The school's tracking system is used carefully to

ensure that all pupils make at least satisfactory progress: the content and amount of recorded work in pupils' books is improving. However, standards in English, mathematics and science are low, because older pupils have a great deal of ground to catch up. Importantly, learning of good quality is taking place so that achievement for all groups of pupils throughout the school is improving rapidly.

23.4 The quality of education has improved: teaching and learning are of good quality and better than the school judges - the leaders are too cautious in some of their evaluations. Lessons give pupils many opportunities to learn independently. Pupils behave well, listen carefully, and respond well to questions which make them think for themselves. Information about what pupils know and can do is mostly used effectively to make sure that work set matches their needs and helps them to improve. Nonetheless, some of the tasks for the more able pupils are at times too easy. The curriculum has been reorganised recently and is beginning to provide interesting topics which fire pupils' imagination. The full benefits of this have yet to be seen. Though pupils look after their books well, the low quality and inconsistency of pupils' handwriting does not permit them to express their ideas with fluency and self-confidence.

23.5 Leadership and management are satisfactory. The senior leadership of the school and the governing body are effective, although there was some delay before necessary changes were initiated. Senior leaders monitor the work going on in classrooms regularly and robustly, to ensure that pupils' learning is accelerated. Staff and pupils have the confidence to strive to achieve higher performance, because they are convinced that change and innovation are improving the school. Several well founded strategies for improvement have begun, for example, extending problem-solving work in science, and 'Wake and Shake' - a programme of physical development to enliven the start of the day. Although these are beginning to have a positive impact on learning, they are very new, and will take some time to show their full effect. Links with other education partners, including the integral specialist inclusive learning centre and the local authority, are strong. As a result of these constructive moves, parents have an increasingly positive perception of the school.

23.6 ***What the school should do to improve further***

- Raise standards in English, mathematics and science throughout the school.
- Set challenging work in lessons to make sure that higher-attaining pupils are consistently challenged.
- Improve the content and presentation of pupils' written work.

24 Holy Family Catholic Primary School(January 2007)

24.1 Grade: 2

Holy Family Catholic Primary School is a good school with some outstanding features. Central to this is the sense of teamwork and high expectations which the headteacher has instilled in her extended management team and staff, and their commitment to raising standards. An excellent tracking system is in place, which the school is using effectively to measure the progress of pupils, and to set challenging targets for their future academic work. It has not yet had sufficient time to impact fully on standards. The governing body supports the school well in its drive to raise standards.

24.2 Most children begin school with skills well below those expected in many areas of development but particularly in spoken English and social and emotional skills.

They make good progress in the Nursery and Reception classes due to a well planned and well delivered early years curriculum. Despite this progress, children's low starting point means that their attainment is still below average when they enter Year 1, because their literacy skills remain weak. By the end of Year 2, most pupils achieve national standards in reading and mathematics, though standards in mathematics dipped for the first time in 2006. Pupils' writing, though improving, is still a key area for development. Not all pupils have a wide enough range of language to draw on.

- 24.3 The good, purposeful and challenging provision which the pupils receive in the Foundation Stage, and in Years 1 and 2, forms a strong basis from which pupils make good progress as they move through the upper part of the school. By the end of Year 6, pupils attain standards which are higher than average and they leave school with skills and knowledge which prepare them well for the next stage of their education. Pupils' good progress and achievement is underpinned by the consistently good teaching throughout the school. Teachers put pupils' independent learning at the heart of activities, and they ensure that these activities excite and stimulate the pupils. Pupils mostly know what they need to do in order to improve, but marking is not consistently helpful.
- 24.4 The personal development and well-being of pupils is good. Pupils behave well and clearly enjoy their lessons. Pupils receive good quality care from dedicated and competent staff in a safe, inclusive and supportive environment. The overwhelming majority of parents have confidence in the school. As one parent put it, 'I could not wish for a better school. My children are totally happy.'
- 24.5 The school has tackled the issues from the last inspection effectively and provides good value for money. Its positive record of improvement shows that it has good capacity for further improvement.
- 24.6 ***What the school should do to improve further***
- Raise the standards of writing throughout the school, and extend pupils' vocabulary.
 - Ensure that pupils' work is marked consistently well.

25 Hovingham Primary School (April 2007)

- 25.1 Grade: 3
This is a satisfactory school with significant strengths. A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- 25.2 Pupils are provided with high levels of care and their personal development and well-being are good. They get on well with one another and are self-confident and eager to learn. They value the good relationships they have with their teachers and show great respect for adults in the school. They also respect and value an attractive environment that encourages learning.
- 25.3 Achievement is satisfactory. Children enter the school with low levels of attainment, particularly in communication, language and literacy skills, both in English and their native language. They make satisfactory progress during the Foundation Stage and maintain that rate of progress through Key Stages 1 and 2. Test results show that standards at the end of Year 6 are well below average. The school leadership,

with effective support from the local authority, introduced strategies to bring about improvement. As a result of these initiatives, pupils in the current Year 6 are on course to reach the targets set internally by the school.

- 25.4 The pupils' achievement reflects the satisfactory quality of teaching and learning. There are examples of good practice, but these are not consistent enough across the school. Expectations of what pupils can do are not always high enough. Teachers do not always use assessment information effectively and consistently to plan lessons that are well matched to the needs of their pupils. As a result, pupils' progress sometimes slows.
- 25.5 Care, guidance and support are good. All safety procedures are in place. The school works effectively with outside agencies to remove barriers to learning for all of its pupils and to ensure children are safe. Similarly the school's work with individuals to raise self-esteem and overcome obstacles to their learning is having a positive impact upon their achievement and upon their attitudes towards learning. Good support for pupils with learning difficulties and/or disabilities, both in the classroom and in smaller groups, enables them to make the same satisfactory progress as their peers. Successful steps have been taken to involve parents more in the life of the school and to listen to their views. The school's provision for family learning is becoming increasingly successful in encouraging more parents to feel comfortable about visiting the school and helping their children to learn.
- 25.6 The school provides its pupils with a satisfactory curriculum that is enhanced by a good range of additional activities such as visits, interesting visitors and popular lunchtime and after-school clubs.
- 25.7 Leadership and management are satisfactory. Determined leadership lends a clear vision for the future of the school and the headteacher has her sights fixed firmly on raising standards. The headteacher and her deputy have a secure understanding of the school's strengths and weaknesses. Accurate evaluation of the school's performance led to a focus on writing skills and, as a result, improvements are now being seen, but the school acknowledges that the pace of change has not been fast enough to effect rapid enough improvement in pupils' achievement. The current improvements in standards, the increased role being played by a team of committed middle managers in monitoring school performance, the increased involvement of parents and the improved systems for tracking pupils' progress show that the school has a satisfactory capacity for further improvement.
- 25.8 Parents place a high value on the work of the school. An active governing body supports and challenges the headteacher and helps the school to provide satisfactory value for money.
- 25.9 ***What the school should do to improve further***
- Improve achievement in English, mathematics and science.
 - Improve the quality of teaching so that all of it is good or better in all areas of the school.
 - Ensure that assessment information is used effectively and consistently to help accelerate pupils' progress.

26 Ireland Wood Primary School (March 2007)

26.1 Grade: 1

This is an outstanding school. It shows exceptional commitment to helping all its

pupils, including those with complex physical and medical needs, to benefit from their education and take part as fully as possible in school life. The headteacher provides excellent leadership. He has been extremely effective in building on the previous strengths of the school and developing a very caring environment where all pupils thrive and thoroughly enjoy school. He is very ably supported by the senior team and all other leaders. The effect of their leadership is that all pupils and staff feel equally valued. Parents, including those who have children with highly complex physical and medical needs, have every confidence in all who work at the school. Their views are typified by the comment: Hooray for Ireland Wood – I would recommend it to everyone with school age children. Children start school with skills and knowledge that are below expectations for their age. The very safe, caring environment in Reception enables them to settle quickly into school routines, flourish and achieve well. Children are well prepared for the main school. Here they continue to achieve well and by the end of Year 6 they reach standards that are above average. Pupils with learning difficulties and/or disabilities make good progress. The good achievement of pupils is rooted in the good, sometimes outstanding, quality of teaching they receive as well as the very rich and varied curriculum which interests and motivates them. Teachers mostly enthuse pupils and make them want to succeed, but occasionally the pace of lessons slackens, with insufficient time allowed for pupils to work independently, and this slows learning.

- 26.2 The care, guidance and support provided for pupils are outstanding and, as a result, their personal development and well-being are outstanding also. Pupils behave exceptionally well. They all get on very well with one another, regardless of race or disability, which promotes positive attitudes to all. In this respect, they are a credit to themselves and to the school. Their social skills are excellent and they are confident and articulate when talking to adults. They willingly respond to opportunities to take on responsibilities to help others. They have an excellent understanding of how to lead safe and healthy lives. Newcomers to the school are made welcome by all and quickly settle. Those pupils with wide-ranging physical and learning needs are extremely well integrated into school life because of the very effective support they receive from adults and classmates alike.
- 26.3 Leaders have an extremely accurate picture of the school's strengths and areas for improvement. They are quick to act decisively, as they did to bring about improvement after the pupils' level of performance fell in the 2005 national tests. Careful consideration is given to all action taken and the needs of the pupils are always paramount. Effective use of a wide range of external professional support contributes valuably to pupils' personal development and achievement. The resource for pupils with complex physical and medical needs has grown since the very successfully integrated into the mainstream school. A major increase in the extended services on the premises has also helped to create a school that is prospering and meeting the needs of the community. Effective self-evaluation, action and developments all indicate an excellent capacity in the management team to take the school even further forward.
- 26.4 ***What the school should do to improve further***
- Ensure that all lessons have sufficient pace and challenge to meet the learning needs of all pupils

27 Little London Community Primary School and Nursery (May 2007)

27.1 Grade: 3

Little London is a satisfactory and improving school. It is a school that, in the last two years, has turned some weaknesses into strengths. These are seen in pupils' good standards of personal development and in the good quality of care, guidance and support provided for them. Pupils see themselves as 'Little London learners' who come to school, as they say, to 'train their brains'. Attendance has risen over the past two years and is now above the national average. Behaviour is consistently good. Pupils enjoy school and try hard to succeed. They feel safe in school, and valued as individuals because they know they will be given the help they need. They understand the benefits of a healthy lifestyle; for example, the school council has arranged for the opening of a healthy tuck shop that they will run themselves. Pupils who learn English as an additional language are particularly well supported. Their needs are assessed and their progress carefully planned and monitored so that they are quickly able to learn alongside others. They are fully included in every aspect of school life that is reflected in the harmony of friendships seen throughout the school. The school has the overwhelming support of parents and is a thriving centre for learning within the community.

