
REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 2 September 2008

SUBJECT: Annex 3: Ofsted Inspection Summaries

SUMMARY OF SCHOOL OFSTED INSPECTION REPORTS

1 All Saint's Church of England Primary, Otley (April 2008)

1.2 Grade: 2

Otley All Saints provides a good standard of education that has many outstanding features. The excellent care, coupled with an excellent curriculum and good teaching ensures that pupils achieve well and that their personal development is outstanding. The vast majority of parental comments are very positive and parents' views are captured by comments such as, 'All Saints has a lovely atmosphere', 'I am thoroughly satisfied with the friendliness and professionalism in school,' and, 'My daughter has been allowed to develop her skills in a positive and supportive atmosphere.'

1.3 A Christian ethos permeates the school and leads to pupils' spiritual, moral, social and cultural development being outstanding. Pupils have a real sense of community spirit. They care for each other and are proud of their roles as 'bus stop buddies' and 'cloakroom buddies'. When asked to describe their school, one pupil replied, 'It's really, really fun'. They enjoy strategies which enhance their learning, such as 'terror tables' (a fun way of learning times tables linked to wild animals) and the interesting links between subjects, such as learning about musical instruments in the rain forests. They appreciate the many extra-curricular clubs on offer and talk enthusiastically about the forthcoming production of 'The King and I'. They have an excellent understanding of what it means to be healthy. One pupil said, 'Even the chocolate cake doesn't have as much chocolate now'.

1.4 From broadly average starting points pupils go on to reach standards that are securely above average by the end of Year 6. This rise in achievement is steady throughout the school. Because of the good support they receive, pupils with learning difficulties, including those with moderate learning difficulties, make good progress equal to their peers. The achievement of the higher-ability pupils, however, is not as strong as that of other groups. This is because in some lessons they are not challenged as much as they could be. The school is aware of this and is taking steps to remedy the situation, such as the formation of a group of 'number sharks', which is designed to enhance their numeracy problem-solving skills. Although it is early days, there are indications that these strategies are beginning to

have a positive effect on progress.

1.5 The good sensitive leadership of the headteacher is central to the recent improvements. With his senior leadership team he has forged a sense of cohesion, accountability and reflection amongst the staff. Middle leaders have been given more responsibility in their subject areas and governors are increasingly holding the school to account well. The school is aware of its strengths and weaknesses. The school development plan highlights the areas for improvement well and has put comprehensive action plans into place. These detailed action plans are not yet sharp enough in providing quantifiable measures against which success can be measured. This means that improvements have not always been analysed as clearly as they might have been. There have been some carefully thought out strategies, such as 'Big Writing' to boost achievement in writing, and already these are showing signs of impact on progress across the whole school. The school is not complacent and the many recent improvements indicate that the capacity to improve even further is good.

1.6 **Effectiveness of the Foundation Stage**
Grade: 2

'What a fantastic start my little girl has had to school life. She can't wait to go everyday,' is typical of the comments parents make about the Foundation Stage. Excellent links are established with parents before their children start Nursery and during the time children spend in the Foundation Stage and this helps to involve parents in their children's education. The attractive classrooms, happy atmosphere, and approachable staff ensure that all children feel safe and secure. Most children enter the Nursery with skills and knowledge that are average for their age. By the time they leave Reception most are working securely within expected levels. They make good progress in both the Nursery and Reception because of the excellent balance between adult-directed activities and those initiated by the children. Very good use is made of the indoor and outdoor spaces to involve, motivate and engage children in a wide range of developmental activities. The early focus on personal and social development, language and numeracy skills is a strength which encourages children's self-confidence and provides a firm foundation for the next phase of learning.

1.7 Leadership of the Foundation Stage is good, as is the teamwork of the staff. There is an accurate understanding of the strengths and weaknesses of the provision and effective steps are being taken to improve it. For example, the recording of children's progress has been reviewed to ensure continuity and consistency of approach between Nursery and Reception, but this has yet to have full impact on children's learning

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

- Raise the achievement of the higher ability pupils and ensure that lessons challenge them.
- Ensure that action plans are more incisive with measurable success criteria to bring about improvements faster

2 Beeston Primary School (December 2007)

2.1 **Grade: 2**

This is a good school, in which pupils make good progress both academically and socially. Parents rate the school highly and appreciate the good level of care given to their children, saying they are always happy to go to school. The school has a

very warm and caring atmosphere. 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 achieve well. Pupils arrive at school with skills which are lower, or much lower, than average. By the time they leave school, they reach above average standards in English and average standards in mathematics. Standards in science, however, are below average. The school is aware of this and has set appropriate strategies to raise standards. Overall, pupils, including those with learning difficulties and/or disabilities, make good progress. There are several reasons for this.

- 2.2 First, good quality teaching ensures good learning. In the best lessons, teachers regularly assess pupils to find out what they already know and can do and use this information particularly skilfully to make sure that the curriculum is matched closely to their varying learning needs. This ensures that activities and tasks given to pupils of all abilities consistently challenge them to reach higher learning targets. These effective practices, however, are not always adopted consistently in all classes and lessons. The more able pupils could sometimes achieve more than they do.
- 2.3 Second, pupils enjoy learning. This is because the curriculum includes a good range of enriching experiences, both in lessons and beyond the normal school day. This is one of the reasons why pupils talk with such enthusiasm about school life.
- 2.4 Furthermore, pupils' good personal development, along with their good academic progress, is why they are so well placed to succeed at secondary school and to become responsible young adults of the future. Pupils' growing confidence and maturity are seen in the wide range of responsibilities that they eagerly undertake. They behave extremely well and are especially respectful and polite towards adults and one another.
- 2.5 A key factor in the school's success is the effective leadership of the headteacher. Making sure that every child is nurtured in a very caring and supportive environment so that they can reach their full potential, is never off his agenda. Staff are extremely committed and supportive. They play a crucial part in the school's continued success.
- 2.6 The school has an accurate view of its own effectiveness and provides good value for money. Governors provide good support and challenge. Finances are well managed. This, along with the effective steps taken to promote improvement since the previous inspection, demonstrates that the school has a good capacity to improve in the future.
- 2.7 **Effectiveness of the Foundation Stage**
Grade: 2
Most children begin school with reduced communication skills. Their achievement is good because teaching and learning in the Foundation Stage are good and in some aspects, such as the development of social skills, they are outstanding and meet children's needs well. Children make good progress in all areas of learning and especially in their social and linguistic development. Parents say they are very happy about this.
- 2.8 Children soon learn to have fun together, care for each other and begin to look after themselves. They respond particularly well to the high quality teaching that motivates and engages them in learning, for example, how to match letters to

sounds. The school works hard to ensure children's health and safety and staff have created an exciting environment for learning, despite the limitations of an ageing nursery building. New leadership has rejuvenated the arrangements for assessment, monitoring, tracking and setting targets for children. This is minimising effectively the impact of the split site on the overall effectiveness of a smooth transition through the Foundation Stage.

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

- Raise standards in science.
- Develop strategies to help the more able pupils to attain their best possible levels.
- Replicate the best features of teaching throughout the school by, for example, using tracking data more effectively.

3 **Birchfield Primary School (February 2008)**

3.1 **Grade: 2**

Birchfield is a good school with outstanding features. 'The children are happy.' This is the view of the overwhelming majority of parents, staff and governors and reflects the excellent personal development and well-being of pupils. The small minority of pupils of minority ethnic heritage enjoy attending this popular school and make good progress. As a result of the school's efforts to foster respect and value for all races and religions, it has won the Stephen Lawrence award for its contribution to pupils' preparation for life in multicultural Britain. Attendance is well above average because pupils enjoy coming to school. Good behaviour and relationships are founded on mutual respect between pupils and staff. Pupils are tolerant, reflective and have a keen sense of right and wrong. They are articulate and help to manage the school through their work as prefects and 'playground befrienders'. Their hard work in the community is welcomed by local residents who appreciate the improvements made to their environment. Pupils are serious and productive fundraisers for local and international charities. Healthy, balanced food is cooked on the premises and a large number of pupils and staff eat school dinners. Excellent provision for sport both in lessons and after school is much appreciated and reflects the school's outstanding enrichment opportunities that contribute greatly to pupils' excellent personal development. Pupils are exceedingly health conscious and active.

3.2 Pupils make good progress from their above average standards when they enter Year 1 to significantly above average standards by the end of Year 2. These standards are maintained in Key Stage 2 and pupils leave school at the end of Year 6 having attained significantly above average standards overall. Pupils from minority ethnic backgrounds also make good progress because their work is closely monitored. Some pupils who have learning difficulties and/or disabilities make satisfactory rather than good progress because their needs were not identified and supported quickly enough in the past. However, new leadership and prompt action to support pupils' progress is beginning to improve their standards because of appropriate and sensitive support. Standards in mathematics are a considerable strength of the school and pupils make outstanding progress in this subject. Standards in science are close to those in mathematics and pupils describe these two subjects as their favourite lessons.

3.3 Good quality teaching and learning underpin pupils' achievement. Lessons are well planned, interesting and enjoyable. Pupils are involved and engaged in learning because of the good subject knowledge of the teachers and support staff and a

good curriculum. These are clear features in mathematics and science lessons, but English lessons in Key Stage 2 are sometimes less stimulating. Some outstanding lessons are characterised by teachers' use of a range of stimuli and resources to motivate and inspire. Year 6 pupils wrote a play script, accompanied it with music and used high-order computer skills to present it. The teacher's very high expectations motivated pupils to work largely independently and they were proud of the end result. Teachers' marking is inconsistent and does not clearly inform pupils of how they are doing in their work or what to do to improve it. This is particularly the case in a small number of the boys' writing books, which show that less pride and care is taken in their work.

3.4 Visionary leadership and management are at the heart of the school's success. The outstanding headteacher and deputy headteacher understand the school exceptionally well and know exactly why Birchfield is a good school as well as what is needed to make it even better. Self-evaluation is very well used to set challenging targets for improvement. Pupils are cared for to keep them safe and outstanding links with outside helpers support pupils' well-being. Governors are a source of support and challenge. They help the school and are not afraid to state their views and concerns robustly. They constantly seek ways to keep improving the school's performance. A clear identification of pupils' needs is at the centre of their actions. There has been good improvement since the previous inspection and the school has a good capacity to improve still further.

3.5 **Effectiveness of the Foundation Stage**

Grade: 3

Children settle down quickly when they join the Nursery because of good care for their personal development and strong links with parents. Overall, children's skills are above what might be expected for their age although their communication skills are lower. Children make satisfactory progress through the Foundation Stage. Teaching and learning feature effective planning and variety to motivate the children. Issues relating to temporary staffing, limited accommodation and gaps in leadership have now been resolved. Accommodation and resources have been improved, a new leader has been appointed and staffing is more stable. As a result, provision is improving. A dedicated focus on improving children's ability to link sounds and letters is beginning to improve standards in writing. A clearer system for identifying individual needs has resulted in more efficient support and, consequently, better learning for children who have learning difficulties and/or disabilities as well as the gifted and talented.

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

- Improve the quality and consistency of marking, in particular of boys' writing, to ensure that pupils understand how they are doing in their work and what to do to make it better.

4 **Blenheim Primary School (April 2008)**

4.1 **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 the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to the Foundation Stage.

4.2 The Nursery and Reception classes give children an inadequate start to their

education. Too many children make insufficient progress. Many have weak speaking, reading, listening and mathematical skills on entry to the school and, as a result of limited progress, these skills remain too low on entry to Year 1. Staff do not make sufficient use of assessment to involve children in purposeful activities to challenge and develop their learning. Teaching is insufficiently stimulating to support and extend children's play effectively.

- 4.3 Achievement is satisfactory across Years 1 to 6. Most children attain well below average standards in English and mathematics by the time they leave school, but average standards in science. Although rates of progress are improving, particularly in Years 1 to 2, this is not consistent across the rest of the school; progress has been uneven in reading, writing and mathematics in Years 3 to 6.
- 4.4 Teaching and learning are satisfactory in Years 1 to 6, and there is some good practice, but this is not consistent. Several teachers are new to the school, but have already established positive relationships with, and appropriate expectations of, their pupils. Pupils' behaviour is satisfactory; they show a growing interest in their lessons. Enhanced opportunities for pupils to work independently to improve their speaking and listening skills, and to think for themselves, are good features in some classes. Marking of work is inconsistent and does not always inform pupils how to improve. The curriculum is satisfactory and offers a suitable range of cultural and sporting opportunities.
- 4.5 Pupils' personal development is satisfactory. Most attend school regularly and say they enjoy their lessons. In particular, they show a good understanding of how to keep healthy. They derive pleasure from the responsibilities they are given, although are not yet prepared adequately for later life because of their low levels of literacy and numeracy. The school places appropriate emphasis on pupils' pastoral care. Parents say that staff are very caring and supportive and are always ready to go the extra mile. Academic guidance is at an early stage of development. The school knows that assessment information is not yet being used consistently well by teachers to enable all pupils to build carefully on what they know and understand.
- 4.6 Following a period of significant instability in the school, the headteacher now provides satisfactory leadership and has introduced a range of measures designed to raise achievement. These are beginning to take effect. Senior leaders are fully involved in the drive to secure improvement. Self-evaluation is largely accurate and has identified the right priorities to move the school forward. For example, strategies are already in place to improve provision in the Foundation Stage, although these have not had sufficient impact. Governors are increasingly involved in checking how well the school is doing. All this means that leadership and management are satisfactory, and that the school has satisfactory capacity to improve.
- 4.7 **Effectiveness of the Foundation Stage**
Grade: 4
Children's attainment on entry to the Nursery is well below the level typical for their age. Relationships are satisfactory and the care provided keeps children safe. However, most children do not make the progress of which they are capable and provision in the Foundation Stage is therefore judged as inadequate. Routines and organisation do not facilitate good learning. 'Free flow' activities are not planned well enough to provide a clear focus or direction to help children achieve well. Classroom displays do not provide sufficient models of written English and adults

are often not used to best effect. Opportunities to develop key language skills, especially for the many children for whom English is an additional language, are missed. The environment lacks the excitement and stimulus to help motivate and enthuse children. Assessments are not precise enough to enable teachers to build carefully on what children know and understand. As a result, children are sometimes occupied rather than challenged, and do not always behave well. Consequently their achievement is inadequate.

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

- Improve the quality of work in the Foundation Stage to enable all children to achieve well.
- Increase the rates of progress made by all pupils in reading, writing and mathematics, especially across Years 3 to 6.
- Raise the quality of teaching and learning so that it is consistently good or better throughout the school.
- Improve the quality of marking so that pupils have a better understanding of how well they are doing and how to improve their work.

5 **Bracken Edge Primary School (March 2008)**

5.1 **Grade: 3**

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

5.2 Strong levels of racial harmony effectively support pupils' good spiritual, moral, social and cultural development, an intrinsic part of their overall satisfactory personal development. The headteacher works hard to meet the needs of the changing nature of the local community. Welcome packs and buddies help new pupils to settle when they arrive, often from abroad with no previous experience of formal education or of speaking English. Pupils have an increasing understanding of how to stay safe. They also learn about healthy eating, although many do not yet put theory into practice.

5.3 Senior leaders have improved the school's performance within a short timescale. Pupils' achievement is satisfactory. From very low starting points, standards are below average by the end of Year 6. The youngest and oldest pupils achieve well because teachers meet their academic needs more precisely. Standards by Year 6 rose in 2007, particularly in English where standards were above average, putting the school among the top 25% of schools nationally for pupils' achievement in this subject. Inspection evidence indicates that these improvements are being sustained in 2008. Even so, standards are too low by the end of Year 2 in reading, writing and mathematics. Current school data shows that pupils are making at least satisfactory progress in every year group. The BCAP programme supports the progress of black minority pupils, particularly boys, very well. They now make slightly faster progress than other groups in school.

5.4 The leadership team holds a clear vision for future success. Staff morale is high. Parents typically comment, 'The whole school is vibrant, friendly and open.' Rising standards and pupils' better achievement, coupled with stronger provision, demonstrate the school's good capacity to improve. Governors now take a more active role in school life and provide greater challenge, support and skills. The local authority and other agencies have been invaluable allies and sources of expertise for the headteacher and staff. Senior leaders have developed teachers' skills so

that lessons are now of at least satisfactory quality. In the Foundation Stage and Years 5 and 6, there is much that is good and better, but this is not consistently the case in other year groups. Pupils behave well and persevere with tasks set. Even so, pupils in Years 1 and 2 do not have access to a practical curriculum suitable for developing the investigative skills they learned so well in the Foundation Stage and this restricts their progress. The newly re-organised curriculum offers more variety to pupils. Strong pastoral support ensures that all pupils, whatever their individual needs, feel secure and well cared for. Staff are increasingly skilful in monitoring and tracking pupils' progress. Nevertheless, not all teachers are making best use of the plentiful assessment data to help plan their work. This means that activities in lessons are not always set at a level appropriate to pupils' needs.

