
REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

EXECUTIVE BOARD: 8 February 2008

SUBJECT: Annexe 1: Ofsted Inspection Summaries

SUMMARY OF SCHOOL OFSTED INSPECTION REPORTS

1 Adel Primary School (July 2007)

1.1 Grade: 2

This is a good school with some outstanding features and this judgement matches the school's own evaluation of its effectiveness. It is giving good value for money. Parents are very appreciative of all the school is doing and are justifiably proud of the school's excellent reputation. Pupils love coming to school as shown by their attendance, which is consistently well above average.

1.2 Standards on entry to the Nursery are generally above those typical for this age group. Children make good progress from the moment they start in the Nursery because of the good range of challenging learning experiences that are provided for them both indoors and in the spacious outdoor area. Reception pupils are more limited in what they can do outdoors because of the inadequate outdoor learning area for them. The teacher compensates well and most pupils exceed the standards expected of them well before the end of their Reception year.

1.3 Pupils' good progress continues with standards in Year 2 being consistently above and sometimes well above average. By Year 6, a good curriculum and good quality of teaching and learning successfully engage pupils. As a result, standards are well above average. The school consistently achieves or exceeds all its challenging targets in English, mathematics and science.

1.4 The quality of teaching and learning is good throughout the school. Excellent relationships exist between pupils and their teachers, and pupils are highly motivated to learn. All behave exceptionally well in lessons and around the school. The curriculum is good with strengths in the provision of music, art and design and science. Staff take care to plan the best possible learning opportunities for pupils of all abilities. Their efforts for pupils with learning difficulties and/or disabilities result in these pupils often achieving as well as others. The quality of the curriculum with its good range of after-school clubs makes a significant contribution to pupils' personal development and their enjoyment of school. Pupils enjoy learning to speak French and Spanish and have the opportunity to visit Spain in Year 6. Parents appreciate the high level of care, support and guidance for their children and the close partnership

that they have with staff. 'Nothing but praise for the staff' and 'couldn't have wished for better' are typical comments.

1.5 Leadership and management are good. The very experienced headteacher is busy developing a collaborative and inclusive style of management, ably supported by the new deputy headteacher. Key post holders for English and mathematics have recently been appointed to implement the revised literacy and numeracy strategies which were not previously used in school. All staff share responsibility for managing the different subject areas. They carefully monitor pupils' progress and use the information well to set new challenging targets for literacy, numeracy and on occasions, personal and social skills. However, staff are not sufficiently involved in monitoring the quality and effectiveness of teaching and learning at present and this limits their ability to share good practice or spot areas for improvement in their subjects. The chair of governors visits often and has a very good knowledge of the school. However, most governors are not yet sufficiently involved in monitoring the effectiveness of all aspects of the school with a view to bringing about further improvement.

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

- Improve the outdoor learning opportunities for pupils in the Reception class.
- Develop rigorous procedures to monitor and evaluate school effectiveness and ensure that subject leaders and governors are more involved.

2 Adel St John The Baptist Church of England Primary School (October 2007)

2.1 Grade: 3

The school is providing a satisfactory education for its pupils. The staffing difficulties have had a negative impact on its effectiveness, especially on the quality of teaching and learning, leadership and management and aspects of provision such as systems for checking pupils' progress and training for staff. This has resulted in the school not achieving its full potential. However, the new headteacher has very quickly and accurately identified what needs to happen to arrest this decline and to improve the school and she has clear and appropriate plans for taking the necessary action to bring this about.

2.2 The pupils themselves are a strength of the school. They are friendly, articulate, confident and reflective. They behave well and are very keen to learn. They feel safe and well cared for and know that there are adults they can turn to with any worries. They respond well to the school's strong promotion of healthy lifestyles, very much enjoying the daily 'Wake-up and Shake-up', for example. When given opportunities to take responsibility they do so maturely, whether as school council members, undertaking jobs around the school or leading the daily whole school exercise sessions. Their potential to take responsibility, especially for their own learning in lessons, is not fully exploited. Attendance is above average. Pupils enjoy school and work hard, even in lessons they do not find particularly interesting.

2.3 Pupils enter school with standards that are above national expectations. Satisfactory progress during the Foundation Stage results in them continuing to be above national expectations by the time they enter Year 1. Standards at the end of Key Stage 1 have declined over the past few years and they have been broadly in line with the national average. They rose in 2007 to above average, mainly due to an improvement in reading. Standards at the end of Key Stage 2 have been above the national average for several years. They dropped slightly in 2007, but are still above average.

