

## REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 13 February 2009

SUBJECT: Annex 3: Ofsted Inspection Summaries

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### SUMMARY OF SCHOOL OFSTED INSPECTION REPORTS

#### 1 Aberford Church of England Voluntary Controlled Primary School (July 2008)

##### 1.1 Grade: 2

This is a good school. Pupils agree and say that the best things about their school are the 'sports' and the way that, 'Everyone is helpful and nice to each other.' This is why the school has a happy family atmosphere, behaviour is good and attendance is well above average. The school has an accurate view of its strengths and areas for improvement. It is building on its past successes and forging ahead successfully with its aim to raise achievement further and enrich pupils' awareness of cultural diversity.

- 1.2 Achievement is good. From broadly average starting points in Reception, pupils go on to reach above average standards overall by the end of Year 6 although in some year groups standards are well above average at the end of Year 6. In 2007 the school's overall results in national tests were in the top 10% in the country, confirming the upward trend of the last three years. However, results in national tests tend to vary depending on the mix of pupils in the very small year groups. Standards in mathematics are consistently slightly higher than those in English because throughout the school the subject is taught with a strong focus on problem solving. A concerted push since January on improving presentation, accuracy and writing longer pieces of work has had a marked impact on the quality of pupils' writing. Standards in English are rising rapidly as a result. Pupils say they 'work hard sometimes but some of the work is easy, especially reading and science.' They agree they work harder in mathematics 'because we have to think'. Their comments point to a relative weakness in the way pupils are taught. Teaching quality is undoubtedly good, because teachers have high expectations and hence pupils learn well overall. However, pupils are not given sufficient opportunities to work independently, to ask questions to which they want to find out the answers and to think and work things out for themselves. This means they tend to learn at the pace set by the teachers, who guide them through each stage of their learning. This weakness in teaching holds back pupils' achievement and especially that of the more able. Opportunities are also missed to give pupils responsibility for checking their own learning. Teachers' marking, especially in English and science, encourages but does not always give precise points for improvement. Therefore pupils are unsure exactly what they have to do to improve their work and tend to repeat mistakes. The missed opportunities for independent learning and for helping pupils to learn from their mistakes prevent achievement from being outstanding. Pupils with learning difficulties and/or disabilities and vulnerable pupils achieve well because they are given good individual support and guidance from

skilled teaching assistants. Provision for vulnerable pupils is good, with the role of the learning mentor playing a key part in successfully providing for a wide range of needs.

- 1.3 Leadership and management are good. Dynamic yet sensitive leadership by the headteacher results in staff having high aspirations and a strong sense of common purpose. Senior leaders check the work of the school carefully, which is why self-assessment is accurate and the school has a clear sense of direction. A revised leadership structure is helping to accelerate improvement through enabling leadership at all levels. It is also evident in the way the headteacher leads alongside staff, teaching in every class and leading by example. This means that changes are based on detailed knowledge and experience. For instance, rigorous assessment of pupils' progress highlighted the fact that boys, as well as outnumbering girls, generally do better. Teachers are currently trialling positive strategies to encourage girls, based on more accurate assessment of pupils' relative achievements.
- 1.4 Governance is good. Governors ask the right questions to hold the school to account for its actions. Their increased understanding of information from national test data and the school's own assessments has sharpened their awareness of the school's potential. While the majority of parents have very positive views a significant minority are more cautious, expressing concerns centring on teaching, learning and behaviour. The inspection judges all these areas to be good. Governors and staff are aware of the need to develop further the partnership with parents and to keep them closely informed. Planned changes to ensure that parents are more fully involved with their children's learning are timely and well judged. The school takes good care of its pupils and safeguarding fully meets current government requirements. Pupils are adamant, 'There is no bullying because we are all friends.'
- 1.5 Pupils have good awareness of the importance of fruit, vegetables and exercise to maintain health. They see their energetic play at break and lunchtimes as high spots of the day, especially since the school council purchased new play equipment. The role of the school council has developed considerably in recent months as they now have a budget and have learned to double it through 'match funding'. Pupils therefore have an increased say in what goes on at their school. All pupils have responsibilities. Pupils in Years 2 and 6 act as 'buddies' to promote friendship and pupils in Years 3 and 4 take turns to be playground equipment monitors. With their good literacy, numeracy and computer skills, and healthy competitiveness in sports, pupils are well prepared for their future lives. The school's ability to identify and tackle areas for improvement clearly demonstrates its good capacity to improve further.

## 1.6 **Effectiveness of the Foundation Stage**

### **Grade: 2**

From broadly average starting points children make good progress. By the start of Year 1 almost all are working securely within expected levels and a large proportion exceed them. Children make the best progress in personal, social and emotional development and in their communication, language and literacy skills, which are relative weaknesses when they first join the Reception year. They are well taught and develop into confident, articulate individuals as a result, capable of spending extended periods of time on one activity if it interests them. Opportunities are missed, however, to develop children's curiosity and independence through providing them with a wide range of thought-provoking activities both indoors and outdoors to extend their learning. Children set their own challenges but staff do not always follow their lead and this inhibits children's investigative skills. The provision is well led and managed by the headteacher. Progress has improved as a result of precise assessments of what children know and can do which are then used to plan the next steps in learning.

Children are well cared for.

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

- Give pupils, including children in the Foundation Stage, more opportunities to be active, independent learners so as to encourage their curiosity, develop their thinking skills and provide a greater level of challenge, especially for the more able pupils.
- Ensure that teachers' marking gives precise points for improvement and that pupils are involved in checking their own learning so that they know exactly what they need to do to improve their work.

2 **Allerton Bywater Primary School (May 2008)**

2.1 **Grade: 4**

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

2.2 The school is not effective and has failed to promote improvement since the last inspection. Although pupils' personal development is well catered for and pastoral care is very good, academic standards overall are too low. While children get off to a good start in the Nursery and Reception classes, and in the last two years have started Year 1 with standards that were above national expectations, these good foundations have not been built upon. Standards at the end of Key Stages 1 and 2 have been drifting downwards in recent years. The school has been slow to take action to halt the decline and as a result standards at the end of both of these key stages are currently below average and pupils' achievement is inadequate. Writing skills are weak and this hampers pupils' progress in other subjects, particularly science. The progress of those with learning difficulties and/or disabilities is also inadequate.

2.3 After a long period of turbulence, staffing is now more stable. Currently, there is a team of young enthusiastic teachers who contribute to an upbeat atmosphere that is recognised and valued by parents who say that staff are 'really helpful'. Although no examples of inadequate teaching were observed during the inspection, teaching over time has been inadequate and this is reflected in pupils' inadequate achievement. Currently in Key Stages 1 and 2, there is not enough good teaching to accelerate pupils' progress and help them catch up. Activities are not always matched precisely enough to pupils' needs which results in insufficient challenge, especially for the more able pupils.

2.4 The school has a strong track record of success in promoting pupils' personal development. Their behaviour is good because staff promote firm but fair discipline and ensure that the school is open and friendly. Pupils say, 'We all get on really well here.' They like school and make a good contribution to the school community. They have access to a satisfactory curriculum, and the extra activities, including the breakfast club, are enjoyed by all. The good programme for personal, social and health education ensures that pupils are well informed about how to keep healthy and safe. Adults know the personal needs of their pupils well. The pupil welfare team works hard, successfully providing the best possible pastoral support for vulnerable pupils and their families.

2.5 However, despite the good work to promote personal development and care, leadership and management are inadequate overall because there has been insufficient concentration on standards and achievement. The school has not gathered enough information about the standards pupils reach and has not focused sufficiently on the progress they make in lessons and over time. The school's view of its effectiveness is too positive because it does not analyse clearly enough the links between the quality of what it is offering pupils and why their standards and achievement are faltering. They are unable to pinpoint with enough accuracy the groups of pupils making insufficient progress. The recent appointment of an associate headteacher has strengthened leadership and management. In the very short time she has been in post she has worked very hard to try to address the many issues facing the school. Although middle managers including subject leaders are keen and committed, they have not had the opportunity to develop their management skills and are unable to provide the associate headteacher with much needed support. Consequently, she is trying to manage too many aspects of the school's work. The school is now starting to understand how to move forward and to plan for urgently needed improvements. However, these plans are in the early stage of development and there has not been time for them either to be fully implemented or to have a sustained positive effect on outcomes.

## 2.6 **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children start Nursery with skills that are broadly typical for their age. Children achieve well by the time they join Year 1. They usually reach standards that are above expectations, and in 2007 girls reached standards that were even higher. This is because teaching is good. Adult intervention is usually of good quality and develops children's thinking and their language skills. The provision for teaching communication, language and literacy, mathematical development, and knowledge and understanding of the world is planned well. This ensures that tasks are carefully matched to children's needs and children of all abilities are able to make good progress. However, the curriculum is satisfactory overall because some child-initiated tasks are not sufficiently exciting and challenging. Children are very well cared for in both the Nursery and Reception classes. Parents report that their children are extremely happy and typically talk about the 'friendly caring atmosphere'. At present, the associate headteacher manages the Foundation Stage and this contributes towards her unrealistically heavy load.

## 2.7 **What the school should do to improve further**

- Raise standards and accelerate achievement in Key Stages 1 and 2 particularly in writing.
- Rigorously monitor pupils' progress in order to identify and eradicate underachievement.
- Ensure that teachers use assessment information more effectively to make sure that work is precisely matched to pupils' needs and provides effective challenge for all pupils including the most able.
- Ensure that management roles and responsibilities are more equitable and that middle managers are empowered to make a full contribution to leading and managing the school.

## 3 **Asquith Primary School (May 2008)**

### 3.1 **Grade: 2**

Asquith Primary is a good school with some outstanding features. The outstanding quality of both the Foundation Stage and the personal development and well-being

of pupils provides a strong basis for the development of independent and mature young people who enjoy their learning and are proud of their achievements.

- 3.2 The school has excellent partnerships with parents and outside agencies to promote pupils' well-being. Pupils are very well cared for and provision for vulnerable pupils is outstanding. Pupils' sense of responsibility towards each other in school and their understanding of the needs of the whole school community are very good. Their spiritual, moral, social and cultural development is outstanding. Pupils behave exceptionally well and there has recently been a substantial improvement in school attendance. Their commitment to healthy lifestyles is superb.
- 3.3 The good leadership and management team is led by an outstanding headteacher who shares her vision of an inclusive school where everyone will succeed very effectively with staff and governors. All work hard to implement this vision and develop a strong school ethos based on care, learning and enjoyment. The team has effectively established a new school by researching best practice in other schools and establishing very good procedures for school organisation and monitoring. Quality is maintained by frequent comparisons with other schools particularly in relation to standards because, as a new school, it does not have enough data of its own for comparison. The school's regular, effective evaluation of its performance enables it to grow successfully. This process recently identified the need for the training of subject leaders; sound progress is being made in this aspect already. The budget is well managed and the school provides good value for money.
- 3.4 Pupils attain standards in line with national expectations in English, mathematics and science in both Key Stage 1 and Key Stage 2. They achieve well in relation to attainment on entry to the Nursery, which is below the nationally expected levels for their age. Pupils with learning difficulties and/or disabilities and vulnerable pupils make similar progress to other pupils in response to the good quality of support they receive. Good teaching enables pupils to learn well and make good progress, partly because their achievements are evaluated well. However, there is some inconsistency in the quality of teaching. It ranges from outstanding to satisfactory, so progress in some classes is better than in others. Furthermore, the quality of marking and the use of learning targets are variable. In some classes they are exemplary and help pupils to understand what they need to do to improve their work but in other classes marking and target setting are less helpful.
- 3.5 Pupils' progress is well supported by a good, well constructed curriculum that develops a good range of skills. The introduction of specialised programmes of work to teach letters and their sounds in the Foundation Stage is now working its way through Key Stage 1 and is producing significant improvements in all aspects of literacy. The school has made noticeable advances since it was opened and has a good capacity to improve even further.
- 3.6 **Effectiveness of the Foundation Stage**  
**Grade: 1**  
Children make outstanding progress. They make large gains in reading, writing, speaking and listening. Meanwhile, the more recent emphasis on role play linked to number has enabled children to make similar progress in their mathematical skills. The first-rate leadership and management of the Foundation Stage together with very effective teaching and high quality provision also enable children to make very swift progress in relation to their personal, social and emotional development. By

the end of the Foundation Stage they are confident pupils who enjoy talking about their achievements. Most attain the expected standards and a minority exceed them. Children with learning difficulties and/or disabilities also make very good progress as they are extremely well supported because teachers make excellent use of the skills of teaching assistants and nursery nurses. Planning is thorough and the assessment and tracking of children's progress is exemplary. The learning environment is stimulating and well resourced. The outdoor play area is very well developed and reflects the quality of the indoor area. It is very well used by children. Work is marked thoroughly and children have targets that they understand. They enjoy earning rewards for achievement and this motivates them to become involved in their learning and to develop their independence. They play happily together and keep the work areas tidy. Staff take exceptionally good care of children, so health, hygiene and safety are high priorities enabling them to learn in a safe and harmonious environment.

### 3.7 **What the school should do to improve further**

- Improve the quality of some teaching so that it reflects the best practice in the school.
- Ensure that pupils, from Year 1 onwards, are made consistently aware of what they have achieved and what they need to do to improve their work.

## 4 **Austhorpe Primary School (November 2008)**

### 4.1 **Grade: 3**

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. The school now provides a satisfactory education for its pupils and some aspects of its work are good. Good leadership has proved effective in tackling weaknesses and leaders and managers have a very clear view as to what to do next to make further improvements. This gives the school good capacity to improve.

4.2 Monitoring and evaluation are rigorous and used well to identify priorities, set targets and to check on progress. There is a common sense of purpose shared by staff. Senior leaders encourage and support teamwork, helping staff to work in partnership with other colleagues and to feel more confident. The governing body has a clear and shrewd understanding of the school's strengths and weaknesses and of the actions needed to secure further improvement.

4.3 The quality of teaching has improved and is good because of the effective management focus in this area. This good teaching has accelerated pupils' progress. In the best lessons, teaching is lively and animated and exciting activities allow pupils to investigate problems and to think for themselves. Accurate assessment of pupils' skills has been used to good effect to raise standards. For example, following an initiative to boost pupils' writing, this has improved considerably. Pupils reach standards that are above average at the end of Year 6. However, at present pupils' achievement is satisfactory overall as they are still overcoming the effects of previously weaker teaching. Challenge for higher attaining pupils, is not consistently strong enough to help them reach the high levels of which they are capable. Pupils with learning difficulties and/or disabilities make the same satisfactory progress as other groups.

4.4 Pupils' spiritual, moral, social and cultural development is satisfactory overall. Their social and moral development is good but their understanding of Britain as a diverse society is limited, as is their experience of cultures other than their own.

Pupils' positive attitudes to school are reflected in their above average attendance. They have a good understanding of how to stay safe and reflect this in their sensible approach to all aspects of school life. Although often enthusiastic, pupils' enjoyment varies, because the curriculum and lessons do not always interest them fully. Pupils are capable of taking on responsibilities and contribute to the wider community, as the excellent Year 6 'Hope for Harry' campaign shows. However, they do not have regular opportunities to use their initiative or to show such leadership skills and this limits the extent of their contribution to the wider community. The curriculum is effective in ensuring pupils get a good grounding in the basic skills of literacy, numeracy and in the use of information and communication technology (ICT). Although their literacy, numeracy and ICT skills are well developed, the development of independence and leadership skills are weaker.

4.5 Leaders secure pupils' health and safety well. Procedures for safeguarding pupils meet requirements. The school is supportive and every child is cared for well. Pupils' work is marked regularly. This, along with individual and whole-school targets, provides pupils with suitable guidance as to how to improve their work. Increasingly, the school is working in partnership to secure pupils' well-being and to extend their horizons.

#### 4.6 **Effectiveness of the Early Years Foundation Stage**

##### **Grade: 2**

Children join the Reception class with skills that are typical for their age. Good teaching ensures they make good progress. By the end of the Reception year, most children are working securely at the levels expected for their age and a significant number achieve beyond this. Last year, good use of accurate assessment information highlighted a relative weakness in writing. As a result, an increased emphasis with the current Reception class on linking sounds and letters has ensured that children are getting off to a good start in language and literacy. The Reception classroom is well organised to allow children to experience all of the areas of learning, both indoors and outside. Adults are effective in engaging individuals and groups in exploration and play. However, opportunities for children to initiate their own learning are less well developed. Children are well cared for and this ensures they settle quickly into class routines and school activities. Good leadership and management enable all adults to work well together. This ensures children achieve well in Reception.

#### 4.7 **What the school should do to improve further**

- Increase the consistency of challenge for higher attaining pupils.
- Provide more opportunities in the curriculum to promote pupils' enjoyment and interest in learning.
- Enable pupils to show greater independence, responsibility and initiative in order to help them extend their contribution to the community and further develop the skills they will need for future life.
- Extend pupils' understanding of cultures other than their own.

A small proportion of 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.

### **5 Beeston Hill St Luke's Church of England Primary School (June 2008)**

#### 5.1 **Grade: 1**

This outstanding school provides excellent value for money. Since its previous

inspection, it has gone from strength to strength and responded amazingly well to the many new challenges it has faced due to a changing social setting. It is a very welcoming and purposeful school, where pupils thoroughly enjoy their education and work and play together in total harmony. Although so very close to the city centre and to a major motorway network, the school provides an oasis of calm. Pupils play outdoors in complete safety among the natural green surroundings that have been lovingly shaped and created over the years for their benefit. It is little wonder that parents think very highly of the school and that pupils look so happy and say that they enjoy coming.

- 5.2 Pupils' achievement from their widely varying starting points is outstanding. This is because the school sets them challenging learning targets, and very enthusiastic, hard-working teachers take every step necessary to ensure that they reach them. Careful financial planning means that pupils are taught in small classes, small groups or even have individual help if they need it. Well trained support staff make a considerable contribution to the outstanding quality of teaching, learning and the curriculum. Consequently, pupils' progress is often rapid, and they reach broadly average standards at the end of Years 2 and 6. The curriculum places great emphasis on ensuring that pupils learn basic literacy, numeracy, speaking and listening, and information and communication technology (ICT) skills. This is why pupils are very well placed to succeed in the future.
- 5.3 A growing proportion of pupils go beyond the level of attainment expected for their age, as shown by the improvement in unconfirmed results of recent Year 2 assessments in reading, writing and mathematics, and in the school's records of the attainment of pupils currently in Year 6. Gifted and talented pupils do as well as they possibly can because staff go that extra mile to push them on as far as they can go, including when they transfer to secondary schools. Pupils with learning difficulties and/or disabilities, pupils who need help to speak English and pupils arriving partway through this stage of their education make outstanding progress. This is because of the excellent care, guidance and support they receive that help them to overcome barriers to their learning. Partnerships with others, such as other schools and outside agencies, contribute significantly to the school's determined approach to catering for pupils' specific needs.
- 5.4 Pupils' outstanding personal development and well-being stem from the united approach of all adults to setting high expectations and rewarding pupils for their efforts. Pupils understand and follow school rules. Members of the school council, for example, explain why 'no contact' (physical) is best, and say that they are free from bullying. Pupils' behaviour is exemplary and their attendance continues to improve. They know how to stay healthy and safe. At lunchtime most pupils select fruit, vegetables and salad and many who eat packed lunches bring healthy options. They love running around outside, playing games, using equipment or just enjoying the wealth of physical activities they can select from. Pupils enjoy making a contribution to their school and wider community. They talk with enthusiasm about recycling, litter prevention and raising funds for charities and repairs to the church roof. They are very proud of the new toilets they helped to plan.
- 5.5 Leadership and management are outstanding. A key factor in pupils' excellent achievement is the cheerful, inspirational, energetic and devoted leadership of the headteacher. Staff love their jobs and enjoy playing their individual and collective parts in the school's continuing development. The deputy headteacher makes an equally impressive contribution to the school's success, and other senior staff are key players in ensuring that no stone is left unturned when it comes to pupils'



learning and welfare. Teamwork is at the very heart of the school's leadership and management, and the keenly reflective, shared approach of the headteacher and deputy headteacher ensures that pupils' needs are never overlooked.