5.5 **Effectiveness of the Foundation Stage**

Grade: 2

Children join the new Foundation Stage Unit with very low levels of skills compared to those typical for their age in all areas of learning. Although children's skills by the time they leave the Foundation Stage are still well below those expected, they now make consistently good progress as a result of improvements in provision. Just over half of the children work securely within the expected levels, the early learning goals, by the end of the year. The lively and practical curriculum provides young children with good opportunities to choose whether to learn indoors or outside. The outdoor environment is a major strength in improving children's personal, social and emotional development. An emphasis on the development of language skills helps children to grasp that print carries meaning and that reading and writing are fun and worthwhile activities. Adults use assessment well to check children's achievement and to target accurate levels of support for individual learners. The Foundation Stage is well led and managed and provides a strong focus on children learning through finding out for themselves. As a result, children learn rapidly, ask questions and are curious learners. Inspection evidence and school data show that boys from black ethnic groups make the best progress. Parents say, 'My child is thriving in the Foundation Stage Unit.'

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

- Raise standards in Key Stage 1.
- Broaden the curriculum in Years 1 and 2 so that pupils have more opportunities to learn practically through exploring and finding out for themselves.
- Increase the proportion of good and better teaching so as to accelerate pupils' progress throughout the school.
- Improve the use of assessment so that teachers plan work that meets the needs of the different age and ability groups in their classes.

5.7 A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.

6 **Burley St Matthias' Church of England Voluntary Controlled Primary School (November 2007)**

6.1 **Grade: 2**

Burley St Matthias is a good school. Parents and pupils appreciate the welcoming and inclusive ethos that celebrates the many nationalities and cultures it serves. Pupils enjoy lessons because of the good quality teaching and levels of care. The headteacher, well supported by senior staff, provides a very clear sense of direction for future development and the school's capacity to improve is good.

- 6.2 Standards are broadly average by time pupils leave school. They achieve well from their starting point in Reception. The school identified a weakness in writing standards in both key stages two years ago. A wide range of strategies were introduced including guided writing and handwriting sessions and these have raised achievement throughout the school. Management have introduced further improvements to help a similar situation in reading and mathematics in Key Stage 1. This is beginning to show improvement, although there is still some way to go to bring standards up to that of writing. Pupils make good progress in science because of the good opportunities provided for them to carry out experiments and investigations. The school sets pupils targets based on their past achievement that are particularly challenging and they have good success in meeting them by Year 6.
- 6.3 Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils are well behaved and considerate towards each other. They learn to appreciate the wonder and beauty in their everyday life and have a good understanding of their own and others' faiths and cultures. Attendance has improved significantly since the last inspection. Pupils know well the principles of living healthily and this is recognised in the Healthy School's Award. They make a positive commitment to improving their own community through the effective school council.
- 6.4 The quality of teaching and learning is good. Lessons have a clear purpose which is effectively shared with pupils. In many lessons, the very good use of time and sharply focused questions lead to rapid progress. Some lessons lack this urgency and pupils do not achieve as well as they should. The curriculum is satisfactory. There are many good features, for example, the promotion of pupils' personal development and provision for pupils with learning difficulties and/or disabilities. However, there is some imbalance between the time devoted to different subjects and pupils spend too long on similar activities. There is a good range of out-of-school activities: a breakfast club, poetry clubs and visits to places of interest. Foundation Stage provision is good. The care and guidance pupils receive is good. Pastoral care is very strong and the tracking of pupils' learning is rigorous, which contributes well to their achievement in many areas. Marking has improved significantly since the last inspection, especially in English.
- 6.5 The new headteacher is building well on the positive school ethos, through a thorough analysis of all aspects of achievement and provision. She is supported well by senior management. There is strong evidence that initiatives taken to raise achievement, such as promoting pupils' speaking and listening skills, are proving successful. The governing body provide good support and challenge to help the school develop. The school knows its strengths and weaknesses well, although it is sometimes too modest in the judgements made in its self-evaluation. Finances are managed well and the school gives good value for money.
- 6.6 **Effectiveness of the Foundation Stage**
Grade: 2
The Foundation Stage is well led and managed. Effective record keeping and assessment procedures ensure work is targeted well to children's most important needs. In particular, staff place special emphasis on improving children's language, communication skills and their knowledge and understanding of the world. This is because many children start with low levels of achievement in these aspects. Staff also provide good support to those who speak little English. Achievement is good,

although standards are still lower than average when they leave the Reception class. The quality of teaching is good. The classroom is very stimulating with exciting displays of children's work, imaginative role-play areas and well planned activities to encourage independence. Early reading and writing are well taught. A considerable strength is the outdoor area, where children build giant bridges with wooden blocks, play on the pirate ship and plant and study their own garden. As a result, children learn to observe carefully, show curiosity and develop well physically.

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

- Raise standards in reading and mathematics in Years 1 and 2.
- Ensure the school day is planned effectively to provide an appropriate breadth of experiences.
- Make sure that in all lessons teaching is good or better.

7 Carlton Primary School (March 2008)

7.1 **Grade: 2**

Carlton Primary School is a good school with some outstanding features. The behaviour and personal development of pupils are outstanding. Pupils are supported by outstanding partnerships with the community and other schools. The considerable progress the school has made since its last inspection is identified by parents who are delighted with the quality of care and education their children receive. Typically, parents write, 'The school has improved over the last three years. It feels better organised and has more activities, good pastoral care, a strong promotion of positive behaviour and confidence building.' This sustained improvement brought about by good leadership demonstrates the school's good capacity to improve.

7.2 Leadership and management of the school are good. The headteacher and senior leaders continually monitor and review the progress of all initiatives and actions to bring about improvement and meet challenging school targets. As a result there is accelerating improvement and rate of pupils' achievement. Although modesty and caution caused the leadership team to judge the school's effectiveness in several key areas too harshly, it identifies strengths and areas for development accurately, enabling the school to provide good value for money. All staff are part of a team providing good quality teaching and learning. Their work is monitored to ensure school policies are delivered consistently. The governors and the headteacher ensure that the vision for the school is delivered by making very astute and successful staff appointments.

7.3 The achievement of pupils is good. From below expected skills on entry to lower Foundation Stage (Nursery and Reception), they make good progress so that by the end of Year 2 their skills are broadly average. By Year 6, pupils achieve well and they are currently attaining standards above the national average in English, mathematics and science. The effective tracking of pupil progress enables all pupils, including those with additional learning needs, to make good progress because their needs are quickly identified and they receive well targeted support. However, pupils and their parents often do not know how to accelerate achievement because marking does not consistently help pupils to improve and there is limited use of individual pupil targets in English, mathematics and science. Pupil progress is also sometimes limited by poor understanding of specialist language in mathematics and science.

7.4 Provision for the care, guidance and support of pupils is good. The school works hard to involve parents in their children's learning through specific workshops and very good communication with home. Pupils grow quickly in maturity as staff make demands of them to promote their independence from the Foundation Stage onwards. By Year 6, they are highly effective members of the school community and the wider world beyond school because their spiritual, moral, social and cultural development is outstanding. Relationships are of the highest order and cement the harmonious atmosphere that percolates through school. Pupils enjoy school and their attendance is above average. The good curriculum motivates and interests them because it is relevant to their experience and interests. Pupils have a strong voice and feel that they are involved in ideas and decisions that affect them so they can help to improve the school. Their work on the development of the playground is impressive. Pupils are well prepared for their move to secondary school.

7.5 **Effectiveness of the Foundation Stage**

Grade: 2

Children's knowledge, skills and understanding in personal and social development and communication, language and literacy are lower than other aspects when they enter the Foundation Stage. All children make good progress in the Foundation Stage. The majority are working securely within and towards the expected levels of attainment at the end of the Foundation Stage.

7.6 Children develop good personal and social skills because relationships are strong and staff have high expectations that children will become independent learners who know how to help and support each other. The older Foundation Stage children look after the younger Foundation Stage children and are developing caring skills and a sense of responsibility. Children work and play happily together. They all follow school routines sensibly and enjoy the opportunity to participate in joint activities.

7.7 The new Foundation Stage leader is working very effectively to ensure that children have access to quality learning experiences. Assessment is regular and thorough and children who need extra support are quickly identified and helped. Parents are kept very well informed of their child's progress and they are encouraged to support learning. Good planning for the development of knowledge and skills ensures the needs of all children are met. Effective classroom organisation provides a safe and happy learning environment that works efficiently and is well resourced despite the limitations of the building. This marks a significant improvement since the previous inspection. There is well planned provision to enable children to transfer successfully into Key Stage 1.

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

- Ensure that rigorous and consistent marking and the individual setting of targets shared with pupils and parents, are used to raise standards and accelerate progress in English, mathematics and science.
- Improve pupils' understanding of mathematics and science through the teaching of specialist vocabulary.

8 Christ the King Catholic Primary School (February 2008)

8.1 **Grade: 4**

In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector (HMCI) is of the opinion that the school requires significant improvement,

because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to pupils' achievement in Key Stages 1 and 2 in English, mathematics and science, the quality of teaching and the effectiveness of the curriculum.

- 8.2 Pupils' achievement is inadequate. Although the new headteacher has introduced a series of well planned strategies for improvement, it is too soon for these to have had sufficient impact on standards and achievement in Key Stages 1 and 2. While standards are broadly average at both key stages they have been declining since 2004. In Key Stage 2, the drop in standards has been quite marked. Pupils of all abilities and with a variety of individual needs from Years 1 to 6 have not been making the progress that is expected of them given their above average attainment on entry to the school and their good progress in the Foundation Stage.
- 8.3 The headteacher is the driving force for improvement and with the governors has recently appointed a team of senior and middle managers to help deliver the vision of 'high quality teaching and learning'. There are weaknesses in the leadership and management team because it is still at the early stages of learning to work together and some of its judgements about the school's performance have been over generous. However, the team has accurately identified what the school does well and what needs to be done to improve it. Appropriate priorities for improvement have been identified and a full range of strategies has been implemented to improve learning. There is evidence that standards are beginning to rise because of the improving provision. The leadership team is therefore demonstrating satisfactory capacity to improve. However, the school currently provides inadequate value for money.
- 8.4 Pupils behave well and enjoy good relationships with staff and their peers. They want to learn and are aware that they have a responsibility to make the choices to help them stay safe and healthy. They are also very aware of their responsibility to help others and respond positively to the ethos of a Catholic school. However, the limited tracking of pupils' progress and the weaknesses in academic guidance have contributed to pupils' underachievement; this has limited their personal development particularly in relation to the development of basic skills. The school is now determined to address this and is beginning to work in partnership with parents to support pupils' learning.
- 8.5 Teaching is not yet strong enough to ensure pupils learn and achieve as much as they should and there remains a legacy of underachievement that has yet to be eradicated. New teaching approaches introduced by the leadership team are beginning to increase the effectiveness of teaching although the quality remains too inconsistent and is consequently inadequate overall. Many pupils are not learning enough because teachers are not using the new tracking systems and assessment data well enough to help them in planning lessons to improve achievement. The level of challenge provided for pupils is not as high as it should be and poor quality marking does not help pupils to understand what they need to do to improve. The curriculum is inadequate and does not help teachers to meet the needs of all groups of pupils. Too much time is wasted in relation to lengthy lunchtime arrangements and there are few extension and enrichment activities to extend the skills and interests of pupils. Teachers have now accurately identified pupils with learning difficulties whose progress needs to improve. A well-managed range of additional support programmes outside lessons has been set up to help these pupils but support within lessons is very limited as there is insufficient adult

help to assist pupils' learning in class.

8.6 **Effectiveness of the Foundation Stage**

Grade: 2

Most children enter the Nursery with knowledge, skills and understanding that are a little above the national expectations for three year olds. Their attainment is particularly good in personal and social development, communication, language and literacy and mathematics. They make good progress overall as most are working well above the expected levels for their age by the end of the Foundation Stage. The Foundation Stage leader is working very well with her strong team to ensure that children have access to good quality learning experiences. Assessment is thorough and used to help teachers plan lessons. Children who need extra support are quickly identified and helped. Very good and developing links with parents ensure that they are willing partners in their children's learning. Good planning for the development of knowledge and basic skills ensures the needs of all children are met. Effective classroom organisation provides a safe and happy learning environment that is well resourced. Relationships are strong. Children work and play happily together, follow school routines sensibly and enjoy the opportunity to participate in joint activities. A typical comment from a parent was, 'my daughter's academic ability has developed significantly over the past five months and she thoroughly enjoys school'.

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

- Make effective use of the assessment and tracking systems to improve the achievement of pupils in Key Stages 1 and 2 in English, mathematics and science.
- Improve the quality and consistency of teaching in Key Stages 1 and 2 so that it enables all pupils to learn and achieve as well as they should.
- Review the curriculum to ensure that time is used effectively and extension activities extend and engage pupils.
- Ensure the learning needs of all groups of pupils are effectively met in all lessons.

9 **Corpus Christi Catholic Primary School (March 2008)**

9.1 **Grade: 3**

The school provides a satisfactory education for its pupils and has areas of significant strength, particularly in relation to pupils' personal development and the care all staff give pupils to ensure this. The Christian teaching underpins all the school does, so that pupils' spiritual development is outstanding. Behaviour is also excellent. Pupils enjoy being at school and learning. They are friendly and welcoming to all and are particularly good at helping those they see as being less fortunate than themselves. This shows in the large sums of money pupils raise for charity, and at a personal level, in the way they welcome pupils joining the school during the year and make them feel part of the school family. They are especially supportive of children who arrive speaking no English.

9.2 Pupils' achievement is satisfactory overall. However, their progress is patchy, with pupils making good gains in some year groups and marking time in others. In some classes, progress is slower in mathematics than in English. Achievement in science is unsatisfactory, and has been for several years because investigative work does not reinforce pupils' understanding of science. The uneven progress between Years 1 and 6 is due to inconsistency in quality of teaching. At its best it is outstanding, but often lessons are not sufficiently focused on what pupils need to

learn.

- 9.3 The curriculum is satisfactory, but lacks innovation to ensure it is rich and exciting. Subject teaching is based largely on published schemes. A strength is the strong emphasis on speaking and listening, so that by the time pupils leave they are confident and articulate young people. Preparation for future economic well-being is satisfactory, and strengthened by pupils' increasingly confident use of information and communication technology (ICT).
- 9.4 Leadership is satisfactory. Since the previous inspection the school has been without a permanent headteacher for several years. The governors have tried hard to recruit a permanent headteacher, but have not yet been successful in this. In the meantime, the school is being very ably guided by an acting headteacher who, since his appointment at Christmas 2007, has made a realistic assessment of the school's strengths and weaknesses and set up a number of key changes. The educational direction of the school is clear. Teachers and support staff are fully on board for the changes and they appreciate the improved opportunities to develop professionally.
- 9.5 The school offers satisfactory value for money and shows satisfactory capacity for improvement.

9.6 **Effectiveness of the Foundation Stage**

Grade: 2

Most children join the Foundation Stage (Reception classes) with skills that are well below those expected of children nationally, particularly in personal, social and emotional development, and in communication, language and literacy. Well-focused teaching ensures that children make good progress, so that over half reach average levels by the start of Year 1. They are encouraged to grow in confidence and self-esteem. This enables them to enjoy their learning, care for each other and have fun together. The recent introduction of a phonics programme, for example, has motivated and engaged children and, as a result, they make outstanding progress in this area. There is strong focus on developing their speaking and listening skills, and the development of children's independence is having a significant impact. Foundation Stage teachers and support staff are good at assessing the progress of each individual child. Detailed records are kept and these are used carefully to match work to children's needs and abilities. Outdoor provision is carefully planned, and despite being restricted by the small size of the outside play area, is used imaginatively. By the time the children leave the Foundation Stage, their skills are still below those typical of children nationally, but they have made good progress in their learning.

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

- Raise standards in science, particularly in investigative work.
- Improve the quality of teaching and learning in Key Stages 1 and 2, so that learning objectives focus on what pupils need to learn rather than what they will do.
- Review and revise the curriculum in order to introduce greater creativity and relevance for pupils.