27.2

Although standards of attainment are improving they are still well below the national average. Most pupils generally make steady progress and achieve satisfactorily but progress is inconsistent and some pupils do not achieve as well as they could. Children in the Foundation Stage get off to a good start because teaching has improved and is now good. They progress well from their below average starting points. This is beginning to have a good impact on standards and achievement in Years 1 and 2. Throughout the school, pupils who have learning difficulties and/or disabilities and those who learn English as an additional language make satisfactory and at times good progress because they receive additional support. However, a minority of pupils with average and above average skills do not make as much progress as they could. This is partly due to a legacy of unsettled times in the school but is also consistent with the current teaching picture which is variable, though at least satisfactory. A strength of the satisfactory curriculum is the range and quality of activities to enrich learning by providing first-hand experiences. The main focus of the curriculum has been to establish a sound basis for improved standards in literacy, numeracy and science. This has narrowed pupils' opportunities to develop their basic skills, especially in writing, across all areas of the curriculum. The school recognises that a more creative approach to planning would benefit pupils' learning and enable teachers to capitalise on pupils' good attitudes and enthusiasm, which have been so successfully nurtured.

27.3

Leadership and management of the school are satisfactory. The headteacher has had an immense impact. She has restored staff morale, raised pupils' and parents' aspirations and rekindled everyone's eagerness to succeed in a well ordered, fully supportive environment. In partnership with the local authority and through her own persistent determination the headteacher has overcome significant barriers to learning, including a large financial deficit, and ensured that the school provides satisfactory value for money. The senior leadership team has been strengthened. It carries out its clearly defined roles effectively so can claim a shared responsibility for the accurate evaluation of the school's performance. Curriculum coordinators' roles are developing but these leaders are not yet sufficiently engaged in monitoring progress and developments in their subjects. Governors know the school's strengths and where it needs to improve; they provide appropriate challenge and support. The school has already proven its capacity to improve

attendance, pupils' attitudes and behaviour, teaching and links with parents and the wider community. Given what has been achieved in such a relatively short time there is good capacity leadership to improve further.

27.4

What the school should do to improve further

- A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Raise standards and improve progress in English and mathematics
- Improve the quality of teaching so that it is consistently good
- Provide opportunities for pupils to practise and develop skills across the whole range of the curriculum.

28

Lowtown Primary School (February 2007)

28.1

Grade: 2

This is a good school, which provides good value for money. Strong leadership and management have established clear direction for improvement, as a result of careful and accurate evaluation of provision. Supported by the effective governing body, the school has a good capacity to improve further. The measures taken have ensured that pupils achieve well and show good levels of personal development. All pupils, including those with learning difficulties and/or disabilities, make good progress. As a result, standards in Year 6 are above average. Provision in the Foundation Stage is outstanding, with a rich curriculum and strong teaching, which encourages pupils to work more independently. Pupils make very good progress through Reception.

28.2

The school has an informed school improvement plan and strategies in place to improve standards further. 'Power Writing' is an approach being used to raise standards in writing. This system uses imaginative methods to stimulate pupils' writing skills. Assessments of pupils' work, together with observations in the school, have shown this approach is having a good impact on standards.

28.3

Secure measures have also been put in place to improve standards in mathematics, particularly at Key Stage 1, although it is too early to judge the impact of this initiative.

28.4

After significant staffing changes in recent years, the school is now very close to having an established team of teachers in place. The quality of teaching and learning is good and this is the major reason why pupils are achieving well. However, assessment information is not consistently used to match work to pupils' needs and increase their pace of learning. Pupils are well behaved, keen to learn and enjoy being at school. Attendance is above average. There is a strong and effective emphasis in the curriculum on promoting pupils' awareness of other cultures, and issues of race equality and human rights through the 'Global Dimensions' initiative. This has also strengthened the cultural aspect of pupils' personal development, which is now good. Very good links with other schools enrich the curriculum in sporting activities, foreign language teaching and mathematics for higher attainers in Year 6. The rich curriculum engages pupils' interest and promotes good achievement. There is good provision for developing skills in literacy, numeracy and information and communication technology (ICT).

28.5

Pupils are well cared for and feel safe. There are improved and effective systems to monitor pupils' progress and provide support if pupils are not making the

expected gains. The pupils develop well as individuals and have good opportunities to take on responsibility in the school: organising a Fair Trade fair, and in the school council, for example. Pupils have a good appreciation of a healthy lifestyle. They are well prepared for life after school.

28.6 ***What the school should do to improve further***

- Improve standards in mathematics, with particular attention to Key Stage 1.
- Ensure the quality of teaching and learning is consistently good in relation to use of assessment to help pupils learn and matching work to pupils' needs.

29 **Middleton St Mary's Church of England Voluntary Primary School (March 2007)**

29.1 Grade: 2

Middleton St Mary's is a good school. Pupils are well cared for and have good attitudes to learning. They are proud of their school and help to make it a happy and safe place. Behaviour in lessons and around the school is good. Pupils are polite and cheerful. Pupils are confident learners who work enthusiastically in lessons and are eager to share their learning. The school is organised in 'families': classes from different key stages which work side by side in different areas of the school. These 'families' eat and play together very harmoniously. This innovative approach has improved behaviour and created a strong sense of community. There is a calm and purposeful atmosphere, which is evident from the moment you walk through the door. Parents support the school and praise the 'vision' of the headteacher. They value the changes that have been made although a small number of parents feel that they would like more opportunities to express their views. The determination, drive and innovative strategic thinking of the headteacher and the leadership team have driven forward rapid school improvement. Children start school with skills that are very low in comparison with age related expectations. Nursery and Reception classes provide seamless opportunities for children to learn through play, as a result they make good progress from low starting points. By Key Stage 1 standards are low, although progress is stronger than in the recent past and is now good. Although standards in English, mathematics and science remain below average at Key Stage 2, achievement is good, as a result of careful monitoring, rigorous assessment systems, improvements in the curriculum and improved teaching and learning. Raising standards and achievement is the highest priority for the school. Teaching and learning is good overall, although some lessons have lower expectations, less challenge and too few opportunities for independent learning. The curriculum is of good quality. The school has adopted a system of planning which effectively links subjects together. This has brought a freshness to teachers' planning and pupils' learning. Pupils say their lessons are, 'exciting and interesting'. Spiritual, moral, social and cultural education is good and the development of spiritual awareness particularly strong as seen in the calm, reverent way pupils gather for assemblies in family groups and join in the joyful singing and prayers.

29.2 ***What the school should do to improve further***

- Raise standards in English, mathematics and science throughout the school.
- Ensure that teaching and learning are consistently good throughout the school.

30 **Moortown Primary School (April 2007)**

30.1 Grade: 2

'My child really enjoys school' is a regular response from parents. They speak of 'a

safe, caring environment' in this good and improving school. Pupils are happy because of the good care, support, and often imaginative, lively teaching they receive. This adds to their feeling of being safe and secure. Pupils are caring and considerate and respond well to responsibility as a matter of routine. Pupils have a very good range of opportunities to contribute to school life which allows them to grow in confidence and maturity. Their behaviour is good overall.

30.2 Pupils enter Reception with skills and experience below average for their age. Overall their achievement is good. By the end of Year 2 standards are broadly average and by the end of Year 6 they are above average. In English standards are now well above average. Yet, while the majority of pupils with learning difficulties and/or disabilities and those with English as an additional language make the same good progress as others, a small minority of pupils with learning difficulties and/or disabilities do not. Management of their needs does not ensure that their achievement matches that of other pupils. Teaching is good and has some outstanding features that motivate pupils to learn. However, in the Foundation Stage the teaching of basic learning habits and writing skills is not challenging enough and hinders the rate of progress in both Reception and Year 1.

30.3 Overall, achievement is improving. This is due to effective strategies to improve writing and changes to the curriculum which provide thought-provoking approaches which capture pupils' interest extremely well. Classroom and corridor walls are 'alive' with high quality displays of pupils' work and stimulating learning resources related to current topics. This also provides a strong basis for pupils' good personal development by promoting the value of healthy lifestyles. Pupils have a very good understanding of other cultures and what it means to live in a multicultural society. For this reason new arrivals from abroad settle incredibly quickly. One pupil summed up this positive aspect by saying 'We are not racist here!'. Pupils are keen to learn and this is seen in all their work, especially the good quality of presentation in books and the pride they take in their work. Pupils feel that staff take good care of them and add that their views are listened to and taken seriously.

30.4 Leadership and management are good. The headteacher and deputy headteacher, effectively supported by the local authority, have maintained a sharp focus on raising achievement and standards. They have established an atmosphere where all staff are involved in contributing to the school's continual improvement. Governors are committed to school improvement and bring much expertise to ensure that the school continues to move forward. Since the headteacher's appointment three years ago, staff, governors, the local authority and outside agencies have worked together extremely well to develop a good capacity for improvement and ensure that all aspects of provision and achievement improve. Through its careful monitoring the school has recognised the need to improve the management of special needs provision and is taking appropriate action. Self-evaluation, although cautious in judging achievement, standards and teaching and learning, is accurate and reliable and as a consequence the school offers good value for money.