5.6 This is a school that does not rest on its laurels. There are clear plans in place and firm action is already being taken to tackle even the smallest weaknesses. Strenuous efforts are being made to succeed with plans to replace the old Nursery premises and provide up-to-date accommodation on the main school site. When taking account of the many challenges faced by this school, improvement since the previous inspection is outstanding.

#### 5.7 **Effectiveness of the Foundation Stage**

##### **Grade: 1**

When children start Nursery, their skills are poor, especially in personal, social and emotional development and in communication, language and literacy. This represents a decline since the previous inspection. As a result of outstanding leadership, management, teaching and learning, children make exceptional progress from their varying starting points. At the end of Reception, most reach the goals set nationally for children of their age - a remarkable achievement! Staff are clearly focused on getting children talking. Many positive and caring adults and a wealth of exciting activities to talk about ensure that children soon feel confident to answer and ask questions. Staff are determined to work together as a strong team and to overcome the problems of working on two sites. As a result, children settle quickly into Nursery and overcome any fears of moving over the road to Reception when they start full-time school. Staff make the most of the old Nursery premises, and do not allow children's enjoyment to be hampered by lack of up-to-date facilities. Consequently, children come happily, learn to get along with other children and adults and start Year 1 with the skills they need to make a successful start with more formal work.

#### 5.8 **What the school should do to improve further**

- The school has no major issues for improvement.

### **6 Brownhill Primary School (June 2008)**

#### 6.1 **Grade: 3**

The school provides its pupils with a satisfactory standard of education. There are good features to its work, which include notable strengths in the personal development of its pupils and in the provision of high quality care. The headteacher, governors and other staff know that their key task is to raise standards and they are working hard to make sure that all pupils make the progress that is expected from their well below average starting points.

6.2 Standards at the end of Years 2 and 6 are well below average. However, pupils' achievement is satisfactory from their low starting points on entering the school, when language skills are particularly weak. As pupils move through the school, progress in mathematics is faster than in English. However, work still remains to be done to bring the standards in both subjects up to at least average levels.

6.3 The related factors of below average rates of attendance and frequent disruption to the school's population adversely affect the rate of pupils' progress. The school makes strenuous efforts to try to ensure pupils come to school regularly. A range of strategies is used to encourage parents to make their children regular attenders. Improvements have been made in the attendance rate this year although it remains

stubbornly below average. The pupils who attend regularly and stay at the school for a sustained period of time make satisfactory progress and some do better.

- 6.4 The school provides a supportive and caring environment for all pupils. It is highly effective in promoting pupils' good personal and social development, on which the parents place a very high value. By Year 6, many pupils are mature and confident individuals. They readily accept newcomers as members of their community in all aspects of school life. They are happy at school because they like their teachers and appreciate the orderly atmosphere. They are proud of the very good relationships they have with one another and with the adults in the school.
- 6.5 Most pupils have many barriers to overcome in order to make satisfactory progress in their learning, particularly with regard to their language skills. The quality of teaching is satisfactory. Careful monitoring and evaluation help to ensure that much of the teaching is good. However, the quality is not consistent and pupils' progress is not as fast as it might be. Progress is best when teachers match work closely to pupils' needs. Teachers have developed good relationships in the classroom by managing pupils' behaviour confidently and effectively. This has secured firm foundations for putting a clear focus on the promotion of pupils' learning. The school has developed and is refining assessment and tracking systems, enabling the identification of pupils who need extra support or additional challenge. However, information is not always used with enough rigour to identify precise, expected improvements in the progress of individual pupils. Academic support offered to pupils in order to help them improve their work is not yet consistent throughout the school. Marking does not always help pupils understand what they must do next and, although many pupils are aware of their targets, they are not always clear about how they can achieve them.
- 6.6 Leadership and management are satisfactory overall. The good leadership of the headteacher inspires others and so senior leaders form a cohesive team and share a clear vision for the school's future development. The headteacher and senior staff give a strong lead and are determined to bring about improvements, although they understand that there is still some way to go. Monitoring procedures are thorough and extensive, giving the school a generally accurate view of its strengths and areas for development. However, the use of the information gathered is not always as effective as it could be. Action taken to remedy identified weaknesses in the quality of teaching has not been effective in bringing about improvement quickly enough.
- 6.7 In recent years the school has had to deal with an increased proportion of pupils with learning difficulties and/or disabilities, a significant number of pupils with complex social and emotional needs and high numbers of pupils who have joined and left the school during the course of the school year. The positive impact of the action taken to maintain an orderly, supportive and positive climate for learning against a background of difficult and challenging circumstances indicates that the school has good capacity to bring about further improvements. The school is now well placed to strengthen its focus on achievement and standards and enable its pupils to make better progress in English and mathematics.
- 6.8 **Effectiveness of the Foundation Stage**  
**Grade: 2**  
Most children join the Nursery class with low level skills; their language skills being particularly underdeveloped. Children achieve well and make good progress from their individual starting points so that by the end of Reception, standards,

especially in communication, language and literacy, have improved; although these remain well below those expected for their age. Improvements are as a result of the Foundation Stage staff providing carefully designed activities to develop language skills.

- 6.9 Most children who attend regularly and stay for the whole of Foundation Stage reach their early learning goals. This represents good achievement from their low starting points. A high priority is given to developing positive attitudes towards learning and this is reflected in the calm atmosphere that encompasses this key stage.
- 6.10 The Nursery is particularly attractive and it benefits from very high quality resources, which adults use well to provide exciting and imaginative play opportunities for all children. In the Reception class teachers' expectations of children's learning are clear and lessons are focused on individual needs, helping to develop language and communication skills. However, some areas are not as well resourced, for example, the home corner, and the rate of development in some areas of learning slows.
- 6.11 The inclusive curriculum meets the very diverse needs of individual pupils. The children are able to enjoy a wide range of activities, both child and adult initiated, in a safe and secure environment. Clear assessment procedures enable staff to gain an accurate understanding of children's strengths and what they need to do next to improve.

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

- Raise standards and achievement in English and mathematics.
- Ensure that the work in lessons is matched to all pupils' needs in order to extend their learning.
- Ensure that assessment procedures identify expected improvements in individual pupils' progress and that marking helps pupils to understand what they need to do to improve their work.

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.

**7 Chapel Allerton Primary School (October 2008)**

7.1 **Grade: 3**

Chapel Allerton Primary School provides its pupils with a satisfactory and improving education. It has strengths in the good personal development of pupils and in its effective partnership with the local community. A key success is the way that pupils are taught to appreciate and respect the rich and diverse cultures that are represented at the school. The school makes a positive contribution to creating a cohesive community. There are many opportunities for pupils to be involved in the local community, such as visiting the local library and senior citizens' homes, and taking part in the 'Chapel Allerton Festival'.

- 7.2 There have been many staff changes and staffing difficulties following the previous inspection and, as a result, the school has not been as successful as it wanted to be in addressing some of the key issues. These staffing difficulties have been a contributory cause of the variability in pupils' progress and the quality of teaching and learning. Nonetheless, the school is recovering well from this turbulent time and is now back on track and progressing well.

7.3 Pupils make satisfactory progress overall. They start in Year 1 with skills and knowledge that are usually typical for their age, and standards are average when they leave in Year 6. Between Year 1 and Year 6, however, progress and standards are inconsistent from year to year and across subjects. This unevenness is linked to variability in the quality of teaching, which is satisfactory overall. Where progress is good, it is because lessons are interesting and provide appropriate challenge for pupils. Progress slows down in some year groups because work does not sufficiently inspire or stretch all pupils; this is particularly the case for some of the more able pupils who do not always make the progress that they could. Standards at the end of Year 2 declined between 2005 and 2007 but have recently begun to rise again. The standards reached by pupils who speak English as an additional language, particularly Pakistani speaking pupils, are generally lower than other groups, but their progress is nonetheless satisfactory. The standards reached by Year 6 pupils in 2007 improved and 2008 un-validated results show further improvements, particularly in reading, where a large majority attained expected levels. In writing, however, standards lag behind, with a lower than average proportion reaching the higher levels. The achievement of Black and mixed heritage pupils has been an area of development for the school and recent improvements show that this group of pupils has been well supported. In 2008, provisional results show that they reached similar standards to their peers.

7.4 The satisfactory curriculum is enriched by an interesting range of after-school activities. The school has recently begun to reorganise the curriculum to ensure that it better reflects and interests the school's diverse pupil population. To this end, there has been an interesting array of visits, visitors and dance, music and art activities. However, this work is not yet embedded in the day-to-day curriculum. Interactive whiteboards are used to make learning interesting and some good use is made of the computer suite, where pupils practise their information and communication technology (ICT) skills in different subjects.

7.5 Leadership and management are satisfactory overall and the school runs smoothly on a daily basis. Systems for self-evaluation are effective and the school has accurately assessed its current strengths and areas for improvement. Resources are managed efficiently and the school provides satisfactory value for money. Whilst some subject leaders are driving forward change and raising standards, this is not the case in all areas. Sometimes there is insufficient focus on checking the work and standards reached by pupils, and on the required actions likely to bring about improvements.

#### 7.6 **Effectiveness of the Early Years Foundation Stage**

##### **Grade: 3**

The provision for pupils in the EYFS is satisfactory and improving, and children make satisfactory progress overall. Children join with skills and knowledge that are broadly in line with what is typical for their age. However the range of skills and knowledge are wide and varied. They make satisfactory progress in most areas of learning with some good gains in their personal and social development and in their knowledge of letters and sounds. Progress is slower in some aspects of mathematical development and writing. An increasing number of children are starting the EYFS with English as an additional language. Language development is a priority and there is a strong focus on encouraging pupils to be able to speak and listen clearly. Leadership of the EYFS is good. The recently appointed EYFS leader has brought about many positive changes to the learning environment, and a comprehensive system of pupil assessment, that is being used to plan activities

to meet the needs of each child. Provision for outdoor play is good. There are opportunities for climbing, and role play, and a good blend of child and adult-led activities. Children play confidently on their own and with others. Play is harmonious and pupils from all backgrounds relate positively to each other. Procedures for ensuring the welfare of pupils are in place and good behaviour is encouraged. Pupils with specific needs are quickly identified and supported in an inclusive environment.

#### 7.7 **What the school should do to improve further**

- Improve the attainment and progress of the most able pupils, particularly at Key Stage 1, and in writing across the school.
- Improve the quality of teaching so that more is consistently good or better.
- Ensure that all subject leaders are more effective in monitoring and influencing practice to raise standards across the school.

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.

### 8 **Cobden Primary School (June 2008)**

#### 8.1 **Grade: 2**

This is a good and improving school. The recently appointed headteacher, ably supported by her newly appointed effective leadership team, is the driving force that has led to improvements in standards and achievement. Her clear sense of purpose, quiet authority and determination to enable all pupils to be as successful as possible, is central to the success of the school. There is now a clear focus on rigorous assessment and on regularly checking pupils' progress. The information gained is used well to set challenging targets, identify any possible underachievement and to celebrate success. School data, which has been carefully monitored by the local authority, show that pupils make good progress. Even so, standards in reading, writing and mathematics are below average by the end of Year 2. It is recognised by the leadership that a few pupils could do better. Currently, overall standards in Year 6 are broadly average and pupils' achievements are good.

8.2 Pupils' personal development is good. Children make a fine start in the Nursery and Reception classes, making good progress, especially in their social and personal skills. Most pupils enjoy school and have good attitudes to their work. They respect each other and are invariably polite. Most pupils behave well. They work well in groups and relationships are strong because of the school's good promotion of their personal and social development. Pupils know how to live healthily and to keep safe. They contribute well to the school community through the effective school council. For example, pupils enthusiastically use the play equipment at break that the school council suggested should be purchased. Parents are comfortable working with the school because of the 'open door' policy introduced by the headteacher. Many speak highly of how the school has helped their children develop personally and academically. It is clear that pupils feel safe and well cared for. Attendance is below average with a particularly high proportion of unauthorised absence, despite the school's strenuous efforts to improve the position.

8.3 Pupils learn effectively because they are well taught by enthusiastic teachers and support staff. Pupils know their learning objectives, their targets and what they need to do to achieve these, because of the good advice teachers provide. The

introduction of booster groups to focus on improving the attainment of pupils who need more individual support has been successful in raising their achievement. Pupils with learning difficulties and/or disabilities make good progress as their specific needs are clearly identified and effective measures put in place to help them. The curriculum is good. There is a wide range of experiences for pupils to enjoy. For example, theme days such as one that was related to Africa enable pupils to increase their excellent understanding of other cultures. The calm and supportive atmosphere in assemblies also helps to promote very well pupils' outstanding spiritual development.

#### 8.4 **Effectiveness of the Foundation Stage**

##### **Grade: 2**

Children enter the Nursery with skills that are well below those expected for their age. Their language and social skills are particularly weak. Children make good progress because of well planned provision and effective leadership and management. All staff work efficiently as a team to meet the needs of each child in their care. There is, for example, a strong emphasis on providing play to help children develop their social skills. By the end of Reception, many children achieve the nationally expected learning goals in their personal and social development. However, their writing skills and their ability to calculate are relatively weaker. Learning is made enjoyable so that children concentrate well on their chosen activities, listen attentively and are keen to answer questions. Occasionally, adults miss opportunities to fully promote children's speaking skills or to challenge them fully. Children enjoy using the spacious outdoor area which is used well to provide additional valuable experiences in all areas of children's learning.

#### 8.5 **What the school should do to improve further**

- Raise standards for average and higher-attaining pupils in reading, writing and mathematics in Key Stage 1.
- Improve pupils' attendance and reduce the amount of unauthorised absence.

### 9 **Colton Primary School (June 2008)**

#### 9.1 **Grade: 2**

This is a good school with many outstanding features. The senior leaders provide a clear vision and direction for improvement. Consistently high standards reached by pupils at the end of Year 6 result from the dedication and hard work of the staff, effectively supported by governors. An extremely caring and supportive school community underpins pupils' outstanding personal development. The school's commitment to the needs of local families is reflected in the range of activities before and after school. Parents are pleased with what the school has to offer and the progress their children make.

9.2 The headteacher, supported ably by staff, is determined to improve all aspects of pupils' academic achievement. As a result of setting challenging targets standards are consistently high by the end of Year 6. This same robust approach is now being applied in Years 1 and 2 where standards have not been as consistent in recent years and were broadly average in 2007. From starting points that are typical for their age children achieve well in Nursery and Reception. By the end of Year 2, overall achievement is satisfactory. Whilst standards are improving in reading and writing, too few pupils are reaching the higher standards expected for their age. The pupils' improved rate of progress in reading and writing is the result of teachers more closely matching tasks to their needs and interests. Achievement is good by the end of Year 6 and stems from good quality teaching. Standards in

the current Year 6 remain high, as in previous years, with mathematical skills exceptionally high. Strategies and initiatives adopted to boost standards in English further, to match those in mathematics, are having a positive impact.

9.3 Pupils are very happy and display a great deal of enthusiasm for all that the school does. This is reflected in their excellent attendance. Behaviour and relationships in lessons are outstanding and pupils adopt very safe attitudes in and around school, for example, when using the adventure play equipment. A wide range of celebration events, first-hand contact with visitors and visits, including residential trips, give pupils a firm understanding of themselves and their place in the wider world. Pupils' high standard of academic and personal skills, by the end of Year 6, prepare them extremely well for their responsibilities and experiences in a diverse society.

9.4 The outstanding curriculum helps pupils of all abilities enjoy their work and achieve well in many subjects. Experience of other cultures and beliefs helps pupils develop respect and tolerance for difference. Where necessary the curriculum is effectively adapted to provide a closer match to pupils' specific individual needs to make certain all do as well as they can. The successful use of personal learning logs gives pupils opportunities to spend time extending their talents and build on their own interests. Care, guidance and support are excellent and are underpinned by an extremely strong family atmosphere. This includes high quality support for pupils with learning difficulties and/or disabilities to ensure they make at least good progress.

9.5 Leadership and management are good. Recent appointments have strengthened the senior leadership. This hard working dedicated team recognise that their skills can be further refined in order to help the school realise its high aspirations. Governors play a full part bringing strong support and expertise to school development. There has been good progress since the last inspection and the school has a good capacity to continue to move forward. The school provides good value for money.

#### 9.10 **Effectiveness of the Foundation Stage**

##### **Grade: 2**

Children start school with skills and knowledge typical for their age. They settle in quickly and enjoy their learning. Children make good progress and standards at the end of Reception are above those expected for their age. Parents appreciate the value of the close relationships with staff which they recognise gives their children valuable early confidence. It is typical of parents to appreciate the well-managed transition from home to school, which is, 'smooth and easy'. Close attention to the welfare of each child reflects the commitment to high standards of care and security. Every effort is made to ensure activities are interesting and enjoyable. There is a good balance between adult led activities and those that children choose for themselves. Adults encourage and support learning well with good emphasis placed on developing their listening skills, which are weak for some children. On occasions, opportunities for children to learn independently are not always purposeful enough or children leave an activity and spend too much time deciding what to do next. This is particularly the case in outdoor learning. Staff set high expectations of learning and behaviour. Thorough assessment, using recorded observations of the progress that children make, helps staff plan what to do next. The Foundation Stage is well led and managed.

#### 9.11 **What the school should do to improve further**

- Improve standards and raise pupils' achievement in reading and writing in Years 1 and 2, particularly for the more able.

## **10 Ebor Gardens Primary School (September 2008)**

### **10.1 Grade: 1**

This is an outstanding school. Parents, carers and pupils agree, as shown in the very positive response to the inspection questionnaire and pupils' comments such as, 'Fantastic, best school and cool, very cool'.

10.2 Outstanding leadership and management underpin the school's success and its growing reputation in the local community. The headteacher, supported exceptionally well by the deputy headteacher has achieved much in the last two years in the face of challenges such as the rising proportion of pupils from countries affected by war and growing number of pupils who have English as an additional language. The school also copes well with the significant mobility of pupils. In the current Year 6, for example, only half the pupils have remained in the school from Year 2. The headteacher's dynamic approach, dedication and determination to make a difference help the school to meet and overcome the challenges each day brings.

10.3 The very high mobility of pupils and high proportion of pupils with specific learning difficulties mean that there is not a consistent pattern in the standards reached from one year to another at the end of both key stages. However, by the end of Year 6, standards are broadly average in English, mathematics and science. The school's exceptionally detailed tracking of pupils' progress clearly demonstrates that pupils' achievement from their very low starting points is outstanding. Pupils who have remained at the school from Year 2 do particularly well, benefiting from the support provided in the literacy and numeracy instructional groups. Pupils from Year 2 to Year 6 are grouped for English and mathematics lessons after an assessment of their reading skills. This ensures that all pupils, including those at the early stages of learning English, are provided with the support they need to succeed.