- 9.8 A small proportion of schools whose overall effectiveness is judged to be satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection

10 Crossley Street Primary School (March 2008)

10.1 **Grade: 2**

Crossley Street is a good school and has a number of outstanding features. Pupils' personal development is outstanding. The headteacher and the governing body provide excellent leadership. When parents were asked about the school a typical response was, 'We like absolutely everything'. Their children feel the same way and delight in the school's happy atmosphere. Excellent care and support enable pupils to grow in self-esteem and show great tolerance for each other. The 'Care Tree' in the Year 1 classroom is designed by pupils to show the fruits of looking after and taking care of all groups of people. Each class designs their own 'caring' symbol to highlight their responsibilities to their school and community.

10.2 Pupils achieve well from broadly average starting points when they enter Year 1 so that by the end of Year 6 standards are above average overall. This is because of good quality teaching, rigorous assessment systems to monitor how well pupils are doing and the school's high expectations for personal and academic development. However, although standards in Year 6 have been consistently above average overall in recent years they have not been as high in English as in mathematics or science. This is because throughout Years 1 to 6 pupils' writing skills are not as strongly developed as those in reading, mathematics and science. Changes to the intake of pupils in the course of the year have an adverse impact on standards.

10.3 Although the majority of pupils make good progress in Key Stage 2, more able pupils do not consistently make the progress they should, particularly in writing. The school is aware of this and steps are being taken to improve standards through planning more challenging work and emphasising pupils' creative story writing. To this end the school has had a book published which contains examples of writing from every pupil. There are extensive opportunities for pupils to speak in small groups, to their classes and sometimes to the whole school. This approach has improved pupils' speaking skills and in turn is leading to improvements in their writing. Currently, pupils are on course to meet the challenging targets set for them. The school's speedy identification and good provision for the needs of vulnerable pupils and the high quality support it provides for pupils with learning difficulties and/or disabilities enables these groups of pupils to make good progress. Parents say that they are attracted to the school because of its good reputation for helping vulnerable children.

10.4 Good quality teaching means that pupils enjoy learning and are eager to be involved in lessons. Good displays result in very attractive learning environments which celebrate and guide pupils' achievement. Teachers plan activities carefully with support staff to engage all pupils. They mark work regularly but do not make it sufficiently clear, particularly to the more able pupils, what they need to do to improve. As a result, these pupils do not always achieve as well as they should.

10.5 Pupils adopt very healthy lifestyles through a balanced diet and regular exercise and their understanding of how to achieve such lifestyles is very good. In a school council meeting, for example, pupils considered a request for hot dogs at the monthly free choice lunch as inappropriate. Pupils are determined to make a difference in their school, their community and the world. Each class has two health and safety officers who examine possible dangers in their school and the local area. Pupils show awareness of the needs of others through their active fundraising and they speak passionately about the environment and poverty in Africa. They are especially vigilant about cruelty to animals. Pupils' behaviour is

exemplary in response to the way that staff use praise to encourage responsibility whilst clearly outlining their high expectations of behaviour and attitudes to learning. Attendance is above average even though a small number of families take holidays in term time.

10.6 Excellent systems for care and guidance mean that pupils are looked after exceptionally well and prepared thoroughly for the future. As a result, they make good progress to reach above average standards.

10.7 Good leadership and management have made the impact on school life of considerable building works both manageable and discreet. Good systems are in place to track the performance of all pupils. This has contributed to improved standards in most subjects. The management skills of middle leaders have developed considerably because of the headteacher's ability to distribute leadership responsibilities throughout the school. The headteacher's excellent organisational skills, planning for improvement and sensitive support and encouragement are valued by pupils and their parents, the staff and the governing body. Self-evaluation is accurate and clearly linked to actions that lead to improvements in pupils' care and education. Safeguarding arrangements meet requirements. Governors are knowledgeable, informed and challenging in order to focus on the best outcomes for the pupils. They are exceptionally well involved in school life, both practically and analytically. The school has good capacity to improve further.

10.8 **Effectiveness of the Foundation Stage**
Grade: 2

Children start school with skills that are below the levels typically expected for their age. They are well cared for and settle down quickly because of the school's good admission arrangements and liaison with pre-school providers. In the Nursery class children develop their confidence and discover that learning is fun and enjoyable. Learning accelerates when they join the Reception class and children take more responsibility for what they do. They choose from a range of exciting and interesting activities to develop their skills. Many work independently, for example when they are absorbed in imaginative play and by practising sophisticated adding skills on the computer. They make good progress because of good teaching that is well planned to match individual learning needs. By the end of the Reception year standards are broadly in line with national expectations. Good leadership and management have coped well with staffing changes and the planning of new outdoor provision.

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

- Raise standards in writing for all pupils but especially the more able to match those achieved in reading, mathematics and science.
- Improve the quality of teachers' marking so that it makes clear to all pupils, and especially the more able, what they need to do to improve.

11 **Deighton Gates Primary School (April 2008)**

11.1 **Grade: 2**

This is a good school with some outstanding features in which pupils of all ages are now achieving well. This includes pupils between Years 3 and 6, after a few years when their progress was satisfactory. The school has gained a justified reputation among parents for its distinctive care and support that result in pupils' excellent personal development. Typically, parental opinion is that, 'Deighton Gates is a

perfect environment for children. self-esteem is high on the agenda.' The majority think that the headteacher and staff need to be, 'congratulated on the care and standards achieved'.

- 11.2 One of the most striking things about the school is the way that pupils with communication and social difficulties are welcomed and included. They are helped to make good progress, sometimes after overcoming marked behavioural disturbances. This side of the school's provision is very successful, owing to the governors' vision for an all-embracing school, the skill of the headteacher and staff, and the maturity shown by other pupils
- 11.3 Pupils enjoy school. The vast majority like their lessons and are excited by the many additional activities on offer. The extremely useful connections which the school has with local support agencies and other schools, including those abroad, have a powerful influence on pupils' personal development. They know a tremendous amount about being healthy, not least through the frequent opportunities to prepare and cook food. Their enthusiasm is only dampened slightly when they talk about wanting more challenge in some lessons such as mathematics. Nevertheless, they are fascinated by the school's own archaeological dig (a section of a Roman road runs through the school grounds), their own apple orchard and the vast array of clubs such as gardening club. Since there are so many interesting things to do, the general consensus among pupils is that, 'we could never get bored'. Behaviour is good, which is a success for the school since several pupils find it very hard to control their emotions.
- 11.4 Cultural development is very strong. For example, pupils have been fascinated by being involved with the Primary Colour project about cultural diversity in Britain, and the connections with schools in Africa are recognised in the international status. Equally, pupils value the opportunity to devote time to helping out in school. Peer mediators, known as the Squabble Squad, healthy tuck shop assistants and school councillors are all very capable and respected by other pupils for what they do.
- 11.5 The trend has been for standards to be above average at the end of Year 2 and Year 6 until 2007 when, for particular reasons connected with the year groups, standards were around average. Progress from Foundation Stage to the end of Year 2 was always generally good but it was among older pupils that progress slowed a little. At the end of Year 6, in 2007, pupils had achieved well in reading and science but, as in previous years, they could have done better in writing and mathematics. The school has implemented some valuable methods to tackle these relative weaknesses. As a result, current standards in Year 6 are above the national expectation for their age, which represents good achievement for these pupils.
- 11.6 Teaching, which is good, has become more adept at using the information gained through the assessment of pupils' work to plan purposeful lessons. This is particularly true in the case of writing where a new found accuracy in judging levels of attainment has helped teachers to raise standards. Pupils capable of reaching above average levels could still do better, particularly in mathematics and writing, because teachers do not always provide them with sufficient challenge in lessons. Learning is beginning to benefit from improvements in teachers' marking, which now offers guidance in the form of targets. These goals are more precise in the case of pupils' writing than they are in mathematics. Even then, the quality of targets in writing varies between year groups with pupils in Years 2 and 6 receiving

the most helpful advice.

11.7 The headteacher's skills of analysis coupled with the ability to create an inclusive school have inspired staff to improve the performance of all pupils. The newly created teams that manage subjects and the evaluation of standards are beginning to play a useful part in supporting the headteacher and governors in school improvement. The very accurate tracking of pupils' academic achievements and the use made of this information allow school self-evaluation to be very effective in gaining a picture of strengths and weaknesses. These are reflected clearly in plans for development. Considering the advances to date and the school's very good understanding of where improvement is still needed, the capacity to go further is good.

11.8 **Effectiveness of the Foundation Stage**

Grade: 2

The Foundation Stage gives children a good start. They reach nationally expected levels by the end of Reception after a below average start. As a result, achievement is good. Attainment on entry has fallen since 2006, but the teamwork of the staff, the purposeful activities available and the close observation of children's progress ensure that learning is geared to their particular needs. Good leadership and management of the setting provide a broad range of relevant activities. For example, in one session, children made good progress in learning letters and their sounds while having the option afterwards of learning socially, physically and intellectually in pairs while playing with wigs in the hairdressers. Elsewhere, children, some with learning difficulties, were getting the most from a sensory activity with plastic letters hidden in a tub of rice crispies. By contrast, a group of fluent talkers were challenged in their thinking about what conditions plants would need when growing in pots of soil. Outside play is undertaken with enthusiasm in all weathers. However, the school has rightly judged that facilities lack enough hard surfaces and a covered area to allow continual experience in all areas of learning. The school is working hard to improve this satisfactory aspect of provision.

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

- Ensure that pupils capable of above average attainment always receive the correct level of challenge in lessons.
- Improve the setting of targets for pupils, in writing and mathematics, so that they all understand precisely how to improve their work.

12 **East Ardsley Primary School (March 2008)**

12.1 **Grade: 2**

This is a good school with some outstanding features and is providing good value for money. It has been mostly accurate in judging itself to be good in all areas. The well managed Foundation Stage with the good quality of teaching and learning ensures that all children make good progress in the Nursery and Reception classes. In Years 1 and 2, there has been some disruption to pupils' learning caused by significant staff absence and this has resulted in a downward trend in overall standards over the past three years. In the national tests for Year 2 in 2007, standards were broadly average with girls performing much better than boys. Relatively few pupils attained above average standards in reading and mathematics and none did so in writing. There are encouraging signs that this trend has been halted with some improvements in the quality of teaching and successful strategies introduced to support and encourage boys to do better. By

Year 2, pupils make satisfactory progress to attain broadly average standards in reading, writing and mathematics with an increasing number of girls and boys attaining above average standards.

- 12.2 Standards in Year 6 are above average in English and mathematics and significantly above average in science. In the 2007 national tests, the results show that high standards have been maintained in science. The quality of science work on display in most classes confirms science as a strength of the school. The school has responded well to the dip in standards in English and mathematics, caused by the higher than average proportion of pupils with learning difficulties and/or disabilities last year by grouping pupils by ability for literacy and numeracy in some year groups. This allows new learning to be more sharply focused for pupils. An analysis of pupils' progress from school data clearly shows that most are making good progress. The more challenging targets for the current Year 6 in English and mathematics reflect the excellent, and improved, academic support and guidance being provided for individual pupils.
- 12.3 The school has been too modest in its evaluation of pupils' personal development and well-being, which are judged to be outstanding rather than good. 'He absolutely loves it' and 'School is welcoming and friendly' are typical comments made by parents. Excellent relationships exist between everyone in the school. Pupils have a very positive attitude towards their learning and their behaviour is outstanding. They clearly love coming to school and attendance is above average. A strength is the way in which staff praise and encourage pupils to do well. The Healthy School and Activemark Awards demonstrate pupils' secure knowledge and understanding of how to live a healthy lifestyle. Community links are strong and pupils are exceptionally well prepared for their future as they learn by example from staff to be considerate and polite. The school is well on its way to achieving the next stage of the Stephen Lawrence award, which promotes racial tolerance, and understanding. The Year 2 assembly on friendship successfully reinforced the importance of being a good friend. Visits to a Hindu Temple and studying other cultures such as that of the Aborigines add further to pupils' understanding of other religions and cultures. Good literacy and numeracy skills along with pupils' positive attitudes equip them well for future learning.
- 12.4 The overall quality of teaching and learning is good and is directly responsible for pupils achieving as well as they do. Teachers' enthusiasm and the way learning is made fun, exciting and challenging are key strengths helping to create a purposeful atmosphere for learning throughout the school. For example, pupils in Year 1 enjoyed the game of finding numbers up to 100 on a blank grid and Year 5 created a movement sequence to music linked to the similes in the Highwayman poem. Year 6 were highly motivated to write a character description after watching a film clip. Teaching in some instances is not as effective when tasks are not matched closely enough to pupils' ability level. The school knows about this relative weakness and is trying hard to eliminate it.
- 12.5 The good curriculum successfully motivates and challenges pupils by providing them with many interesting learning experiences. Boys in particular benefit from a curriculum which emphasises sport, adventure and excitement. Developing literacy and numeracy skills has a high profile. Guided reading sessions, learning letter sounds and using computer programmes to help those finding reading difficult are helping to raise standards. The ability groups in mathematics and extra support for girls are ensuring that they achieve as well as boys. In Years 1 and 2, the curriculum is sometimes not matched closely enough to meet pupils' differing

needs and this affects pupils' rate of progress. Visits and an extensive range of activities every night after school enhance the provision; for example pupils said how much they enjoyed the film club, dance club and variety of sports clubs. All pupils learn French and some good links are being made between the different subjects. The Christmas shadow light boxes, for example, involved science and design skills.

12.6 Parents and pupils alike appreciate the outstanding level of care, support and guidance that the school provides for them. 'Second to none' was a typical parent's comment. It ensures that all enjoy coming to school. The whole staff has been involved in creating the very high level of care and support which results in such a warm, friendly atmosphere in school. Systems are firmly in place to ensure health, safety and child protection. A very close check is kept on the welfare of vulnerable pupils and there are excellent links with outside agencies to support this work. The specific needs of every pupil, including those with learning difficulties and/or disabilities are carefully assessed using effective assessment procedures. These have been improved significantly and the school now has a detailed, accurate picture of how well individual pupils are doing and what each needs to do next. Care is taken to ensure that pupils who could fall behind in any area are quickly guided and supported. As a result, standards are rising.

12.7 The effective partnership of the headteacher and deputy headteacher ensures that staff work effectively as a team and that there is a good capacity to improve. The school improvement plan reflects the commitment of everyone to raise standards and the quality of education further for all pupils. Senior managers regularly monitor the quality of teaching and learning and other aspects of school life. Subject leaders are rapidly developing their involvement in the process. The school is well resourced with computers and these are used effectively to support pupils' learning. The governing body has a high level of expertise and all governors are fully committed to helping the school to improve. They are successfully developing their role in helping the school to monitor its effectiveness.

12.8 **Effectiveness of the Foundation Stage**

Grade: 2

Children get off to a good start in the Foundation Stage and achieve standards that are above those expected in all areas of learning by the end of their Reception year.

As a result of effective teaching, children make good progress in all areas of learning and settle well into the calm, well structured environment. In the spacious Nursery class, children enjoy the exciting, practical activities provided for them such as building animal shelters and joining materials with sticky tape, glue or split pins. Stimulating learning activities and the close support of adults in the calm learning environment effectively promote children's speaking and listening skills. The Nursery outdoor area is being developed but children do not have the same high quality activities planned for them outdoors as they do indoors.

12.9 Children in Reception are equally keen to take part in the good range of exciting learning activities provided for them. However, the Reception classroom is smaller than the Nursery and accommodates 45 children, which is the equivalent to one and a half classes. This results in overcrowding and a very busy learning environment with pressure on space for activities such as construction and role play. Boys, for example, did not have enough floor space to build their models. It is a credit to staff that they compensate so well for the lack of space. Pressure is eased a little when groups go outdoors to build an obstacle course or work on the

floor in the corridor outside the class. The Foundation Stage is well managed with staff working effectively as a team to meet the needs of the children in their care. Sensitive care, support and guidance underpin the development of children's good personal and social skills and their growing ability to be independent. This is seen in how well children, including those who require extra support, manage to concentrate and enjoy their learning even though they have so much happening so close to them.

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

- Increase the proportion of pupils at Key Stage 1 who attain above average standards in reading, writing and mathematics.
- Ensure that children in Reception have enough space indoors to enjoy creative and role-play activities.

13 Guiseley Infant and Nursery School (March 2008)

13.1 **Grade: 3**

This is a satisfactory school which is improving quickly, especially now that the headteacher is back in post. It is the headteacher's drive and determination that have galvanised staff and governors in pursuit of better academic achievement. There are good features of the school, notably in pupils' personal development and a recently reinvigorated curriculum. The precise and influential school self-evaluation, a close working relationship with parents and links with the local community help to maintain these good features.