2.4 Pupils' achievement across the school is satisfactory overall. Most individuals perform

in line with expectations, but very few do better than that. This is for several reasons. Pupils' progress has been tracked for some time, but this has not been done comprehensively and the resulting information has not been analysed in depth. As a consequence, there has not been a detailed understanding of how pupils are performing during the course of a year in order that appropriate action can be taken to accelerate progress. Teaching is satisfactory, but the fact that assessment information about pupils has not been used to ensure tasks are precisely enough matched to their individual needs means it is not good. Teachers build positive relationships with pupils which help to create a supportive climate for learning. Teachers plan tasks to which pupils give their full commitment and this enables them to gain sound knowledge and understanding of the topics covered. Occasionally lessons are dynamic and fun, as seen with the oldest pupils. In general, however, pupils are not given enough opportunities to develop their thinking skills in an active and independent way and so their learning tends to be passive. The marking of pupils' work is regular and supportive but does not give pupils enough specific information on how they can improve it.

2.5 Leadership and management is satisfactory overall. In the short time she has been at the school the headteacher's leadership has been good. She provides very clear direction and has brought a sense of drive and determination to the school, underpinned by her well-informed understanding of its current effectiveness and potential to improve. She is promoting staff unity and teamwork and is helping others develop their leadership skills. Middle leadership is under-developed. Staff have played a part in the day-to-day organisation of their subjects, but have not taken responsibility for standards or effectiveness of provision. The chair and vice-chair of governors are knowledgeable about the school and are working closely with the headteacher to oversee its improvement. The school has a deficit budget due to the impact of staff absence, but there is a plan to eliminate it. Governance is satisfactory overall. Parents are supportive of the school, although some express concerns about the areas the school is now working to tackle.

2.6 Although the school has faced difficulties since its last inspection, the impact of the new headteacher has put it in a more positive position and effective steps are now being taken to improve it. It has satisfactory capacity to improve further.

2.7 **Effectiveness of the Foundation Stage**

Grade: 3

There is a calm and supportive atmosphere in the Foundation Stage. Children have good relationships with each other and with adults and they feel secure and happy. They have very good social skills for their age and behave extremely well. Teaching is satisfactory. Planning ensures that all of the areas of learning are covered and so pupils acquire the knowledge, understanding and skills required for children of that age. In whole class teaching sessions they give the teacher their full attention and are keen to contribute verbally and practically, even when the pace of the lesson is slow. Although assessments of what pupils know and can do are made, this does not happen systemically and information is not used to inform lesson planning. As a result, work is sometimes pitched at too low a level. Pupils have access to the school's spacious grounds, but there is not a designated outdoor play area for Foundation Stage children. This is in the process of being developed.

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

- Improve the arrangements for tracking pupils' progress and ensure that the information gained is used to accelerate their progress across the school.
- Improve the quality of teaching by ensuring that pupils are more actively involved

in their learning and that tasks are more closely matched to the full range of pupils' abilities.

- Improve the knowledge and skills of middle leaders so that they can play a more effective part in improving the school and monitoring its effectiveness.

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.

3 Bankside Primary School (September 2007)

3.1 Grade: 2

This is a good school. It is led by an inspirational headteacher who, working alongside a talented and ambitious senior leadership team, sets clear direction for the school. They have a very realistic picture of the strengths and areas for development of the school and a real determination to pursue improvement. There are high expectations of what the staff and children should achieve and a determination to ensure that pupils enjoy all aspects of school life. Everyone is encouraged to do their 'Bankside best!' Parents are generous in their praise, their very positive views summed up by the comments: 'I know I made the right choice sending my son to Bankside School,' 'I find all the staff approachable,' 'The continuous praise the pupils receive gives them lots of encouragement to continue their hard work,' and 'I would recommend this school to any parent'.

3.2 Almost all pupils start school with very low overall standards. The vast majority come from homes where English is not the first language and this is reflected in their limited communication skills. They make swift overall progress through the Nursery and Reception years and this positive trend continues as they move through the school. By time they leave the school in Year 6 they attain standards which are close to the national average. This represents good progress over time. The pupils' personal development is good and promoted well by high quality care, guidance and support and a rich and diverse curriculum. Whilst curricular provision is good overall, pupils' information and communication technology (ICT) skills are underdeveloped. Relationships are particularly strong at all levels. Pupils play enthusiastically, behave sensibly and safely and enjoy the wide range of activities on offer to them.