10.4 By the end of Year 2, standards also vary quite significantly but overall pupils make good progress in Key Stage 1. However, standards in reading and writing are typically below those reached in mathematics. The school has recognised the importance of raising standards, particularly in reading and writing and has invested heavily in providing two teachers and two teaching assistants for the Year 1 class. This is enabling all pupils, but especially those new to English and the many with learning difficulties to continue to benefit from the close support of adults which they had in the EYFS. It also enables staff to continue to provide a curriculum which more closely meets pupils' needs and incorporates many aspects of the EYFS curriculum. It is too early to evaluate the full impact of this provision on pupils' standards.

10.5 The impact of teaching on learning is highly effective. Detailed evaluations of how well pupils are doing every eight weeks and the excellent range of support programmes for those identified as falling behind are significant factors in the exceptional progress pupils make during their time in school. Specialist language teachers effectively support those learning English and highly trained support staff make a major contribution to a range of programmes designed to accelerate learning.



- 10.6 Pupils' personal development is outstanding. The school's contribution to community cohesion is excellent. Pupils from all backgrounds are welcomed and fully included in all the school has to offer. The wide cultural diversity is appreciated and valued. Excellent opportunities are provided for pupils to mix with, learn from and find out about those from different backgrounds. Pupils in Year 3, for example, compared the things they would pack as evacuees from the Second World War with things refugees moving to their school actually brought with them. Behaviour is exemplary. Excellent relationships exist between pupils and between pupils and staff. There is a strong sense of belonging within the school community and staff are quick to recognise and celebrate pupils' considerable achievements. Attendance is below average, despite relentless efforts to improve it. The school has worked effectively with parents and agencies to improve the attendance of a number of persistent absentees with some success, but a minority continue to adversely affect the overall levels of attendance.
- 10.7 Teachers' enthusiasm is infectious and has a very positive impact on pupils' attitudes and progress. 'Our teacher is excellent!' commented one pupil proudly. All staff plan effectively to meet the diverse needs of their pupils and make good use of the computers based in their classrooms and the new electronic whiteboards to enhance pupils' learning. The school is developing a creative, exciting curriculum in order to enthuse and motivate pupils, promote learning and raise standards. There is a good emphasis on gaining literacy and numeracy skills. Effective links between subjects enable pupils to draw on skills they have gained from all areas of the curriculum. Year 6, for example, thoroughly enjoyed their Tudor day with the music team staff as they learnt a Tudor dance and prepared to re-enact the battle of Bosworth. A varied range of after-school clubs, visits, including a residential visit and Spanish and French sessions further enhance pupils' learning experiences. Pupils develop an excellent awareness of healthy lifestyles and are keen to take part in an extensive programme of physical education, games, swimming and sports.
- 10.8 Care, support and guidance are outstanding. Safeguarding procedures are securely in place. Strengths include the transition arrangements for children from Reception to Year 1, the highly effective roles developed for the learning mentor and family liaison officer (FLO) and the excellent assessment of pupils' progress. The latter triggers involvement in the relevant support programme for pupils. Provision for pupils with learning difficulties and/or disabilities is another strength enabling pupils to do exceptionally well. All pupils have challenging targets which support their personal and academic development.
- 10.9 The headteacher, staff and governors share a common vision and all are keen to see the school improve further. All have a very good understanding of the school's strengths and areas which need to be developed. The monitoring of standards and achievement is a strong aspect. Representative teams have been established to evaluate the school's performance and, in particular, the quality of teaching and learning. Governance is good. Governors are very supportive and keen to do their part in helping the school to evaluate its effectiveness. The school provides outstanding value for money and has an excellent capacity to improve further.
- 10.10 **Effectiveness of the Early Years Foundation Stage**  
**Grade: 2**  
Children enter school with skills that are significantly lower than those normally expected for their age. Their speaking skills and social skills are very poor. By the end of the Reception, despite making good progress their skills remain below

expectations. As at the end of Key Stage 1 and 2, children's skills can vary significantly due to the make up of the cohort and mobility. Children are extremely well cared for. They benefit from the very favourable pupil to adult ratio and well managed provision which enables them to achieve well. Individual children have the encouragement and attention they need to help them settle into school and enjoy the good range of exciting and challenging activities provided for them. Occasionally, staff miss opportunities to encourage and develop children's speaking skills. Sometimes, children are just too excited to listen and respond. The spacious indoor and outdoor learning areas are well organised and used effectively. Despite the rain, children outdoors were totally engrossed in building a new supermarket, loading and unloading the cement mixer and using wheelbarrows to carry bricks and sand to the building site. Finding a dinosaur bone in the sand prompted a useful discussion about the kind of dinosaur it came from. Leadership and management of the EYFS are good.

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

- Raise standards in reading and writing by the end of Year 2.
- Improve attendance, particularly of those pupils who are persistently absent.

**11 Greenmount Primary School (November 2008)**

**11.1 Grade: 1**

This is an outstanding school. The great majority of parents agree with that statement. They say that their children make excellent progress here and are very happy. Children enter the Nursery class with knowledge and skills well below those expected. A very large proportion of those who join the school in Years 1 to 6 also arrive with standards that are well below average. All pupils make outstanding progress from their starting points and, by the end of Year 6, their overall standards are average. Pupils' strongest attainment is in mathematics, where standards are above national averages. Pupils are very good at using their numeracy skills to successfully and independently solve problems. In pursuing their ambition to raise standards further, the school's leaders have focused very effectively on improving pupils' writing skills. This has raised standards in English and also the quality of pupils' written work in other subjects. However, a reflection of the pupils' weak skills on entry is that, despite making outstanding progress in Reception and in Years 1 and 2, they still leave Year 2 with below average standards. Pupils' overall excellent progress is continued through Key Stage 2 and, by the end of Year 6, pupils' attainment matches national averages overall. The needs of the pupils who find it difficult to master basic literacy and numeracy skills and those who are at an early stage of learning to speak English, are carefully identified and provided for very effectively. As a result, they also make outstanding progress.

**11.2** Pupils benefit from consistently good and often outstanding teaching. Teachers make learning objectives very clear in all lessons and carefully explain how pupils can meet these. Work is planned carefully to meet all pupils' needs. Teamwork between teachers and teaching assistants is very effective in ensuring that pupils who learn at a slower rate than others are able to keep up. Lessons provide a variety of activities, which help to keep pupils fully involved in their work. Pupils thoroughly enjoy lively activities but are equally happy working quietly, with excellent concentration.

**11.3** The curriculum very effectively promotes pupils' outstanding progress and their excellent personal development. The school is justly proud of the high quality of its music provision which is taught by specialists. Pupils have excellent access to

computers and routinely use these to enhance their work in all subjects. A well-planned personal, social and health education (PSHE) programme and subjects such as science, very effectively ensure that pupils learn how to keep safe and healthy and develop as well-rounded individuals. Many parents comment favourably about the school's outstanding range of very well attended extra-curricular clubs. The school's leaders are improving the curriculum further by developing integrated activities that ensure pupils apply the skills they learn in different subjects to solve problems and to investigate. For example, a 'Pirates Day' activity, involving map work, helps pupils to develop their mathematical, information and communication technology (ICT), geographical and speaking and listening skills.

11.4 The school provides outstanding care for its pupils. Systems to ensure their safety are very well organised and carried out diligently. Staff have the necessary training in child protection and first-aid and this is updated regularly. Several parents praise the close links between the school and themselves to ensure the very best care. Links with specialist agencies to provide additional care for those pupils who need it are also excellent. Systems to track pupils' progress and to share the information gained amongst staff, are highly effective. This knowledge helps teachers to set challenging targets for their pupils and to choose appropriate strategies to help any who are in danger of falling behind academically.

11.5 Pupils' spiritual, moral, social and cultural development are outstanding. Pupils say emphatically that they enjoy school. They show this through their excellent behaviour. Attendance is satisfactory and improving. However, a small minority of pupils continue to take extended periods of absence. Pupils are proud that adults listen to the good ideas they express through the school council. This has resulted recently in a new range of clubs. Pupils' progress in all subjects prepares them very well for their futures. They understand their roles as members of their local community. This is supported significantly by the school's close links with other schools, including other faith schools. Pupils are also knowledgeable about other communities and show this by, for example, their willingness to raise funds for good causes elsewhere in the world.

11.6 Leadership and management are outstanding. The headteacher has a strong determination to provide the very best for all pupils and a clear vision to secure this. The quality of teamwork at all levels is extremely high. All managers rigorously check on the quality of provision and on pupils' performance. They are strongly encouraged to contribute their ideas for further improvement. Governors are knowledgeable, highly committed and willing to challenge the school's leaders when necessary. The well-focused initiatives arising out of this excellent practice promote continued improvement and have built on the significant strengths reported at the time of the last inspection. This means that the school demonstrates an outstanding capacity for further improvement.

#### 11.7 **Effectiveness of the Early Years Foundation Stage**

##### **Grade: 2**

Although they vary from year to year, children enter the Nursery with skills well below those typical for their age. About one third of children start school without speaking any English. Good teaching and very well planned activities that take account of their individual needs ensure that children develop well in all areas of learning, especially in their personal, social and emotional development. Children's increasing confidence and evident enjoyment of the provision in the Early Years Foundation Stage (EYFS) is, in part, a consequence of well-organised admission

arrangements which include planned visits to their homes. Staff are skilled in engaging children in conversation which promotes their language skills well and also supports and extends their learning. Parents are very happy with the provision and typically say that 'staff are very hard working and look after the children well.' Learning diaries compiled from when children start in the Nursery, confirm the good progress made in communication and language. Assessment arrangements are thorough and have identified the need for activities that engage boys more effectively in learning. Staff are quick to notice where children's curiosity is leading them and, for example, a 'pizza parlour' enables children in the Nursery to improve their language and communication skills. Leadership and management are good and have rightly identified that better and more consistent use of the outdoor provision in the Reception classes will accelerate the children's progress even more.

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

- Ensure that the outdoor provision for the Reception class is planned for and is purposeful so that children learn more effectively in that setting.
- Continue to do all it can to discourage the small number of families from taking extended holidays in order to improve children's attendance.

**12 Greenside Primary School (September 2008)**

**12.1 Grade: 2**

In this good school pupils' personal development is first-rate and a key to the school's success. True to its aims the school provides 'good quality learning for all groups of pupils within a caring and happy community'.

12.2 The arrangements for pupils' care and guidance are outstanding as is the way in which the school nurtures pupils' personal development from the outset. These aspects contribute greatly to the school's supportive and very caring community. A typical comment expressed the views of many by explaining that pupils 'just soak up' a mature sense of right and wrong, excellent manners and outstanding behaviour. This is because staff are firm, fair and friendly and provide clear role models to which pupils eagerly respond. Pupils have a very happy disposition, an engaging manner and a clear sense of mutual respect and moral responsibility. This enables them to cooperate enjoy their time at school and form high quality relationships. These qualities prepare pupils very well to contribute to society and form a springboard for very close links with the local and wider communities as exemplified by the school's Stephen Lawrence Award. Pupils gain a very broad knowledge of how to keep safe and stay healthy, through the plentiful opportunities the school provides such as healthy school meals and plenty of time for discussion, exercise and sports.

12.3 Staff and pupils have great pride in the recent improvements to accommodation: classrooms are exceedingly conducive to very effective teaching and learning. Pupils are taught well and this leads to successful achievement for all groups of pupils. This means that having entered Reception with skills typical for their age pupils progress well and leave Year 6 with above average standards. A larger proportion than average attain above expected levels. Provisional standards in science at Key Stage 2 show a slight decline in 2008 from the above average levels in 2007. This is mainly because pupils were not adept at applying their scientific knowledge to practical situations. The school has taken innovative action to improve the continuity of pupils' learning by creating curricular teams responsible for groups of subjects. This enables staff to share expertise for the benefit of all.

Standards in mathematics are higher than expected for pupils' ages, with relative strengths in problem solving but with a relative weakness in calculation. The curriculum serves pupils' needs well and encourages pupils' exceptional appreciation of how they can contribute to wide and diverse groups of people in this country and abroad.

12.4 Leadership and management at all levels are of good quality. Leadership is outward looking and forms very strong partnerships with others to support learning. There is an excellent team spirit with staff keen to work together to raise standards and help pupils succeed. Parents are very happy with what the school provides for their children.

#### 12.5 **Effectiveness of the Early Years Foundation Stage**

##### **Grade: 2**

Overall, children achieve well in the EYFS. Their skills on entry are those typically expected for their age and children make good progress so that most exceed the goals set nationally by the time they enter Year 1. Excellent induction arrangements are a starting point for the outstanding care provided. This enables children to settle quickly and have an exceedingly happy and productive start to school life. Pupils receive much support to become independent in their learning and to cooperate with others very well. As a result, in their personal and social development children attain highly. Learning is of good quality because the teaching is lively with high expectations of what children can achieve. Staff use assessment well to plan work at the right level for individuals. The good curriculum meets children's needs and is based increasingly on their interests. The outside play and activities are of good quality, although they do not always sufficiently link to learning that takes place inside. As a result, at times, children's learning is not as integrated as it could be. The EYFS is well led with teamwork at the heart of its success, which reflects the whole-school approach ably led by the headteacher.

#### 12.6 **What the school should do to improve further**

- Improve the accuracy and speed of pupils' mathematical calculations.
- Provide more opportunities for practical work in science so that standards are raised by the end of Key Stage 2.

### 13 **Grimes Dyke Primary School (July 2008)**

#### 13.1 **Grade: 3**

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector (HMCI) is of the opinion that the school no longer requires special measures.

13.2 The school now provides a satisfactory education for its pupils and satisfactory value for money. When it was inspected in 2006, fundamental aspects of its work were not good enough, these included pupils' achievement, attendance, teaching, and leadership and management. Despite the instability in staffing, there have been significant improvements in all these areas. As a result of better teaching and sharply focused management, gaps in pupils' learning caused by past underachievement are gradually being overcome. Consequently, all pupils, including those in the speech and language resource provision, are now making satisfactory progress. In working towards this goal the headteacher has been very ably supported by the deputy headteacher. They have drawn together an energetic, enthusiastic committed senior leadership team and together they have established robust systems to check pupils' progress and enable the school to

move forward. Thorough monitoring of lessons and pupils' work has led to improvements so that the quality of teaching and learning is now satisfactory and improving. The best teaching keeps pupils fully engaged in their learning through practical, imaginative activities set at the right level of challenge. However, sometimes teaching lacks these good qualities which the pupils need to maintain their interest and get the most out of their learning.

13.3 Although standards are improving, they remain below average overall and could still be higher. Pupils' achievement is satisfactory. Throughout the school some variations in standards and achievement are evident in different subjects due to the previous shortcomings in teaching. The school has understandably given priority to improving pupils' performance in English and mathematics and, in particular, to improving standards in writing. This strategy is proving particularly successful in English. School data indicate that for pupils in the current Year 6, standards are broadly average in English, below average in mathematics and well below average in science. The school recognises that science has not received enough attention recently and is taking suitable steps to remedy this. The excellent systems for tracking every pupil's progress underpin the improving standards and achievement. Challenging targets are set for pupils and their progress towards these is checked through regular assessment. Those falling behind are quickly spotted and helped to get back on track through a range of effective programmes of support.

13.4 The school has made a start on redesigning the curriculum by giving a greater emphasis to linking different subjects to make it more exciting and responsive to pupils' needs and interests. However, it does not yet provide sufficient systematic opportunities across all subjects to help pupils develop and practise their literacy and numeracy skills. Pupils receive a high level of care and pastoral support. The strong team of staff provides valuable support to those pupils who are particularly vulnerable. Consistent management of pupils' behaviour and improved systems of rewards and sanctions mean that pupils are clear about what is expected of them. As a result, pupils' behaviour is now good. Those pupils with specific behavioural difficulties are increasingly aware of how to control their emotions and stay calm. Pupils are responding appropriately to the improvements in school life. Their attendance has improved and is now in line with the national average. Pupils have a good understanding about keeping safe and healthy and they love taking part in all the sporting activities and competitions on offer.

13.5 In bringing about the significant improvements seen in the school, the leadership, including governors, have demonstrated that the school has a good capacity to improve further. These improvements have had a positive effect on all aspects of school life and the environment for learning is much improved.

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

Children start the Nursery with skills that are at a low level, particularly their communication, personal and social skills. Parents value the way staff work closely with them to help their children settle happily into their new surroundings. Consistently good teaching enables the children to make good progress, although by the time they leave Reception their skills are still below those expected for their age. A high priority is given to developing the children's personal and communication skills by engaging them in purposeful dialogue and questioning. Consequently, the children achieve particularly well in their reading and writing skills and in developing their independence and social skills. Children enjoy learning. They persevere with their tasks whether they have chosen them for

themselves or been directed to them by the staff. The classrooms are attractive, well resourced and provide a calm and purposeful learning environment. The Foundation Stage staff work very effectively as a team. They plan imaginative, exciting activities both inside and outdoors, which capture the children's interests and ensure they have fun. The assessment systems have been improved and now present a more accurate picture of children's achievements than in previous years. Close observations and careful recording of children's progress enable the staff to focus precisely on the next steps in learning for each child. At the start of this academic year there was extensive renovation to the Foundation Stage building and a complete new staff team. The Foundation Stage staff together with the headteacher have led and managed the developments effectively to ensure good quality provision.

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

- Raise standards in all subjects but particularly in science and mathematics.
- Ensure all teaching engages pupils fully and provides the right level of challenge to enable them to get the most out of their learning.
- Provide systematic opportunities across the curriculum to enable pupils to extend their literacy and numeracy skills.

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.

### 14 **Hugh Gaitskell Primary School (September 2008)**

#### 14.1 **Grade: 3**

Hugh Gaitskell School is providing a satisfactory and rapidly improving standard of education. Pupils' personal development is good and their achievement is satisfactory. Parents are overwhelmingly positive about the school and the following comments sum up the views of many of them, 'all the teaching staff and everyone who works in the school are very approachable and always willing to help and advise us' and 'There have been many positive changes - the head and her team must take pride in seeing the results of their hard work'. Good leadership and management have been central to the improved success of the school and have successfully reversed a declining trend. The headteacher has provided the school with a clear vision and direction that is now coming to fruition. She has reorganised staffing so that the senior leadership team has been in place in its current format for just under a year. The role of each member of the leadership team is clearly defined and middle leaders welcome their increased responsibility. Leaders have worked hard to instil a common purpose amongst the staff of self-reflection, accountability and a determination to drive up standards. They are bringing about effective changes to the curriculum, assessment, teaching and learning and in promoting the health and well-being of pupils and adults. Governors know and challenge the school well. The school has a very good partnership with the local authority and is aware of what it needs to do to improve further. There are many new strategies in place with clear plans to help raise achievement further. Some of these strategies are too recent and are yet to be fully embedded to ensure they have a sustained impact on raising pupils' achievements. Pupils too say that there have been improvements. They report that behaviour has improved and the work they do is more interesting - 'even the handwriting'. They describe their school as, 'hard work, but enjoyable' and one that, 'welcomes all nationalities'. They understand well what it means to be healthy and they say that they feel safe in school. They report that bullying is not tolerated and that any that does occur is

dealt with swiftly and efficiently. Pupils feel valued and are proud of the part they play in school life. They enjoy helping younger pupils through their work as 'Buddies' and in the 'Manners Group'. One pupil remarked that when he helps in the Nursery, 'you leave there with a good spirit'. Children enter the Nursery with knowledge and skills well below the expected level for their age. They develop well and make good progress in the EYFS due to the good provision for their welfare and learning. Pupils make satisfactory progress throughout their time in the main school. They enter Year 1 with standards that are below average and by the time they leave Year 6, their steady progress results in satisfactory achievement and standards that are just below those seen nationally. Teaching is satisfactory and improving. However, pupils are not yet fully involved in the assessment of their learning in lessons and consequently they do not always have a clear understanding of what they need to do to improve their learning. Focused support for pupils who have learning difficulties and/or disabilities has resulted in their progress matching that of their peers. The curriculum is satisfactory and care, guidance and support are good. The marking of pupils' work means that older pupils know their targets, the levels at which they are working and what they need to do to improve their work. They say that the 'steps for success' used in their books is helping them to learn better. The recent changes which have been made and pupils' improving achievement indicate clearly that the school has a good capacity to improve.