13.2 Pupils' achievement is satisfactory. Teaching is satisfactory in its overall effect on pupils' progress, but where there are good aspects these are promoting faster progress in some areas of the school. This has been assisted by the appointment and induction of new staff, which has been managed well to capitalise on their fresh ideas in speeding up pupils' progress, for example, in Year 2, sharing the purpose of lessons with pupils and encouraging them to judge how well they are doing towards achieving it. This greater responsibility for their own progress is making some pupils learn at a faster rate. However, there are some lessons in which pupils are more passive partners in the process of learning because objectives and targets are not discussed often enough

13.3 Children enjoy school a lot. They love helping out by being 'playground pals' or school council members, for example. Older pupils are very proud when they eat their lunch in a newly equipped room off the main dining hall, which has been painted with a space theme mural. This makes them feel special, which is a tribute to the sensitive care and support they receive. Learning has recently become more fun because the curriculum has been re-planned to emphasise play and hands-on activities. These changes appeal greatly to boys, but also advantage girls. Children behave sensibly in class and around school, so that they all feel safe. They know all about eating healthily, taking exercise and drinking enough water. Older pupils sound very knowledgeable when talking about these matters

13.4 Standards by the end of Year 2 are average in reading, writing and mathematics. The school knows that pupils could reach higher standards; its plans for development are geared towards this end. There are already signs of improvement. Standards are rising in reading owing to the successful implementation of the new national advice of teaching letters and their sounds. In mathematics and writing, some pupils' progress is improving faster than others because teaching in some classes is better at setting them challenging targets

through discussion and marking. Elsewhere, pupils have objectives to aim at, but these are not linked closely enough to the criteria which show how pupils could move up to the next level in their learning. As a result, the quality of care, guidance and support is satisfactory overall rather than good, as the general level of care would suggest.

13.5 Since the last inspection, governors, members of the leadership team and subject leaders have all become far more involved in making plans, improving resources and gathering information about what goes on in the school. They have identified the need to improve the use of that information to evaluate the use of resources and the impact of their plans to raise the levels of pupils' achievement. There has not been time, since the return of the headteacher, to fulfil this ambition; it remains an important area for development. However, the improvements in reading; the curriculum; teaching in some classes; and in shared leadership all demonstrate the school's good capacity to continue with its improvements. The prevailing opinion among parents is that this is a successful school, which is improving all the time. A typical comment such as, 'The school fosters an atmosphere where children are valued and learn to value others,' demonstrates how the school is well regarded in the community.

13.6 **Effectiveness of the Foundation Stage**
Grade: 3

Children make satisfactory progress and attain in line with national expectations at the end of their Reception year. This sound achievement is beginning to improve due to changes put in place this year. Sound leadership from the deputy headteacher is beginning to make a difference to the organisation and management of learning. The provision for outside play in the Nursery, for example, has become more demanding on children's physical skills and their imaginations. Furthermore, opportunities for learning through play have increased in Reception. This has caused an improvement in children's ability to talk about what they are doing, which in turn influences their progress overall. Staff work closely with parents to devise an appropriate programme of activities for children. Sound teaching is being improved to include more frequent direct teaching of children individually and in small groups. Teaching is now satisfactory with good features in these respects. The assessment of children's learning is adequate but the school knows that not enough close observation of learning takes place. However, staff are already working hard to improve this aspect of their practice

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

- Increase pupils' rate of progress and raise standards, particularly in writing and mathematics to match the current progress in reading.
- Improve teachers' marking and target setting to make all pupils more aware of, and involved in, their next steps in learning.
- Develop the responsibility for evaluating pupils' learning and the work of the school in governors, the leadership team and subject leaders.

A small proportion of the schools whose overall performance is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted Inspector before their next section 5 inspection

14 **Hawksworth Wood Primary School (February 2008)**

14.1 **Grade: 2**

Hawksworth Wood Primary is a good school providing good value for money. The

school is a happy place where pupils enjoy their education and are keen to learn. A strength of the provision is the way in which the school includes and cares for all pupils. Parents understandably say, 'The school provides a secure, safe and very caring environment for all children.'

- 14.2 Children achieve well from their low starting points in the Reception class, where they receive a good quality of education. They settle well and make good progress, particularly in reading and writing. However, by the time they reach Year 1 standards remain below those typically expected. All pupils achieve well overall as they move through Years 1 to 6 but their rates of progress vary from year-to-year. This is because the quality of teaching and learning is not consistent and ranges from satisfactory to outstanding. In some lessons teachers do not provide appropriate work that engages and challenges the differing abilities in the class. This means that the pupils, particularly the higher attaining pupils, do not always learn as well as they should.
- 14.3 Pupils' achievements in mathematics and reading have improved since the last inspection so that they reach standards that are close to national averages by the end of Year 6. This is because the school has given priority to raising standards in these subjects. Initiatives are in place to raise pupils' standards in writing and science, but these are at an earlier stage of development. However, targets for the current Year 6 are more challenging than previously and pupils are working well to achieve them.
- 14.4 The school is well led and managed. The headteacher provides good leadership and vigilantly ensures high standards of care for all pupils. Effective staff training is improving teaching and ensuring that new initiatives bring about sustained improvement. The headteacher keeps a careful eye on pupils' progress. This has pinpointed the need to improve the standards of higher attaining pupils, particularly in science and writing. The school invests in an above average number of additional teaching and support staff. This provision, however, is not consistently used to best effect in all classes to support the needs of all groups of pupils. The school has a speech and language unit and shares its site with a Children's Centre. Effective links between these agencies are giving pupils the support they need to thrive and achieve well.
- 14.5 The school's pastoral systems are outstanding and the academic guidance and support pupils receive is good. Attendance levels are broadly average and have improved since the last inspection. Pupils behave well because adults in the school encourage them to be courteous and polite. Relationships are strong, promoting a harmonious school. Pupils' personal development and well-being are good because the school places importance on these areas. Pupils have a good awareness of the benefits of taking frequent exercise and eating healthily. The curriculum is good and is enriched by an interesting range of visitors and visits which add excitement to pupils' learning. Pupils achieve particularly well in information and communication technology (ICT), using the plentiful resources to support their learning in many curriculum areas.
- 14.6 **Effectiveness of the Foundation Stage**
Grade: 2
The quality of provision in the Foundation Stage is good, as are the leadership and management. Children start school with skills that are well below those expected for their age. Effective links created with the Children's Centre enable children to settle quickly. High standards of care ensure that children are safe and happy. An

effective programme for teaching letter sounds is leading to good achievement in children's reading and writing. Children are now better prepared in literacy skills and this is helping the school to raise standards in writing. The quality of planned activities is good, but learning is sometimes less effective when children make independent choices, for example, in the role play area. Children are enthusiastic learners and behave well. This is because the curriculum is interesting, with a good emphasis on investigation of the natural world. Parents and carers have good opportunities to share in their children's learning.

14.7 What the school should do to improve further

- Raise standards in science and writing throughout the school, especially for higher attaining pupils.
- Ensure that teaching is consistently good in all lessons to successfully engage and challenge pupils to improve their learning.
- Make sure the additional teachers and support staff are used consistently and to best effect, across all classes, to support all groups of pupils.

15 Kerr Mackie Primary School (January 2008)

15.1 Grade: 3

This is a satisfactory school. The headteacher and deputy headteacher, assisted by governors, are providing effective leadership and steering the school towards the next phase of development. The management of the school is satisfactory. Team leaders' and curriculum coordinators' roles in relation to monitoring pupils' learning and checking standards in their areas of responsibilities are insufficiently developed. Achievement from entry to the Nursery to the end of Year 6 is satisfactory. Standards of the present group of pupils in Year 6 are broadly average. Children do not make good enough progress in the Foundation Stage (Nursery and Reception). However, pupils' progress speeds up from entry to Year 1. Overall pupils make good progress from Years 1 to 6.

15.2 The quality of teaching and learning ranges from satisfactory to outstanding in Years 1 to 6 and much of the teaching is good. Relationships are harmonious between pupils and between pupils and staff. Teachers manage behaviour well in the classroom though a few pupils find maintaining high standards of behaviour difficult at lunchtimes and playtimes. A calm working environment is apparent in older year groups. These pupils enjoy discussing their work with partners and expressing their views in whole-class discussions. This assists their good pace of learning. Racial harmony is particularly impressive and pervades the school.

15.3 Pupils with learning difficulties and/or disabilities are fully included in all aspects of school life. Those with profound disabilities flourish in the caring and supportive atmosphere because of the help they receive from adults and other children. In turn, they add much to the life of the school.

15.4 The pace of change has been brisk during the past year. Teachers are becoming increasingly more accountable for the progress of pupils in their classes. The recent development of a computerised system to track pupils' progress is helping the staff to set challenging targets for pupils in each year group and for teachers and the leadership to check accurately the progress of all groups of pupils. Parents' views of the school are mixed. Most parents are highly supportive of the school, although a few have concerns.

15.5 The leadership has an accurate grasp of the strengths of the school and what it

must do to improve. It is too soon to assess the impact of the many well founded and necessary initiatives already put in place to improve the school.

15.6 **Effectiveness of the Foundation Stage**

Grade: 4

Provision in the Foundation Stage (Nursery and Reception) is inadequate. Children have a poor start to their schooling because the teaching is not good enough to stimulate and interest children sufficiently to move their learning on at a fast enough pace. Children join the school with a wide range of skills which are overall about average. Limited attention is given to planning for their diverse needs or accurately recording and checking their progress. As a result, children do not achieve as well as they should. Standards in Reception are overall below expectations, particularly in some aspects of personal, social and emotional development, communication, language and literacy, and mathematical development. Over several years, by the end of Reception there have been marked differences in the progress and standards of children coming from similar starting points. There is a lack of purpose in activities that are not directly led by teachers or teaching assistants. The pace of learning is too slow and there is too much wasted time. Outdoor activities are not used sufficiently to initiate, consolidate, enrich or extend learning. Behavioural strategies are insecure, resulting in children flitting from activity to activity, on occasions running around the classroom and climbing on furniture and not being actively involved in learning.

15.7 Shortly after taking up his appointment, the headteacher identified the weaknesses in the Foundation Stage and has taken steps to improve provision. The headteacher, fully supported by the governing body, has put in place an action plan to improve the provision. A new electronic system to track children's progress has been developed and recently implemented and is beginning to provide more worthwhile data to replace the previous uninformative systems. The actions taken by the headteacher and governors provide a platform for improvement. However, much remains to be done to provide an acceptable standard of education for children in this part of the school.

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

- Improve teaching and learning in the Foundation Stage.
- Develop the leadership and management roles of team leaders and curriculum coordinators.

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.

16 **Moor Allerton Hall Primary School (November 2007)**

16.1 **Grade: 3**

Moor Allerton Hall is a satisfactory school that has some good features. It offers satisfactory value for money. Parents value the good quality care their children receive and the strong community ethos. It is reflected in the comment, 'all cultures and faiths are made to feel comfortable and valued'. The successful partnership with parents has resulted in the establishment of classes to inform parents how best they can help and support their children's learning. A typical comment shows parents' appreciation, 'it helps me help my son'. The well kept building and grounds form an attractive, interesting learning environment. In corridors and the main hall, lively, thought-provoking displays reflect the high quality of pupils' artwork.

- 16.2 Overall, pupils' achievement is satisfactory. Children's skills on entry to the school are below those expected for their age. By the time they reach Year 6, standards are broadly average in English and science, but below average in mathematics. There have been significant recent improvements in pupils' achievement and standards in English. This is because the information gained from careful and systematic checks on pupils' progress in the subject is used effectively to challenge pupils at the appropriate level.
- 16.3 Pupils make satisfactory progress in improving their personal skills. Although behaviour is satisfactory, there is insufficient rigorous control in some lessons to completely eliminate low levels of disruption. At times, this results in insufficient progress for a small number of pupils, often boys. Pupils have a good understanding of how to lead a healthy life. They have a satisfactory appreciation of how to stay safe. Pupils enjoy school visits, with residential visits being very popular and much appreciated by them. They eagerly grasp opportunities to contribute to the school and local community. These add well to their experiences and prepare them adequately for the next stage of their education and later life.
- 16.4 Pupils make steady progress overall because teaching and learning are satisfactory. Even so, in some lessons pupils are insufficiently challenged. This is because not all teachers effectively use the information they have about pupils' progress to set tasks that closely match the individual needs of pupils. This is particularly the case in mathematics, which has led to pupils' weaker achievement in this subject. Where relationships are good and learning is fun, pupils try hard to please the staff. Teachers make good use of resources, including interactive whiteboards, to motivate pupils and to help them concentrate. Pupils have responded enthusiastically to recent changes in the curriculum, in which there are stronger links between subjects and a more effective use of events and themes. These recently introduced strategies have had a positive impact on raising achievement.
- 16.5 Staff take good care of pupils and, consequently, most pupils enjoy school and settle to their work. Pupils are well supported by staff. This includes effective support for vulnerable pupils, those with learning difficulties and/or disabilities and those who speak English as an additional language. There is valuable information about pupils' progress provided by the effective checking systems. This is not always consistently used in all lessons to set work which challenges all pupils or to show pupils, through marking and setting targets for them, how to improve.
- 16.6 Leadership and management are satisfactory. The school has correctly identified where it needs to improve. But, as yet, it does not thoroughly evaluate the impact of strategies put in place to raise achievement, improve standards and to enhance the quality of teaching and learning. As a result, there is considerable variation between classes in these areas of the school's work. Governance is satisfactory. Despite their commitment to the school, governors are not involved enough in checking the progress the school is making and adding to the drive for school improvement.
- 16.7 **Effectiveness of the Foundation Stage**
Grade: 2
Provision in the Foundation Stage is good. Children and their families benefit from the good care and support they receive to ensure children settle quickly when they start school. Very good indoor provision is complemented by modest outdoor

equipment to provide children with a range of experiences to encourage their curiosity and interest across all areas of learning. Over half the children start Nursery with very little English. A small number, frequently boys, have difficulty socialising with each other. Staff speedily and accurately assess children's skills and then match activities well to their needs. As a result, children of all abilities make good progress. In Reception, strong emphasis is placed on improving children's speaking and listening skills and on laying the foundations for successful writing. However, there are times when a small number of children would benefit from even more emphasis on developing better self-control. By the end of Reception, children's knowledge and skills are below those typically seen, with about only one third reaching the level expected for their age.

16.8 What the school should do to improve further

- Improve achievement and standards in mathematics throughout the school.
- Set up rigorous systems to ensure that all teaching is of good quality.
- Improve the quality of teachers' marking and target-setting to ensure that pupils know exactly what they need to do to improve the quality of their work.

16.9 A small proportion of the school 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.

17 Oakwood Primary School (January 2008)

17.1 Grade: 3

This is a satisfactory school with some good features. The Foundation Stage is outstanding. The passion of the headteacher is reflected in Oakwood's very strong and caring community ethos. The satisfactory leadership is well supported by a committed team of staff and governors. Parents are overwhelmingly supportive and really appreciate the care and support shown by staff. The comment, 'I feel at ease with school, I can approach staff with any concerns' reflects their views because the school has successfully earned their trust and respect.

17.2 Overall, pupils' achievement is satisfactory. Children mostly enter the Foundation Stage with skills well below those expected for their age. Despite the flying start in the Foundation Stage, the rate of progress is not sustained, particularly in Years 3 to 6. By the time pupils reach the end of Year 6, standards though improving in all subjects are exceptionally low, especially in mathematics and science. Sustained gains in achievement in English are the consequence of strategies more closely tailored to fit the needs and abilities of pupils. Rigorous scrutiny of the impact of new strategies and careful checking of pupils' progress is leading to more challenge in lessons.

17.3 Pupils' personal development and well-being are good. Pupils behave well, act safely and responsibly and are keen to learn. Great emphasis is placed on friendship and respect for each other. Staff, family support and welfare personnel work hard to improve attendance. However, the rate of absence is high, reflecting the few families who do not cooperate fully with the school and families who leave without notice. Good care results in pupils settling quickly when they first arrive, adding to their enjoyment of school life. Although some guidance is given to pupils on how to improve their work, they are often unclear as to exactly how they are doing and what they need to do to improve.

17.4 The quality of teaching and learning is satisfactory. At times it is good but variations

in approach undermine the overall quality. Some lessons do not provide sufficient interest and challenge to enable the pupils to make the best possible progress.. Too few opportunities are provided for independent and group work. In the best practice, pupils know what they are intended to learn and teachers make sure that their learning is checked during the lesson. The curriculum adequately meets the needs of the pupils. The pupils have responded well to new strategies to improve their literacy and numeracy skills and this is helping to raise the rate of progress. However, not all fresh approaches are fully embedded in teaching and learning.