3.3 The school has detailed arrangements to check staff performance. This contributes well to the good quality of teaching and learning. However, the work set in some lessons is not always matched precisely to the different needs of pupils. Detailed procedures for tracking individual pupil's progress are of high quality. However, these systems have been established only relatively recently and have yet to impact fully on pupils' better progress. The school's self-evaluation systems form an integral part of its everyday practice. They are regularly reviewed and adapted to ensure they are being used to optimum effect in the pupils' best interests. Since the last inspection, under the clarity and vision of the headteacher, the school has made good progress. The governors are supportive and knowledgeable and keep a satisfactory overview of the school. The school has good capacity to continue its improvement and is providing good value for money.

3.4 Effectiveness of the Foundation Stage

Grade: 2

Children enter the Nursery with much weaker skills than is the norm, particularly in aspects of communication, language and learning, and personal and social education. Their provision is well managed and the staff team is well led. Children enter a language rich environment, which is maintained throughout their time in school.

Strong bilingual support promotes children's rapid development in their use and understanding of English. Children make good progress through the Nursery and Reception years. However, by the time they enter Year 1 many do not reach the targets set for them nationally in most areas of their learning. The early years unit provides a safe and secure environment for these young children and links with parents are good. Every child receives a home visit before they enter the Nursery. The staff work well in teams and have a good grasp of the children's needs. Support staff are well qualified and experienced. They are integral to the good progress made by the children. Detailed checks on children's progress are made and the results used effectively to track their achievement. Outside play facilities are currently better for Nursery children than for those in Reception. Arrangements are in place for the Reception provision to be improved during the current term.

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

- Raise standards in pupils' literacy and numeracy skills by ensuring that lessons are planned appropriately to meet the needs of pupils of differing abilities.
- Develop further pupils' ICT skills across the curriculum.

4 **Bardsey Primary School (June 2007)**

4.1 Grade: 2

This is a good school. The headteacher is an effective leader who has created a strong team spirit among staff. It is a happy school which cares for, supports and guides its pupils well. Parents really appreciate the way older pupils look after younger ones. Inspectors agree with their comments that the school has a 'friendly and very supportive atmosphere'. The quality of relationships within the school means that the pupils feel they are valued and, consequently, they want to do well. This is reflected in their good attendance and above average standards in English, mathematics and science by the end of Year 6. Pupils know how to take care of themselves and the world around them. They understand the need to adopt healthy lifestyles. The active school council has a positive influence on developing the school's policies and provision, such as playtime routines and a sunflower competition. Homework books known as 'learning logs' provide good links with parents and help boost pupils' confidence in learning. Good academic achievement and strong personal development prepare them well for the future.

4.2 Provision in the Foundation Stage is good and from the time they start in the Reception class, all pupils, including those with learning difficulties and/or disabilities, are treated as individuals and are sensitively encouraged. This secure start underpins pupils' subsequent good progress in Years 1 to 6. Teaching is good and the pupils say teachers are 'kind and helpful' and have the knack of 'finding different ways to help us when we get stuck'. Progress is good for most ability groups. The exception is the small proportion of more capable pupils who do not do as well as expected at the end of Year 6. Marking of work is supportive but does not always involve pupils in checking their own learning and evaluating progress towards their targets. Pupils enjoy the good curriculum with its wide range of additional activities, visits and visitors. This helps extend their experience beyond that of a semi-rural village. New ventures such as 'Friday Funtime', introduced so that every child chooses a club and works with others right across the age range, clearly benefit pupils' personal development.

4.3 The school is doing well because of its good leadership and management. The headteacher has identified the right priorities and is moving the school forward. She is ably assisted by the senior management team, which works hard and willingly to take

on many roles and responsibilities. The school has a team of capable staff who, with the support of the governors, have the vision and determination to build on the school's success and the skills to take it to the next level. For example, by working closely together they correctly identified the need to raise standards of attainment in mathematics. The school's evaluation of its performance is accurate. Its commitment to making it even better shows clearly that the capacity to improve is good.

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

- Ensure that teachers set suitably different work for pupils with different abilities and needs, so that higher achievers in particular work on appropriately challenging tasks.
- Make sure that marking gives clear steps for improvement as well as encouragement, involving pupils in assessing whether they have met their targets.