30.5 **What the school should do to improve further**

- Improve the management of provision for pupils with learning difficulties and/or disabilities to ensure that all these pupils' needs are fully met.
- Improve the teaching of basic skills of learning and writing in the Foundation Stage in order to speed up progress in Reception and Year 1.

31 Morley Newlands Primary School (February 2007)

- 31.1 Grade: 3
Morley Newlands is a rapidly improving school that provides a satisfactory education for its pupils. This matches the school's own judgement.
- 31.2 The headteacher has identified the essential priorities to raise achievement. With the valuable support of a leadership team that is seriously reduced in number by long-term illnesses, he has in a short time set the school firmly on course for good improvement. Taking clear direction from the headteacher's vision, the team has high expectations and a commitment to make Morley Newlands the best school possible.
- 31.3 Throughout the school, including the Foundation Stage, rigorous assessment, good use of data, target-setting and improvements in the quality of teaching are having a beneficial impact. Although there has not been time to measure a sustained effect of these changes, achievement and progress are now satisfactory and improving. Challenging targets set by the school are helping to drive up standards and Year 6 results in national tests are broadly average.
- 31.4 The quality of teaching and learning is satisfactory overall. There are many strengths in teachers' classroom practice that are leading to better achievement, but there are still inconsistencies, especially with regard to matching activities to the needs of all pupils. The school has wisely invested in practical resources, new reading materials, and information and communication technology (ICT). This improved provision is contributing to a wider variety of teaching strategies and to the success of the guided reading programme for all pupils
- 31.5 Pupils are well cared for and consequently, their personal development and well-being are good. Here, the school's self-evaluation is modest. From entering the Nursery and continuing through the school, children develop good relationships with those around them. They are well mannered and show respect to visitors. They are proud of their school and its reputation as being inclusive. Pupils eagerly participate in local community events such as singing at the inauguration of the mayor. They appreciate all that the school provides and know their views are listened to. They know how to stay fit and healthy and enjoy the wide range of after school activities. They feel safe and trust the adults they deal with. Effective support is provided for pupils to understand their own feelings and make good choices.
- 31.6 Despite the accommodation's shortcomings, the school is a clean, healthy and attractive environment and this helps to promote good attitudes to learning. Governors know the school well, and because they are well informed they provide a strong level of support and challenge. Decisive action has been taken to tackle a budget deficit. Across the school a common sense of purpose is emerging amongst staff. There is a shared acceptance and understanding of what needs to be done to improve school performance. Thus, there is sound capacity for improvement. Over the last fifteen months, a small management team has been in place and as a result not all aspects of the school's performance have been monitored as closely as they should have been. Nonetheless, this team has been responsible for introducing significant improvements in the provision offered to pupils. A larger, restructured management team is now established. As parents say, 'it's all coming together now'.

- 31.7 ***What the school should do to improve further***
- Improve the match of activities to pupils' learning needs in order to raise standards and achievement.
 - Ensure that the monitoring and evaluation of the school's performance are distributed across all levels of management so that thorough evaluation leads to improved standards.

32 Ninelands Primary School (March 2007)

32.1 Grade: 1

Ninelands Primary School provides an outstanding education, which parents and pupils value highly. It has developed an extensive range of partnerships with other schools and organisations. These have enabled it to maintain a rich and varied curriculum that captures pupils' interest and enjoyment. At the same time it has sustained good achievement and above average standards. Standards in English have been stronger than in mathematics, where results in national tests have declined a little over recent years.

- 32.2 Pupils have average skills when they join Nursery. The outstanding quality and standards in the Foundation Stage set the pattern for all the subsequent years. Here, children learn to work independently so that adults can give support where it is most needed. This results in good teaching and learning where pupils get excellent guidance on how to improve their work. The school is highly inclusive and pupils who face any barriers to learning are supported very effectively to make good progress. Vulnerable pupils are particularly well cared for.

- 32.3 Pupils' spiritual, moral, social and cultural development is outstanding. This shows in their mature behaviour, and the imaginative way that they embrace community and charity projects. The school council is well established and respected, giving pupils a say in running their school. Councillors take their role seriously and have influenced several changes recently. Pupils' enjoyment of school shows in above average attendance and enthusiasm in lessons. Initiatives to ensure pupils' safety, such as the all-encompassing anti-bullying campaign, have had a deep impact on their behaviour. The range of physical activity and the school's management of catering promote a secure understanding of healthy lifestyles. Pupils are well prepared for their future economic well-being.

- 32.4 The headteacher is well supported by the deputy headteacher and middle managers to encourage the good academic and personal development of the pupils. A predominantly new governing body is adapting to its role very quickly. The school has a very clear understanding of how well it is doing and how it needs to develop, and gives outstanding value for money. Excellent financial management has enabled substantial recent improvements. Information and communication technology (ICT) was an area for improvement in the last inspection report. It is now a major strength. Play facilities have been upgraded, and new interactive whiteboards have enlivened teaching. These improvements and the recruitment of very effective new staff demonstrate the superb capacity for further improvement.

- 32.5 ***What the school should do to improve further***
- Improve pupils' mathematical skills to bring them into line with other subjects.

33 Park Spring Primary School (March 2007)

33.1 Grade: 2

The overall effectiveness of the school is good. Good teaching and children's own keenness to succeed mean that children reach just above average standards by Year 6 and achieve well in relation to their starting points. By the end of Year 6 children read and write competently, have a good grasp of basic numeracy and can use computers with confidence. Parents are happy with the progress their children are making and support them by, for example, helping with reading homework. Links with parents of children with learning difficulties and/or disabilities are good, and there is sufficient contact with all parents through written information, including a fortnightly menu of school dinners. The school follows the required curriculum satisfactorily but there is scope for enriching children's experience further by linking subjects and covering the same theme from different points of view. Children behave well because teachers have high expectations and themselves set a good example. Teachers speak politely to children, clearly explain what is wanted, and praise and compliment children when they behave well. Care, support and guidance for all children are good. Great care is given to considering the needs of individuals, so that procedures for making sure all children are given equal chances to succeed are outstanding. Children understand the need to take exercise and eat healthily. They enjoy active playtimes on the extensive school field and make healthy choices at lunchtime.

33.2 Teachers know their subjects well and have high expectations. Lessons are well planned but children do not use information and communication technology (ICT) enough in lessons. Teaching assistants support teachers well when required but their time is not always used efficiently. The school is well led. Recent instability has been managed well and the school's evaluation of its strengths and weaknesses is accurate. Monitoring has so far been limited to too few senior staff and there is a need to spread this more widely. Although there is a minor area of inefficiency in the underuse of support staff, effective financial planning and the children's good achievement means the school gives good value for money.

33.3 The Foundation Stage prepares children well for formal learning in a way that builds confidence and is enjoyable. Children are encouraged to express themselves clearly and develop knowledge of the world around them through well structured play, both indoors and outdoors in a safe and caring environment.

33.4 ***What the school should do to improve further***

- Increase the range and rigour of monitoring in order to spread good practice in teaching and make better use of teaching assistants and ICT.
- Increase the flexibility of the curriculum, so that subjects and topics can be linked to make learning in one subject enrich learning in another.

34 Parklands Primary School (February 2007)

34.1 Grade: 3

Although the school judges overall effectiveness to be good, inspectors find that this is a satisfactory school with some good features. Where the school's judgements differ from those of inspectors, it is because the school focuses too much on its provision, rather than the outcomes for pupils. In the challenging circumstances in which the school is set, the leadership team is most successful in the establishment of a strong commitment among the staff, a caring and inclusive ethos and good personal development of pupils. Pupils enjoy school and are courteous and friendly towards one another. Relationships in school between staff and pupils are good and consequently pupils behave well. The school provides opportunities for pupils to exercise responsibility by undertaking many jobs around

school and they respond positively to this, as well as playing a full part in the school council.

34.2 On entry to Reception, children's attainment is well below that expected nationally; their skills in language, communication and calculating are particularly weak. In addition, many pupils throughout school experience challenging personal circumstances, which impact adversely on their readiness to learn. Improvements to the teaching of English are contributing to rising standards and progress in that subject. However, standards attained by pupils at the end of Year 6 in English, mathematics and science remain exceptionally low. Given their low starting points and the above average numbers of pupils who enter and leave school during the academic year this represents satisfactory progress and achievement.

34.3 The quality of teaching and the curriculum is satisfactory. Teachers and other staff work well together, classrooms are well organised and display is used effectively to promote learning. Teachers do not always use effective strategies to involve pupils actively in their own learning, nor do lessons consistently proceed with enough pace to ensure that sufficient work is covered and that all pupils, particularly the more able, are appropriately challenged. The curriculum is satisfactory and offers a good range of interesting enrichment activities. Good use is made of specialist teaching to raise standards in art and music. While a strong focus on letter sounds is having a positive impact on achievement in English, there is insufficient teaching of the key skills of English and mathematics across all subjects, and this restricts pupils' progress. This is a very caring school which has a calm and welcoming ethos that provides a haven for pupils to develop socially and grow in confidence and self-esteem.

34.4 The leadership of the school works well together and has created strong teamwork within the staff and good partnerships with the wider community. However, systems for checking on the quality of teaching and learning are not sufficiently rigorous. The issues raised in the last inspection have been dealt with satisfactorily. The success of recent improvements to teaching and the curriculum and the emerging strengths of leadership throughout the school indicate that the school's capacity to improve further is satisfactory.

34.5 ***What the school should do to improve further***

- Improve the consistency of teaching to ensure that pupils make good progress in all lessons, particularly the more able pupils.
- Extend the learning of key skills in English and mathematics across the wider curriculum.
- Improve arrangements for monitoring teaching and learning.

35 Pool-in-Wharfedale Voluntary Controlled Church of England Primary School (November 2006)

35.1 Grade: 2

This is a good school where pupils feel safe and happy. Both they and their parents value the quality of education and care that the school provides. As one parent says, reflecting the overwhelmingly positive responses to the parents' questionnaire, 'We are very pleased with all aspects of our daughter's education.'