#### 14.2 **Effectiveness of the Early Years Foundation Stage** **Grade: 2**

Provision in the EYFS is good and helps children to achieve well. On entry to Nursery, the children's skills and understanding are overall much lower than those expected for their age. Not all children continue through to Reception and a significant percentage of new children join, some with little or no pre-school experiences. Staff have high expectations, provide well planned and purposeful activities and promote good social skills. As a result, children gain positive learning attitudes, develop co-operative learning skills and confidence. At the beginning of the day children arrive ready to participate. They quickly become engaged in experimenting and learning. They respond well to the warm welcome provided by the staff in a relaxed and calm atmosphere. Teachers' planning is thorough and takes account of the multiple needs of children, including those with English as an additional language and those with learning difficulties and/or disabilities. In Reception, carefully selected and varied activities secure children's interest. Teaching and learning are good partly because staff ensure that learning is fun, from counting in a 'dinosaur' voice to having number hunts in the quadrangle. The good quality care and welfare is provided by committed, diligent staff and children are safe and feel secure. Teaching assistants make a good contribution to children's learning and personal development, taking time to listen to children and to sustain good relationships. The EYFS is well led and managed and there is a strong and genuine team spirit present.

#### 14.3 **What the school should do to improve further**

- Improve the quality of teaching, particularly in involving pupils in the assessment of their learning.
- Ensure that the recent changes which have been made are embedded to maximise their effect on raising pupils' achievement.

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.



## 15 Iveson Primary School (November 2008)

### 15.1 **Grade: 3**

This is a satisfactory school that provides satisfactory value for money. The headteacher has successfully tackled the challenges arising from significant changes in staffing, which have slowed pupils' progress across Years 3 to 6 in English, science and, particularly, mathematics. Staffing is now stable and the senior leadership team has been empowered to address recent underperformance, particularly in mathematics, and to raise standards quickly. Early indications show that this work is bearing fruit. Standards reached by the end of Year 6 are now broadly in line with nationally expected levels and achievement is satisfactory, although there is room for even more improvement.

15.2 Effective care of pupils lies at the heart of the school's work. Adults are very supportive and keen to involve all pupils at all times. This is especially so for pupils with particular learning difficulties and/or disabilities and for those who speak English as an additional language. The quality of the care provided before and after school, is good. Parents recognise this good work and are highly supportive of the school. They say that Iveson primary is 'a safe, encouraging and happy place to learn'.

15.3 Most children start school with skills that are below those typical for their age. They get off to a good start in the Nursery, with many working within the Early Learning Goals by the time they leave the Reception year. Pupils' progress is uneven across Years 1 to 6, because some pupils still have gaps in their learning as a result of the disruption to teaching brought on by the number of teachers leaving and joining the school in the last two years. Nevertheless, pupils' achievement is now satisfactory in English and science due to a much more settled teaching team and specific strategies to develop pupils' writing skills. Standards are rising quickly and are, by the end of Year 6, broadly average, though standards in mathematics are lower. Achievement in mathematics is satisfactory but pupils' calculation and problem solving skills are still below average. The quality of teaching is satisfactory overall, with some which is good, and enables pupils to make satisfactory progress overall. Many teachers increasingly encourage pupils to think for themselves and to work independently. However, in some lessons pupils spend too much time listening, rather than doing, and activities are not as stimulating as they might be. As a result, on these occasions progress is slower. This variability in the quality of teaching prevents pupils' progress from being better than satisfactory overall.

15.4 Pupils' personal development is good. Pupils enjoy school and their attendance is mostly satisfactory, although not as high as the school would wish. The sense of community in school is good. The vast majority of pupils behave well and are very supportive of each other. Through their links with schools abroad and with the local community, they develop a good appreciation of the qualities required to take their part in society. Most have a good understanding of how to keep safe and healthy. Their improving information and communication technology (ICT) and literacy skills and their growing understanding of the world of work, prepare them adequately for their future lives. The curriculum is satisfactory. There is a good range of enrichment and extra-curricular opportunities.

15.5 Self-evaluation has identified the right priorities to move the school forward, although procedures to monitor and analyse the impact of teachers' work on pupils' learning are not sharp enough. The governing body is supportive and fulfils its statutory responsibilities. The committed leadership by the headteacher and

determination of the senior leadership team are improving the work of the school. These factors ensure that the school has satisfactory capacity for improvement.

## 15.6 **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Parents say they are pleased about the way the school welcomes new children. Although there is a spread of attainment, the majority enter the Nursery with skills that are below those typical for their age. Overall, they make good progress in the Early Years Foundation Stage (EYFS), so that by the end of Reception, most children are working within the Early Learning Goals. A strong team, led by a skilled and enthusiastic EYFS leader, knows the children's needs well and ensures they get off to a confident start. Furthermore, those children who attend the before and after school care facilities receive good support in their personal development. A good range of activities, in a stimulating and safe environment, results in happy, confident children, who thoroughly enjoy their learning. For example, Sidney the spider's amazing eight legs captivated children's imaginations as they counted together. Good progress has been made since the last inspection in ensuring that assessments of children's progress are regular and accurate and used effectively to support individual's needs. A good balance of child-initiated and adult-led activities develop well children's creative and physical skills and their knowledge and understanding of the world around them. Many make especially good progress with their personal, social and emotional development, but are less confident in writing for a purpose and carrying out simple calculations.

## 15.7 **What the school should do to improve further**

- Raise achievement and standards particularly in mathematics.
- Ensure all teaching matches the best practice in the school to increase the rate of progress for all learners.
- Refine systems to monitor more rigorously the impact that teaching has on pupils' learning.

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 **Kippax Ash Tree Primary School (October 2008)**

### 16.1 **Grade: 3**

This is a satisfactory school with many good features. It has successfully emerged from a period when a significant number of pupils were not making enough progress and standards were below average. Now pupils achieve satisfactorily and by the end of Year 2 and Year 6 standards are broadly average. It is not yet a good school entirely because standards could be higher. Sometimes the more able pupils require a greater level of challenge to ensure that they achieve as well as possible. Moreover, despite accelerating progress, the measures for improvement have not been in place long enough to have had a significant impact on standards.

16.2 The school has dealt effectively with the development points raised in the last inspection. The quality of teaching is now routinely checked by senior staff who provide constructive advice about how it might be improved. Teaching is good overall and, as a result, pupils progress is increasing in lessons towards meeting their targets. Pupils' achievements are checked regularly. The headteacher has termly meetings, with class teachers, to discuss the progress of their pupils. Consequently, those pupils in danger of falling behind are identified early and provided with appropriate support. Pupils with learning difficulties and/or disabilities

achieve well because of the effective support they receive from well trained teaching assistants and the school's links with staff from the local special school.

16.3 This inclusive school enjoys the wholehearted support of parents who make comments such as; 'Our children enjoy all aspects of their school lives. Every day they look forward to learning new things.' Parents value the high level of care provided for their children which helps to promote their good personal development. Pupils respond well to high expectations from the staff. They feel safe and secure and enjoy school. Those who sometimes experience emotional or behavioural difficulties respond well to the support they receive from the learning mentor. Pupils receive positive encouragement from the adults in school and good advice about what they have done well and they need to do next. Pupils make a good contribution to the school community through the school council, monitoring duties, acting as play leaders and running the healthy tuck shop. They enjoy lessons although they can become restless and inattentive if teachers talk for too long during lessons. This affects the rate of progress made in these lessons by all groups of pupils. The good curriculum is well enriched by an interesting variety of visits, visitors and special events which help to promote pupils' enjoyment and enhance their learning.

16.4 The improvements of the last two years have largely been the result of the very strong leadership of the headteacher, who is determined to maintain the strengths of the school while improving achievement and standards. Senior colleagues are now given considerable responsibility and are fully involved in checking the school's performance and ensuring that it moves forward. The good progress made since the last inspection and the clear evidence of improving achievement provide evidence of the school's good capacity for further improvement.

16.5 **Effectiveness of the Early Years Foundation Stage  
Grade: 2**

The effective leadership and management of the EYFS, generally good quality teaching and learning, and close links with parents ensure that provision is good and most children achieve well. Children enter the school below expected levels of attainment and receive a good start to their education. As a result, when they enter Year 1, most children are working at nationally expected levels. Children are well cared for in a safe and secure environment in which health and safety are strongly emphasised. This ensures that children enjoy learning and behave well. There is usually a good balance of adult-led tasks and independent activities which encourage children to make choices and take responsibility for their learning. Children respond well to the warm welcome provided by staff and the good support they receive. Teaching assistants make a good contribution overall to children's learning and personal development, although occasionally the questions they ask do not extend the children's learning well enough. The outdoor environment is not yet used widely enough to help children extend learning and acquire physical skills.

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

- Raise achievement and standards further by ensuring that more able pupils make as much progress as possible.
- Reduce the time the teacher talks to the whole class so that all pupils have more time to work on activities set at their ability level.
- Ensure that the outdoor area of the EYFS is fully used to promote pupils' learning.

A small proportion of 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.

## **17 Low Road Primary School (July 2008)**

### **17.1 Grade: 3**

This is a satisfactory and rapidly improving school. Parents are very supportive and say the school 'caters for every child's needs, emotional, physical and educational'. The governors' decision to federate Low Road with a local primary school, in autumn 2007, has resulted in an excellent partnership which has seen overall teaching and learning improve and pupils' standards rise. Much of this is due to the vibrant leadership of the headteacher who now oversees both schools. She has developed a strong team of teachers and support staff who work hard to create an inclusive environment in which all pupils feel valued and enjoy their learning.

17.2 Governors and senior leaders know the school well and have identified the right priorities to sustain improvement. For example, they recognise correctly that there is more work to be done to ensure that all pupils learn well in all lessons so that they make better progress, particularly across Years 1 and 2. They also know that pupils' standards and achievement in writing are not yet high enough across the school.

17.3 Most pupils start school with below average skills and make satisfactory progress maintaining below average standards in English, mathematics and science by the end of Year 6. Those in Years 3 and 4 are making particularly good progress. Standards are rising, particularly in mathematics, with more and more pupils reaching national expectations by the time they leave the school. This is because the school now has more stable staffing, has improved much of the teaching and learning, and is using information about pupils' progress more regularly to tackle underperformance. Although teaching is satisfactory overall, the quality is inconsistent and it is not sufficiently challenging and stimulating in all classes to ensure that all pupils achieve as well as they can. Much has been done to improve the curriculum. It is now good and a significant factor in raising attainment. Many of the activities have links with the local community. This means that learning is more meaningful. The regular themed weeks, visits and visitors to the school help to make learning more fun.

17.4 Pupils' personal development is good. They have a good enjoyment of school, their behaviour is good and the vast majority attend regularly. They have a good understanding of how to keep healthy and they involve themselves well in the life of the school and the local community. They are adequately prepared for their future lives because of their improving information and communication technology (ICT), literacy and numeracy skills. The quality of care and guidance is good. The school provides helpful information so that most pupils understand the next steps they need to take to improve their learning.

17.5 Leadership and management of the school are good. The energetic and far-sighted leadership by the headteacher, in partnership with the deputy headteacher and the chair of governors, is driving the school forwards. This has led to clear improvements in provision and standards recently and also since the last inspection. Parents recognise the quality of the work that is taking place. They say, 'The staff throughout the school are constantly striving to make it even better.' Consequently, there is good capacity for further improvement.

### **17.6 Effectiveness of the Foundation Stage**

**Grade: 3**

Although group sizes are small and there is a spread of ability, the majority of children enter the Nursery with skills that are below those expected for their age. The communication and number skills of a significant number are particularly weak. They make satisfactory progress across the Foundation Stage so that by the end of Reception most gain confidence to relate well to each other. Many learn to read adequately but their mathematical skills and knowledge of the world around them are below the levels typical for their age. The school's emphasis on children's social development starts effectively and, as a result, children know how to behave appropriately from an early age. Relationships are positive and staff participate regularly in children's work and play. Nonetheless, opportunities are missed to deepen children's thinking by more searching questioning and discussion, and activities are not always as engaging and challenging as they might be. The indoor and outdoor environments are well resourced and afford an appropriate range of learning opportunities. However, some of these are too directed by adults, rather than chosen by children. Satisfactory leadership means that staff work together as a team, providing levels of care that ensure that children feel happy in their play. The day-to-day assessment of children's learning plots their progress adequately in individual profiles but the information is not always used to full effect when planning activities.

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

- Raise achievement and standards in writing throughout Years 1 to 6.
- Improve pupils' progress in all subjects across Years 1 and 2.
- Ensure that all teaching is good or better to enable all pupils to learn as well as they can.

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 Lower Wortley Primary School (June 2008)****18.1 Grade: 3**

This is a satisfactory and improving school. It has some good features. Children get off to a good start in the Foundation Stage. By the end of Year 6, standards in English, mathematics and science are broadly average. This represents satisfactory progress from pupils' relative starting points in Year 1. The school enjoys the wholehearted support of its parents. Pupils speak highly of the school making such comments as, 'teachers give you all sorts of interesting things to do'.

18.2 The pupils' good personal development is reflected in their positive attitudes to school life, their outstanding behaviour and obvious delight in their education. The exemplary care and support they receive and initiatives such as the 'worry box', where pupils can express their concerns confidentially, ensure that they feel safe and secure. They know that someone will help them if a problem occurs. The good advice pupils now receive about their achievements and next steps in learning is helping them to improve their progress in lessons. Pupils make a good contribution to the community. Older pupils, for example, take on a range of responsibilities such as lunchtime helpers, road safety officers, team leaders and 'champions' or 'angels' who read, write and play mathematical games with the younger pupils.

18.3 Whilst teaching is satisfactory overall, staff's efforts to improve its quality are evident. Increasingly, teaching and learning have good features, and are impacting positively on pupils' achievement. This improvement has yet to show fully in

improved standards, and in the results in national tests. The good curriculum is providing an effective foundation upon which the school is building stronger learning opportunities for all of its pupils.

18.4 The school has comprehensive systems in place to check the progress of individual pupils. This is now being used more successfully. Those with learning difficulties and/or disabilities make good progress because their needs are quickly identified and effective support provided. The progress made by more able pupils has improved because they have been presented with more challenging work. The school has been slightly less successful, however, in challenging the large group of middle ability pupils. The need for this had not been focused on sufficiently in the past because, despite the large amount of assessment information, the school did not use it sharply enough to provide them with a clear picture of the progress made in each year group. This situation has been remedied. Senior leaders use the information to check the impact of improvements in meeting challenging targets for pupils' achievement. Consequently, leadership and management are now good and becoming increasingly effective. The improved assessment arrangements and evidence of pupils' accelerating progress in writing and mathematics demonstrate the school's good capacity for further improvement.

#### 18.5 **Effectiveness of the Foundation Stage**

##### **Grade: 2**

Parents speak highly of the Foundation Stage, a typical comment being, 'My child is always talking about the interesting things learnt and clearly enjoys school very much.' This is because the enthusiastic and imaginative teaching meets children's needs well and ensures that they enjoy learning. A good mix of exciting adult-led and self-chosen activities, indoors and out, promotes the children's learning and personal development well. For example, in the Nursery outside classroom, children benefit from a good range of facilities such as the 'reading shelter' where they choose books to look at. Thoughtful questioning of the children allows the teachers to check children's progress and modify activities to provide a good level of challenge. Very good use is made of adult support. For example, children visit the well-equipped 'travel agency' where skilful questioning by the teaching assistant develops the children's speaking and listening and enhances their learning in a number of other areas. As a result of the good teaching and exciting curriculum, children make good progress from their mostly below average starting points. They enter Year 1 at broadly expected levels, well prepared for the next stage in their education. Teachers in Key Stage 1 work closely with the Foundation Stage so that the transition is seamless. The success of the Foundation Stage is due to the good leadership, close integration with the rest of the school and strong links with parents.

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

- Raise standards in English, mathematics and science by the end of Year 6.
- Improve achievement, especially that of the middle ability pupils.

A small proportion of 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.

### 19 **Meanwood Church of England Primary School (July 2008)**

#### 19.1 **Grade: 1**

This is an outstanding school that provides the highest quality of care and

education. Parents agree, they say, 'This school is simply amazing.' All staff and governors are totally united in creating a very secure foundation for pupils' outstanding personal and academic development. From entering the Reception class with below average skills, children make excellent progress through both Key Stage 1 and 2 to achieve above average standards by the end of Year 6. Pupils are exceptionally knowledgeable and well informed in mathematics, science and reading. Writing standards are broadly average and the school has accurately identified improving pupils' skills in story writing and extending their vocabulary as a priority. The continuous improvement to pupils' achievement and standards over recent years reflects the outstanding leadership and management and the relentless drive to improve standards.

19.2 Outstanding teaching and learning are based on exceptionally high expectations for every pupil. These are based on excellent knowledge of every pupil's individual needs. Lessons are very exciting and pupils really enjoy their learning. In a Year 2 lesson, pupils added to their understanding and application of life skills by weighing, peeling and preparing vegetables. They had dug these up from the school garden. Teachers, together with support staff, plan lessons very well so that they meet the needs of all pupils. Those pupils who have learning difficulties and/or disabilities are supported extremely well and make outstanding progress. Pupils are included in the assessment of their learning and this ensures that they are aware of how they are doing in their work and what is needed to prepare them for the next steps in their learning. Pupils' progress is rigorously tracked and evaluated and effective action is taken if pupils are in danger of falling behind.

19.3 Excellent provision for information and communication technology (ICT) has improved pupils' skills in all other subjects, particularly in mathematics. Another example of the outstanding curriculum is the way in which teachers incorporate a creative approach to learning in a range of areas in English, mathematics and ICT lessons. Consequently, pupils are well-informed, for example, about current affairs, personal fitness, art and music. The very successful choir includes most of the older pupils who relish performance and enjoy advising members of the parents' choir.

19.4 Parents acknowledge that, 'There is a strong sense of community and our children have the confidence to achieve.' This reflects the pupils' outstanding personal development. Pupils' behaviour is exemplary and they are very welcoming and courteous. They make an outstanding contribution to their community through musical performances and enthusiastic fund-raising for the local hospice. In turn, representatives from the community are happy to work with the school. Local, elderly residents, for instance, visit school to speak about local history and teach pupils' how to play playground games from the past. Pupils are proud to represent their school on the school council, as school captains, sports and music captains and in responsible roles helping others such as 'Peer mediators' and play organisers. They choose to eat healthily and enjoy the many sporting opportunities that are available for them. Their excellent attitudes are based on adults' respect for them and the school's emphasis on care and tolerance towards all. Pupils thrive at Meanwood and attend well.