5 Bramhope Primary School (June 2007)

5.1 Grade: 2

Bramhope Primary is a good school with many outstanding features and it provides good value for money. The school's excellent curriculum and outstanding care, guidance and support effectively lead to pupils' outstanding personal development and well-being. Parents value this when they speak of how effectively the school works to develop 'well rounded' children who thoroughly enjoy their learning.

5.2 Pupils enjoy coming to school and appreciate the many additional activities it provides. This is reflected in their consistently well above average attendance rates. They say they feel safe and happy and that the rare instances of bullying are dealt with swiftly by staff. They add, 'It's a fun place where we know everyone and everyone gets on well together.' Older pupils relish the opportunity to take responsibility to support the younger pupils in their role as 'friends@play.'

Pupils know how to keep safe and are aware of the benefits of healthy eating and exercise. Behaviour in and around school is good. Relationships between staff and pupils are based on a mutual feeling of respect and understanding. Pupils are proud of their school and willingly take on responsibilities as school councillors, where they have real opportunity to help their peers through their regular 'council surgeries'. They have a budget which they use carefully to enhance play provision and plan improvements such as the 'health challenge' on which they are currently working.

5.3 Good teaching results in good progress overall and standards that are well above average. However, results in English have not always been as consistently high as in mathematics and science. This is because not all of the oldest pupils who are capable of attaining at the highest levels in writing always do so. In addition, some pupils at the early stages of learning to write do not always progress fast enough. Pupils across the school receive a great deal of support from very effective teaching assistants, which helps their progress. Provision for children in their Reception Year is good and gives all of them a really good start to their education. The excellent relationships and care result in children making good progress.

5.4 The school's curriculum is excellent in the way it helps promote effective learning and influences pupils' personal development. Its breadth and richness ensure all pupils enjoy a very wide range of interesting and effective activities. Leadership and management are good, and exceptional in their forging of effective partnerships with others to promote learners' personal development. The headteacher shows outstanding energy and commitment and, together with her team, works effectively to ensure that pupils benefit from their time at Bramhope. The governing body offers

outstanding support and is effective in monitoring the school's performance. The school has made good improvement since the last inspection. The self-evaluation of its work overestimates the overall quality of its teaching and its leadership and management. In spite of this, it knows itself well, and, given improvements in its performance, it has excellent capacity for improvement.

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

- Improve attainment in writing with a particular focus on older more able pupils and those at the early stages of writing.

6 Calverley Parkside Primary School (May 2007)

6.1 Grade: 3

Calverley Parkside is a satisfactory school that is showing good signs of improving. It is a happy, friendly and welcoming place, where pupils enjoy their education. Parents think highly of the school, and appreciate the good standard of care their children receive. The school's overall view of its effectiveness is too generous and reflects the early stage it is at with collecting information about standards and pupils' progress over time, and with using this data to evaluate how well it is doing to raise achievement. Nevertheless, the headteacher has got to grips with the most significant improvements needed. Her positive leadership has ensured that staff fully support her in taking the school forward. Consequently, pupils' progress has started to accelerate, especially in writing.

6.2 Achievement is satisfactory overall. Pupils make satisfactory progress from their starting points and standards are above average by the end of Year 6. This is because teaching and learning, although variable, are satisfactory overall. Quality and standards in the Foundation Stage are satisfactory overall, but children in Reception make good progress and reach above average standards by the time they start Year 1. From this point, pupils' progress is irregular because of inconsistencies in the quality of teaching and learning between classes. While some of the teaching is good, there are not yet enough good or better lessons to lift pupils' achievement quickly. Teachers do not always expect enough of their pupils, especially the more capable ones, who could sometimes do even better. All pupils benefit from working with well qualified support staff, and pupils with learning difficulties and/or disabilities make good progress towards their learning targets as a result of the extra help they receive.

6.3 The school is correct to say that pupils' personal development and well-being is good. A strong commitment to ensuring that 'every child matters' is evident in pupils' good behaviour and attitudes, and in their good knowledge and understanding of staying healthy and safe. It is also seen in the broadening and enriching of the curriculum as part of efforts to raise pupils' achievement by increasing their enjoyment and interest in learning. The developing school council and links with the community enable pupils to learn about democracy. Good partnerships with others, for example local schools and outside agencies, help the school in its efforts to meet pupils' individual needs well.