35.2 Children arrive in Reception with standards that are broadly average. The Reception class provides good opportunities for them to develop and achieve, so that by the time they are in Year 1, they have gained ground and standards are

starting to rise above those expected nationally. Throughout the school, teaching and learning are good, enabling pupils to build continuously on their progress in earlier years. Hence, by the end of Year 6, standards are above average, pupils' achievement is good and pupils are well prepared for the next stage of education and beyond. Higher-attaining pupils are provided with challenging tasks and many gain the higher Level 5 in tests. Nevertheless, the school is aware that pupils do not make as much progress in writing as they do in other aspects of their work. Pupils with learning difficulties and/or disabilities are generally well supported and enabled to make good progress alongside others in their class.

35.3 The very good relationships between teachers and pupils underpin the good teaching that pupils experience. In particular, teachers are cheerful and encouraging so that pupils enjoy lessons and develop positive attitudes to learning. Teachers are particularly skilful in questioning to ensure that all pupils thoroughly understand the topic. The good curriculum includes all the required subjects, with suitable emphasis on literacy and numeracy, and teachers plan carefully to ensure that subjects are linked in order to get the most learning from them. Pupils in Years 3 to 6 learn Spanish and parents whose first languages are French and German run after-school clubs to introduce pupils to those languages as well as extending their understanding of European culture. Extra-curricular opportunities, including visits, music and drama activities and clubs, are a strength of the school. As a pupil says, 'There's tons of stuff to do.' Pupils are extremely well informed about the need for a healthy lifestyle and eat clementines and carrots enthusiastically at break. School lunches are both appetising and nutritious and receive widespread approval from pupils. The wide range of sports available to all pupils is a real bonus in encouraging regular exercise.

35.4 Pupils' personal development is good. Pupils say how much they enjoy school, their attendance is good and many arrive enthusiastically to take part in activities from eight o'clock. Behaviour in class is good and pupils are polite and cooperative. However, behaviour in the playground is less impressive and there are a few incidents where pupils do not show enough regard for the needs and feelings of others. The school provides very good care for all pupils, including those who are vulnerable. The tracking of pupils' academic progress is satisfactory.

35.5 Leadership and management are good. The new headteacher is very experienced and already knows the strengths and weaknesses of the school and what is needed to make it even better. The school has made good progress since the previous inspection: pupils' standards in mathematics have improved, along with the facilities for outdoor learning and play. Parents confirm the views of pupils that the school is moving forward quickly. Pupils speak of improved behaviour in lessons and a wider range of opportunities, including more residential experiences. The governing body provides good support and valuable expertise. The school is now well placed to make further improvement.

35.6 ***What the school should do to improve further***

- Build on and extend the current efforts to improve writing throughout the school.
- Ensure that all pupils treat each other with sufficient care and respect during break and lunchtime.

36 Pudsey Primrose Hill Primary School (December 2006)

36.1 Grade: 2

This is a good school which is improving so that that some aspects of its work are

now outstanding. The headteacher and other managers have made progress in some key areas, but because they are very self-aware, self-critical, and ambitious for the school they have underestimated their rate of progress. In others areas, such as the quality of teaching in lessons and the standards pupils are reaching, improvements already made will take more time to have their full impact. The school has fully addressed issues from the last inspection and demonstrates a good capacity for further improvement.

- 36.2 Leadership and management are good. The headteacher has been very successful in creating a climate where staff and pupils expect that much can be achieved by effort and cooperation. Central to this has been extensive analysis of results and data, allied to a comprehensive system that allows the progress of individual pupils as well as groups to be checked and tracked. This means that teachers know pupils' strengths and weaknesses and can see whether they are achieving well enough. Regular marking of work is used to tell pupils how well they are doing, and to set precise targets for improvement. Pupils are expected to know and refer to these as they work. This helps them to feel really well informed about their work. Pupils agreed with a comment by one pupil that 'Teachers always encourage you so that you're not afraid to try, even if you get something wrong.' Consequently they are motivated to work hard because they can see the standards they are capable of and get excellent advice about how to reach them.
- 36.3 A strength of the school is the frequent monitoring of many aspects of its work by analysis, observation, and seeking teacher, pupil and parent views. The information is then very effectively used to make changes and plan improvements. These vary from changing school menus and making fruit and water more readily available during the day, to working out where pupil progress could be better. Training for staff and the school improvement plan rightly rely heavily on such information. Strategies to tackle issues are clear, practical and fully understood by all involved.
- 36.4 All groups of pupils achieve well. From standards which are just below expectation on entry to the school, pupils consistently reach above average standards in national tests by the end of Year 6. Standards seen in lessons confirm that pupils are making good progress throughout the school. The welcoming yet purposeful atmosphere in the Foundation Stage gives pupils a very secure and happy start to their time at school, so that they too achieve well. The mixing of age groups according to ability in some years and setting for some subjects in others helps teachers to pinpoint pupils' needs and plan accordingly and is helping to raise standards. The school is aware that progress in mathematics in the early years of Key Stage 2 could be quicker, and that there is some inconsistency in how pupils develop their writing skills throughout Key Stage 2.
- 36.5 Pupils very much enjoy their work in school. They mature quickly and accept rules and routines because these are clearly explained and make sense to them. Older pupils thrive on the responsibilities they have for helping teachers or assisting in supervising activities with younger pupils. They are confident in expressing their views, knowing that they will be listened to. This leads to an effective school council. Pupils appreciate the wider range of opportunities in what they are taught. While a stress on the important basic skills remains, much work has been done to make the curriculum more interesting, relevant and creative. A strong team of middle managers has had considerable impact in this and other areas of school life.

36.6 Pupils learn in a bright, spacious, attractive, welcoming environment thanks to extensive refurbishment of the old building, and new build which blends in well. Initiatives like the parents' workshop for Reception pupils, the Before School Club and the Family Learning computer club all help to put the school motto - 'Together we can make a difference' - into practice. As a result parents have a high degree of confidence in the school. A minor parental concern about bullying is not borne out by pupils who say that they are happy to report any that happens, knowing it will be quickly nipped in the bud.

36.7 ***What the school should do to improve further***

- Help pupils make more consistent progress in writing during Years 3 to 6.
- Increase the pace at which pupils in Years 3 and 4 learn how to apply their skills in mathematics.

37 Pudsey Tyersal Primary School (February 2007)

37.1 Grade: 3

This is a satisfactory and improving school that provides a warm, welcoming and inclusive environment for all pupils. It works well with local authority services and other partners to provide a wide range of activities which effectively ensure that the vast majority of pupils are well behaved, confident and courteous young people who make an important contribution to their school and the wider community. Relationships between members of the school community are good. Pupils feel cared for and secure. They know about the importance of keeping safe and their understanding of what is required to live a healthy life is well developed. Pupils have a very clear sense of care, support and respect for others. They demonstrate their enjoyment of school through their attentiveness in lessons and their generally positive attitudes to learning. The school manages the small number of pupils with emotional and behavioural difficulties effectively so that there is minimum disruption to the learning of others. Children are safeguarded well. Pupils' personal development is satisfactory, although attendance rates remain slightly below the national average. The school monitors this carefully and has a learning mentor who is working well across the school and with a range of support services to address this.

37.2 The Foundation Stage gives a good start across all areas of learning and children make good progress from lower than expected starting points. Pupils continue to make good progress throughout Key Stage 1. In Key Stage 2, standards in 2006 were well below average overall, particularly in mathematics. Current attainment in Key Stage 2 shows that pupils have made satisfactory progress. Pupils of all abilities and from different ethnic groups are now on track to meet their expected targets. The quality of teaching and learning is satisfactory overall, with some examples of good practice in all key stages. However, in Key Stage 2, teachers do not always make enough use of assessment information to establish individual targets to match the level of work to the pupils' abilities. Marking is regular and supportive, but does not always tell pupils what to do in order to improve their work. The curriculum is broad and balanced.

37.3 Leadership and management are satisfactory. The headteacher knows his school well and has established a clear direction for the school. Recent staff changes and the restructuring of responsibilities mean that the wider leadership team is relatively new. This extended leadership team is beginning to have a positive impact on the quality of provision by monitoring school performance effectively. The school acknowledges that the assessment of pupils' performance needs to be more

rigorous and consistent but staff are addressing this issue.

- 37.4 A small number of parents expressed their concern about the effects of some staff absences on the progress of their children. The school is aware of their concerns and has taken appropriate measures to ensure greater continuity of teaching and learning.
- 37.5 The school has satisfactorily addressed the areas for improvement which were made at the last inspection. The school's recent record of improvement shows that its capacity to improve further is satisfactory.
- 37.6 ***What the school should do to improve further***
- Raise achievement and standards in Key Stage 2, particularly in mathematics.
 - Ensure that all teachers use assessment information effectively to plan work that challenges all groups of pupils in all subjects.
 - Provide pupils with better guidance on how they might improve their work through more effective marking.

38 Rawdon Littlemoor Primary School (March 2007)

- 38.1 Grade: 3
This is a satisfactory and improving school which provides satisfactory value for money. Pupils' personal development is outstanding and the major strength of the school. Many parents express their appreciation of this aspect of the school's work. They mention, for example, the development of important social skills and the broadening of pupils' horizons. As one parent writes: 'my child loves going to school and has come on in leaps and bounds'. However, pupils' academic progress is satisfactory.
- 38.2 Pupils very much enjoy school and attendance is above the national average. Most pupils' behaviour is excellent, both in lessons and around the school. Pupils have an impressive understanding of the importance of keeping safe and the principles of a healthy lifestyle. The advanced Healthy Schools and Active Mark Gold awards indicate the school's success in encouraging pupils to eat healthily and take exercise. Pupils value the school council both as an opportunity to discuss issues and for the changes it has brought about. They work hard for a range of charities. Pupils are particularly aware of environmental issues, partly as a result of the work for Eco Schools Green Flag award. Pupils are well prepared for the next stage of education through the school's strong links with local secondary schools.
- 38.3 Pupils arrive in Reception with standards that are slightly below average for their age. Recent improvements in teaching and assessment, together with much better facilities in the new building, mean that progress in Reception is now good. Pupils then make satisfactory progress in Years 1 to 6, so that by the end of Year 6, standards are average and pupils' achievement is satisfactory overall. However, there is some variation between subjects: achievement is good in English, satisfactory in mathematics and not as good as it should be in science.
- 38.4 The quality of teaching and learning is satisfactory. Teaching is good in Reception, but more variable in Years 1 to 6. Some factors are consistent across different classes. For example, relationships between teachers and pupils are always friendly and respectful so that classrooms are calm and orderly. However, there is considerable variation in how successfully pupils learn. In the occasional outstanding lesson, there is a very quick pace and pupils are excited by the

challenge that is presented. By contrast, in satisfactory lessons, although pupils are occupied with relevant activities, they are not always learning as well as they might, either because they are doing something rather undemanding or because they are not quite clear what is expected of them.