19.5 The school's outstanding headteacher promotes excellence in care and education for all. Excellent leadership and management ensure that pupils are safeguarded and that their care, guidance and support are outstanding. Pupils know how to keep safe and they are very well prepared for the future. Challenging targets are used very well to raise standards. Links with outside services such as educational

psychologists, special educational needs specialists and local authority partners make an outstanding contribution to pupils' achievement and well-being. There have been some changes to the governing body in the last year and governors are committed to training in order to further develop their roles. They question the personal and academic development of pupils and regularly attend school both to support pupils and to check on the school's effectiveness. Based on a strong record of improvement since the previous inspection and the impact of its very effective self-evaluation, the school has outstanding capacity to improve further.

#### 19.6 **Effectiveness of the Foundation Stage**

##### **Grade: 1**

Children in the Foundation Stage settle very quickly because of excellent provision for their personal development and welfare. Parents have many opportunities to come into the Reception class before their child joins the school so that they can help their child prepare for school life. Children make outstanding progress from their below average starting points because of excellent teaching and leadership. Consequently, by the time children leave Reception, many have exceeded the early learning goals for their age. Planning is exceptionally detailed and rigorous in order to excite children and to involve them in their learning. It incorporates the teaching of letter sounds and of number recognition into children's everyday activities. This has accelerated children's progress in writing and their knowledge of numbers. A secure foundation of care and commitment to every child's welfare ensures that children become much more independent, confident and self-reliant.

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

- Improve standards in writing, particularly story writing and use of vocabulary.

### **20 Middleton Primary School (October 2008)**

#### 20.1 **Grade: 3**

Middleton Primary School is a satisfactory school with good features. Recently appointed leadership has ensured that staff and governors have a good understanding of the school's strengths and areas for improvement. A good start has been made in using this information to improve provision. Standards of care provided for pupils are outstanding, enabling all to feel secure and happy. The majority of parents are pleased with the quality of education provided. They comment positively about recent changes made by the leadership team and the good care their children receive.

20.2 Standards at the end of Year 6 have improved during the last academic year. This is because well thought out target-setting procedures are in place and pupils' attainment and progress are regularly checked against challenging targets. Recently introduced initiatives are ensuring an exciting curriculum with more practical activities in lessons is being delivered. Pupils enjoy these new approaches and have made up ground in English particularly and to a lesser extent in mathematics and science. Standards by the end of Year 6 have risen but are still below national averages. Pupils enter Year 1 with poor skills in early writing and speaking. They make satisfactory progress although currently standards remain well below those expected nationally by the end of Year 2. Standards across the school are rising but they are still not as high as they could be however, because new initiatives have had insufficient time to impact fully on pupils' progress. Pupils' achievement overall, including those with learning difficulties and/or disabilities and those with English as an additional language, is satisfactory overall.



- 20.3 The quality of teaching is satisfactory but varies too much from class to class which impact on the overall progress pupils make. Although teachers have good subject knowledge and organise lessons effectively they do not consistently use their assessments to provide work closely matched to pupils' needs. This limits pupils' progress. Pupils sometimes sit for long periods of time. When teachers spend too long talking the opportunities for pupils to consolidate and practise new skills are diminished. Consequently, the pace of learning slows and progress is satisfactory rather than good.
- 20.4 A particular strength of provision is pupils' personal development, including spiritual, moral, social and cultural development. Pupils enjoy school and take up is high in clubs such as gardening and 'funky choir.' Behaviour is good and vulnerable pupils respond well to the safe haven provided by the learning mentors. Pupils adopt healthy lifestyles and many speak enthusiastically about the healthy lunchtime choices. Pupils are keen to learn, develop respect for themselves and others and are polite and friendly. Through initiatives such as the school council and school nutrition action group (SNAG) pupils contribute to the decision-making process. The curriculum for personal and social development is particularly effective in helping pupils to learn about dangers such as the misuse of drugs. There are very beneficial links with other agencies that share the school site; for example, the specialist resource provision for pupils with speech and language difficulties has a significant impact on pupils' improving oracy.
- 20.5 The recently appointed headteacher has set a clear direction for the school and, together with the leadership team has rigorously ensured a shared understanding of areas for development. Monitoring of teaching and learning is now firmly established and used rigorously to raise standards. Not all subject managers, however, are effective and initiatives are in place to develop their expertise in monitoring and evaluating their subjects and taking positive action. The drive of the headteacher and senior leaders, improvements to the curriculum, assessment and the improving picture of pupils' standards and achievement provide the school with a good capacity to improve.
- 20.6 **Effectiveness of the Early Years Foundation Stage**  
**Grade: 3**  
 Provision in the Early Years Foundation Stage (Reception classes) is satisfactory as are leadership and management. Effective links with the children's centre provide children with a smooth transition into school. Consequently, they settle quickly and happily. On entry to Reception, standards are very low, particularly in speaking, personal and social development and coordination skills. Children achieve satisfactorily overall. However, on entry to Year 1 many aspects of children's learning, particularly early writing and calculations, remain well below expectations for their age. Children's progress is more rapid when working in small focused groups but slows down when staff are less proactive in assessing where children need support. Some planned activities that children choose lack clear learning intentions, reducing the scope of learning and opportunities. As a result, opportunities to reinforce children's poor speaking skills are sometimes missed. Relationships are strong and staff ensure high levels of care. Behaviour is well managed so that children respond by being polite and friendly. Links with parents are good. Effective systems to assess children's learning are beginning to be used to plan activities that more closely match children's interests.
- 20.7 **What the school should do to improve further**
- Raise standards in English, mathematics and science.

- Improve the quality of teaching so that it is consistently good across the school.
- Develop the expertise of all leaders to improve the consistency of monitoring and evaluation for all groups of pupils.

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.

## 21 **Otley The Whartons Primary School (November 2008)**

### 21.1 **Grade: 1**

This is an outstanding school that has maintained, and improved on, its high level of provision since 2005. Parents hold very positive views of the school. 'We couldn't wish for a better start for our children,' is typical of their opinions. According to them, pupils often go home saying that they have had a, 'brilliant day'. This is understandable given the school's exciting curriculum, its first-rate teaching and the enormous regard for pupils' personal development. Daily life in school includes fascinating assemblies, very positive relationships, a wealth of exciting things to do outside lessons including yoga, ice-skating and keeping chickens and an inspiring introduction to global issues such as sustainability. All of which ensure that pupils enjoy school to the maximum, keep very healthy and possess outstanding spiritual, moral, social and cultural development. Behaviour is exemplary because the vast majority of pupils act responsibly as a matter of course without needing prompts. As a result, pupils feel very safe and confident in school. They are fired up by the many rewards and incentives. These have very effectively promoted self-discipline and a deep-seated regard for other people.

21.2 Inspection evidence shows that standards in 2008 at the end of Year 6 were above average and exceptionally high at the end of Year 2, particularly in reading and writing. Standards in previous years were often exceptionally high at the end of both key stages. Most pupils progress at a rapid rate, including those with learning difficulties and/or disabilities. The proportion of pupils who find learning difficult has doubled over the last few years owing to the school's good and growing reputation for meeting their needs very well. They often join the school in Years 3 to 6 partway through their primary education. A team of well-trained teaching assistants support these pupils extremely well. These pupils feel immensely positive about their learning. They reach standards that represent a major advance from their starting point, whether in academic terms or in relation to their behaviour.

21.3 Currently, pupils in Year 2 are outstripping the expectations for their age at a fast rate because the excellent teaching in Years 1 and 2 has boosted their progress greatly. In Year 6, all pupils are moving swiftly towards ambitious targets designed to place the majority at, and many above, expected levels. This is because teaching in Years 3, 4 and 5 has been so steadfast in developing learning and in Year 6 it helps pupils make even faster progress. The pace of progress is not quite always so fast in writing. Pupils invariably communicate their ideas clearly, but their punctuation and their lack of the adventurous use of vocabulary are relative weaknesses. The school appreciates this, but its strategies to tackle it are new and have not yet taken full effect. This is particularly the case for more able pupils, in Years 3 to 6.

21.4 Leadership and management are outstanding because of their compelling influence in every area of the school. For example, superb arrangements for care, guidance and support enable pupils' personal development to be top quality. Moreover, strong efforts to respond to the changing profile of pupils, with a range of

different needs, have produced a school where achievement is outstanding. Teamwork between the highly effective governors, the senior managers and the staff is remarkable. It is steered expertly by the vision and magnetism of the headteacher, which results in adults and pupils feeling proud of their achievements and doing things for themselves. The school's self-review is thorough and accurate. All interested parties, including parents and pupils, make valuable contributions. The slight over emphasis in the self-evaluation on the changes in standards as opposed to pupils' first-rate achievements, means that the school tends to undervalue its overall effectiveness. Nevertheless, these are marginal features in an otherwise accurate picture of the school. The school has fulfilled its potential for further improvement, as judged in 2005, in implementing a good system to track pupils' academic progress using computer software. The work on sustainability, the use of the locality to support the curriculum and the perspective pupils get from their residential visit to Hexham, all represent good provision for community cohesion. These aspects and the school's success in maintaining high achievement signify excellent value for money and an outstanding capacity to progress even further.

## 21.5 **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

The quality of the EYFS is excellent. Learning and development in Reception is led and managed expertly. As a result, children achieve very well across all areas of learning. Children's personal development is excellent because arrangements for their welfare are strong. Over the last three years, there has been a slight change in the skills possessed by children when they start in Reception. Currently, children's skills on entry is broadly in line with national expectations, partly because children's personal development and their early skills of reading and writing are a little lower than they used to be. Nevertheless, teaching has adapted very well to new demands and the majority of children reach expected levels for their age by the end of the year with many doing better than that in personal development and communication, language and literacy. Provision is successful because learning is so well organised, allowing children to choose their own activities and to receive direct teaching in small groups. For example, freely chosen tasks, such as making puppets or laying bricks to make a house for the three bears, stimulate very good personal development and stretch children's thinking. Very well taught sessions on letters and their sounds ensure that the early stages of reading are grasped thoroughly. Children's learning is assessed in great detail and their progress is tracked in ways that make sure that their next steps are planned with precision. Parents are justifiably delighted with the way their children learn and with the links between home and school.

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

- Improve achievements in writing, particularly for those older pupils who are capable of higher attainment.

## 22 **Pudsey Bolton Royd Primary School (July 2008)**

### 22.1 **Grade: 2**

This is a good school with a number of outstanding features. Highly effective leadership and management provide a vibrant learning environment in which pupils of all ages, abilities and home backgrounds achieve well. Parents hold very positive opinions of the education their children receive. 'My child is in very safe hands amongst people who care.' and 'Our daughter has blossomed since starting at Pudsey Bolton Royd.' are typical views. Pupils enjoy school thoroughly and gain

a great deal from it, both personally and academically. A comment they made to inspectors says it all, 'You have fun and then you discover it was learning!'

- 22.2 Many children enter with low levels of attainment and quite often with limited experience of English. They are taught well and make good progress. Standards rise systematically and by the end of Year 6 are approaching the national average. Well constructed programmes for the teaching and learning of literacy, coupled with carefully targeted and effective language support, are helping to raise standards, not only in English but across the curriculum as a whole. The gains pupils make in English are considerable and, with few exceptions, they leave at the end of Year 6 confident and competent in speaking and listening, reading and writing. For pupils who speak English as an additional language, this represents excellent progress. Actions taken to raise standards in mathematics are having a positive effect but to a lesser extent than in English. While pupils' achievement in mathematics is satisfactory, standards are below average.
- 22.3 In response to the extensive provision the school makes and the excellent relationships they have with staff, pupils make outstanding progress in their personal development. Pupils from different home and cultural backgrounds work and play extremely well together. They are very happy in each other's company, readily help one another and show care and consideration at all times. Pupils' spiritual, moral, social and cultural development is outstanding and they mature into sensible and confident young people with a very clear understanding of right and wrong. Standards of behaviour in class and around school are excellent. Pupils feel completely safe and have no concerns about bullying or racism. They are extremely proud of their school and, with few exceptions, attend regularly. Pupils take on responsibilities with enthusiasm and carry them out diligently. Their understanding of how to stay healthy is excellent and they enjoy taking regular exercise. A good range of academic and personal skills prepares pupils well for the future.
- 22.4 Pupils enjoy lessons because teachers provide them with interesting opportunities to learn. This generates an enthusiasm for new ideas and knowledge which makes classrooms lively and stimulating places to be. In most lessons teachers explain clearly what pupils can expect to learn, but this is not always followed up and opportunities for pupils to evaluate for themselves how well they are progressing are missed. The curriculum makes good links between different subjects and enables pupils to use their developing skills in meaningful ways. The quality of care pupils receive is outstanding and systems for supporting and guiding their personal and academic development are extremely thorough. Safeguarding procedures are applied rigorously. Pupils' attainment is assessed regularly and checked systematically giving staff a very clear picture of the progress they are making. Support for those whose progress may be slowing arrives very quickly, with teaching assistants working closely with teachers to address pupils' needs. Pupils with learning difficulties and/or disabilities benefit considerably from the support they receive.
- 22.5 The headteacher, ably supported by the deputy headteacher and senior staff, leads and manages the school with considerable skill, vision and purpose. There has been good improvement since the last inspection. In particular the school has adapted very well to changes in its pupil population and has moved to new premises with a minimum of disruption to pupils' education. The opportunities provided by the new building are being utilised fully and now that the settling in period is complete, standards are rising. Procedures for checking the school's

performance provide detailed and high quality information, enabling the school to plan decisively for further improvement. The school's capacity to improve in the future is outstanding. Governors are closely involved with the school and play an active part in its development.

## 22.6 **Effectiveness of the Foundation Stage**

### **Grade: 2**

Provision in the Foundation Stage is good and children achieve well. On entry to Nursery children's skills and knowledge are often much lower than those usually found at that age, with a significant proportion having little or no English. Children make good progress across the areas of learning as a result of good teaching that meets their needs. Staff provide a language rich environment and many children make considerable gains in English. Despite these gains, children's attainment remains below expectations for their age by the end of Reception and some are still not communicating at the level expected. Good links with parents and effective induction procedures ensure that children settle quickly and are happy and secure. They develop very positive attitudes to learning, behave well and gain in confidence. Staff have very good relationships with children and plan well to cater for their interests and needs, including those with learning difficulties and/or disabilities. Exciting provision, both indoors and out, stimulates pupils' interest and encourages their participation. Leadership of the Foundation Stage is outstanding and provision has cohesion and focus. Staff work effectively as a team, monitoring children's progress closely and providing the support they need to enjoy school to the full.

## 22.7 **What the school should do to improve further**

- Accelerate progress and raise standards in mathematics so that pupils' achievement at least matches that in English.
- Involve pupils more in checking the progress they are making in lessons.

## 23 **Ryecroft Primary School (July 2008)**

### 23.1 **Grade: 3**

Ryecroft is a satisfactory and rapidly improving school. Pupils' personal development and well-being are good and underpinned by effective care, guidance and support. The school is successful in its aim to provide a 'calm, caring, secure environment where everyone feels valued, safe and important'. This is very much appreciated by many parents, typically commenting: 'Our children love coming to school. The staff believe in the children and treat them as individuals.' Good relationships and consistent approaches to encourage good behaviour help pupils grow in confidence. Behaviour has improved significantly and most pupils behave well so they can work and play without interruption. Pupils develop important life skills as they are encouraged to explore ideas, such as how to stay safe and happy, for themselves. For example, a younger pupil explained that they really enjoy playtimes, because: 'We don't have rules to be mean. We have rules to keep us safe.' Older pupils make films to explain how to make the 'right choices' in 'tricky' situations. Pupils express their ideas with confidence and work well with others as they consider how to improve their school environment. The school council are currently redesigning the dining hall, wanting to have round tables and different coloured walls, 'so it feels more like a caf!'

23.2 All staff play a part in helping pupils succeed. The quality of teaching and learning has improved recently and is now at least satisfactory. This leads to satisfactory rates of progress overall. Some pupils are beginning to make faster progress, as

the teaching they receive is more effective. However, this good level of teaching expertise is not always shared effectively to help accelerate the learning of all pupils. As a result of more rigorous systems to check pupil progress, the school is quick to provide extra support for pupils who may be falling behind in their work. Pupils with learning difficulties and/or disabilities are supported well in their learning and make good progress. Standards in English, mathematics and science are below average at the end of Year 6. This is partly because a high proportion of pupils move into and out of the school between Year 1 and Year 6, which depresses standards reached overall. Some teaching in the recent past has not been so effective and has led to some pupils having gaps in their learning to make up.

23.3 The school provides a satisfactory curriculum and has rightly focused on developing the key skills of literacy, numeracy and science to raise standards. The curriculum generally meets the needs of the pupils. However, the more able pupils in some classes are not always stretched and challenged enough to reach the higher levels. Pupils particularly enjoy the good range of interesting additional activities, such as those during themed weeks, film-making, growing vegetables and cooking. A group of younger children proudly showed their rhubarb and berries, exclaiming, 'Everyone will be really excited when they see what we have grown!' The school is currently developing the curriculum to provide more exciting and challenging ways for pupils to improve their key skills across a range of subjects.

23.4 Leadership and management are good. The strong leadership of the headteacher and senior leadership team has been the key factor in recent improvements made by the school. School leadership has a clear understanding of the school's strengths and knows clearly what it needs to do to improve further. Plans for school improvement are well thought out and clearly focused on the most important priorities. The headteacher successfully fosters the potential of all members of staff, harnessing a hardworking and enthusiastic staff team focused on the school's priorities. It is well placed to continue to improve.

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

There is a range of attainment on entry to school, but overall ability levels are well below national expectations. A significant proportion of children have speech and language difficulties. Good relationships with parents and carers, and the recent development of the 'Branches' extended schools provision on the school site, help children settle well into the Reception class. They feel safe and secure because of positive relationships with staff in school. Children enjoy a range of learning activities around all areas of learning indoors. However, outdoor learning activities do not support children's progress as effectively, as they do not have the same clear learning focus. Children make satisfactory progress overall. Standards on entry to Year 1 remain very low, especially language development and personal and social development. The school has plans in hand to reorganise the provision in the Foundation Stage and develop closer links with the attached Nursery.

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

- Raise standards in English, mathematics and science, particularly amongst the more able pupils.
- Improve the consistency of teaching in school to that of the best, particularly in relation to the pace of learning and the level of challenge provided for pupils.
- Ensure pupils in Reception have access to a wider range of outdoor learning

activities to improve their skills in all areas of learning.

A small proportion of 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 Sharp Lane Primary School (May 2008)**

### **24.1 Grade: 2**

Sharp Lane is a good school in which pupils of all ages achieve well. Under the focused leadership of the headteacher, pupils are provided with high quality care, support and guidance. This ensures that all pupils feel valued and those who may otherwise have had problems engaging with school attend regularly and enjoy their learning. Pupils say they are happy at school because 'the teachers are nice and will always help if you are stuck'. Most parents are pleased with the education their children receive. Those who have transferred their children from other schools are particularly positive, typically describing this as the best thing they could have done.

24.2 As a result of the good teaching they receive and the effective support provided for their learning, pupils make good progress. When they join the Nursery children's language is often poor and their attainment in other areas underdeveloped. From this low starting point standards rise systematically and by Year 6 they are approaching national averages. The school has had considerable success in raising standards in mathematics. In the national tests in 2007 almost all pupils attained or exceeded the expected level for their age. Results in science were equally positive. While standards in English are rising in response to the school's initiatives, they are below average and the proportion of pupils attaining the above average level is relatively low. Lower-attaining pupils and those with learning difficulties and/or disabilities achieve well. They benefit from carefully planned provision and are given the confidence to succeed. Teaching assistants work seamlessly alongside class teachers to help provide a blanket of support for all pupils.