17.5 Leadership and management are satisfactory overall. The school has correctly identified the main priorities to raise achievement and standards, although judgements made are generous. Systems have been put in place to rigorously monitor and evaluate the school's work. As a result, elements of good practice are now being systematically shared among staff, but approaches in the classroom still lack consistency. Progress since the last inspection and the capacity for further improvement are satisfactory.

17.6 **Effectiveness of the Foundation Stage**
Grade: 1

The outstanding provision in the Foundation Stage is the outcome of the headteacher's clear, shared vision for learning in the early years. On entry to Nursery almost all children have very weak language and personal skills, well below that level expected for their age. Close to half are at a very early stage of learning English as an additional language and a small number are from families newly arrived in the country. There is a calm, caring and supportive atmosphere for families. Children thrive in classrooms that provide rich, inspirational surroundings in which they can express themselves. This adds to their enjoyment and keenness to confidently explore their environment. Early, careful assessment of need leads to structured learning of essential skills. Children are taught to listen carefully to staff and each other, share ideas together and work independently. Excellent teaching along with highly effective classroom support and intervention result in very rapid achievement. This includes those children with learning difficulties and/or disabilities, those new to English and those who arrive at short notice. Almost 40% reach the expected level for their age by the end of the Reception year.

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

- Raise standards in mathematics and science through a relentless focus on achievement in all teaching and learning in Years 3 to 6.
- Ensure that all pupils are given clear guidance on what they must do to improve their work.
- Work with families to improve attendance.

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.

18 **Oulton Primary School (February 2008)**

18.1 **Grade: 2**

Oulton Primary is a good and improving school. Central to this improvement has been the focus on the school's motto, 'Thinking for ourselves and caring for each other'. Pupils are articulate, feel valued and are given opportunities to take on responsibility. When asked to describe the school, pupils commented, 'It is like a big community', 'a kind and friendly school', 'a school where we care for each

other'. The overwhelming majority of parents are also very positive about the school. Their views are captured by the comment, 'A fabulous community spirit about the school. A real caring ethos – wanting the best for every child.'

18.2 Pupils achieve well during their time in school. Standards, following a decline in recent years, are now improving and are in line with those seen nationally at the end of Year 6. This represents good progress in the light of the below average attainment on entry to Year 1. Children get off to a good start in the Foundation Stage, because of the good teaching, well thought out curriculum and the good care and support they get from adults. Although progress in Key Stages 1 and 2 is good overall, it is not uniform from year to year. Likewise, progress in all subject areas is not uniform, with mathematics less strong at the end of Year 2. This is because of the limited opportunities for problem-solving.

18.3 Throughout the school, pupils' personal development, including their spiritual, moral, social and cultural development, is good. They have good relationships with teachers, behave well and work well together in class. They have an excellent understanding of the importance of being healthy; they feel safe, and know that their opinions and views are valued. They show high levels of self-confidence and enjoy school. Pupils do equally well, regardless of their background or ability. All pupils receive good care, support and guidance, including the many pupils who enter school at various times throughout the year. The curriculum is good and tailored well to the needs of all pupils. The overall quality of teaching and learning is good, but in a minority of lessons the pace of learning is too slow and there is a lack of challenge. Teaching assistants are used well to support pupils with learning difficulties and/or disabilities and those pupils for whom English is not their first language.

18.4 The school has undergone a considerable change in its pupil profile, following the closure of a neighbouring school in 2004. This has presented the school with challenges which it has had to work hard to overcome. The headteacher and her senior management team, strengthened by new appointments, have managed the changes well and brought about many improvements by some carefully thought out strategies. For example 'Big Writing', with its focus on weekly assessment and personalised targets, has brought about improvements in English. However, improvements in other areas have not yet had a significant impact. Development planning does not focus precisely enough on a whole-school approach. The school acknowledges this and is working to redress the issue. Governors provide effective support for the school, particularly in managing change and providing challenge. The school is not complacent and there is a common purpose among staff in wanting to raise standards and provide the best possible education for the pupils.

18.5 **Effectiveness of the Foundation Stage**

Grade: 2

Parents recognise and appreciate the good quality of provision in the Foundation Stage and the fact that children get off to a good start in school. The attractive surroundings, happy atmosphere, approachable staff and good relationships with parents ensure that children feel safe and secure. Many children enter the Nursery with skills and knowledge that are well below those expected for their age. By the time they join Year 1 standards have risen, but are still below average. They make good progress in the Nursery and Reception because there is well focused support for groups and individuals, with a strong focus on practical activities, language, and personal, social and emotional development. Leadership of the Foundation Stage is good and the teamwork of staff is strong. Teachers plan well together to create a

curriculum that is well designed to meet the needs of all children and to stimulate their interest. Children are given encouragement to explore the world around them and to develop their independence. This is seen to particularly good effect in the outdoor space, which is used well. There is a good balance of teacher directed activities and independent activities. The focus on personal and social development and language skills encourages self-esteem and provides a firm foundation for the next phase of learning. There are occasions in mathematical development, however, when children in Reception could be given greater challenge in their independent work.

18.6 What the school should do to improve further

- Raise attainment in mathematics in Years 1 and 2, particularly in relation to problem-solving.
- Improve the quality of teaching so that it is all at least good, particularly with regard to pace and challenge.

19 Quarry Mount Primary School (March 2008)

19.1 Grade: 3

Quarry Mount primary is an improving school that provides satisfactory value for money. Pupils' achievement is satisfactory and they reach standards that are below the national average by the end of Year 6. The majority of children have exceptionally low language and communication skills when they enter the Reception class where they make satisfactory progress, although most are still below national expectations by the time they enter Year 1. They continue to make satisfactory progress through Key Stage 1 where standards in reading, writing and mathematics have remained well below average for several years. Following recent initiatives by the school, standards in English and mathematics by the end of Year 6 improved in 2007.

19.2 A significantly caring family ethos is the clear foundation stone of this school and it has a positive impact on pupils' attitudes, contributing well to their personal development and well-being which is good. Attendance has improved since the last inspection indicating an increase in pupils' enjoyment. The school council work very hard and are busy conducting a pupil/parent survey on travelling to school by bicycle. The quality of teaching and learning is satisfactory overall. In the best lessons, pace and challenge are evident and pupils are encouraged to take increasing responsibility for their own learning. However, some teaching is not sufficiently rigorous or focused on attaining high levels of learning and progress. The curriculum provides a satisfactory input to pupils' learning and is well supported by a number of extra-curricular clubs and activities. The school successfully meets the pastoral and self-esteem needs of vulnerable pupils. They are exceptionally well supported by the teaching and support staff, including the dedicated members of the supportive pupil development centre. Pupils with learning difficulties and/or disabilities make satisfactory progress because there is an accurate match of provision to their individual needs. The academic guidance given to pupils to ensure they are consistently aware of what they need to do to make progress is improving but is not yet fully in place and effective across the whole school.

19.3 Leadership and management are satisfactory and the interim headteacher has worked hard, with the united support of all staff and governors, to begin to turn the school around after a turbulent period in its history. A permanent headteacher has been appointed and will start after Easter. The school is aware of its strengths and

areas for development and a number of new initiatives have recently been introduced to improve the monitoring and tracking of pupils' progress. Although there have been some early signs of improvement in achievement and standards, it is too early to judge the longer term impact of the recent changes made both to management systems and to staffing. Governors are playing a key role in helping to guide the school towards full recovery from its recent difficulties. The recent improvements and clear understanding of how well the school is doing demonstrate satisfactory capacity to improve

19.4 **Effectiveness of the Foundation Stage**

Grade: 3

The provision for children in the Reception class is satisfactory, and they make satisfactory progress. When children join this class from the adjacent Nursery, their language and social skills are significantly below what would be expected for their age. The school recognises this and has put in place a range of activities which are carefully planned to enable children to make progress in acquiring these skills. The Reception teacher has established systems for regularly measuring the progress of all children, and this information is used to plan activities that best meet the needs of each individual child. The lack of space in the Reception classroom and the way in which the provision is currently organised with its very close yet separate managerial links to the Nursery unit, does not always enable children to gain maximum benefit from this provision. Despite the difficulty of access to the outdoor area, brought about by the complex layout of the joint Foundation Stage unit, the outdoor facilities are generally used to good effect, particularly when delivering a lesson with a mathematical theme. By the time children leave the Reception class their achievement has been satisfactory in most areas of their learning, but standards are still below what is expected for their age, particularly in language and social development.

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

- Improve achievement and raise standards in English and particularly science at Key Stage 2, and in reading, writing and mathematics at Key Stage 1.
- Improve the quality of teaching and learning across the whole school so that all lessons are engaging and consistently focused on learning.
- Improve the consistency and accuracy of academic guidance so that all pupils know how well they are doing and how to improve their work.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will have a monitoring visit by an Ofsted inspector before their next section 5 inspection.

20 Primrose Lane Primary School (December 2007)

20.1 **Grade: 2**

Primrose Lane is a good school in which pupils achieve well. When asked if they enjoyed school pupils of different ages were in full agreement: 'I love it. It is really good.' Most parents hold very positive views of the school. 'It is easy to pick up the warm, happy atmosphere.' was a typical comment and one which the inspector fully endorses.

20.2 Children enter Nursery with skills that are generally above those expected for their age. They make good progress throughout the school to attain standards that are usually significantly above average by the end of Year 2 and Year 6. Uncharacteristically, Year 6 pupils under-achieved in the national writing tests in

2007. A lack of progress, particularly amongst the boys, was not identified early enough. This, combined with a cohort of pupils that had historically been lower attaining than is the norm for the school, resulted in a fall in standards in English to a broadly average level. Detailed evaluation has enabled the school to put stringent measures in place to avoid this happening again. Teaching has been strengthened, procedures for assessing writing skills tightened substantially throughout the school and management strategies improved to pick up the first signs that something is amiss. As a result, pupils' progress is accelerating and standards in writing are climbing. Efforts to increase boy's interest in writing are starting to pay dividends and, while an attainment gap remains, both boys and girls are making good progress.

- 20.3 In contrast, standards in mathematics for this same group of pupils were above average in 2007 at the end of Year 6. This was brought about by well executed developments which focused sharply on increasing pupils' skills, particularly those needed to solve mathematical problems. After missing its targets for Year 6 pupils' performance in English in 2007 but achieving them in mathematics, the school has set very challenging targets in both subjects for 2008 and is working hard to achieve them.
- 20.4 Pupils' horizons are broadened exceptionally well through a number of excellent initiatives. Year 6 pupils were particularly enthusiastic about an assembly in which the headteacher had explained the school budget to them and helped them realise what influences financial decisions. They were then able to apply this to school council spending and a bid for funds for playground development. Pupils' very thoughtful appreciation of such matters demonstrates their very good level of maturity. Their preparation for future learning and life is extremely good. Pupils' behaviour is exemplary. The pleasant way in which they spontaneously welcome visitors to the school clearly demonstrates their very good manners and high self-confidence. Pupils do occasionally fall out but say that, 'Teachers quickly sort things out.' Pupils agree that if they have a problem or concern they can readily approach a member of staff and get the help they need. They recognise fully the importance of eating a sensible diet and many pupils are very eager to take regular exercise.
- 20.5 Pupils show very positive attitudes to learning and respond very well to the good teaching they receive. They pay close attention in class and try hard to produce work of a good quality. Teachers organise lessons thoroughly, give clear instructions and make full use of interactive whiteboards to aid pupils' understanding and add interest. Praise is used regularly to acknowledge a good contribution to the lesson and the rewards pupils receive raise their self-esteem. Most lessons have a good pace and engage pupils effectively. On occasions, the activities provided are not matched fully to pupils' needs. When this happens progress slows and some pupils are not challenged enough. Although the school has identified this as an area for development, further improvement is needed.
- 20.6 The curriculum is wide ranging and frequent visits to places of educational interest enrich pupils' experiences. The school has recognised the need to strengthen aspects of the writing curriculum and this is a focus of current development. French is much enjoyed by pupils, 'because we get to play lots of fun games'. Music and the arts play an important part in pupils' learning and the school is decorated with the many attractive pictures pupils have drawn or painted. Many of these have a multicultural element and show pupils' appreciation of cultures other than their own. Pupils enjoy the many clubs and extra-curricular activities that the school provides

which effectively extend their learning and skills.

20.7 Procedures for safeguarding pupils meet requirements. Staff pay close attention to pupils' care and well-being. Systems for supporting pupils with learning difficulties and/or disabilities function effectively. As a result, these pupils make good progress and are able to participate fully in all activities. From a young age the school involves pupils in assessing their own progress. They take immense pleasure in recording their achievements in their 'Next Steps' books and evaluating how well they are doing for themselves. Pupils are given a detailed understanding of what to focus on next in order to improve in mathematics but are far less clear about how to improve their writing.

20.8 The school is led with a very clear purpose and vision. Comprehensive systems are used to check how well the school is performing and to generate priorities for development that accurately reflect its most pressing needs. Governors fulfil their statutory responsibilities well and play a full part in supporting and monitoring the school's work. The headteacher has led developments very effectively and the strategies that are now in place give the school a good capacity to improve in the future. The school makes a valuable contribution to the local community with a range of popular facilities, including family learning days, drop in sessions for parents and a support group for the parents of children with learning difficulties and/or disabilities.

20.9 **Effectiveness of the Foundation Stage**

Grade: 2

Many children enter Nursery with skills and knowledge that are wide-ranging but generally above what is typical for their age. They are taught well in the Foundation Stage and make good progress. By the end of Reception most children meet the targets set for their age and a few have moved beyond them. Children behave well and work and play happily alongside others. They speak confidently and make a secure start along the path to effective reading and writing. When they first enter the school, children's mathematical development is often behind that of other areas. Well planned and interesting activities such as weighing out ingredients for baking, sorting buttons by colours and constructing Christmas pictures using geometric shapes, accelerate learning. As a result, by the end of Reception children's mathematical attainment often matches that in the other areas of learning. Lessons are planned well and make full use of the colourful and stimulating facilities, both in and out of doors. The Foundation Stage is managed well. Children's development is assessed and checked regularly and they progress smoothly through Nursery and Reception.

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

- Ensure that at all times pupils of differing abilities have work that is closely matched to their learning needs.
- Ensure that pupils have a clear understanding of what they need to do to improve their writing.

21 **Raynville Primary School (March 2008)**

21.1 **Grade: 2**

This is a good school that offers outstanding pastoral care and support for pupils and their families. It has an accurate view of its effectiveness and provides good value for money. The outstanding partnerships fostered beyond school make a significant contribution to the high quality of education on offer. A very strong sense

of belonging to, and contributing to, the school and local community is at the very heart of the school, along with a determination to raise pupils' aspirations for a brighter future. As a result, pupils achieve well and make good gains in their personal development. They are happy, feel safe, and are very aware of how to keep healthy. Pupils' good personal development helps them to grow in confidence and mature into responsible young adults, well prepared for secondary education. Parents and carers think very highly of the school. 'One hundred percent support is offered to help both me and my children,' typifies their appreciation of the school's work.

21.2 As a result of good quality teaching and learning and a good curriculum most pupils make good progress from their well below average starting points. This is especially so for pupils between Years 3 and 6, those with learning difficulties and/or disabilities, and those with social and emotional needs. Standards reported in 2007 at the end of Year 6 were below average but in the last few years standards have been rising steadily. More rigorous tracking of pupils' progress, higher expectations, well tailored support programmes and an increasing range of stimulating, practical and enriching learning experiences are all contributing to this improving picture. However, these positive aspects are not always offered consistently across classes, particularly in Years 1 and 2. As a result, learning in these years does not push forward at the same good rate.

21.3 The headteacher has a very clear vision of where the school is heading and a determination to make certain that it gets there. She has earned the full support of staff, leaders, managers and governors, who work closely together. They successfully enlist the help of parents, carers and the local community in order reach their goals. Standards are rising and the school remains clearly focused on continuing this improving trend. The steps needed to do so are carefully chosen and well planned. As part of this, a clear structure for leadership and management to take the school forward has been established. Middle leaders have taken on their roles with enthusiasm, including the many opportunities they have for further training. However, they have yet to develop their skills fully, particularly in relation to checking the school's performance, contributing to self-evaluation, improving provision and raising standards. Nevertheless, good improvement since the previous inspection gives the school a good platform upon which to build even further in the future.