38.5 The curriculum is good and meets pupils' needs well. French is taught all through the school, providing a valuable extra experience. Pupils and their parents appreciate the very wide range of extra-curricular activities that make such a strong contribution to personal development.

38.6 Care, support and guidance are good overall. The school cares very well for all pupils, including those who are vulnerable. Pupils say that there is always someone to turn to if they have a problem, and they are confident that any isolated incidents of bullying are dealt with effectively by the school. The tracking of, and support for, pupils' academic progress is good in English but less effective in mathematics and science.

38.7 Leadership and management are satisfactory. The headteacher and her team are clearly determined to provide a high quality of education for pupils. The headteacher has led the school successfully through a demanding period of planning for, and moving into, a new building, together with a significant increase in the number of pupils on roll, with many coming into school during Key Stage 2. There have also been changes in staffing, with some staff illness and several inexperienced teachers joining the staff. Throughout this time, the leadership team has been successful in maintaining generally satisfactory achievement by pupils and in keeping up the strong emphasis on personal development. The headteacher has also identified weaknesses in Reception and Years 1 and 2, and taken successful action to overcome them. Hence, standards are now rising in Years 1 and 2. Monitoring and evaluation has not yet had a similar impact in Years 3 to 6 and achievement at this stage, although still satisfactory, has fallen for two years in succession. The school knows what needs to be done to correct this and has demonstrated, with the younger pupils in school, the ability to take effective action. Hence, it is well placed for further improvement.

38.8 ***What the school should do to improve further***

- Raise standards in science and mathematics in Years 3 to 6.
- Improve teaching to make sure that pupils make the best possible progress, by ensuring that tasks provide the right degree of challenge for all and that pupils are clear about what is expected of them.
- Improve leadership and management by increasing the effectiveness of monitoring and evaluation of the work of the school.

39 Rawdon St Peter's Voluntary Controlled Church of England Primary School (February 2007)

39.1 Grade: 2
Rawdon St Peter's C of E Primary School provides a good standard of education. Parents particularly value the secure, enjoyable environment it provides for their children.

39.2 Although achievement in the recent past was satisfactory, it is now stronger. Pupils achieve well. They get a good start and make good progress because of the good quality teaching and provision in the Foundation Stage. The majority of pupils come to the school with above average standards. Until recently they sustained but did

not improve on these so that by the end of Year 6, standards remained above average. However, pupils are working hard now and standards and achievement are stronger. Teaching is of good quality overall, although in some classes there is more to be done to raise pupils' achievement further as some of the most able pupils could do better.

- 39.3 Pupils' personal development is outstanding. They show an outstanding awareness of how to be healthy. Their enjoyment of school is very obvious and this is strongly helped by the school's support for their emotional well-being. Pupils say they feel very safe in school. Class and school councils give them a genuine voice in school affairs. Buddies and play leaders give real support to other pupils. This is because they are very appreciative of other people's needs and values, including those, which are different from their own. They are clearly aware that they are being well prepared for secondary school and for their economic well-being as adults.
- 39.4 The school cares for its pupils extremely well. The teachers and support staff have established excellent relationships with pupils and have very clear expectations of them. As a result, pupils feel very secure and are very appreciative of the time and effort that adults put into caring for them. Good quality support and guidance is provided for most pupils to ensure they meet their targets and know how to improve. However, not all pupils know how to improve their work.
- 39.5 The curriculum is good, with strong support for a healthy approach to life, and for broader personal development. The wide range of extra-curricular activities is very well supported.
- 39.6 Leadership and management are good. Governors know and support the school well. Senior managers have a very clear picture of how well each pupil is doing. This is updated regularly and it shows that pupils in all years, including those with learning difficulties and/or disabilities, are making good progress. The headteacher has a clear grasp of its strengths and weaknesses. Together, the senior and middle managers are working hard on the right priorities for improvement. Good improvement has been sustained since the previous inspection, and the school provides good value for money. All of the staff are strongly committed now to challenging pupils to do their best. The school has good capacity to keep on improving.
- 39.7 ***What the school should do to improve further***
- Ensure that the most able are challenged effectively to achieve well and that pupils know how to improve their work.

40 Rothwell Haigh Road Infant School (April 2007)

- 40.1 Grade: 3
This is a satisfactory school, which takes good care of its pupils and encourages their good personal development. Parents are overwhelmingly positive about what the school provides: 'The school is like a great big happy family' summarises the views of many. Pupils and parents commend the headteacher's drive and enthusiasm and hold her in high regard.
- 40.2 The school's care for pupils and its encouragement of the pupils' personal development are major strengths. Parents find that staff are very approachable and helpful when difficulties or concerns arise. Pupils' good attitudes to work and good behaviour make major contributions to the pleasant atmosphere that prevails

throughout the school. Pupils enjoy both their lessons and playing happily with their friends. Pupils' spiritual, moral, social and cultural development is good, with moral and social development being particularly strong features. Relationships within the school are very good and as a result the pupils feel secure. Most pupils are polite, caring and confident by the time they leave school at the end of Year 2, increasingly well informed about healthy and safe lifestyles.

- 40.3 Overall, pupils' achievement is satisfactory. Children enter the Nursery with skills that are below those expected of children of their age. They make satisfactory progress overall, and reach standards that are broadly average by the end of Year 2. Children make good progress in the Foundation Stage where they get off to a good start in their learning and receive a good grounding in their basic skills. This is because tracking of their achievements, teaching and learning are well linked and consequently well matched to the needs of all the children. These young children enjoy stimulating lessons packed full of adventure, challenge and investigation.
- 40.4 In Years 1 and 2, pupils' achievement is satisfactory. This is because teaching is variable across these year groups. It is satisfactory overall and does not always ensure pupils learn at a consistently good pace. Teachers do not always make best possible use of assessment information to make sure there is an accurate match to the pupils' needs in lessons. Where lessons offer greater interest and challenge, pupils are well motivated, enjoy their learning and consequently progress at a faster rate and achieve more. The satisfactory curriculum makes a good contribution to pupils' personal development and skills in information and communication technology (ICT). Pupils are excited by frequent opportunities in lessons to use the computers to help, encourage and guide their learning.
- 40.5 Leadership, management and governance are satisfactory overall. The senior leadership team is now providing a clear sense of direction and this is having a positive impact on the pupils' progress. For example, good leadership in the Foundation Stage has targeted specific areas of learning for extra support and this has resulted in the children making good progress. Settled leadership in English has also had a positive impact on progress in writing and reading. Staffing is also becoming more settled and subject leadership is improving. The quality of the school's self-evaluation is broadly accurate and satisfactory. The school is at present trying to do too much in too many areas. This has potentially reduced the impact of planned improvements including raising achievement and as yet pupils in Key Stage 1 do not make consistently good progress. Improvement since the previous inspection, whilst satisfactory overall, has accelerated recently as staffing has become more stable. The leadership's good capacity to improve further is reflected in the way it is now beginning to refine its plans to address the areas where leadership is less successful.
- 40.6 A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- 40.7 ***What the school should do to improve further***
- Improve the quality and consistency of teaching and learning in Years 1 and 2 to improve pupils' progress.
 - Simplify the school development plan so that it focuses sharply on the priorities aimed at raising achievement.

41 Rothwell St Mary's RC Primary School (February 2007)

41.1 Grade: 2

This is a good school with a number of outstanding strengths. Both pupils' personal development and the care and support provided for them are excellent. The school makes certain that all pupils enjoy learning, do as well as they can, feel safe and secure and adopt healthy and safe lifestyles. As a result, their attendance is well above average and they consistently achieve well. Pupils value the opportunities they are given to contribute to school improvement and, as a consequence, are growing in confidence and maturity.

41.2 Pupils' achievement is good. In the Foundation Stage and in mathematics across the school it is outstanding because of a relentless focus on achievement in lessons. The standards achieved by pupils in Years 2 and 6 are high. In all classes from Year 2 to year 6 the proportion of pupils who reach higher levels in English, science and mathematics exceeds national average.

41.3 Personal development is outstanding, including all aspects of spiritual, moral, social and cultural development. Pupils clearly like coming to school every day and are proud of their good achievement. Few pupils miss school for holidays and many make huge efforts to attend even when they are 'off colour'. In assemblies, pupils enjoy the messages conveyed through the 'Statements to live by' which are rooted in the Christian faith and have a firm spiritual focus. Pupils respond well to opportunities to take responsibility and show a genuine concern for others, particularly younger pupils.

41.4 Teaching is good with some outstanding lessons seen. In the very best lessons for example, teachers use role-play well to encourage pupils to show initiative when applying learning to new situations. Teachers pay good attention to meeting the learning needs of individuals when preparing activities. However, not all teachers use strategies in lessons which challenge and excite pupils to learn as well as they should. The successful development of pupils' writing skills throughout the school makes a significant contribution to driving up achievement. Marking is systematically completed in lessons and generally considered guidance for improvement is given. The good curriculum successfully meets the needs and engages the interests of all pupils.

41.5 Parents are quick to recognise the very high quality of pupil care and support. When asked, parents are full of praise for the way in which staff look after their children, for example, they really value the care taken in Reception to ensure children settle quickly.