24.3 Pupils' personal development is good and they mature into sensible and sociable young people. The role model of care provided by all staff has a strong influence on pupils' attitudes and their approach to others. They adhere to rules and school procedures, valuing rewards and respecting the need for sanctions. They support each other, working well in groups, discussing their thoughts and ideas sensibly. Pupils' spiritual, moral, social and cultural development is good. They grow in confidence and, with an increasing awareness of what they need to do to succeed, start to take on responsibilities for their own learning. Preparation for what life holds in the future is good. Pupils have a strong sense of community and older pupils in particular readily help around school. Winning funding for outdoor play equipment by all working together is a source of considerable pride. Pupils have a strong sense of right and wrong. In a drama lesson in Year 4, pupils showed good understanding of the moral implications of ivory poaching. The need for a healthy lifestyle is understood well. Many pupils take regular exercise during and after school, recognise the dangers associated with drugs, tobacco and alcohol and appreciate the importance of a balanced diet.

24.4 Pupils' behaviour in lessons and around school is good. A minority of pupils need regular help to behave well but this is readily available. A Pupil Development Centre is staffed by learning mentors and provides extensive support for all aspects of pupils' personal development but particularly their social development.

The work in this Pupil Development Centre, plus the continual support provided by all staff, helps pupils to develop the skills they need to behave well, relate to others and socialise effectively. Procedures for child protection and safeguarding pupils meet requirements and pupils feel safe and secure in school. Pupils' personal and academic development is tracked carefully enabling staff to respond quickly to their needs. Systems for care, guidance and support work extremely well and are a key factor in the good progress pupils make in their personal development and academic achievement. Pupils know that if they have something they wish to discuss there is always someone there to listen and help.

24.5 Lessons are planned well and provide interesting activities which stimulate pupils' curiosity. Relationships are good and the atmosphere in classrooms is pleasant and productive. Lesson objectives are made clear to pupils at the start of each lesson but these are not always referred back to often enough to help pupils measure the progress they are making and identify how to make their work better. Teachers give clear information, but at times they give a little too much detail and opportunities for pupils to work things out for themselves are missed. Pupils' work is marked well and they are given good guidance on how to improve. Displays, in classrooms, of pupils' work and prompts from teachers provide valuable additional support and guidance. Pupils are set clear academic and personal targets for improvement, which are reviewed and revised regularly. The curriculum meets the needs of pupils well and they gain considerable enjoyment from the many visitors and educational visits the school provides.

24.6 The school is led and managed well and runs smoothly. Leaders provide clear direction and the strong sense of purpose this generates is shared by all staff. Key to the school's success is the well judged balance struck between high achievement and standards and effective personal development. Standards have risen since the last inspection and there has been good improvement overall. Procedures for checking the school's performance are rigorous and provide clear and reliable information. This enables senior staff and governors to make correct decisions and to plan accurately for the school's further development. Governors play an active part in supporting the school and in encouraging it to do even better. The school's capacity to continue to improve is good.

#### 24.7 **Effectiveness of the Foundation Stage**

##### **Grade: 2**

Provision in the Foundation Stage is good. Children are taught well and make good progress. Although they achieve well, a significant proportion are still some way short of the targets for their age at the end of Reception. Staff establish excellent relationships with children and take every opportunity to promote children's personal, social and emotional skills. From having few social skills on entry, children learn to work and play happily together, although they often need reminders about how to address others correctly. Through constant encouragement to engage in conversation and listen to others, children develop the basics of spoken language but many lack confidence and have only a limited vocabulary. Frequent opportunities to practise letter sounds and make marks that eventually become words provide a solid start to early reading and writing. The Foundation Stage is managed well and provision has improved substantially since the last inspection. Children's response to the many and varied activities provided both in and out of doors is monitored closely and their progress checked regularly. Staff work closely together using the information gained to plan carefully for the next stages in children's learning.



- 24.8 **What the school should do to improve further**
- Increase the proportion of pupils who attain at an above average standard in English.
  - Improve teaching to involve pupils more in working things out for themselves and checking their own progress.

**25 Southroyd Primary and Nursery School (November 2008)**

**25.1 Grade: 2**

This is a good school with a number of outstanding features. As a result of the excellent quality of support and care staff provide, pupils' confidence and self-esteem develops rapidly and they achieve well in all aspects of their learning. Pupils of all ages make huge strides in their personal development, maturing into sensible and considerate individuals who value education and take considerable pride in what they are able to achieve. Pupils feel that theirs is a 'really good school' because they have teachers who 'will listen to any problems and help'. Most parents hold equally positive views, describing staff as very supportive, caring and approachable and the school as providing a motivating and nurturing environment.

- 25.2 From a relatively low starting point on entry, pupils make good progress as they move through the school and by Year 6 standards match the national average. The school is continually looking for ways to raise attainment and there are early, but clear signs that standards are rising with an increasing proportion of pupils attaining at an above average level. The school sets challenging targets for pupils' performance in the national tests and meets or exceeds them. The good levels attained in Key Stage 2 reflect the hard work done in EYFS and Key Stage 1 to provide pupils with the confidence and will to achieve. This takes time to build, but the school is relentless in its efforts to equip all pupils with the attitudes and skills they need to be effective learners. One of the keys to the school's success is the outstanding curriculum, closely tailored to pupils' needs and providing the motivation for pupils to do their best at all times. Pupils say that they find school highly enjoyable because 'teachers do all sorts of things with you' and 'work is fun'. They are clearly stimulated to learn by the opportunities provided and in lessons levels of concentration, interest and enthusiasm are high.

- 25.3 The curriculum provides pupils with a very wide range of experiences in lessons and beyond. Very productive and well organised links with a local sports college, for example, extend the range of physical activities available to pupils helping to keep them fit and healthy. Pupils recognise the benefits this brings and pay close attention to their own health and safety. Some act as junior road safety officers and under the guidance of a member of staff give regular advice to other pupils on how to keep safe while out and about. In lessons, around school and in the playground, behaviour is excellent. Pupils listen very carefully to what teachers are saying and join in activities readily at every opportunity. They willingly help others, with older pupils organising games equipment at playtimes and helping to support younger pupils around school. These duties are taken seriously and carried out very conscientiously. On occasions, older pupils assess each other's work, providing thoughtful and sensible peer guidance to help each other improve. Safeguarding procedures are in place and as result pupils feel safe and secure in school. While they accept there is the occasional 'falling out,' they have confidence in staff and in the older pupils, who act as peer mediators, to resolve any problems quickly and effectively.

- 25.4 Teaching and learning are good. Relationships between teachers and pupils are

excellent and the atmosphere in classrooms is relaxed but busy. Pupils are set very clear objectives at the start of lessons and given understandable instructions about how to achieve them. Teachers give common messages and provide useful prompts which instil good practice, such as always reading through written work to make sure it says what it should. The teaching of English is good in most respects, but the teaching of handwriting has inconsistencies and does not enable all pupils to develop a fluent and consistent style. Care guidance and support procedures are extremely well planned and matched carefully to the needs of the individual. All pupils are included fully in the life of the school and have equal opportunities to learn. As a result, pupils with learning difficulties and/or disabilities and those from minority ethnic backgrounds maintain the same rate of good progress as other pupils. Teaching assistants work closely with class teachers, providing valuable additional support for pupils. Nurture groups are provided for those with low self-esteem or who need additional support for their social development. These do much for pupils' confidence and ability to learn effectively alongside others. Pupils' academic progress is assessed and tracked rigorously, enabling support and guidance to be offered when and where needed. Teachers mark pupils' work carefully and give good guidance for future improvement.

25.5 The manner in which community cohesion is promoted both within the school and local communities and much further a field is outstanding. For several years the school's highly productive links with one in India have provided pupils with a valuable insight into a community that is in some ways similar to their own, but in others is very different. As a result, pupils respect for and appreciation of other cultures and communities is highly developed. Now that the funding for this project has come to an end pupils have taken on the task of raising money so that it can continue. Such experiences give pupils an early appreciation of money management, which when coupled with a very good range of basic skills provides an excellent platform for future learning and life.

25.6 Supported by the deputy headteacher and a cohesive team of senior staff the headteacher leads and manages the school with vision and purpose. Since the school was last inspected it has made good improvement. The school's strengths have been built upon and new initiatives that enrich pupils' learning have been undertaken. Major building and development work has taken place quite recently. This has been managed well with a minimum of disruption to pupils' education. School self-evaluation is accurate and the school sets extremely challenging targets to raise standards and maintain the momentum of development. Governors carry out their statutory responsibilities well. They support the school conscientiously and play a full and active part in checking its performance. Capacity for further improvement is good.

25.7 **Effectiveness of the Early Years Foundation Stage**  
**Grade: 2**

Provision in the EYFS, including that for the small number of young children who attend the before and after school club, is good. When children enter the Nursery their attainment is often below that typical of the age group and in some instances well below. Many lack language skills and are not yet communicating or socialising with others confidently. Children make good progress in EYFS because they are well taught and cared for. Although the majority of children attain the targets for their age by the end of Reception, a significant minority are still below the expectations on entry to Year 1, particularly in writing and calculation. Children make very good progress in their speaking and listening. This is because adults are skilled at asking questions that encourage children to communicate their

thoughts and ideas. For example, during an activity to bake a cake for the toys' birthday party, children sensibly reasoned why they did not put jam in the cake before it was baked. Nursery children had huge fun on a 'bear hunt' out of doors, describing what they saw, heard and felt, 'squelching' through mud and 'trampling on crackling leaves'. Teachers plan their lessons conscientiously, but the activities in the Nursery are not always as sharply focused as those in the Reception classes. When this happens opportunities to extend and develop children's knowledge and understanding are missed because the steps in learning are too broad. Leadership and management of the EYFS are good. Despite an unsettled period during the construction of the Children's Centre, when the Nursery was housed in temporary accommodation, good quality provision has been maintained. Systems to ensure the welfare of children and adults are good, and the provision meets the new requirements. Links with parents and other professionals are good and the letter sounds sessions, that enable parents to help their children at home, have achieved very positive results. Very good links with Year 1 allow the children to make a smooth transition into Key Stage 1.

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

- Ensure the teaching and learning of handwriting provides all pupils with the opportunity to develop a fluent and consistent style.
- Ensure that activities planned in the Nursery have a clear and sharp focus and identify appropriate steps in children's learning.

26 **St Chad's Church of England Primary School (June 2008)**

26.1 **Grade: 1**

This is an outstanding school. It provides excellent value for money. The care, guidance and support that the school gives its pupils result in their first-rate personal development and well-being. All safeguarding procedures meet current requirements. Pupils' behaviour, their spiritual, moral, social and cultural development, enjoyment of learning and understanding of how to stay fit and healthy are outstanding. As pupils move through the school they flourish and grow into mature, thoughtful members of the school community. Older pupils take great pride in their roles as monitors and play-leaders (fitbods). They organise and oversee a wide range of play-time activities extremely well. The school council is adamant that bullying is not tolerated in any form and that the school is a happy, calm and friendly place of learning. Parents are overwhelmingly supportive of the school, some remarking on how well their children were welcomed into school as new arrivals. Attendance is satisfactory. Despite leaders' best efforts, some parents insist on taking their children on holiday in term time. The school works in highly productive partnerships with the local community, for example, with local places of worship and colleges: these colleges provide additional expertise in teaching sports.

26.2 Since the previous inspection, more pupils have been admitted from different minority ethnic backgrounds. Several of these pupils are at an early stage of learning to speak English. The school, through its provision of additional help and deployment of teaching assistants, has adapted extremely well to this change and has maintained well above average standards in English and mathematics and above average standards in science in Key Stage 2. This demonstrates the school's excellent capacity to improve.

26.3 Pupils' achievement over time is outstanding. Children begin in the Nursery with skills that are broadly in line with expectations for their age although several of

them now have underdeveloped skills in English language. On entry, this group of children does not meet the age related expectations in communication, language and literacy and in using mathematical language. However, most children do. Overall pupils' achievement is outstanding. This is because progress is consistently good in the Foundation Stage where children benefit from an excellent curriculum. It is good in Key Stage 1 and outstanding in Key Stage 2. No pupils underachieve. Pupils with learning difficulties and/or disabilities and those at an early stage of learning to speak English outperform similar groups of pupils nationally. By the end of Key Stage 1, standards are above average in reading, writing and mathematics. They were well above average in 2007. Progress in Key Stage 2 was outstanding in 2007, when standards were well above average. Currently, pupils are attaining above average standards. Their achievement from a lower starting point is outstanding. In science, fewer pupils than expected make outstanding progress because they do not consistently build upon their investigative skills from one year to the next. This is the reason why the curriculum is good rather than outstanding. However, the curriculum is adapted extremely well to help all groups of pupils to learn. There is an excellent range of extra-curricular activities, which have a large take up. In addition, pupils experience a significantly wide range of visitors and visits to enhance their first hand learning.

- 26.4 Teaching and pupils' learning is outstanding because teachers' and leaders' use of assessment to plan relevant work is accurate. The assessment system is used to pinpoint when pupils are at risk of not meeting their targets, or have achieved them early. Teachers then provide either extra work to help them catch up, or additional learning opportunities for the most capable pupils. This was summed up neatly by a member of the school council who said, 'The progress is pretty good. On Monday, children can't do something and by Friday they generally can.'
- 26.5 Children who can do (something) by Tuesday get challenged on Wednesday.' They also appreciate teachers' strengths and different teaching styles. Pupils comment, 'In every lesson there is something physical to do, like using the smartboard or hot seating. We're not just sitting writing.' Inspirational teaching is exemplified by teachers' focus on what pupils need to do next to improve further and through their class management skills which provide attractive, calm learning environments in each classroom.
- 26.6 Outstanding leadership and management are behind pupils' achievement. The headteacher and deputy headteacher, ably supported by senior staff, and in partnership with an active governing body, decides on the priorities to achieve each year. These translate into individual targets for staff to meet. Additional professional development is provided externally and internally to aid staff to meet their targets. The headteacher and governors have constructed new leadership teams and these share a strong sense of purpose and an unswerving commitment to raising pupils' achievement further, for example, in music. One of the senior managers, a Nursery nurse, now leads the entire team of teaching assistants. This has resulted in this group having a voice in the decision making process and a greater sense of ownership of pupils' learning. The school's evaluation of its work is overly modest. It has graded itself as good rather than outstanding in most elements of its work. This typifies leaders' strong belief that their work can always improve further. Governance has improved markedly since the previous inspection. Individual governors are very committed to the school, spend time visiting classes, teachers and pupils and are fully involved in planning future developments. They know how good the school is and what it needs to do to improve further

## 26.7 **Effectiveness of the Foundation Stage**

### **Grade: 1**

Learning in the Foundation Stage is outstanding. Although most children have skills expected for their age when they begin in the Nursery, an increasing proportion has little or no English. Through careful provision of extra help and very good modelling of language and social skills all children make consistently good progress in their learning, so that, when they are ready to begin in Year 1, most have reached the expectations for their age. There is an excellent balance between indoor and outdoor learning and between adult led and children's own independent learning activities. Children are presented with interesting and lively first hand learning experiences. For example, during the inspection, children studied fish from the fishmonger, comparing them to the live fish they had in their fish tank. This activity enhanced the acquisition of language skills very well.

## 26.8 **What the school should do to improve further**

- Increase opportunities for pupils to plan their own investigations in science.

## 27 **St Edward's Catholic Primary School, Boston Spa (July 2008)**

### 27.1 **Grade: 1**

This is an outstanding school where pupils learn exceptionally well. The school fully meets its aim: 'For all children to reach their potential academically, spiritually, morally, socially, creatively and physically.' This is because of outstanding leadership and management, an exceptionally rich curriculum, outstanding teaching quality, and excellent care, support and guidance for all learners. Partnerships with other schools make an outstanding contribution to pupils' well-being. Pupils say, 'We'd like the school to be a bit bigger but apart from that it's perfect.' They especially like the teachers, explaining, 'You can have a conversation with them. The fun in the lessons makes you work hard and gives you confidence.'

27.2 Standards are high and achievement is outstanding. Recognising the pupils' above average starting points when they enter Year 1, the school expects them to progress at a much more rapid rate than usual and, therefore, sets challenging targets at each stage of their education. The checking of pupils' progress is so finely tuned that as soon as a pupils' progress slows, the school quickly intervenes and helps. This ensures that no one falls behind. Consequently, results in national tests at the end of Year 2 are consistently well above average. By the end of Year 6, the value added by the school placed it in the top 1% nationally in 2007, compared to the top 4% in 2006. The trend in the school's results is upwards and the school regularly exceeds its very challenging targets at end of Year 6. Part of the school's success is due to its outstanding provision for pupils with learning difficulties and/or disabilities. Skilled support from teaching assistants together with very well thought out individual education plans enable all with learning difficulties and/or disabilities to reach nationally expected standards in English, mathematics and science by the end of Year 6. Equally, more able pupils are exceptionally well challenged. Pupils with special gifts and talents have individual education plans which ensure that they, too, make outstanding progress. As a result, two-thirds of pupils consistently exceed expected levels in English and mathematics and almost all pupils exceed them in science.

27.3 Standards in the current Years 2 and 6 show further improvement still. This is because of outstanding teaching quality and exceptional leadership which analyses carefully where the weaknesses are and sets about improving them systematically

and rigorously. Literacy and numeracy are fully integrated into other subjects and so pupils have lots of opportunities to use their skills for a purpose. Lessons are skilfully balanced between intensive taught time in small groups and extended periods when pupils work on their own. Questioning is a notable strength, challenging pupils to think for themselves.

27.4 The key to the school's success is the extent to which pupils learn independently. For example, in science, pupils regularly decide the question they want to investigate and select their own resources in order to find the solution. They, therefore, learn a great deal about the importance of fair testing and working methodically. It is a similar picture in other subjects too. They assess their own learning and, therefore, learn from their mistakes. Pupils in Years 5 and 6 are expected to set their own challenges and to lead others. This aids their personal development which is outstanding. For example, older pupils take the Friday Celebration assemblies, to which all parents are invited, and they devise and teach the routines for the daily physical exercise designed to 'wake up and shake up' both staff and pupils at the start of afternoon school. In Lent, pupils in each class organise stalls to raise money for charities and for their partner schools in other countries. This contributes to their outstanding spiritual, moral, social and cultural development. Through the democratically elected school council pupils raise money for play equipment which older pupils then supervise, taking turns at being play leaders and 'buddies' so that everyone has something and someone to play with. No wonder then that behaviour is exemplary and attendance consistently above average.

27.5 Pupils are exceptionally well prepared for their future lives because of this high level of independence and their extremely good basic skills. They have an excellent awareness of why it is important to lead healthy lives, demonstrated in their sporting successes in local competitions and the produce from their vegetable garden. The school's strong commitment to caring for pupils as individuals shows in the efforts made by staff to ensure that their varying needs are understood and provided for. Consequently, pupils feel safe, know who to go to for help and receive extremely good support whenever they need it. The school's safeguarding procedures fully meet current government guidelines.

27.6 The school's self-evaluation accurately evaluated pupils' achievements and personal development as outstanding but judged all aspects of its provision to be good. This arose from a genuine sense that there is always more to be done to improve further. The school improvement plan, based on regular verification of pupils' progress and the effectiveness of teaching, shows a purposeful sense of direction. Currently, all staff include an international dimension to their lessons as part of the school's drive to expand its multicultural provision beyond a yearly international week and European day. Governance is outstanding, offering a sensitive balance of support and challenge based on thorough knowledge of the school from regular checks on its effectiveness. The school has outstanding capacity to improve further.