6.4 The challenges relating to upgrading the school premises make considerable demands on the headteacher's time. Other staff are still in the early stages of developing their leadership and management roles. As a result, the leadership teams that have been set up do not yet ensure a good overview of pupils' achievement and standards in subjects. Plans for improving the school are insufficiently clear to keep everyone on the right course and to enable governors to check that the school is on track. Consequently, improvement since the previous inspection is satisfactory, and

the school has satisfactory capacity to improve in the future. The school provides satisfactory value for money.

6.5 *What the school should do to improve further*

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

- Improve the consistency of teaching and learning so that more is of good quality in order that all pupils achieve as well as they should.
- Raise expectations of what the more capable pupils should achieve to help them reach their full potential.
- Ensure that all school leaders gain an accurate picture of how well the school is doing and make clear plans to address its most important priorities.

7 Christ Church Upper Armley Church of England Primary School (July 2007)

7.1 Grade: 3

Christ Church is a satisfactory school with good features. It is a caring school where pupils are well looked after. The majority of parents are very supportive of the school. They speak of the 'welcoming and friendly atmosphere', 'the committed and enthusiastic staff' and the school's 'commitment to family values and the close relationships with the children that have made my children thrive in education and enjoy their time at the school'.

7.2 Achievement is satisfactory and standards are broadly average. Well-considered initiatives are beginning to have a positive impact in some areas, but difficulties caused by prolonged staff absences mean that progress has not been as rapid as the school would have liked. The school leadership team knows that there is room for improvement and is taking steps to ensure that more challenging targets are set, both for the school and for individual pupils.

7.3 Children enter the Foundation Stage with skills and abilities that are below those expected for their age. By the time they leave Reception most children reach standards that match expectations in most areas but are just below expectations in language and mathematical skills. At the end of Year 2 standards are broadly average in reading, writing and mathematics, representing satisfactory achievement. During Key Stage 2 all pupils continue to make satisfactory progress and standards at the end of Year 6 match the national average. Good provision for pupils with learning difficulties and/or disabilities, and for those for who English is an additional language, ensures that they are fully integrated into the life of the school and achieve as well as their peers.

7.4 There are some good features of teaching and learning. Classes are well managed and relationships are good. However, the overall quality of teaching and learning is satisfactory rather than good because there are inconsistencies of practice arising from the recent staffing difficulties. This holds back the achievement of some pupils. The school has dealt well with the situation and more rigorous monitoring of teaching is bringing about improvements, but the full impact across the school is inconsistent because of the frequent staffing changes.

7.5 Pupils' personal development and well-being are satisfactory overall, although some aspects are good. Their spiritual, moral, social and cultural development is good. In recent years attendance has been below average, but this year the school's rigorous actions and an imaginative range of rewards and incentives have raised the rate of

attendance. It is now satisfactory and very close to average. Behaviour is satisfactory. It is usually good in lessons, but outside the classroom some pupils are not always able to manage their own behaviour without help from an adult. Pupils feel safe and believe that they are treated fairly. They understand the importance of a healthy diet and exercise and are proud of the school's Healthy Schools and Active Sport awards. They speak highly of what the school offers. The curriculum is considerably enriched by a good range of extra-curricular activities that contribute well to pupils' personal development and learning. Strong partnerships with others enhance learning. Specialist provision, for example, for music and physical education makes a good contribution to pupils' progress. Parents and pupils are appreciative of the good care and support that pupils receive. Skilled support for pupils with learning difficulties enables them to make satisfactory, and sometimes good progress. Good relationships between home and school support pupils' learning effectively and the school offers successful family learning courses for parents.

7.6 Leadership and management are satisfactory. Not enough time has elapsed for the action taken by the school's leadership in important areas to show sustained improvement. However, the headteacher's strong leadership provides a clear direction for the school. It is the driving force in bringing about changes that are laying the foundations for future improvement. The headteacher shares with the able acting deputy headteacher a resolute commitment to raise standards. Together, they have a secure understanding of the school's strengths and areas for development because of their accurate view of the school's performance. Effective evaluation has led to the identification of areas for development. During the last two years, partly due to involvement in the intensifying support programme, rigorous monitoring and evaluation by the school's leaders have identified weaknesses in the school's provision. Firm action is being taken to address and remedy the problems. Effective action has been taken to secure improvement since the last inspection, most notably in tracking the progress of individual pupils. As a result there is now a clearer focus on how well pupils achieve. Not all measures are yet fully embedded in everyday practice because consistency has been difficult to achieve during a period of turbulence in staffing and the school has been operating with reduced management capacity. Teachers' experience in management roles is limited and as yet they do not play a sufficient role in developing subject areas. Nevertheless, the school's leaders have achieved much by establishing the necessary structures and procedures to put the school on its way to more rapid improvement. Emerging signs of success indicate a satisfactory capacity for further improvement.