41.6 Leadership and management are good. The shared understanding of the headteacher and deputy headteacher has rapidly established a culture of high expectations in all school life. This is exemplified in their exceptional vision for care, concern and learning for all pupils. Effective monitoring makes certain that they know their school extremely well. It is further strengthened by valuable collaborative work undertaken with the local authority. The governors work very closely with staff to help the school move forward. Since the last inspection, the school has made excellent progress. As a consequence, it has a very good capacity to improve further.

41.7 ***What the school should do to improve further***

- Ensure that all teachers plan lessons which consistently challenge and motivate

children to achieve well.

42 Springbank Primary School (March 2007)

42.1 Grade: 3

This is a satisfactory school with good provision for pupils' care and personal development. The efficient use of assessments and the skilful way in which learning is planned for children in the Reception class means they have a good start to their education. In its self-evaluation, however, the school has been over-generous, overestimating achievement and judging the overall quality of teaching and learning throughout the school to be better than it is. Although there is some good teaching, the quality of teaching and learning is satisfactory overall enabling pupils to make satisfactory progress. By the time they leave Year 6 they attain standards which are broadly in line with the national average. The school's provision for pupils with learning difficulties and/or disabilities and those with English as an additional language also enables them to achieve expected progress.

42.2 The school's positive ethos and effective provision for personal and social education ensure that pupils relate very well to each other and generally feel safe and secure. Personal development is good and pupils value opportunities to learn how to keep themselves safe and healthy through regular exercise, a balanced diet and avoiding harmful substances and potentially dangerous situations. They are confident in their approach to adults in the school and know that their concerns will be taken seriously and effective action taken where appropriate. They especially value the learning mentor who 'is always there when we need her.' They have a good understanding of right and wrong. Behaviour around the school buildings and in the playground areas is generally good. Pupils are well able to voice their opinions and have the opportunity to be heard through the school council.

42.3 Pupils mostly enjoy learning because the good curriculum meets their needs and offers them many enriching experiences. They respond enthusiastically to a wide range of after-school clubs, visitors and visits which help them to develop effective personal and social skills. Parents contribute well in supporting their children's learning and homework. Links with pre-schools and secondary schools ensure smooth transfers and enhance the curriculum.

42.4 Parents are very supportive of the school and appreciate the fact that the headteacher is always outside at the beginning and end of the school day to talk with them and actively encourages open communication. The headteacher is building a committed leadership team that knows where the school needs to go. The team has established systems to track pupils' progress in Key Stages 1 and 2 and these are firmly in place. The governors ensure good financial management of the school's resources, and this shows good improvement since the last inspection. School leaders know that standards reached in English, mathematics and science by the end of Key Stage 2 need to improve. However, they have been insufficiently focused on raising the quality of teaching and learning, and the resulting impact on standards has not been rigorously monitored. The school gives satisfactory value for money and demonstrates a satisfactory capacity to improve further.

42.5 ***What the school should do to improve further***

- Ensure that leaders focus their plans on improving the consistency and quality of teaching and learning across Key Stages 1 and 2.
- Ensure that pupils make better progress and attain higher standards in English,

43 **St Anthony's Catholic Primary School, Beeston (March 2007)**

43.1 Grade: 2

This is a good school in which pupils make good progress both academically and socially. Children in Reception make good progress from their below average starting points. The high emphasis given to developing effective learning habits through independent and teacher-led activities results in most children reaching the standards expected by the time they start Year 1. Throughout Years 1 to 6, good teaching continues. However, the outstanding features seen in some lessons, particularly the use of assessment to aid pupils' learning, are not fully replicated across the school. Nevertheless, overall good teaching and a stimulating curriculum excite pupils, who consequently work hard. They generally take care to present their work well, although their writing is not as well developed as it could be. By the end of Year 6, standards are in line with national averages although standards in English, and particularly in writing, are not as high as those in mathematics. Standards in science are above average. Overall, pupils make good progress as they go through school. This is due to several interdependent factors. For example, all people associated with the school value highly its faith aspirations. These underpin its quality as a community in which all adults and pupils care for each other, so that pupils feel very secure and happy, and are eager to come to school. Pupils enjoy good relationships with the staff and say they like their teachers and the way they help them to learn. Pupils consequently have positive attitudes to learning and their attendance is above average. Pupils' personal development, including their spiritual, moral, social and cultural development, is good and is another key factor in their good academic and social achievement. This is because it leads to their good behaviour and increasing maturity as they go through the school. Pupils work together well in pairs and teams and develop good social skills, enthusiastically carrying out a range of responsibilities well. Their collections for a range of charities reflect their care and concern for others. Pupils have a good understanding of the need to eat healthily and take frequent exercise. The careful attention given to providing pupils with the basic skills of literacy and numeracy, while developing their personal attributes, prepares them well for the next stage in their education. Leadership and management are good. The headteacher is a good role model and has successfully created a very effective team approach within the staff. They share a strong commitment to raising standards by providing pupils with a rich diet of experiences to ensure that they enjoy learning. Monitoring and evaluation procedures are thorough and well organised, and consequently the school has an accurate view of areas needing development. Very good links with other partners, agencies and schools greatly enhance the learning opportunities for pupils. Governors are involved and provide good support and challenge. Finances are well managed and the school provides good value for money. This, along with the effective steps taken to promote improvement since the previous inspection, demonstrates that it has a good capacity to improve in the future.

43.2 ***What the school should do to improve further***

- Raise the standards of writing throughout the school.
- Ensure that assessment is used consistently well to inform planning for teaching and learning.
- Replicate the best features of outstanding teaching throughout the school.

44 St Francis Catholic Primary School, Morley (December 2006)

44.1 Grade: 3

Inspection findings agree with the school's own judgement that this is a satisfactory and improving school with the capacity to develop further. It has experienced a sustained period of disruption to staffing, which has only recently come to an end. This disruption has had a negative impact on several aspects of school life, including achievement and standards. The headteacher has coped well with these difficulties and is developing the strengths of an increasingly settled staff team, which in turn is improving provision. This improvement is beginning to have a positive impact on pupils' achievement and personal development. For example, in 2006, following improvements in assessment and teaching, standards in national tests at the end of Year 6 in English and mathematics rose and were above average. Standards in science were average. Pupils' achievement overall is satisfactory.

44.2 Pupils' spiritual, moral and social development is good. They have positive attitudes to school, their behaviour is good and they feel increasingly safe in school. Pupils value the emerging opportunities provided by the new school council to have a voice in school life. However, many initiatives are in their infancy and have not yet impacted on pupils' personal development and well-being which is satisfactory. This is a caring school where staff work hard to look after and support pupils. Improved systems for checking on pupils' progress are in place, but they are not yet used sufficiently well to provide effective guidance so that pupils know how to improve their work.

44.3 The school is beginning to check teaching and learning, but not yet with sufficient rigour to improve them significantly from their current level. The quality of teaching and learning is satisfactory overall, with a growing proportion of good teaching. However, pupils are not given sufficient opportunities to participate fully in all lessons and engage in activities that encourage their independence as learners. Improvements to the curriculum in the Foundation Stage and in English and mathematics have had a positive impact on pupils' standards. Although the curriculum is satisfactory overall, the broader curriculum in Key Stages 1 and 2 is not sufficiently lively to consistently engage pupils' interest.

44.4 ***What the school should do to improve further***

- Improve children's achievement in English and mathematics by using the information from assessments more effectively in teaching.
- Improve checks on teaching and learning to further raise their quality.
- Ensure the curriculum in Key Stages 1 and 2 is more interesting and motivating to learners.
- Ensure that pupils play a more active part in lessons and become more independent in their learning.

45 St Margaret's Church of England Voluntary Controlled Primary School (January 2007)

45.1 Grade: 2

This is a good school, which provides good value for money. Pupils' achieve well from their entry into Reception until the time they leave Year 6. Their personal development is outstanding because of the excellent care, guidance and support they receive. It is a popular school in which parents have great confidence and typically say, 'We are very pleased with the school and glad our children are part of

it.'

- 45.2 Children make good progress in Reception. Lively teaching in spacious surroundings, and very good outdoor play facilities, contribute to the good provision in the Reception class. The attainment on entry of the children is broadly average although literacy and numeracy skills are relatively weak. Children make good gains so that almost all children reach the standards expected for their age by the end of Reception. This good rate of progress is sustained across Key Stages 1 and 2 by all groups of pupils, including those with learning difficulties and/or disabilities. This is due to good teaching and also to pupils' excellent attitudes to work. Consequently, standards are above average by the end of Year 2 and Year 6.
- 45.3 Pupils thoroughly enjoy school, and this is reflected in their well above average attendance. They say, 'school is cool', and they really look forward to going to school each day because the teaching is interesting and they enjoy being with their friends in a very happy atmosphere. This is evident by their very good levels of interest and concentration in lessons. They work very well together and try their best to complete work. They make an excellent contribution to the school community as shown by their pride in gaining several important quality awards. Pupils' behaviour is excellent. They show a high degree of self-discipline around the school and when playing energetically and safely in the yard. They have an excellent grasp of how to lead a healthy lifestyle and how to keep fit. These qualities are promoted effectively through a good, rich curriculum.
- 45.4 Pupils' learning and achievement are good because the quality of teaching is good across the school. It is underpinned by excellent relationships and effective planning, which takes account of pupils' needs. Teachers use a wide range of strategies, including the effective use of large, interactive computer screens, to engage and sustain pupils' interest. However, teachers do not consistently use marking and feedback in lessons well enough to enable pupils to understand how they might improve their work. Consequently, pupils do not always have a good enough grasp of the targets they are aiming for and how to reach them.
- 45.5 There has been good improvement since the last inspection, despite the difficulties created by working in temporary accommodation and the demands of managing a major re-building programme. This is because leadership and management are good. The headteacher strongly directs improvements with a clear vision and is ably supported by other senior leaders. The school knows itself well, as it frequently checks its provision. However, it has slightly cautious views about pupils' personal development and the quality of care, guidance and support, which have been judged more highly by this inspection. Governors are experienced and effective. They have made a significant contribution to shaping the strategic direction of the school and financial management. Now that the whole school is together, in the new building the impact of effective teamwork can be seen in the rise in standards in Key Stage 1 and emerging strengths in curriculum planning. These factors show that the capacity to further improve is good.
- 45.6 ***What the school should do to improve further***
- Ensure that all pupils have a good understanding of their targets and clearly know what they need to do to improve their work.