21.4 **Effectiveness of the Foundation Stage**

Grade: 2

When children start Nursery, their skills are well below those typical for their age. Their communication, language and literacy skills are often particularly weak. A very warm and caring setting, consistently good teaching and a well adapted curriculum that boosts learning where it is needed most, all contribute to children's good progress. When they transfer to Year 1, children's skills are below those expected nationally. An increased emphasis on improving children's communication and language skills is starting to pay dividends. Offering reading workshops, where staff encourage parents and children to enjoy books together, typifies the commitment to encouraging parents to help their children at home. Children's personal, social and emotional skills develop at a rapid pace. This is because adults make the most of every opportunity to ensure that children learn to get along well together, grow in confidence and become independent learners. Practical, lively and exciting activities take good account of their varying needs. As a result, children know that learning can be fun, and they become thirsty for more. Following a period of staffing instability, the Foundation Stage leader has

successfully developed her new team, and children's progress has recently accelerated. Staff watch over children's progress carefully and work together closely to push learning forward even further. They know that their next step is to make even greater use of the outdoor classroom.

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

- Bring about greater consistency in the quality of teaching, learning and the curriculum in order to speed up pupils' progress, particularly in Years 1 and 2.
- Develop the skills of middle leaders, so that they play a greater role in finding out how well the school is doing, influencing the way forward and raising standards.

22 **Morley Victoria Primary School (November 2007)**

22.1 **Grade: 1**

Morley Victoria is an outstanding school, providing outstanding value for money. It is a very happy and purposeful school that is extremely well thought of by pupils, parents and carers. Excellent partnerships demonstrate the keen sense of responsibility to ensure that the school and its pupils make a worthwhile contribution to the community. Since the previous inspection, the school has gone from strength to strength. The impressive range of national awards demonstrates its success in raising academic standards and improving pupils' personal and social skills. Although the school has undergone significant staffing changes, the outstanding leadership of the headteacher, assistant headteacher, leadership teams and governors has minimised disruption to pupils' education. Their forward thinking, strategic planning, team building skills, and overriding emphasis on ensuring that pupils lie at the heart of everything that happens have steered the school successfully through many challenges. All staff are valued equally and professional development is high on the school's agenda. As a result, everyone plays a crucial part in ensuring an outstanding level of care and support for all pupils.

22.2 From their starting points in the Foundation Stage (Nursery and Reception classes), pupils' achievement is outstanding, and standards are consistently well above average by the end of Year 6. Although pupils' performance in previous years has been relatively better in reading than in writing and mathematics, firm action taken by the leadership has paid dividends and the gap has narrowed considerably. Inspection evidence indicates that pupils are on track to meet their very challenging targets and the school anticipates even better national assessment and test results this year. Pupils achieve so well largely as a result of very high expectations of pupils and staff. Learning targets for all pupils are realistically challenging and there is a strong sense of determination by teachers to ensure that pupils reach them. This makes teaching and learning outstanding, because staff are tightly focused on ensuring that pupils of all abilities, including those with learning difficulties and/or disabilities, do as well as they can. The approach to involving the pupils themselves in reaching their learning targets is inconsistent, however, and it does not include all subjects.

22.3 Everyone is inspired by the school's shared vision and there is a united and relentless quest to ensure that pupils' personal development and well-being are outstanding. Staff and governors leave no stone unturned when it comes to making sure that pupils receive a 'rounded' education. Consequently, pupils are very well prepared for secondary school and for becoming responsible adults in the future. The outstanding curriculum reflects pupils' need to learn and practise a wide range

of skills as well as basic literacy and numeracy skills. As a result, pupils' attendance is good and they say they thoroughly enjoy everything about school, including the many additional activities that enrich their learning. They talk with enthusiasm about their lessons and often follow up their learning at home. Pupils become increasingly thoughtful, sensible, caring and mature in their outlook. Older pupils talk about how gaining the Stephen Lawrence Award has made them more 'open minded' and explain the importance of living safe and healthy lifestyles. Pupils' behaviour is excellent because they understand why the school has such high expectations of them.

22.4 The school was rather modest in some evaluations of itself. Nevertheless, outstanding leadership and management give the school outstanding capacity to improve further.

22.5 **Effectiveness of the Foundation Stage**

Grade: 1

Although located in different buildings, the Foundation Stage is very much a part of the whole school. Children learn in a welcoming, happy and exciting setting that helps them to enjoy all their activities. As a result of informed and dedicated leadership and management and skilful teaching, children's achievement is outstanding. This enables them to start Year 1 with skills that are higher than expected nationally for their age. The school's recognition of the importance of getting children off to the best start possible, including learning to read, write and understand mathematics, is seen in day-to-day practice. Staff plan very carefully to ensure that children benefit from a thoughtful mix of learning in formal settings and by selecting their own activities, both indoors and outdoors. They make best use of the premises in order to put their plans into practice. Consequently, children settle quickly to learning and make rapid progress in their personal, social and emotional development. Staff take advantage of children's good speaking and listening skills to further children's development in reading, writing and mathematics. For example, children have many opportunities to talk about their learning with adults. Staff are very keen to keep abreast of national developments and practice already reflects anticipated changes.

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

- Ensure a consistent approach in all subjects to encouraging pupils to take more responsibility for reaching their learning targets.

23 **Rothwell Church of England Voluntary Controlled Primary School (November 2007)**

23.1 **Grade: 3**

Rothwell Church of England Primary School is a satisfactory school. The headteacher, senior managers and governors know the school's strengths and key priorities for development. The school provides a good curriculum. Visits, visitors, themed events, links with the local community and a good range of clubs provide significant enrichment. As a result, pupils like school, which is reflected in the above average attendance. Pupils have a good understanding of healthy lifestyles, are happy to shoulder responsibility and are soundly equipped for the next stage of their education. The high quality pastoral care is a strength of the school. The school is a safe and secure environment. It provides a caring place to learn and, as a result, pupils' personal development is good. Pupils with learning difficulties and/or disabilities and those with special talents are well supported. Parents have confidence in the school and believe that 'professional staff do a professional job'.

23.2 Leadership and management are satisfactory. The hardworking headteacher is well supported by the new deputy headteacher who is working increasingly effectively. Together they plan improvements which the deputy headteacher helps oversee. Data from tests are now carefully analysed, although the information gained is not yet used to best effect to help drive up standards and achievement. In addition, pupils' progress is being tracked more rigorously to help identify the rate at which pupils are learning and those who need extra support. However, these two initiatives have yet to make their full impact on school improvement. The school does not evaluate its effectiveness with sufficient accuracy at present. Initiatives to enable the supportive governing body to become better informed about the school's work are helping it to hold the school to account more effectively for its performance. Staff and governors who are working closely together are now addressing priorities for development more rigorously. This, together with the improvements seen since the last inspection, demonstrates that the school has a good capacity to improve.

23.3 Pupils make satisfactory progress as they move through the school. Children enter the Reception class with skills broadly as expected nationally for their age. Pupils reach standards that are broadly average at the end of both key stages. However, achievement is uneven because the quality of teaching and learning is too varied. Strengths in teaching include demanding tasks that challenge pupils, brisk pace, secure subject knowledge and good use of teaching assistants, which lead to pupils making good progress. Weaknesses include ineffective management of pupils' behaviour, time not used to best effect, and inappropriate levels of challenge, which results in some pupils making limited progress and not behaving well. Academic guidance is satisfactory, with some good practice. Nevertheless, the setting of targets to help steer pupils' learning and to tell them what they need to do to succeed is not consistent across the school. The marking of pupils' work does not always indicate the next steps in learning. As a result, pupils do not always know how well they are doing or what they must do to improve.

23.4 **Effectiveness of the Foundation Stage**
Grade: 2

Children enter the Reception class from as many as six different settings. They have a wide range of skills, knowledge and understanding which overall are broadly typical for their age. Staff work closely together to ensure that children are well cared for and supported. Increasing use is made of assessment to help track how well children are doing. There is a sound balance between organised activities and those initiated by children themselves, which aids learning.

23.5 Activities, such as the teaching of letters and sounds, are well organised and executed. As a result, children are interested and involved and make sound progress in language acquisition. Good teaching is reflected in secure relationships, effective management and careful planning, which provides for the regular use of the outside area. Children's views on learning are sought and valued. A celebration of cultural diversity can be clearly seen in the production of clay Diwali lamps. This also gave rise to discussion about 'smallest' and 'largest', showing how the different areas of learning are linked well to help bring learning to life.

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

- Use data analysis more effectively to help raise standards and achievement.
- Improve the quality of teaching, learning and behaviour management to match

that of the best practice.

- Ensure that all pupils know how well they are doing with their work and how they can improve.

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.

24 Seven Hills Primary School (January 2008)

24.1 Grade: 2

This is a good school with some outstanding features. It provides good value for money. The school's own evaluation of itself is accurate in almost all respects but the level of care, support and guidance is outstanding, rather than good as the school believes. This high level of support, guidance and care reassures pupils, builds their confidence and enables them to be successful. All clearly enjoy coming to school and have a good attitude to learning. 'We have great teachers.' was the view of the pupils in the school council. Equality of opportunity is outstanding enabling all pupils to achieve their potential.

24.2 Pupils make good and often very good progress as they move through the school. This is because underachievement is quickly spotted and appropriate action taken to improve pupils' progress. In the national tests for Year 2 in 2007, standards were above average in reading and average in writing and mathematics. This is partly due to the consistently good quality of teaching in the smaller than average classes in Years 1 and 2. The strong emphasis in learning letter sounds in Year 1 is also having a positive impact on standards in literacy. The weakest performance was in writing with relatively few pupils achieving above average standards.

24.3 In the 2007 national tests for Year 6, standards overall were average in mathematics and science but below average in English. Standards in writing again adversely affected the performance in English. Nevertheless, the school's data clearly shows that almost all pupils made at least good progress. Most achieved well in relation to their prior attainment and this is due to the good quality of teaching and learning and high quality of support and guidance for individual pupils. Pupils with learning difficulties and/or disabilities are particularly well supported by skilled teaching assistants. The good quality of teaching is directly responsible for pupils enjoying school so much and for them achieving as well as they do. Teachers' enthusiasm and the way learning is made fun, exciting and challenging are key strengths helping to create a purposeful atmosphere for learning throughout the school.

24.4 The specific needs of every pupil are carefully assessed using effective assessment procedures. The school now has a detailed, accurate picture of how well individual pupils are doing and what each needs to do next. A recent development is to involve pupils more in assessing their own progress and this is helping pupils to improve markedly as they are clear about what is expected of them. Care is taken to ensure that the more able are successfully challenged in each class and that pupils who may be underachieving in any area are quickly guided and supported. As a result, all pupils make at least good progress throughout the school.

24.5 Pupils' personal development is good and reflects their positive attitude towards learning and good behaviour. 'The amount of bullying is so small: smaller than

smaller than tiny.' according to the school council. Pupils clearly love coming to school and are extremely enthusiastic about their learning. Attendance is average and unauthorised absence has been successfully reduced by school initiatives which praise and reward attendance and punctuality. The Healthy School Award demonstrates pupils' secure understanding of how to live healthily. Community links are strong and pupils are exceptionally well prepared for their future as they learn by example from staff how to be kind, considerate and polite. All are proud of the Stephen Lawrence Award and good opportunities to develop cultural awareness equip them well for their future in multicultural Britain.

24.6 A lively curriculum, with an international flavour, links subjects imaginatively together so as to make learning relevant and fun for pupils. Pupils say that they enjoy the topics such as 'Chocolate'. Visits and an extensive range of activities further enhance provision. Computers are used effectively to support learning in most curriculum subjects.

24.7 Parents and pupils alike appreciate the outstanding level of care, support and guidance that the school provides. Systems are firmly in place to ensure health, safety and child protection. A very close check is kept on the welfare of vulnerable pupils and there are strong links with outside agencies to support this work.

24.8 Good leadership and management are driving the pace of change. The school improvement plan reflects the commitment of everyone to raise standards further, but there are too many priorities and some of these are not very precise. Nor is it made clear how the school will measure how successfully it has tackled these priorities. The governing body has a high level of expertise and governors visit often. Their role in helping to monitor school effectiveness is developing. Overall, the school has a good capacity to continue improving.

24.9 **Effectiveness of the Foundation Stage**

Grade: 2

The quality of provision in the Foundation Stage has improved significantly because of effective leadership and management. This has resulted in consistently good teaching enabling children to enjoy their learning in an attractive and exciting indoor learning environment. There are plans to further improve the outdoor area to make it even more exciting and interesting. All children, including those with learning difficulties and/or disabilities benefit from the good quality of teaching and close adult support. This gives children confidence and encourages them to succeed. Children enter school with skills that are below average for their age. They make good progress and by the end of the Reception year almost all achieve the skills expected for their age and many exceed them. Most join Year 1 as happy, keen and confident learners. Exciting learning opportunities are carefully planned to stimulate children's curiosity and their desire to learn in the Nursery and two Reception classes. Speaking and listening are developed effectively but, in some areas in the Nursery, the opportunity to develop early writing skills is not sufficiently emphasised.

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

- Raise standards in English with a particular focus on improving writing.
- In the school improvement plan, identify more clearly the key priorities for development and how success for each priority will be measured.

- 25.1 **Grade: 3**
This is a satisfactory and improving school, with several good features. These include the effectiveness of the Foundation Stage; pupils' personal development; the curriculum and the pastoral care which pupils receive.
- 25.2 Children enter the school at Reception with skills and abilities that are broadly typical of their age. However, there is a wide variation in attainment with some children attaining well below expectations and others above expectations. Irrespective, their education gets off to a cracking start in the Reception class and they make good progress. In the current Year 2 and Year 6, pupils' attainment is broadly average. Writing remains an area for development, however, particularly in Years 3 to 6. Nevertheless, this is a commendable situation for pupils who have experienced the full brunt of settling into a new school after previous experience elsewhere.
- 25.3 Parents rightly praise the strengths of the school. They greatly value the fact that the school nurtures their children, especially those with learning difficulties and/or disabilities, to become confident and happier individuals. This is reflected in the good standard of pupils' personal development and well-being. Staff work hard to ensure that pupils are well cared for and are given opportunities to play a full part in school life. The good curriculum is innovative, relevant and stimulating. Teaching is satisfactory, though sometimes good and, occasionally, outstanding. The best teaching puts pupils' learning at the heart of lessons so that they are actively engaged in their learning. In too many lessons, however, the teachers do not give pupils enough opportunities to learn through practical activities. Consequently, their interest wanes, they lose concentration and so do not learn as well as they could. The quality of marking is also inconsistent in informing pupils of their strengths and how they might improve.
- 25.4 Parents overwhelmingly expressed the confidence which they have in the leadership and management of the school. They point up the success of the headteacher who is ably supported by the deputy headteacher and encouraged by a knowledgeable and committed governing body. Parents understand that, against the challenging and difficult background of amalgamation, these leaders have created a vision and an ethos that has resulted in a positive, calm and welcoming atmosphere in school. Leaders have been the driving force behind a range of initiatives that have had significant impact in a short time. They are building a well-focused team who share their determination to raise standards even further and to ensure that all pupils achieve their potential. However, they recognise that their monitoring and evaluation of pupils' progress is not frequent enough to ensure that standards and achievement improve as quickly as they might. Nevertheless, their undisputed successes so far, which have laid the firm foundations for success in such a short time, clearly show that the school has good capacity for its future development.
- 25.5 **Effectiveness of the Foundation Stage**
Grade: 2
Children enter the Foundation Stage with skills broadly typical for their age. Good teaching and learning ensure that they make good progress. They enter school from a wide range of settings and settle quickly as a result of thoughtful induction procedures. Good leadership has established good teamwork and effective practice. Children thrive in a calm, happy and stimulating environment and best use has been made of the available outdoor space. Children benefit from well-planned opportunities to develop independent learning skills and they become confident

learners. They are polite, sensitive to the needs of others and work cooperatively. Teacher-led activities are well planned to meet children's needs and this supports their good progress. Children use the interactive whiteboard independently and with confidence to extend their learning. 'Stay and Play' provides an increasing number of parents and carers with good opportunities to be involved with their children's learning.

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

- Raise standards and achievement, particularly in writing at Key Stage 2.
- Improve the quality of teaching, including marking, so it is more consistent and the best practice is replicated across the school.
- Improve systems for monitoring and evaluating pupils' progress to move improvements to standards and achievement on more quickly.

A small proportion of the schools whose overall effectiveness is judged to be satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

26 **St Augustine's Catholic Primary School (January 2008)**

26.1 **Grade: 3**

This is a satisfactory school with some good features. Progress in Years 1 to 6 is satisfactory but does not fully build on the good progress made in the Foundation Stage. By Year 6, standards are well below average overall and could be higher. In 2007, they were close to average in English, but well below average in mathematics. Standards in science were very low. Current standards, however, show continuing improvement and indicate strongly that the school will meet its challenging targets for 2008. The school is achieving this success in the context of a rapidly increasing number of pupils who join at an early stage of learning English. These pupils also make satisfactory progress.