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

From broadly average starting points children make rapid progress throughout the Reception year. By the start of Year 1 the majority are working securely above nationally expected levels. They make exceptional progress in communication, language, literacy and mathematical development because these skills are extremely well taught. The curriculum is good, offering a balance of taught activities

and those which children learn through finding out for themselves. The range of activities on offer indoors is wider than that offered outdoors and so children who choose to work outside cannot access all areas of learning equally well. Children are extremely well cared for and, consequently, their readiness for learning comes on apace. By the end of the year they concentrate for long periods of time, play purposefully together and talk and ask questions because they have become curious learners. Teaching is lively and follows children's lead extremely well. This is why children make excellent progress. The provision is outstandingly well led and managed.

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

- Extend the outdoor provision for Foundation Stage children so they can learn equally well outdoors as indoors.

**28 St Theresa's Catholic Primary School (November 2008)**

28.1 **Grade: 2**

This is a good school. Typical comments from parents include, 'children love it', and, 'we wish they could stay here 'til they were 18'. The energy, expertise and experience of the headteacher are making a big difference. Effective leadership and management are improving the quality of teaching and learning and as a result, standards are rising. The headteacher's skills are complemented well by those of the deputy headteacher. With the full support of the staff, and governors of both schools, the recent changes to the school population and staff have been managed superbly.

28.2 Pupils enter the EYFS with skills that are generally below those typical for their age. Achievement is good across the school. Inspection evidence shows rising standards at Year 6 in English, mathematics and science from the overall above average levels of 2007. Standards are rising at Year 2 but not enough pupils are achieving highly and the boys' performance lags significantly behind that of the girls. Effective strategies have been put into place to raise standards throughout the school. Pupils are grouped by ability for mathematics in Years 5 and 6, for example, but not for English, as literacy is promoted through work for pupils in most other subjects. Teachers' assessments of pupils' achievement helps staff to intervene effectively and support any pupil not making the progress expected of them.

28.3 There is no doubt that pupils enjoy coming to school and this is reflected in their above average attendance. Pupils' spiritual, moral, social and cultural development is good. Most behave very well in lessons but, occasionally, when teachers do not provide sufficiently challenging or interesting work, pupils' behaviour suffers. All have a sound knowledge about other religions and cultures and their contribution to the school and local community is good. Pupils are prepared well for their future. Literacy and numeracy are taught well and staff lead by example to promote pupils' social skills in the caring and supportive atmosphere of the school.

28.4 The quality of teaching and learning is good and has a major impact on pupils' good attitudes towards school and their good progress. Examples of outstanding teaching were seen in Years 4, 5 and 6. Teachers' enthusiasm and knowledge ensure pupils are highly motivated and as a result, most make exceptional progress in these lessons. Teaching is less effective when pupils are not sufficiently challenged by the tasks they are given. There has been a strong emphasis on raising standards in English, mathematics and science and the good

quality curriculum reflects this. Staff are developing 'our school curriculum' to give more emphasis to creative skills and the development of investigative skills through topics. In some classes, pupils do not have enough opportunity to be creative.

28.5 Parents clearly appreciate all that the school does for their children. The level of care, support and guidance is good and has a significant impact on pupils' personal development. The management of provision for pupils with learning difficulties and/or disabilities and for those learning to speak English as an additional language is outstanding. It enables all to be fully included in lessons and to do well.

28.6 Overall, leadership and management are good. Each educational phase has its own designated leader and effective support by subject leaders. Good systems for monitoring and evaluating the school's work, including standards, give staff an accurate assessment of all aspects of the school. The skill and drive of the headteacher is helping to weld staff, governors and pupils into a cohesive community which is striving for excellence. This reflects the schools' status as an Investor in People. As a result, there is a good capacity for the school to continue improving.

28.7 **Effectiveness of the Early Years Foundation Stage**  
**Grade: 2**

Provision is good and is a developing strength of the school largely due to the good quality of leadership and management. Improvements over the last year have paid dividends in the significant increase in standards. Most children enter school below the levels expected for their age. In particular, many children have immature speech and underdeveloped social skills. Despite this, most achieve very well in the EYFS to attain levels above those expected for their age by the end of their Reception year.

28.8 Teaching is good with classrooms that are efficiently organised and managed and warm relationships between adults and children. Activities are well planned and geared nicely to all the areas of learning. There are good opportunities for children to develop their speech through well planned role play and discussion. Arrangements to track the progress of each child and to monitor the choices they make are efficient. Children behave well, although a small minority have yet to learn to adapt to the systems and expectations. The good relationships with adults help children to feel safe and secure. Despite the school's best efforts, the limitations of the accommodation impede the extent to which staff can provide an exciting and imaginative range of activities to promote learning outdoors. The school is preparing to fund improvements.

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

- Raise standards by the end of Year 2 in reading, writing and mathematics for boys and more able pupils.
- Provide a more creative curriculum which encourages and develops skills of exploration, investigation and problem solving.

29 **St Joseph's Catholic Primary School, Pudsey (October 2008)**

29.1 **Grade: 2**

This is a good school with outstanding features. The clear vision and drive of the headteacher, supported by a reflective and analytical senior leadership team, means the school is constantly developing. Outstanding care and guidance enables pupils of all abilities to develop extremely well in a safe and very positive



community. 'My child enjoys school very much - is well taught and looked after to a high standard.' is a comment typical of the views of the vast majority of parents. Good teaching and an effective curriculum contribute well to pupils' good achievement. Children get a good start to their education in the EYFS.

29.2 From starting points typical for their age, pupils achieve well and leave Year 6 with standards that are above, and sometimes well above, average. Standards are especially high in reading by Year 6. There has been a good trend of improvement in pupils' achievement, particularly in English, because the school is quick to identify and address any dips in progress. The school is very inclusive so pupils with learning difficulties and/or disabilities make good progress. Pupils' skills in information and communication technology (ICT) are well developed and used in many subjects, which is a good improvement since the last inspection.

29.3 Pupils' personal development and well-being are outstanding. Their spiritual, moral, social and cultural development is excellent: pupils are very thoughtful and positive in their attitudes. Pupils behave very well and show tolerance, respect and care for others. Their understanding of healthy living is excellent and they take full advantage of the school's healthy meal service and daily 'Wake up and Shake up' physical activity. Pupils make an outstanding contribution to the school and wider community through the school council and roles such as prefects. Attendance and punctuality are outstanding.

29.4 Excellent relationships underpin the good quality teaching and learning. Pupils are clear about the purpose of lessons and work hard to achieve success. Occasionally, in mathematics in particular, work set is not matched closely enough to individual pupils' needs to promote the highest achievement.

29.5 The wide-ranging and high quality extra-curricular opportunities contribute very well to pupils' personal development. There is very good support for pupils with emotional and social needs and those with learning difficulties and/or disabilities, which helps all groups make good progress. The planning for teaching of mathematics is largely new and has not yet had a full impact on achievement. Personal, social and health education is very effective. Care, guidance and support are outstanding. Systems to track pupils' achievement are accurate and rigorous.

29.6 Leadership and management are good. The headteacher provides an exceptional momentum to all the school's work through a strong drive and commitment to training and supporting staff. The senior leadership team provides good guidance and support to others. Procedures to monitor and evaluate all aspects of the school's work are very well established and continuously developed. The effective governing body provides considered and reflective support and challenge. The school's positive and inclusive atmosphere is highly valued by parents and the wider community. It is a 'thinking school' with a good capacity to improve.

## 29.7 **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Many children enter the EYFS with skills and knowledge generally comparable to most children of that age group. They leave with at least the nationally expected skills and often above in early reading and writing. Children's personal development is outstanding as they quickly become independent, curious and eager. This good and improving achievement is the result of very effective leadership and the staff's effective use of accurate assessments to set individual steps for children to achieve. Children are very well looked after and feel safe and

secure. There are excellent relationships with parents which aid children's development. 'All staff are very supportive of children and parents.' is one of many similar views parents express. The quality of teaching and learning is good. Staff extend children's learning by careful questions and full involvement in their role play, snack and lunchtimes. However, some activities are overly reliant on the intervention of adults to provide challenge for different abilities: this slightly limits pupils' independent learning. Very occasionally, the pace of learning is too slow because the teacher talks to too large a group of pupils at the same time. The curriculum is of good quality. Children learn about the world around them through exciting and relevant themes such as the story of Diwali. There is a clear purpose to all lessons and activities which is shared well with the children. Excellent use is made of the outside for all areas of learning and in particular for large construction and physical activities.

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

- Match work very closely to the needs of pupils of all abilities to ensure they are challenged to attain the highest standards, particularly in mathematics.

**30 Swarcliffe Primary School (June 2008)**

**30.1 Grade: 2**

This is an improving school that provides a good quality of education for its pupils. Parents are highly supportive of the work of the school. They say that in recent years, 'The school has gone from strength to strength.' and that, 'It is a school that always listens to the children and parents.' The headteacher and committed staff work hard to create a happy and inclusive environment, in which all pupils feel valued and enjoy their learning. In particular, the headteacher has shown determination to address the challenges arising from recent and significant changes in staffing to raise achievement and standards. As a result measures to improve pupils' writing skills and to respond to the marked decline in Year 6 performance in mathematics in 2006 are now successful features of the school's work.

30.2 Most staff are actively involved in checking pupils' progress to ensure that none are left behind. Self-evaluation is accurate and has identified the right priorities to sustain improvement. For example, the school recognises correctly that there is more work to be done to increase standards in writing and mathematics. Teachers work in teams to share good practice, with a real determination to try and make sure that every lesson is the best it can be. Parents recognise this good work. They say that their children are given 'lots of encouragement to do well in all subjects' and that they 'enjoy the regular access to up to date technology'.

30.3 Standards in the current Year 6 are improving, but are still below average in English and mathematics. This represents good achievement overall for these pupils, from their well below average starting points in reading, writing and number work. Nevertheless, standards can improve further. Children get off to a good start in the Nursery and Reception classes, due to the supportive relationships, many opportunities for independent play and well-planned activities to develop their communication and social skills. Across the rest of the school, in Years 1 to 6, pupils are now making good progress overall, as a result of the largely good teaching. However, on occasions where teaching is insufficiently challenging or engaging, pupils learning slows and their progress is satisfactory. The use of information and communication technology (ICT) and an emphasis on speaking and listening activities, encourage pupils to think for themselves. The curriculum is

good. Pupils are excited by the regular theme days, visits and visitors to the school and by the opportunities to use their imagination and develop their creative talents.

30.4 Pupils' personal development is good overall and their spiritual, moral, social and cultural development is outstanding. Pupils really enjoy school and their behaviour is good. They have an excellent understanding of how to keep safe and healthy and make outstanding contributions to the life of the school and the local community. They are well prepared for life beyond school because of their good ICT skills, improving levels of literacy and numeracy skills and positive attitudes to learning. The quality of care and guidance is good. Pastoral care is excellent. The school provides increasingly helpful information so that parents know how well their children are doing and pupils understand the next steps they need to take to improve their learning. Pupils with learning difficulties and/or disabilities are challenged and supported well in all lessons and make good progress.

30.5 The good leadership by the headteacher and senior leadership team, and the developing strengths of the governing body, have led to some recent successes in raising standards. Consequently, the school shows good capacity for further improvement.

### 30.6 **Effectiveness of the Foundation Stage**

#### **Grade: 2**

Children enter Nursery with skills that are well below national expectations, particularly their personal and communication skills. They settle happily and get off to a good start. Good teaching across the Foundation Stage enables them to make good progress. By the end of Reception, although children reach skill levels that are overall broadly typical for their age, levels remain lower in personal and mathematical development. The stimulating indoor and outdoor learning environments encourage children to make choices, learn to share with others and become increasingly independent in their work and play. The easy access between indoor and outdoor activities is particularly strong, and promotes continuous hands-on experiences. Children enjoy, and are enthusiastic, about their learning. Systems to assess children's progress are good and their welfare is very well promoted. Those who find learning more difficult make good progress because of the well-conceived opportunities to play actively and interact with adults who are good role models. The quality of questioning challenges children to think for themselves and to develop confidence in sharing ideas in front of others. Recent changes in the leadership of the Nursery, and overall Foundation Stage, have brought about considerable improvements in children's learning and personal development in a short time.

### 30.7 **What the school should do to improve further**

- Raise achievement and standards in English and mathematics across the school and particularly by the end of Year 6.
- Ensure all teaching is sufficiently challenging to engage pupils in their learning and enable them to make the best possible progress.

## 31 **Templenewsam Halton Primary School (September 2008)**

### 31.1 **Grade: 2**

This is a good school with a number of outstanding features. The dedication of the headteacher and commitment of the staff to all pupils are held in high regard by the local community. 'The values that are at the heart of this school have given my children a fantastic start in life,' is typical of the many positive comments parents

make. Pupils are equally appreciative and are very mature. 'Only way you get a good job is if you're smart and that's what the school teaches you to be.'

- 31.2 The staff provide good teaching, outstanding care, guidance and support and pupils of all ages achieve well. Pupils' attainment rises from below that typically expected on entry to broadly average or a little above by Year 6. Improvements since the last inspection, particularly in Key Stage 1, are having a positive effect and standards are on an upward trend. As a result of successful development, pupils' writing has improved of late, although this is not yet fully evident in the school's results in the national tests. The work pupils are given in lessons is often linked to their individual needs but on occasions the most able pupils have insufficient challenge. Consequently, while most pupils attain the expected standard for their age comparatively fewer go on to attain highly.
- 31.3 Pupils' personal development is outstanding. Pupils are sociable and considerate young people who are a pleasure to be with. They behave extremely well, show considerable care for others and work very hard in class. Attendance is good. Pupils feel safe and secure in the school's warm and welcoming atmosphere. They have an excellent understanding of the importance of healthy eating and regular exercise and appreciate the good quality food the school provides at lunchtimes. Older pupils in particular willingly help around school and pupils are very sensitive to the needs of those less fortunate than themselves. They represent the school with much enthusiasm and take considerable pride in what they are able to achieve on the wider stage.
- 31.4 Consistency in the quality of teaching ensures that pupils learn effectively and make good progress throughout the school. Lessons are lively and stimulate pupils' enthusiasm for new ideas. Teachers assess pupils' progress continually and use the information well when planning what comes next. Teaching assistants make a very positive contribution to pupils' learning, particularly for those pupils with learning difficulties and/or disabilities. The curriculum is of good quality: an improvement since the last inspection. Useful links between subjects combine with many interesting visits and visitors to enliven pupils' learning. The attention paid to pupils' care, guidance and support is exemplary. Despite this being a large school, staff know each pupil extremely well and respond rigorously to pupils' individual needs. All pupils are valued equally and included fully in the life of the school. The achievement of the Inclusion Charter Mark shows the school's success in this. Pupils' personal and academic development is tracked very closely and outcomes are acted upon decisively. The school's links with the local community and other schools and outside agencies are excellent. Pupils benefit from the close working relationship that exists. Links with the wider community are also established, although opportunities for pupils to appreciate their place in multicultural Britain are underdeveloped.
- 31.5 The school's extremely positive ethos and popularity with pupils and parents is due in no small part to the management and interpersonal skills of the very experienced headteacher. She leads a cohesive team of senior teachers who effectively promote a common vision for the school based on all pupils reaching their full potential. Efficient management ensures that all those concerned with pupils' education are clear about their roles and responsibilities and reflects the school's status as an Investor in People. Governance is good. Finances are managed carefully and the school provides good value for money.
- 31.6 **Effectiveness of the Early Years Foundation Stage**

**Grade: 2**

On entry to Nursery the skills of a significant proportion of children are below those generally typical of the age group. They make good progress in the EYFS and most attain the targets for their age by the end of the Reception year. Staff visit children at home before they start the Nursery and this helps children settle in quickly. Parents are very happy with the links that are established. 'The teachers continually tell us what the children are doing, how we can help and what is expected.' Learning diaries are compiled from the first day children start in the Nursery. These confirm the outstanding progress children make in their personal, social and emotional development and the good progress they make in communication and language. Because children in the Nursery and Reception area mingle freely during outdoor activities, the transition they make from one year to the next is seamless. Similarly, increasingly structured learning activities in the Reception year emphasising letters and sounds eases the move to Year 1. The EYFS is led and managed well with a clear focus on continuous improvement. Staff work as a team and observe and assess children continuously. They use the information well to plan interesting and stimulating activities. 'We take the learning to them,' staff said, explaining the large collection of clipboards, whiteboards, chalks and large paint brushes that surrounded a muddy 'building site' created by five Reception-age workpeople. The care and well-being of the children is at the heart of the EYFS.

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

- Ensure that in all lessons higher-attaining pupils are sufficiently challenged and can achieve to the best of their abilities.
- Provide pupils with more opportunities to appreciate and understand the multicultural nature of British society.

**32 Swillington Primary School (October 2008)****32.1 Grade: 2**

This is a good school. It has improved rapidly after a time when standards dropped temporarily to below average in 2007. Many parents appreciate the school's quick recovery. Some are very happy with the progress being made in all classes, but particularly in Year 6. Inspection findings agree largely with these sentiments. Achievement is good, considering that children's attainment is well below expected levels on entry to the Nursery. Recent initiatives and the influence of new staff have created a calm atmosphere in which good behaviour thrives. As a result, pupils' academic progress has quickened and standards are back at the nationally expected level in Year 6. Moreover, pupils respond enthusiastically to the demanding challenges presented to them. This year, for example, pupils in Year 6 are eagerly striving to exceed their previous best because the school has held fast to its ambition to raise standards.

**32.2** All groups of pupils make good progress, which is a tribute to the support given to, sometimes quite sizeable groups of pupils with learning difficulties and/or disabilities. Relationships are positive, which results in a climate of participation and enjoyment. Pupils' good personal development, effective teaching, a curriculum that makes learning fun and the rigorous support provided for individual pupils all combine to make achievement good. Pupils love talking about trying to be healthy and how they feel safe from bullying and 'bad behaviour'. The outward-looking nature of the school and its productive links in the community give pupils a good start in gaining skills needed at their next school and in the workplace. The number of exclusions has fallen to zero this year. The majority of boys respond well

to the increasing number of lessons that contain practical work and learning through activities such as drama.

32.3 There are differences between subjects in terms of pupils' progress. In writing, progress is often satisfactory rather than good. Children enter school with fewer skills in this aspect and have generally below average standards in writing at the end of Year 2. This contrasts with reading and mathematics where standards are usually broadly average. By the end of Year 6, pupils progressed well in 2008 but writing was the weakest aspect of their performance.

32.4 Leadership and management are good because the headteacher and a core group of governors have tackled temporary problems of poor behaviour by a minority of pupils and brought standards up again. The context in which these developments have taken place has been challenging. There have been many changes to the governing body; fewer pupils, which placed pressure on the budget; and several new appointments of key staff and therefore a need to reallocate management responsibilities. Delegation, in this respect, from the headteacher has been good. New subject leaders have laid out a clear direction for the future but have lacked opportunity to observe and evaluate teaching to judge the success of their initiatives and provide advice. This affects the uniformity of pupils' progress, for example in the relative weakness of pupils' writing.