46 St Patrick Catholic Primary School (May 2007)

46.1 Grade: 2

St Patrick's is a good school. Its pupils are confident, curious and caring young people with a zest for learning. Their personal development and well-being is outstanding. They have an excellent knowledge and understanding of how to stay fit and healthy, helped by their involvement in a wide range of physical activities in school. As older pupils said, 'We have targets for skipping.' Older pupils take on extra responsibilities very willingly and all children show great respect for each other in class and in the playground. The school is a harmonious community and pupils' behaviour is outstanding. Pupils enjoy school very much and this is confirmed by parents who overwhelmingly agree that their children are happy and achieve well.

- 46.2 Teaching and learning are of good quality. Throughout the school, pupils have excellent relationships with their teachers. Pupils have confidence in them because they say they are kind and help them to understand new things. Pupils get lots of extra help when they need it. Pupils' achievement is good overall. Children's attainment on entry into school varies from year to year. Currently it is average. In the Foundation Stage children achieve well particularly in developing their social and speaking skills. At Key Stage 1 pupils' achievement is satisfactory rather than good in reading, writing and mathematics because the work they are given is sometimes too easy for the most capable pupils. This is because some teachers expect the higher attainers to do the same work as other groups before they move on to work that is sufficiently challenging for them. In Key Stage 1 teachers are over reliant on worksheets and a published scheme of work for mathematics. This is limiting pupils' skills in conducting investigations. In Key Stage 2 the rate of pupils' learning quickly gathers pace and, by Year 6, pupils have made significant leaps in their learning. The same pattern of achievement exists for pupils with learning difficulties and/or disabilities. By Year 6 standards are well above average in science and above average in English and mathematics.
- 46.3 Pupils' care, guidance and support are good. The way the school cares for its pupils and supports them through any difficulties they may have is outstanding. Pupils' academic guidance on how they can improve further is inconsistent. Some teachers' marking is extremely helpful. It celebrates what pupils have achieved and tells them how to improve further, setting them new targets to attain. Where this style of marking is used pupils' progress accelerates rapidly. In other classes teachers' marking is congratulatory and does not inform pupils on how their work could be better. In these classes progress slips to satisfactory. For this reason pupils' care, guidance and support is good rather than outstanding as the school suggests. The school's evaluation of all other aspects of its performance is accurate.
- 46.4 Pupils' good achievement is enhanced by a very effective curriculum, which has a strong focus on teaching pupils how to stay fit and healthy. The visits and visitors pupils experience provide them with valuable first hand learning experiences. The school works in a very good partnership with the Church, parish and other external agencies and pupils are proud of their support for local and international charities.
- 46.5 Leadership and management are good. The new headteacher, in partnership with the staff and governors, shares a clear vision to improve standards further. She involves senior staff in thoroughly monitoring the work of the school and quickly identified the school's strengths and where improvement was required. New procedures for teachers to discuss their assessments of pupils' progress and a new tracking system are important steps forward. As a result teachers' assessments are more accurate and targets are challenging. Staff and parents appreciate the

headteacher's style of management and staff work collaboratively as a team, providing a good example to pupils. The school has made good progress since the last inspection and is well placed to improve further. It provides good value for money.

46.6 ***What the school should do to improve further***

- At Key Stage 1 increase pupils' achievement, including that of pupils who are capable of attaining high standards.
- Develop a whole school planning format which clearly shows what each group of pupils is to learn.
- Implement a consistent policy for marking pupils' work.

47 St Paul's Catholic Primary School (December 2006)

47.1 Grade: 1

St Paul's Catholic Primary School is an outstanding school in which pupils achieve exceptionally well. The recently appointed headteacher and deputy headteacher along with very committed staff are providing their pupils with an excellent quality of education. Parents are unstinting in their praise of the headteacher's impact on the school. Ensuring every child matters is fully realised in the provision for everyone. High standards have been sustained over several years. The results of the 2006 national tests in Key Stage 2 were exceptionally high and the best the school has ever achieved in English, mathematics and science. The outstanding results are the outcome of the consistently outstanding teaching for pupils in Year 1 to 6. More able pupils and those with learning difficulties achieve really well. Pupils new to learning English make rapid progress, due to the support provided by their classmates as well as well planned individual support.

47.2 The personal development and well-being of all pupils are outstanding. This is well captured in the comment by Year 6 pupils who said, 'We support each other, there are no gangs, because in a Catholic school, God is with everybody,' and, 'We always put the care of others before ourselves', sums up the values developed in all the pupils. The above average attendance reflects the pupils' enjoyment and excellent attitudes to learning. Behaviour is exemplary in lessons and around school. Alongside 'wake up, shake up', exercises for all pupils in the playground, there is a wide range of sporting clubs and events to keep pupils fit.

47.3 Teaching is outstanding. Teachers have excellent subject knowledge, explain what pupils have to learn and make exceptionally good use of interactive whiteboards to enrich learning and increase interest and motivation. Support staff provide invaluable support that is exceptionally well reflected in the outstanding progress made by pupils with additional needs. Teachers are very hardworking. They are not complacent and regularly seek ways to improve their skills through a wide ranging programme of training.

47.4 Provision and standards in the Foundation Stage are good. The schools Building Development Plan is set to address the limitations to the accommodation for the youngest children in the school. They do not have a dedicated outdoor play area and some of the resources they have are worn and do not stimulate learning well enough. This limits progress, somewhat.

47.5 The curriculum is brilliantly enhanced by exciting residential visits. Year 6 pupils enjoy the challenge of the outdoor environment in many ways, through growing and tending flowers and vegetables, to more adventurous activities such as caving.

Pupils are cared for with excellent levels of sensitivity. Those with learning difficulties and/or disabilities are always included in lessons and make excellent progress as a result. Support staff are very ably supported and trained very well by the special educational needs leader.

47.6 Leadership and management are outstanding and very tightly focused on ensuring the pupils are well cared for, enjoy school and make as much progress as they are capable of. The drive and vision of the headteacher is well complemented by the rigorous analysis of achievement and excellent teaching of the deputy headteacher. They have created an excellent team of staff who share their goals and aspirations totally. Governance is outstanding. Governors carry out their responsibilities very effectively and are extremely supportive. Recent staffing cuts have been exceptionally smoothly managed. The school provides outstanding value for money and has made exceptional improvement since the last inspection. It has an excellent capacity to improve.

47.7 ***What the school should do to improve further***

- Improve outdoor provision and resources for children in the Foundation Stage to enhance progress.

48 West End Primary School (May 2007)

48.1 Grade: 2

West End Primary School is a good school, with several outstanding aspects, particularly the high quality care, guidance and support the children receive and the excellent provision made for their personal development. Parents recognise this; questionnaire responses were overwhelmingly positive and comments were often glowing. One bears quoting at length because it sums up the views of many so aptly: 'West End School provides a structured and nurturing environment where all children feel that they belong. This provides a safe place for them to explore their strengths and develop their skills whilst developing a confidence in their social skills that is essential for their future well-being.' The children are keen, lively and attentive learners and their behaviour is excellent. This is because their lessons are good; the teachers and the assistants take great care to ensure that lessons are stimulating and that they meet the needs of the children well. The curriculum is good, with lots to do and a very good range of extra-curricular activities. Subjects are linked together well to make sense to the children and to reinforce the core subjects such as literacy so, for example, little children commented to the inspectors that literacy and writing were some of their favourite subjects! This is in addition to the enthusiastic comments made by many of the children across the age range about the ease of making friends, feeling safe and cared for and having fun in lessons.

48.2 The curriculum promotes the personal development of the children exceptionally well. There are lots of opportunities for children to follow interests, to take part in activities and to perform, even from a very early age. This helps them to develop their confidence rapidly and it fosters their great enjoyment of school. The recently introduced daily 'wake up and shake up' for the children (and for the staff!) is a good example of how the school is innovative, looking at ways to promote the children's health and well-being as much as their academic progress. The Foundation Stage is good, ensuring a good beginning to the acquisition of basic skills and promoting social skills very well, right from the outset.

48.3 The school has correctly assessed its own strengths and areas for development

and has acted successfully to secure continued improvement. The focus on literacy is one such example, where writing has been given priority across the school. Reading has now been brought to the fore, beginning with the younger children, with a view to extending this focus across the whole school. Achievement is good and these actions are intended to improve this even further. Standards are usually above average, though there was a slight dip in 2005 in how the children fared in the English test at the end of Year 6. This was unexpected and did not accurately reflect their abilities. The school recognises that it is desirable to ensure consistency over time in achievement, particularly in reading at Key Stage 1 and in English and science at Key Stage 2.

- 48.4 There are robust and thorough systems for checking pupils' progress. These enable the school to intervene to support individuals who may be in danger of falling behind. The school does particularly well at supporting those children who may have personal difficulties in their lives, because the teachers know each child so well.
- 48.5 The quality of the school's work is recognised through several awards, yet the school does not stand still; it is working now towards the Inclusion award and the Basic Skills Mark. Inspectors were impressed with the cohesive and able leadership team at the school and the way in which all the staff get involved in the school's planning and priorities. The school is well led and has demonstrated its excellent capacity to improve still further.
- 48.6 ***What the school should do to improve further***
- Further develop the current strategies for improvement in order to promote greater consistency of achievement in core subjects over time.