26.2 Factors that support the school's satisfactory improvement include a genuine feeling of teamwork amongst staff and the more rigorous use of assessment data to set individual learning targets that are shared with pupils. However, whilst the use of assessment is improving, it is not yet fully established throughout the school, so the level of challenge and pace in lessons is not always sufficiently well matched to pupils' learning needs. In addition, some marking is not as rigorous as it should be. As a result, pupils do not have a good understanding of how they are doing and, crucially, what they need to do to improve. Teaching is satisfactory. Some lessons are lively and put learning at the centre of activities. In such lessons, staff are clear about what pupils are expected to learn and plan activities to hold their interest and check their learning. However, there are inconsistencies. In some lessons there is too much direction by teachers so that pupils do not have to think for themselves. Consequently, opportunities are missed to develop their skills of independent learning.

26.3 Pupils' personal development and well-being are good, including their spiritual, moral, social and cultural development. They behave well and have positive attitudes to their work. These features also contribute to pupils' satisfactory progress.

26.4 The headteacher and the recently reorganised senior and middle management teams have begun implementing agreed and shared initiatives using the good and increasingly exciting curriculum to promote better progress and to make learning

more meaningful. They are strongly supported by a knowledgeable governing body. Underpinning all of this is the friendly atmosphere in the school. Parents value highly the school's excellent caring ethos. They feel that it is, 'a friendly, well run school, with teachers who are approachable and who treat children as individuals'. The school has made satisfactory progress since the last inspection and has a satisfactory capacity to improve further.

26.5 **Effectiveness of the Foundation Stage**

Grade: 2

Provision in the Foundation Stage (Nursery and Reception) is good and children progress well. When children start school, their skills and understanding are far below expectations for children of that age, particularly in language and communication and personal, social and emotional development. Thorough starting arrangements ensure that each child's individual ability is quickly and carefully assessed, enabling the school to meet their different needs effectively. As a result children settle in quickly, are well versed in class routines and make good progress. Teaching and learning are good and all children are valued, cared for and supported. Strong relationships and constructive guidance provide a secure foundation for children's personal, social and emotional development. They learn to share and take turns as they follow school routines.

26.6 Achievements are assessed systematically and thoroughly, which provides information for planning further challenges. This good provision ensures that by the time children start Year 1 some achieve the Early Learning Goals although standards are below average overall. Parents are encouraged to be active in their children's learning and, as a result, are well informed as to their progress. Provision is managed well and there is a smooth transition between Nursery and Reception.

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

- Raise standards and improve progress in English, mathematics and science throughout the school.
- Improve the quality of teaching to ensure that all pupils are given opportunities to think for themselves and develop the skills of independent learning.
- Make better use of marking, assessment and other data to identify and fully meet pupils' individual learning needs and to help them understand how to improve their work.
- Raise standards and improve progress in English, mathematics and science throughout the school.
- Improve the quality of teaching to ensure that all pupils are given opportunities to think for themselves and develop the skills of independent learning.
- Make better use of marking, assessment and other data to identify and fully meet pupils' individual learning needs and to help them understand how to improve their work.

A small proportion of the schools whose overall effectiveness is judged as satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

27 **St Francis of Assisi Catholic Primary School (January 2008)**

27.1 **Grade: 2**

This is a good school in which pupils are given a stimulating education, which they enjoy immensely. 'We love school', 'all teachers are helpful and everyone is nice to me', are typical of the comments pupils made during the inspection. Parents agree;

'It is a joy to see how my children are progressing', is a typical comment that reflects the very positive opinions that parents hold of the school.

27.2 Pupils achieve well because teaching and learning are good. Teaching is skilful at encouraging pupils and giving them the confidence and drive to succeed. A strong feature of pupils' personal development is the value they place on education. This was very apparent when discussing with Year 6 pupils how they felt about the oncoming national tests. 'Last year the school was in the top 100 and we want to do as well.' When they start in Nursery, children's skills and knowledge are often low for their age but when they leave at the end of Year 6, standards are broadly average. This represents good achievement for the majority and particularly good progress for the significant number of pupils who enter the school at an early stage of learning English.

27.3 The manner in which pupils from such diverse backgrounds are included fully in the life of the school is outstanding. The school is a model of tolerance and mutual respect. Pupils are extremely well behaved and get on very well with staff and each other. They try hard during lessons, listen carefully to their teachers, and are polite and well mannered. The school has rigorous procedures for promoting pupils' regular attendance and levels are broadly average. Pupils state they feel safe and secure, and confirm that if they have a problem, a member of staff will help. Most pupils appreciate the need to eat and live healthily and readily participate in the many physical activities the school provides. As they grow older, pupils take on more responsibilities around school and willingly give their time to helping others. Pupils' broadly average standards in the basic skills give them a good preparation for their next stage of education.

27.4 Pupils learn well because they find lessons 'interesting and fun'. Planning carefully ensures the tasks they are set are challenging but achievable. Pupils' response is good and they try hard to meet the clear learning objectives set at the start of each lesson. Speaking and listening form integral parts of many activities, effectively promoting pupils' language skills and giving them the confidence to communicate with others. The curriculum supports pupils' basics skills in literacy and numeracy particularly well. Pupils are cared for very well. The school has a strong family atmosphere that nurtures all pupils and gives support to their families. Procedures for keeping pupils safe meet requirements. Pupils' progress is assessed thoroughly and tracked accurately. However, the systems used to record and analyse the information make the evaluation of pupils' progress more difficult than it should be.

27.5 The school has a 'can do' attitude, which stems from enthusiastic and purposeful leadership. Issues that could act as barriers to pupils' learning are tackled determinedly with well planned strategies. Senior staff and governors check how well the school is performing regularly and from their findings plan carefully for the next stages in its development. This ensures that the school is constantly moving forward and is well placed to cope with new challenges as they arise.

27.6 **Effectiveness of the Foundation Stage**
Grade: 2

Many children start in the Foundation Stage with low levels of knowledge and skills and a significant proportion have little or no English. They make good progress in Nursery and Reception because of the good teaching and support they receive. Achievement is good. Relationships are very positive and children are well cared for in secure and attractive learning areas. Staff support children's personal development extremely well and, consequently, they make rapid progress in this

area of learning. By the end of Reception, children's personal qualities, such as getting on with others and persevering with tasks are approaching those expected for their age. Interesting and varied opportunities are provided for children to learn the basics of communication, language and number. Strong emphasis is placed on children's oral skills and with constant encouragement from staff they grow in confidence as speakers and listeners. Despite children's good progress, many do not reach the standards expected for their age by the time they enter Year 1. Provision and resources are good overall but children learn more indoors than outdoors because the activities inside are better organised. Leadership and management of the Foundation Stage are good. The recently appointed manager has a good understanding of the areas in need of development and has clear plans to improve them. Staff work cohesively as a team, monitoring children's progress closely and ensuring that their needs are being met. Parents are provided with useful information on how they can help their children at home.

27.7 What the school should do to improve further

- Revise systems for managing assessment data to make the information easier to extract and use.
- Improve the opportunities for Foundation Stage children to learn outdoors.

28 St Joseph's Catholic Primary School, Hunslet (January 2008)

28.1 Grade: 2

St Joseph's is a good and improving school that provides good value for money. Its success in tackling previous underachievement is due to the excellent vision, drive and determination of the headteacher, who is extremely well supported by staff and governors. The school has a very strong caring, community ethos rooted in the Christian faith and parents are especially appreciative of the quality of the school's work. The comment, 'The staff are nice and friendly and are more than supportive to children' is a typical view.

28.2 Pupils achieve well as they progress through school and reach close to average standards by the end of Year 6. The achievement of all groups is similar including those with learning difficulties and/or disabilities and those who speak English as an additional language. Standards do fluctuate from year to year as the proportion of pupils with learning difficulties and/or disabilities varies and a small number of pupils move in and out of school at short notice. The good curriculum is strengthened through a wide range of enrichment and themed activities. Excellent partnerships provide the basis for many interesting and challenging activities, including sport development, visits and a residential experience. This ensures that pupils' personal, academic, creative and physical skills are nurtured in a balanced way. Pupils are given opportunities to show initiative and take responsibility. This all adds to the strong sense of community and pride in the school. It prepares them well for their future lives. Despite effective collaborative work by staff, absence remains too high. The unsatisfactory attendance for a small minority is the result of absence for holidays and a number of families regularly moving in and out of the local community.

28.3 Teaching is good. There is much talent among teachers to help pupils overcome any barriers to their learning. Challenging expectations of what can be achieved are set with prompt intervention if progress slips. This is highly effective in English. As a result, learning is enhanced and this underpins their good achievement in reading and writing. Similar methods are being successfully introduced in mathematics and science, but they have not yet had a marked influence on pupils'

learning. Care and support for all pupils, regardless of their ability and interests, are fundamental to everything the school attempts to do. All staff do their utmost to provide effective care and support for pupils whether the pupils are talented, find learning difficult or are considered vulnerable. Systems are in place to provide good guidance to help pupils improve the quality of their work, although these are not fully developed or applied consistently in mathematics and science.

28.4 Leadership and management are good. The governors, headteacher and subject leaders work tirelessly to ensure that the school is always moving forward. This has led to good improvement since the last inspection. Much of the existing improvement is the result of the drive of the headteacher, who has established an inclusive ethos bolstered by a commitment to hard work and achievement. A recent redistribution of responsibilities among staff has begun to accelerate the pace of progress. Some members of the leadership team have not been in post long enough to have made a significant impact. Nevertheless, systems and strategies are now in place to bring about sustained improvement. All this provides the school with a good capacity to continue to move forward.

28.5 **Effectiveness of the Foundation Stage**

Grade: 2

Provision for the Foundation Stage is good. This is the consequence of staff identifying learning needs before children's transfer from Nursery, making certain all children settle quickly in calm, friendly surroundings and making sure they all achieve well. On children's arrival their attainment is well below that expected for their age with weaknesses in writing, reading and number. However, they show a great enthusiasm for learning and staff successfully build confidence to tackle all tasks. Progress is carefully checked to pinpoint learning needs which require a boost or more support. Good teaching and well targeted, effective support successfully ensure that children make good progress. This includes children who have learning difficulties and/or disabilities and those who speak English as an additional language. An early focus on listening and speaking skills prepares children well for reading and writing. All staff display high expectations of behaviour. Children respond really well to guidance and speedily develop considerate and helpful behaviour towards each other and staff. By the time they leave Reception, although standards are below average, many children are working at levels expected of them for their age and are well prepared for their next stage of learning.

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

- Ensure that all pupils are given clear guidance as to how to improve the quality of their work in mathematics and science.
- Work with targeted families to improve attendance

29 St Matthew's Church of England Aided Primary School (December 2007)

29.1 **Grade: 2**

This is a good school that enables pupils to achieve well and provides outstanding pastoral care for them. Pupils are proud of their school and speak highly of their teachers and the interesting activities they provide. Their good personal development is reflected in the way pupils from a wide variety of backgrounds work and play happily together. The strong and positive atmosphere of racial harmony in the school is enhanced by initiatives such as the work of the Primary African Caribbean Excellence Project and acknowledged by the school's receipt of the Stephen Lawrence Award.

- 29.2 Standards and achievement dipped in the last two years. However, staff have taken effective action to halt the decline and restore the above average standards that were previously a positive feature of the school. Children's attainment on entry to school is broadly in line with national expectations. As a result of improvements in assessment and teaching, the good start children make in the Foundation Stage is successfully built on in Key Stage 1 and Key Stage 2. Pupils are currently making good progress and standards are rising once again. Because of the good support provided by well trained teaching assistants, pupils with learning difficulties and/or disabilities make similarly good progress to other groups of pupils.
- 29.3 The quality of teaching is good overall. There is an occasional variation in quality. For example, when lesson introductions are too long and focused at middle ability pupils, the more able do not always have enough time to work on activities that challenge them to achieve their best. The curriculum is of good quality. Curricular enrichment is outstanding with a wide variety of events, visits and activities that successfully promote pupils' enjoyment and learning. During the very popular curriculum enrichment afternoons, pupils in small groups take part in numerous activities ranging from circuit training to Makaton sign language.
- 29.4 The work of the learning mentor, the support for pupils who display challenging behaviour and the strategies used to support the well-being of all learners exemplify the outstanding pastoral care provided for pupils. While there are occasional problems in the playground, they are quickly dealt with and good relationships between staff and pupils ensure that all individuals feel safe, adopt safe practices and know that someone will help them if there is a problem. The academic guidance provided for pupils is satisfactory overall and strongest in writing, where most pupils are given good advice about their achievements and what they have to do to improve. The high quality care provided for pupils with specific learning difficulties and/or disabilities is exemplary and much appreciated by parents who make such comments as, 'My child, who has special needs, really enjoys going to school and has always been included in all activities and is viewed as a valuable member of the class'. Pupils make a good contribution to the community through the school council, fundraising activities and by participating in events that support the church and the local community.
- 29.5 Inspired by the strong leadership of the headteacher and his deputy, the adults in school are enthusiastic and determined to improve pupils' achievement even further. Thorough assessment and monitoring procedures are in place which enable senior staff to set challenging targets and to check on pupils' progress towards meeting them. Staff have a good understanding of the school's strengths and weaknesses and are clear about what they have to do to bring about further improvement.
- 29.6 **Effectiveness of the Foundation Stage**
Grade: 2
Children settle well into Reception as a result of strong induction procedures and close partnerships with parents. Parents are most appreciative of the positive start their children make to their education, many sharing the view of one that, 'The Foundation Stage is first class!' Children enjoy their learning in an inclusive environment, supported by skilled adults who ensure that all children's individual needs are quickly identified and met. The indoor classrooms are interesting and excite the children. The school is aware, however, that the outdoor area could be developed further to ensure that it enriches learning as much as the activities

inside. Adults have high expectations and support the children in developing good routines to ensure that they are ready for learning. There is a good balance between teacher-led activities and those the children choose for themselves, which supports them in becoming more independent. Children move into Year 1 with standards that are at least in line with expectations and with the good personal skills needed to become confident, happy learners.

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

- Ensure that all pupils, especially the more able, are always challenged appropriately.

30 St Urban's Catholic Primary School (December 2007)

30.1 **Grade: 1**

Saint Urban's provides an outstanding education, which focuses primarily on pupils' distinctive personal development while enabling them to reach standards which are among the highest nationally.

30.2 Achievement is outstanding. From average starting points in Reception, pupils have reached above average standards in Year 2 in recent years, with some outstanding results. Standards have been more consistently above average in reading than in writing or mathematics, prompting the school to intervene very effectively to narrow the gap. Standards by Year 6 have been consistently above average and exceptionally high in three of the last five years. The school has been particularly successful in enabling a high number of pupils to reach the higher level (Level 5) in the national tests for pupils in this age group. Pupils from different backgrounds and those with additional needs have sustained the same excellent progress as others. The way that individual pupils with significant behaviour difficulties have been able to make excellent progress illustrates the school's inclusive nature.

30.3 Pupils are very confident and clearly enjoy school a great deal. This is reflected in their outstanding attendance, though the school continues to strive for even higher levels. Spiritual development is exceptional. Opportunities for pupils to explore the day-to-day implications of the choices they make and the values they hold promote outstanding social and moral awareness. Cultural development is very strong, with a high profile international week supported by extensive attention to different cultures in art, geography, religious education, and by the pupils' sustained charity work.

30.4 From the earliest stages, pupils are expected to contribute to school life through undertaking a range of tasks. The demands become more substantial as pupils move up through the years. The school council and buddies are influential and there is an understanding that each pupil carries a responsibility for other pupils' happiness and well-being. Outstanding behaviour is helped by the fact that classes devise their own rules, supported by a consistent reward system. These securely established expectations enable pupils to develop high levels of independence and consideration for others. High levels of basic skills and very well developed collaborative skills provide a superb preparation for future economic well-being. Pupils have lots of opportunities to use information and communications technology (ICT), but the limited number of computers means they can only do this on scheduled days, and then only in small groups. To a limited extent this restricts their appreciation of the day-to-day influence of ICT in the world of work, though a current newspaper project provides good experience of enterprise while raising

funds for charity.