32.5 Generally, parents have a good opinion of the school, although a few are concerned about the progress their children are making in job-share classes and about the level of communication between home and school. The inspection found no evidence to confirm these concerns. The improvements to teaching, the curriculum and standards since the last inspection demonstrate the school's good capacity to consolidate its successes and progress even further.

### 32.6 **Effectiveness of the Early Years Foundation Stage**

#### **Grade: 2**

Children make good progress in the EYFS, largely owing to the very positive relationships in the setting and the strong links between home and school. Typical of parents' views is the claim that provision in the EYFS is 'wonderful'. By the time they leave Reception, children's skills are below expected levels but they have done well, particularly in personal development. Whenever slower areas become apparent, effective programmes are launched. This happened recently in reading. Children are achieving higher levels with regard to letters and their sounds as a result of thoughtful teaching. Learning is good because teaching provides a very well balanced set of activities using well chosen resources. Moreover, useful assessments of learning are made. Children's personal profiles, which are shared with parents, are excellent examples of assessments being used to promote progress. Outdoor learning is always available and children love the contrast between sitting quietly inside the trunk of the Thinking Tree, for example, and splashing in the puddles. When playing alone or in groups children use well the ideas they have learned with staff. For example, many children were successful in using the correct language for the different bowls when pretending to be the three bears in the cottage kitchen. The EYFS is well led and managed in a way that has quickly recognised what is successful and what needs to be improved. For example, children's writing is an area of slightly lower performance and this is being tackled now. Regard for children's welfare is good because the staff have a close knowledge of children and their families.

### 32.7 **What the school should do to improve further**

- Improve standards in writing, by the end of Year 2 and Year 6, to match or exceed those currently being attained in reading and mathematics.
- Develop a comprehensive approach to the monitoring and evaluation of teaching and learning across the leadership team to raise standards further.

### **33 Thorner Church of England Voluntary Controlled Primary School (October 2008)**

#### **33.1 Grade: 2**

Thorner is a good school with outstanding features. The first-rate care provided for pupils is as effective as it was when the school was last inspected in 2006. This high level of support and guidance still produces outstanding personal development among pupils. 'A good village school.' typifies the opinion of the vast majority of parents. They often use words such as 'stimulating' and 'supportive' when talking about the quality of teaching provided for their children. Inspection findings agree with these sentiments. Good, and occasionally outstanding, teaching makes sure that pupils progress well in virtually all aspects of their learning.

**33.2** Current standards, as demonstrated by inspection evidence, are above the levels expected for pupils' age at the end of Year 2 and well above them at the end of Year 6. This represents good achievement. Pupils' progress in reading and mathematics is good but in science, at Year 6, where standards are very high in relation to expected levels, achievement is excellent. The progress made by pupils in mathematics has quickened lately owing to the school's successful diagnosis of some relative weaknesses in teaching. Pupils make satisfactory progress in writing. The school has identified, correctly, that achievement in this area could be better and has implemented some measures to tackle the situation. Nevertheless, there is not yet a common understanding among pupils about how to compose a greater variety of sentences with powerful vocabulary and apt punctuation.

**33.3** Pupils speak enthusiastically about the school in every respect. Behaviour is often impeccable and pupils are industrious and conscientious in lessons. They are quick to applaud a curriculum that encourages them to be healthy, keep safe, enjoy specialist work from experts in sport and music and learn about issues like environmental sustainability. Pupils take great pleasure in composting apple cores, for example, and entering competitions for collecting the most telephone directories for recycling. The pride with which older pupils mention being house captains or members of the school council also demonstrates how well adults inspire them to get involved. The school is a thriving community with very regular contacts within the community and with some local schools. Pupils' horizons are broadened by frequent trips out of school and well established links with a school in Sri Lanka. As a result spiritual, moral, social and cultural development is outstanding.

**33.4** Teachers are skilful at planning work to suit pupils' particular needs, which makes learning relevant and enjoyable. Tasks for pupils, for example in English and mathematics, are generally tailored equally well for higher attainers and those with learning difficulties and/or disabilities. A team of well qualified teaching assistants makes sure that pupils who need extra help get good quality support. For example, in one lively English lesson, a group of pupils in Year 1 received beneficial help to catch up in their reading. Demands on pupils' writing in some lessons are not high enough, but these are balanced by occasions when teaching is superb at helping pupils to produce mature pieces of writing. For example, in a Year 5/6 lesson pupils were inspired to write very well by the teacher's expert use of the interactive

whiteboard to present them with a range of stimulating advice.

33.5 Good leadership and management have ensured that teaching has improved since the last inspection. Furthermore, the headteacher and governors have instigated a major extension to the accommodation and the number of pupils is growing. Parents praise these improvements. A few are concerned about the effect that part-time teaching or large mixed-age classes might have on their children's progress. Inspection findings reveal that the headteacher and governors make sure that learning progresses at a similar rate for all pupils in Years 1 to 6. Management is good partly because governors take a keen interest in the school, work well to evaluate its progress and plan constructively for the future. All of these positive aspects demonstrate good capacity for further development. Subject leaders are beginning to take on more responsibility for evaluating pupils' standards and achievement.

### 33.6 **Effectiveness of the Early Years Foundation Stage**

#### **Grade: 3**

Standards are in line with nationally expected levels by the end of Reception. This represents sound achievement from entry levels that are broadly typical for children's age. Leaders have a good knowledge of strengths and aspects for development in EYFS, but have satisfactory impact because work to improve the setting is only partly accomplished. Care for children's welfare is excellent, which accounts for their good personal development. It is only the occasional lack of opportunities to show independence that prevent personal development from being outstanding. Learning is more accomplished when children are taught directly by an adult. In this way, children do well, for example, in learning about letters and their sounds and gaining information about healthy lifestyles and the world around them. In one session children discovered a lot about their senses by conducted tasting experiments with an adult and by spotting materials with different textures. However, the statutory requirements for a play-based education are not fully in place. The space outside the classroom is not established to enable children to re-enforce all aspects of their learning through educational play. This also applies to a lesser extent to opportunities for play indoors. Teaching by all adults is good at providing knowledge and asking questions to check understanding but not quite as good at helping children to think for themselves.

### 33.7 **What the school should do to improve further**

- Improve standards in writing to at least match those in reading and mathematics.
- Provide more and fully effective opportunities, inside and outside the classroom, for children in EYFS to learn through educational play.

## 34 **Whinmoor St Paul's Church of England Primary School (November 2008)**

### 34.1 **Grade: 2**

This is a good school that enjoys a very strong reputation locally. 'I could not be happier with St Paul's' sums up the views of many parents. They believe that their children thrive because of the school's caring ethos, openness and the varied and interesting experiences they have for learning. The pupils are equally enthusiastic and talk eagerly about their lessons, the help their teachers give them, the great visits they go on and the many other extra activities they enjoy. They feel safe and secure and appreciate that the school listens to them and acts appropriately on their suggestions, such as those that have led to improvements in the outdoor play provision.



- 34.2 Pupils enjoy school, their attendance is good and they behave well overall. Around school and in most lessons their behaviour is excellent although occasionally, when teaching is ordinary, behaviour is satisfactory. Everyone gets on very well together and pupils work effectively on collaborative tasks. They have an excellent understanding of what they need to do to keep fit and healthy. They enjoy the many opportunities they have to exercise, both in lessons and in the many sports based clubs that are open to them and mostly make sensible choices with their food. This reflects the school's achievement of the Healthy Schools Award. Pupils are keen to help, for example, the older ones assist younger ones at the start of the school day and at break-times. Pupils enjoy being involved in the wider community through, for example, the church, singing in the choir at local venues and participating in events for the city's schools. Their appreciation of what it is to live in a multicultural society and of different ways of life around the world is satisfactory. Overall pupils' personal development is good, rather than outstanding as the school judges. Together with their good basic skills it ensures they are well placed to face life's future challenges.
- 34.3 Pupils make good progress from starting points that are broadly average to reach standards that are above average by Year 6. This represents good achievement. There has been a marked decline in standards in Key Stage 1 from significantly above national averages in 2006 to in line with them in 2008. The implementation of more rigorous assessment, effective tracking systems and more sharply focused teaching, particularly in reading and writing, is ensuring that this trend is being reversed. Inspection evidence and the school's tracking of pupils' progress shows that across Key Stage 1 pupils are now making good progress. Results in Key Stage 2 have been significantly above average since 2004 and provisional data for 2008 suggests further improvement in English and mathematics. In science, however, there was a marked drop. The school's tracking of pupils' progress shows pupils are on course to attain well. This reflects the effectiveness of strategies used to boost attainment, including using targets for pupils' improvement and more focused teaching.
- 34.4 The quality of teaching is good and ensures that pupils make good progress. Lessons have a clear purpose that is shared with pupils and successfully focuses their efforts. The needs of different groups are identified through regular and accurate assessment and are successfully met, often with the effective use of skilled teaching assistants. Marking of work provides good direction to pupils and helps them to improve what they do. Occasionally, lessons are ordinary when the teacher does not ensure pupils are always listening or working purposefully and progress is then at best satisfactory. In the best lessons, exciting and purposeful activities are provided that challenge pupils to apply and extend their skills, to work collaboratively and to make decisions.
- 34.5 The curriculum is good. It is regularly reviewed and modified to improve pupils' learning. For example, the implementation of a different approach to teaching writing is having a significant impact on standards in writing across the school. Theme weeks, residential visits in Years 4, 5 and 6, coaching provided through links with a nearby sports college and numerous clubs enrich and extend pupils' learning. The school's caring ethos, positive relationships with parents and effective arrangements for pupils' welfare and safety ensure that pupils are well looked after. Assessment is used well to keep an eye on the progress of all pupils, to identify those who would benefit from extra support and to provide targets that help individual pupils take the next steps in their learning. As a result vulnerable pupils,

those with learning difficulties and/or disabilities and pupils from minority ethnic backgrounds all make the same good progress as other pupils in school and this reflects the school's accolade of the Inclusion Chartermark.

34.6 The school is well led by the headteacher who is very ably supported by the deputy headteacher and by other staff in their roles as subject leaders and coordinators. There is a clear understanding of what needs to be done to continue to move the school forward. Leadership and management of the EYFS are satisfactory. There is a lack of clarity about the responsibilities of the EYFS coordinator and the Nursery manager. This is holding back the integration of the Nursery and the Reception class into a fully effective EYFS unit. Self-evaluation is good but occasionally over generous. However, it is used well to underpin the planning of improvements and the actions taken have been effective. Governors have a satisfactory understanding of the school but are over reliant on the reports and the information they receive from the school. Good use is made of the school's budget and resources to promote pupils' learning. The school has a good capacity to improve further.

#### 34.7 **Effectiveness of the Early Years Foundation Stage**

##### **Grade: 3**

Children's achievement is satisfactory. They enter Nursery with typical levels of attainment for their age and by the end of the Reception year mostly meet the goals for their age.

34.8 Much has been done to improve the provision in the Nursery since the governing body took responsibility for it. In September 2008 a teacher was appointed for the first time. Planning is good and identifies the individual needs of each child and is closely focused on delivering the EYFS curriculum. Improved and effective assessment systems help staff monitor and track children's progress. Progress is getting better as improvements are being made to the provision. Opportunities for learning indoors are broad, well led and supported. They include a mixture of focused activities and opportunities for independent work. Key Stage 1 pupils use the outdoor area as a playground and this reduces access, and therefore the effectiveness, of the outdoor provision, although there are opportunities across all the areas of learning.

34.9 Leadership and management of the EYFS are satisfactory because there are differences in the effectiveness of planning and nature of the provision in the Nursery and Reception class. This is because both operate as separate entities and the role of the EYFS is unclear. In the Reception class planning takes insufficient account of the needs of different children and on occasion higher attaining pupils are not well challenged. There is separate outdoor area available for Reception children but this is not used sufficiently well. Children in the EYFS are well cared for and well looked after.

#### 34.10 **What the school should do to improve further**

- Ensure that the leadership of the EYFS improves the continuity and consistency of provision across this stage so that children make the same good progress as pupils in Key Stages 1 and 2.
- Ensure that pupils have a better understanding of the diverse nature of the wider community in Britain and of the different cultures and ways of life found across the world.

### 35 **Whitkirk Primary School (November 2008)**

- 35.1 **Grade: 2**  
Whitkirk Primary School is a good and improving school where pupils make increasingly good progress because, as one parent said, 'It has a very happy learning environment.' The school is proud of its inclusive nature and accordingly gives its pupils outstanding care and support so they are happy and feel safe and secure in school. It is at the heart of its community. The Silver Friends group is an outstanding example of cooperation between senior citizens and pupils and there are strong links with a nearby multicultural school. Parents especially appreciate the wide range of opportunities available to their children and the way teachers try to make learning fun.
- 35.2 Effective action has been taken to ensure that the process of setting targets is becoming more effective in enabling pupils to make good and rapidly improving progress. Teaching and learning are good because teachers offer fun lessons which engage pupils in a range of interesting, independent and group work activities. They make it clear to pupils what they are to learn. In a small number of lessons the pace is not brisk enough, work is not matched carefully enough to the needs of the most able and teachers do not allow enough time for pupils to practise new learning. As a result progress on these occasions is less pronounced. The curriculum is good because it is based on pupils' interests and is enhanced by an impressive range of activities and visits which promote learning and community cohesion. Increasingly, links are made between subjects, enabling pupils to practise and apply skills such as writing.
- 35.3 Year 6 pupils who took national tests in 2007 entered the EYFS with levels that were below what is typical for their age. They left with standards which were broadly average, representing good progress. Evidence from the inspection and from the school's own detailed tracking data indicates that while standards have not yet risen significantly, pupils' achievement remains good overall although pupils make more rapid progress in Key Stage 2.
- 35.4 Outstanding care and support from a caring staff promote pupils' good personal development. Behaviour and attitudes are good because of the high profile given to the 'Whitkirk Way', a clear set of behaviour rules, which pupils know and follow. 'Teachers are friendly and you can have a laugh with them, but you know you have to work hard.' is a typical pupil comment that helps to explain why pupils like school. They readily take on responsibilities, such as being school council members or playground helpers. Pupils have a good understanding of how to keep healthy and stay fit, as the school strongly promotes these qualities. Pupils develop effective life skills as they move through the school because of the varied and good quality experiences they receive.
- 35.5 Leadership and management are good. The headteacher has established a leadership team which shares his clear vision of school improvement. Initiatives to improve behaviour management, teaching and learning and the quality of pupils' writing have had an impact on improving pupils' progress in their work. There is strong teamwork and the headteacher encourages all teachers and the team of teaching assistants to develop their leadership roles. There is a clear understanding of the school's strengths and weaknesses. The highly effective action already taken shows that the school has a good capacity to improve.
- 35.6 **Effectiveness of the Early Years Foundation Stage**  
**Grade: 2**

Children enter the EYFS with skills which are below what is typical for their age. They make good progress so that they start Year 1 with skills which are broadly in line with expectations. Their social development is good. They are confident and behave well, listening carefully and settle quickly to work. They are safe and secure and show a developing knowledge and understanding of other faiths and cultures. They are encouraged to make healthy choices about what they eat and enjoy the many opportunities for exercise. Teaching is good with a strong emphasis on phonics and mathematical development. Children enjoy being actively involved in their learning and there are many opportunities for them to explore and investigate together, both indoors and outdoors. Occasionally, it is not clear how activities help children to learn and in these instances their progress is less pronounced. A wide range of diverse needs are well catered for because support is good and adults get to know all children well before they start in the Reception classes. Children are prepared well for entry into Year 1 through a programme of visits and regular working with older children. The provision is well led. The EYFS leader has a clear picture of how children learn and monitors their progress very carefully. She ensures that children in both Reception classes have the same learning opportunities, although opportunities are missed for all children to work together. Parents are welcomed as partners in children's learning. They are very supportive of the way their children are cared for and encouraged to shine.

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

- Raise standards, especially in Key Stage 1.
- Ensure that the quality of all teaching and learning across school, including in the EYFS, matches the school's best practice.

**36 Windmill Primary School (September 2008)**

**36.1 Grade: 2**

This is a good school. The leadership and management are strongly focused on raising achievement and leave no stone unturned in seeking ways to assist pupils in overcoming barriers to learning. Consequently, the care, guidance and support provided for pupils are outstanding. Pupils respond with excellent behaviour and enthusiasm for learning. They understand what is expected of them, know how to improve their work and try hard. As a result, their progress is good. Parents recognise these qualities and the school has a deservedly high reputation in its community. Parents typically thank the school for, 'doing its best to make sure all children have a good education'.

**36.2** Standards are below average but have been rising steadily since the last inspection. All groups of pupils achieve well from their generally low starting points on entry as there is good quality provision in the EYFS and in Key Stages 1 and 2. The school has robust systems for assessing pupils' needs and keeps a close check on their progress. It uses this information thoughtfully to organise the curriculum appropriately for different ability groups. Teachers know their pupils well and work closely with teaching assistants to ensure that pupils of all abilities get the right level of work and learn well. There is rightly a strong emphasis on learning basic skills and teachers are quick to adopt new methods to help pupils make more rapid progress in these. There has been a successful focus during the past year on improving reading and pupils are now reaching broadly average standards by the end of Year 6. However, despite the school's efforts to improve, the standards in writing are well below average, which is reflected in pupils' performance in national tests.

36.3 Pupils enjoy school and eagerly take part in all that is offered. They understand the importance of good attendance and the great majority attend regularly. Pupils know how to lead healthy lifestyles because of the emphasis that the school places on this in the curriculum. The school is a safe and harmonious community: pupils respect one another, follow school rules and willingly accept responsibilities.

36.4 Classrooms are bright and welcoming and, as one pupil said, 'teachers provide lots of clues' in displays and in table top resources to help them learn. Teaching has many good qualities and most lessons move along at a demanding pace. A wide range of effective strategies are applied to motivate and involve pupils in their learning. However, many pupils have weak oral skills and the opportunities provided by teachers to develop confidence in speaking and listening are not given enough priority. This hampers pupils' progress in thinking about and discussing new ideas and information.

36.5 Leadership and management are good. The headteacher provides excellent strategic leadership which has successfully focused on establishing a culture of continuous improvement. The school knows itself and the needs of its community well. Teachers and support staff are highly motivated by an ethos of high expectations and they work together cooperatively and productively. Opportunities provided by the new federation have been used beneficially for staff development. Consequently, the school has a good capacity to further improve even in those areas where gains are hard to come by due to the nature of the challenging circumstances it faces.

36.6 **Effectiveness of the Early Years Foundation Stage  
Grade: 2**

Children make a good start to school in the Reception class. They enter with skills that on average are well below those typical of their age group. Many also have learning difficulties and/or disabilities. A well organised curriculum and good teaching ensure that they make good progress across all areas of learning. This results in just over half of the children reaching the learning goals expected by the time they enter Year 1. However, children's skills in the areas of emerging reading and writing are lower than their standards in other learning areas. Staff understand the needs of young children, including those at an early stage of learning English, and plan well tailored and engaging activities which stimulate their curiosity and desire to learn. Progress is assessed systematically and thoroughly, which enables the right level of support or extra challenge to be given. Daily activities provide a good balance between those led by adults and those chosen by the children. Children settle into school quickly and begin to learn confidently because they feel secure and staff are vigilant in helping those who need additional care and guidance. The EYFS is led and managed well. This ensures good team work and effective transition from the children's centre and into Key Stage 1. There is a strong commitment to involving parents in their child's learning but opportunities are sometimes missed to put this into practical effect.

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

- Raise standards in writing.
- Make more effective use of speaking and listening to improve learning.