49 Westbrook Lane Primary School (January 2007)

- 49.1 Grade: 1
- This is an outstanding school, which provides excellent value for money. Standards are high by the end of Year 6 in English, mathematics and science and pupils make excellent progress. Pupils with learning difficulties and/or disabilities make similar gains in their learning as their classmates. This is because of detailed planning and high quality support they receive to meet their targets. The quality and standards in the Foundation Stage are outstanding. Children settle in well to school life. They are very well taught and make excellent progress. The school is aware of the need to develop the transition between Reception and Year 1 to support some children in accessing the Year 1 curriculum more effectively. The school plans to extend the areas of provision from Foundation Stage into Year 1 to be more creative and in line with the Foundation Stage curriculum. The pupils are welcoming and caring. The inclusive character of the school helps to create a happy, moral and social environment. Pupils are given individual awards when they have achieved exceptionally well. All pupils are made to feel and even sing about how special they are.
- 49.2 The school is exceptionally well led and managed by an inspirational headteacher. The pupils are very well known to the staff and they thrive on the attention paid to them. Teaching and learning are outstanding and pupils look forward to enjoying their lessons. Teachers understand their individual needs and plan challenging lessons accordingly. Pupils know how well they are doing in their work and share the process of setting targets with their teachers. Personal development is exceptional. By the time they leave, pupils are responsible and self-reliant. Their

behaviour is excellent and they are enthusiastic learners. Very high attendance reflects pupils' enjoyment of school. The curriculum is outstanding and is enriched by out of school events. Residential visits to 'Robinwood', an outdoor activity centre, for example, are enjoyed immensely and contribute to pupils' confidence and awareness of the world.

49.3 Leadership and management are excellent and staff at all levels share responsibility for the care and nurture of the pupils. Very effective partnerships with the pupils' parents and outside agencies contribute to the excellent care and support that the pupils receive. Parents support and value the school highly. First-rate systems have been built up through careful evaluation of what works best for the pupils. Self-evaluation is accurate. The school is very much aware of its strengths and knows exactly what it wants to do to keep improving. Governance is very successful in holding the school to account and in providing substantial support. There has been excellent improvement since the previous inspection and there is exceptional capacity to develop even further.

49.4 ***What the school should do to improve further***

- Improve transition from the Reception to Year 1.

50 Woodlands Primary School (February 2007)

50.1 Grade: 3

This is a satisfactory school with some good features. It provides good quality pastoral care and support for pupils, which effectively underpins their personal development and well-being. The school's senior leadership is a key strength. Leaders have brought about stability after a prolonged period of turbulence in both leadership and staffing that has resulted in inadequate improvement since the previous inspection. The school has an accurate view of itself, based on rigorous self-evaluation and monitoring. Parents have very positive views about what the school provides, with a number praising the support for themselves as well as for their children.

50.2 The school's care for pupils is a strength. Parents find that staff are very approachable and helpful when difficulties or concerns arise. Pupils who join the school at other than the usual time settle well, because they are made welcome by staff and pupils. Pupils feel safe and very well cared for. Aspects of pupils' personal development are also good. They understand, for example, about the importance of healthy eating and exercise. Effective support from staff and external agencies and an increased emphasis on promoting positive behaviour have led to pupils now making an important contribution to the happy atmosphere within the school. Behaviour is good both inside and outside of lessons and pupils show good levels of respect and tolerance for each other. They enjoy taking on responsibilities, such as serving on the school council.

50.3 Pupils' achievement is satisfactory. This is because both teaching and pupils' attitudes to learning are satisfactory. Standards are well below average on entry to the Nursery and at the end of each key stage. The progress made by pupils is starting to improve, but there is still a significant number of pupils who could do better. The quality of provision in the Foundation Stage is satisfactory and enables pupils to make appropriate progress, overall. Throughout the school, there are some strengths in teaching, but it is not yet of consistently good quality to engage all pupils fully and enable them to make good progress. The curriculum is also satisfactory. It is designed to give the highest priority to improving pupils' basic

skills. There is appropriate enrichment through out-of-school clubs and a range of visits, visitors and community events. However, there are not enough resources or opportunities for pupils to use information and communications technology (ICT) to support the development of effective skills in this area.

50.4 Leadership and management, including governance, are satisfactory overall. However, the leadership provided by senior staff is good. The headteacher has quickly established a clear sense of direction, whilst effectively encouraging and challenging everybody to become part of a shared enterprise. He is ably assisted by his deputy headteacher, whose grasp of pupil performance data and its implications is pivotal in the rigorous monitoring of progress that is now firmly established. Clear plans are in place to develop the skills of middle leaders but this work is at an early stage. Governors are supportive of the school and are positive about the acceleration in the pace of improvement taking place. These factors indicate that the school has satisfactory capacity to improve further. It provides satisfactory value for money.

50.5 ***What the school should do to improve further***

- Raise standards in English, mathematics, science and ICT.
- Improve the consistency and quality of teaching and learning in order to improve pupils' progress.
- Provide pupils with more opportunities to use ICT to extend their learning.

51 Wykebeck Primary School (January 2007)

51.1 Grade: 3

The school provides a satisfactory standard of education. Its strengths are in the way it cares for pupils and helps them to cope with the difficult circumstances in their lives. This enables them to grow in self-confidence and develop a positive attitude towards learning. As a result, pupils make good gains in the development of their personal and social skills. Parents are overwhelmingly supportive of the school and see it as a caring place where staff are very approachable and receptive to their children's needs. The comment warmly about the headteacher and staff and the improved atmosphere in school. Indeed, the inclusive, caring ethos is central to pupils' good personal development and well-being. Pupils enjoy learning and take a keen interest in all the school offers them. They have a high level of trust in staff and say that problems are sorted quickly if they arise.

51.2 In the Foundation Stage, children get off to a good start in their personal and social development. In all other areas of learning they achieve satisfactorily, but all the same, standards remain low when they finish Reception; they are held back in some respects by the significant weaknesses in their speech and language development when they start Nursery. Although standards remain significantly below average in English, mathematics and science by the end of Year 6, overall pupils make satisfactory progress throughout school. The school has a good amount of information to monitor and track pupils' progress but it is not used well enough to set challenging targets or to give a boost to pupils' learning in lessons in order to raise standards and achievement. As a result, teaching, learning and pupils' achievement are satisfactory and no better. The school has taken good action to improve the curriculum; it provides a good range of enrichment activities to support pupils' personal development and makes good links between the learning in different subjects. However, despite these strengths it is satisfactory overall, because pupils make only satisfactory progress in developing their basic literacy and numeracy skills.

51.3 Some good aspects of leadership have created a positive learning environment. The school values its pupils greatly and helps them adopt healthy lifestyles. Pupils take good advantage of all the school offers and eagerly take part in the good range of enrichment activities and opportunities for exercise. They develop an understanding of how to stay safe and avoid dangers they may face in the wider world. However, the weaknesses in the monitoring and assessment systems mean that overall leadership and management are satisfactory. The monitoring of teaching is regular and detailed but does not focus enough on the progress pupils make. Although areas for development are identified, these are not always helpful in increasing the pace of learning and raising achievement. The school has developed some good partnerships to support pupils' well-being and learning. For example, a good number of volunteers make a regular commitment to help pupils make progress in developing their reading skills. The success of their involvement is reflected in the Queen's Award for Volunteers.

51.4 Improvement since the last inspection is satisfactory. Action to improve pupils' attendance and behaviour and the school's links with parents has been successful but standards have not risen fast enough. The school acknowledges that standards and achievement need to be improved and is working closely with the local authority to provide a more focused approach to raising achievement. The action taken so far indicates that the school has a satisfactory capacity to improve and currently provides satisfactory value for money.

51.5 ***What the school should do to improve further***

- Ensure that the monitoring of teaching focuses closely on pupils' progress in lessons and is fully effective in improving the pace of learning so pupils do as well as they can.
- Make better use of assessment information to set challenging targets and also when planning lessons in order to raise standards and achievement throughout the school.

52 Yeadon Westfield Junior School (February 2007)

52.1 Grade: 2

Yeadon Westfield Junior School is a good school, with some outstanding features. It is highly regarded by parents. Pupils thrive on the experiences which the school provides for them. As a result they make good progress in their learning and their personal development is outstanding. By the time they leave the school they have reached standards in the national tests which are higher than the national averages. This represents good achievement considering their starting points. The standards in English and mathematics reached by the more able children have risen significantly. This is because teachers are more aware of their needs and have better resources. Children with learning difficulties and/or disabilities achieve as well as other children as a result of the high quality, well informed support they receive.

52.2 All children achieve well because they are well taught and eager to learn, and because the school provides outstanding care, support and guidance. This builds their confidence and helps them to succeed. Children's excellent behaviour and very good attendance also contribute to their success. They are increasingly self-confident, feel safe and have a good understanding of what they have to do to be healthy. The skills and qualities children develop, including their ability to work with and show courtesy to others, equip them well for their future. The quality of

children's personal development reflects the school's commitment to ensuring that every child matters.

52.3 Teachers plan interesting lessons which are well-matched to children's abilities and interests. Children brim with enthusiasm when describing the lessons, clubs and the special events which they enjoy. The curriculum is well-planned to meet children's needs and the exciting special events promote their achievement in a range of subjects. Children know they have targets for improvement. However, some opportunities to help them to understand their achievements by, for example, involving them in assessing how well they have met their targets, are missed. Children's progress is monitored well by individual teachers, but the school does not yet have a robust system by which it can use data to track their progress.

52.4 The recent changes in the school's leadership, and in the responsibilities of other staff, have been well managed. As a result the school retains a clear focus on continued improvement as new leaders establish their priorities. Because the new leadership team is made up from long-serving members of staff, it has a good understanding of how well the school is doing, as the self-evaluation produced for this inspection demonstrated. Members of the leadership team, notably the headteacher, have played a significant part in the improvements the school has made since the previous inspection. Given this, the school has good capacity for further improvement. It provides good value for money.

52.5 ***What the school should do to improve further***

- Build more opportunities to involve children in assessing how well they are doing.
- Extend the scope and use of the new system to track children's progress.