- 30.5 Outstanding teaching is based on excellent relationships. Mutual trust and respect facilitates superb classroom management and excellent behaviour, based on well established routines and expectations. Lessons include a strong emphasis on variety and enjoyment and include a high level of challenge. Pupils in Year 3, for instance, are asked to resolve complex moral issues balancing their rights and responsibilities. The quality of marking and feedback is admirable and the tracking of pupils' progress is exemplary. Classroom displays illustrate the invaluable guidance pupils receive both on their academic targets, and the values the school seeks to promote through its weekly ethos focus. Arrangements to ensure pupils' safety are rigorous, and the school provides excellent personal care and support for pupils' self-esteem as they use celebration assemblies to recognise and reward out-of-school achievements, for instance.
- 30.6 One of the most significant improvements since the last inspection, which illustrates the headteacher's excellent vision and direction, has been the transformation of the curriculum to prioritise variety and enrichment. Pupils say that the focus on enjoyment has increased hugely over recent years. Extra-curricular provision is extremely extensive and popular, and superb external links include support for provision in physical education, which is enhanced by visiting experts in practically every discipline. This contributes to pupils' excellent understanding and practice of healthy lifestyles typified by the daily 'wake up and shake up'.
- 30.7 The headteacher and her deputy demonstrate an outstanding commitment to putting people first. Their aim is to develop the whole child rather than prepare children to take external tests. In response, parents are delighted with the welcome the school provides and the excellent progress that children are making. There has been significant improvement to security, ICT resources and playground equipment since the last inspection. In addition, the headteacher has broadened leadership and management roles to ensure a consistent approach right across the school. Thorough self-evaluation is well established and effective in enabling the school to have a largely accurate, if somewhat modest, picture of its strengths and areas for development. There are excellent links with the church and neighbouring schools, as well as an influential parents' forum. Governors are well informed, extensively involved and give good support to the school. The school has an excellent capacity for further improvement.
- 30.8 **Effectiveness of the Foundation Stage**
Grade: 1
Pupils progress quickly in Reception and attain above average levels by the time they enter Year 1. The high quality provision noted in the previous inspection report has been maintained and further developed. Staff are particularly effective in settling children, establishing expectations and creating the security within which they can develop independence and self-confidence. The integration of the Reception class in whole-school activities ensures that they benefit fully from the outstanding ethos. Teaching and assessment are of high quality and the curriculum maintains the strong spiritual emphasis and focus on enjoyment evident throughout the school.
- 30.9 **What the school should do to improve further**
- Extend the range of available ICT equipment so that pupils have the more frequent access that they will experience in future.

31 Stanningley Primary School (January 2008)

31.1 **Grade: 2**

This good school has an accurate view of its effectiveness and provides good value for money. Some aspects are outstanding, such as pupils' personal development and well-being. The way in which every child is cared for and nurtured, in a very warm and caring setting, underpins all aspects of school life. This is why making sure that pupils enjoy learning, are safe and healthy, and play an active part in the community is a high priority. Consequently, pupils achieve well, and they make very good gains in their confidence and self-esteem. Parents think very highly of the school. They recognise that it is going from 'strength to strength' and appreciate that staff go 'beyond what is reasonably expected' to enable their children to become confident learners who are well placed to be responsible young citizens of the future.

31.2 Pupils across the school, including in the Foundation Stage (Nursery and Reception classes), pupils with learning difficulties and/or disabilities and pupils who speak English as an additional language, make good progress from their below average starting points. Standards by Year 6 are average and achievement is good. Recently, the rate of pupils' progress has accelerated, and standards by Years 2 and 6 are rising. Contributing to this improving picture is that pupils are set challenging targets and their progress towards them is tracked rigorously. Between Years 1 and 6, staff use this information very well to enable them to meet the varying learning needs of all pupils. In the Foundation Stage, however, systems for doing so are still developing. Nevertheless, pupils' good progress across the school reflects the good quality of teaching and learning and curriculum provided. Recent changes to teaching practices are improving the quality of teaching and learning even further, so that within the picture of good teaching and learning, there are examples of outstanding teaching.

31.3 The outstanding leadership of the headteacher is a key factor in the school's success. Making sure that every pupil can achieve well in a very caring and supportive environment is her passion. This is why she has forged outstanding links within the locality and promoted a strong sense of common purpose, vision and determination amongst staff. Well focused and clear plans for further improvement are in place. There have been a number of recent changes to the roles and responsibilities of senior leaders and subject leaders. These teachers are keen to make a greater contribution to finding out how well the school is doing, so that they can have more influence on planning the way forward. The skills they need in order to do so, however, are insufficiently developed to enable them to make the contribution they would like. Nevertheless, the school knows itself well. It has a clear picture of what action needs to be taken to bring about further improvements. There is no sign of complacency, but rather, a clear sense of striving to achieve even more. The good improvement since the previous inspection, as evidenced, for example, in rising standards, accelerated pupils' progress and pupils' outstanding personal development, demonstrates that the school has good capacity to improve in the future.

31.4 **Effectiveness of the Foundation Stage**

Grade: 2

When children start Nursery, their skills and knowledge are below what is typical for their age. Aspects of their communication skills are sometimes weak. Staff place high priority on children's personal, social and emotional development, and this ensures that children settle quickly into school routines and develop an early

love of learning. Adults provide good support to help children to learn to get along together, talk about their learning and behave well. Children enjoy learning in a bright and lively setting. They have access to a good range of stimulating activities and are taught well. Staff keep a watchful eye on how well individual children are doing, so that daily activities take account of their learning needs. They do not yet make fullest use of the information, however, in order to find out where or how teaching, learning and the curriculum might be fine-tuned to speed up children's progress even further. Nevertheless, many recent changes, including the accommodation, curriculum, teaching and leadership, are all having a positive impact. An increased emphasis on improving children's communication and language skills, for example, is already paying dividends. Children's good progress means that when they transfer to Year 1, their skills are in line with those expected nationally.

31.5 What the school should do to improve further

- Make increased use of the information collected about children's progress in the Foundation Stage in order to highlight where refinements to teaching and the curriculum are needed.
- Extend the skills of leaders and managers, so that they can play an increased role in finding out how well the school is doing and influence its way forward.

32 Summerfield Primary School (April 2008)

32.1 Grade: 3

Summerfield Primary School is a satisfactory school, which is emerging from a period when pupils' achievement was not good enough. Most parents are pleased with the quality of education provided. A typical parental view is that, 'Summerfield is a caring, friendly school'. This is confirmed by inspection findings. Pupils' personal development is a good aspect of the school. They enjoy school, get on well together and feel safe. School council members say, 'this is a bully free school!' Pupils with learning difficulties and/or disabilities are fully included in all aspects of school life. Pupils know how to lead a healthy lifestyle and take part energetically in the daily 'Wake and Shake' physical activity sessions..

32.2 Standards, by the end of Year 6, have declined since the last inspection. This is because systems used, in the intervening years, to track pupils' progress were not rigorous enough and resulted in insufficient progress being made. The headteacher's leadership has ensured a halt in this decline. Recent well thought out target-setting arrangements are in place and pupils' attainment and progress is regularly checked against challenging targets. This is bringing about satisfactory improvement in pupils' achievement. Standards are rising but they are still not as high as they could be. However, these effective procedures are still developing and have had too little time to impact significantly on pupils' progress. Nevertheless, achievement is satisfactory, despite standards being currently below those expected nationally in Years 2 and 6. By contrast, children are progressing well in the Foundation Stage

32.3 Teaching is satisfactory but it is not consistent enough. One of the main reasons why pupils' progress is satisfactory overall is because the quality of teaching varies too much from class to class. Where teaching is satisfactory, progress is adequate, but teachers do not make sufficient use of assessment to provide work that closely matches pupils' differing capabilities, especially the more able. This has resulted in too few pupils reaching the higher levels in national tests. Hence, standards remain below average by the end of Year 6 with science being the weakest subject. Where

teaching is effective there is good pace and challenge that grabs pupils' attention and interest so they make rapid progress in their learning. All teachers manage behaviour well so that pupils are considerate and listen politely to one another and adults. Relationships between staff and pupils are good, enabling pupils to gain confidence and feel well supported. Effective learning support assistants provide extra help for those with learning difficulties and/or disabilities enabling them to make satisfactory progress in line with their peers.

32.4 The headteacher's effective consultative style encourages and involves all staff and governors in school improvement. However, the school's current priorities as represented in the plans for improvement are too wide ranging and are not focused sharply enough on the school's major priorities of raising standards in English, mathematics and science, and improving the quality of teaching and learning. The curriculum is satisfactory and is enriched by an interesting range of visits and visitors, which add excitement to pupils' learning. Good partnerships with other schools helps pupils feel confident about their transfer to secondary school. Satisfactory improvement since the last inspection, accurate self-evaluation and the recently introduced, but as yet not entirely fulfilled, steps to raise standards, give the school a satisfactory capacity to improve.

32.5 **Effectiveness of the Foundation Stage**

Grade: 2

The quality of provision in the Foundation Stage is good. Children start Nursery with skills that are below the levels expected. Good teaching and effective support from knowledgeable teaching assistants ensure that children make good progress so that by the end of Reception, standards are broadly typical of children of their age. Adults' good questioning skills encourage children to talk about their learning. This leads to good progress in their ability to speak well and listen to others. Children enjoy learning from a relevant, interesting curriculum and behave well. Staff work effectively as a team and children's progress is carefully checked. The Foundation Stage is well led and managed. Careful, detailed planning meets children's needs and ensures good achievement. High standards of care help children to feel happy and secure. There are good links with parents, many of whom stay each morning to help their children with activities such as counting. Nursery staff make good use of the outdoor area. However, current timetabling arrangements restrict use of this facility by the Reception class. This limits opportunities for these children to consolidate their learning outside. Nevertheless, the school has the improvement of this timetabling issue in hand.

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

- Raise standards in English, mathematics and science by improving the quality of teaching.
- Ensure that all teachers plan work, which is closely matched to pupils' differing capabilities, particularly the more able.
- Ensure that school improvement planning has a sharper and more specific focus on raising standards.

A small proportion of the schools whose overall effectiveness is judged to be satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

33 **Valley View Community Primary School (March 2008)**

33.1 **Grade: 3**

Determined and focused leadership has brought Valley View to its current position as a satisfactory and improving school. In the 18 months it has been open the school has become a valued and integral part of the local community. This is a significant achievement, which does considerable credit to all those involved. Pupils are happy at school because it has 'nice people who are friendly and helpful'. Parents are equally positive. 'We feel very lucky our child can attend such a school' and 'It is a school with a heart that extends into the community' are typical comments. From being in a poor state of repair the building has been transformed into a welcoming environment, which serves both pupils and the community well.

- 33.2 Now that they have settled into the school, pupils' attainment is starting to rise. Standards in Year 2 and Year 6 are similar to the national average and pupils' achievement is satisfactory. Year 6 pupils did not perform very well in the national mathematics tests last year. Pupils' achievement in this subject is variable and standards have further to rise to bring them at least in line with those in English and science. Across the school as a whole pupils' progress is satisfactory. Records of pupils' achievements are well structured and staff use them well. They have had to be built up from scratch and consequently contain limited data at present.
- 33.3 The quality of teaching and learning is satisfactory. Relationships in classrooms are very positive and pupils work hard. Teachers explain clearly what they expect pupils to learn and with carefully selected activities build pupils' learning in progressive steps. Most lessons have good elements but there are also inconsistencies, particularly in the way work is matched to pupils' individual needs and how well the pace of the learning is promoted. The curriculum is satisfactory and developing well as teachers move from a programme of individual subjects to one that constructively links them together.
- 33.4 The school takes good care of pupils and is sensitive to their personal needs. Pupils' academic progress is assessed regularly and the information acted upon. Strategies that enable pupils to assess for themselves how well they are progressing are at an early stage of development and not yet fully effective. Pupils' behaviour is good and attendance is above average. They get on well and readily help each other, with older pupils taking good care of the younger ones. Pupils of all ages have a strong appreciation of right and wrong and show a clear sense of responsibility to the school and wider communities. Pupils feel safe and secure in school, happy in the knowledge that they can readily approach staff with any concerns they may have. They have a good understanding of what constitutes a healthy lifestyle and many take regular exercise. Pupils mature into sensible and personable young people who are a pleasure to talk with. They acquire a satisfactory range of basic skills in preparation for the future.
- 33.5 Leadership and management are good and the school runs smoothly. Effective systems are in place to check the school's performance and the scope and quality of the information gathered is increasing. Priorities for improvement reflect the school's most pressing needs. The school is still relatively new and continuing to change, but leaders and managers have skilfully addressed issues which could have slowed its inception, and have it in a good position to prosper and grow in the future. Governors play a full and active part in managing the school and support its development well. The school gives satisfactory value for money.
- 33.6 **Effectiveness of the Foundation Stage**
Grade: 2
The quality of provision in the Foundation Stage is good. Before joining Valley View

most children have had some pre-school experience but in a variety of settings. Good induction procedures ensure a smooth introduction to school. On entry to Reception children's knowledge and skills vary but are often a little below those typical of the age group. Teaching and learning are good. Carefully planned activities, closely matched to the needs of young learners, generate good progress. There is an appropriate balance between activities that children choose for themselves and those directed by teachers. By the end of Reception, children's attainment is broadly as expected for their age. Relationships in the classroom are happy and positive. Teachers take every opportunity to promote personal skills and children learn to share, work and play together well, help others and follow class routines. Teachers interact with children frequently and steer their language development carefully. This helps them to make good gains in communication and language. The Foundation Stage is managed well. Assessment procedures provide a clear picture of the progress children are making. The classroom environment is colourful and lively, stimulating children's desire to learn. Transition arrangements between Reception and Year 1 are satisfactory and the focus of further development.

33.7 What the school should do to improve further

- Raise standards in mathematics.
- Improve the quality of teaching and learning, particularly in ensuring work is planned to match individual pupils' needs.
- Increase pupils' involvement in assessing their own learning

33.8 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.

34 Rothwell Victoria Junior School (April 2008)

34.1 Grade: 3

This is a satisfactory school. It is rapidly improving as a result of concerted action by leaders and managers, which has had a decisive impact on raising achievement and improving the quality of teaching. Good quality care and support sustain pupils' personal development well. This is appreciated by a large majority of parents. The view of one parent typifies that of many: 'my son enjoys school, it is very friendly and staff know all the pupils'.

34.2 Pupils enter Year 3 with a broadly average range of skills. They achieve satisfactorily and are now reaching broadly average standards by the end of Year 6. Standards and achievement in speaking, listening and writing, however, are not improving as quickly as in other areas due to inconsistency in approaches to promote these aspects. Teaching is satisfactory and has some good qualities; for example, it is successful in capturing pupils' interest and motivating them to learn. However, the match of activity to pupils' needs and talents across all ability groups is not always accurate enough. As a consequence, the work set is not always sufficiently challenging. Regular marking provides praise but does not always supply sufficient guidance in terms of telling pupils precisely how to improve the quality of their work. The school now has enough good teaching from which to extract best practice and develop teaching skills further. Consequently, pupils' achievement is improving. The quality of learning support is also being enhanced through joint lesson planning sessions and well directed training.

34.3 Pupils' personal development and well-being are good. Pupils behave well, know

the difference between right and wrong and are acquiring the skills to successfully work together. They have good attitudes to work and are keen to participate in all school activities. Their satisfactory and improving attendance is a measure of their enjoyment. Pupils display a good understanding of different cultures and what it is like to live in a diverse community. Work that has been done to provide greater variety in the curriculum is contributing well to the improvements in pupils' progress and to their enjoyment. Provision for personal, social and health education, with an emphasis on the social and emotional aspects of learning, supports pupils' personal development well. Pupils are well cared for and they say they feel happy and safe in school. Effective mentoring for pupils with behaviour and attendance issues is helping them to meet the school's expectations. Successful partnerships with local schools and agencies create extra opportunities to engage pupils and their families, for example, through the recently completed on-site Sure Start funded centre. Parents of pupils with learning difficulties and/or disabilities especially appreciate the determination shown by staff to include their children fully in the life of the school.

34.4 Leadership and management are good. The school was well looked after whilst there was an acting headteacher. This successfully prepared the way for the recently appointed headteacher who has quickly established an atmosphere where staff feel valued and can contribute to school improvement. Accurate evaluation, though a little modest in relation to the impact of leadership and management, identifies the correct priorities for improvement. Governors' support and expertise is directed at school improvement. Everyone in the school shares the same ambitions and is working well as a team to help the school move forward. Good progress has been made since the last inspection and value for money, although satisfactory, is being strengthened as achievement rises. The significant impact school leaders have had on improving the quality of teaching, and achievement and standards demonstrates the school's good capacity to improve further.

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

- Improve achievement and standards in speaking, listening and writing.
- Ensure that all lessons provide a suitable level of challenge for pupils of all abilities and talents.
- Make certain that pupils know exactly what they need to do to improve their work.

A small proportion of the school 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.