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

- Accelerate the rate of progress of all pupils.
- Improve the quality of teaching and learning so that it is at least good in all classes.
- Develop the management roles of teachers so that they each make an effective contribution to improving the school's performance.

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 Cross Flatts Park Primary School (October 2007)

8.1 Grade: 3

This is a satisfactory school. The good arrangements to care, guide and support pupils and involve them in an exciting curriculum successfully promote good personal development and equality for all. The quality of teaching and learning and pupils'

progress and achievement are satisfactory. Significant staff changes have meant that new initiatives have not yet had a full impact. The new headteacher, working closely with the deputy headteacher, has an accurate view of the school's strengths and weaknesses and she is supported well by the senior staff and governing body. Leadership and management are currently satisfactory but there is good capacity for improvement.

- 8.2 Standards are broadly average overall. Children make a good start in the Foundation Stage. When they join the school, many speak very little English and are working at well below average levels in many areas. Pupils often make quick gains in English and by the time they leave school standards are close to, although below, average. Progress is less consistent in mathematics and standards are often below average. Pupils with learning difficulties and/or disabilities achieve at least as well as their peers. Those from different minority ethnic groups all achieve equally satisfactorily. Recently there have been good improvements to the way pupils' learning is measured and these have led to accelerated progress. There remains some way to go to raise English and mathematics standards to a securely average level year on year.
- 8.3 Pupils' personal development, including their spiritual, moral, social and cultural development, is good. They enjoy school. Close monitoring and good support for families has led to much improved attendance. Pupils relish the many good opportunities for them to take responsibilities through the school council, at break times and in classrooms. They have made important decisions about school meals and take a full part in sporting and other activities. The close liaison work of the inclusion staff means pupils are well prepared for moving on to their next school. The quality of teaching and learning is satisfactory because, although there are many good features, these are inconsistently applied. In particular, teachers do not always make the best use of time in lessons or involve pupils enough in their own learning.
- 8.4 There is a good, lively curriculum meeting learners' needs well. Well planned activities and clubs before and after school motivate pupils and help their personal development. There are good procedures to guide and monitor pupils' progress. The inclusion team and support staff, working with both pupils and parents, ensure the most vulnerable pupils benefit well from their learning.
- 8.5 The new headteacher is building effectively on the strengths of her senior staff, but systems to monitor and improve teaching are yet to be fully implemented. The school's self-evaluation is largely accurate. The parents are very supportive of the school and hold staff in high regard. They particularly appreciate the way the school helps them to learn new skills to support their children's education. The impact of new assessment and planning processes on accelerating progress and the clear focus of a strong senior management team indicate that the school has a good capacity to improve. The school gives satisfactory value for money.

8.6 **Effectiveness of the Foundation Stage**

Grade: 2

Good use is made of national guidance to plan exciting learning opportunities for Nursery and Reception children. Frequent observations of children's achievements in all areas of learning, which are clearly recorded, help to ensure that all children make good progress. Children start in the Nursery with well below average skills in many areas. By the time they leave Reception class, standards are still below average, but good achievement is evident. Activities are bright, vibrant and well resourced so that children are keen to learn and quickly become independent and confident. Good outdoor provision creates an exciting setting for children to develop their physical

abilities and curiosity about the world. The teachers and support staff promote early reading, writing and number skills well through tightly planned schemes and excellent questioning and role play. Very good relationships with parents are quickly established through sensitive induction procedures and good information provided. This ensures the children get off to the best start.

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

- Raise standards, especially in mathematics.
- Improve the quality of teaching so that it is consistently good or better.

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.

9 Churwell Primary School (September 2007)

9.1 Grade: 3

The school provides a satisfactory and improving education. It has several good features. The new headteacher has provided good, decisive leadership which has rapidly reversed a trend of declining standards and growing underachievement. Standards by the end of Year 6 are now broadly average and pupils' achievement is satisfactory. Governors and staff are united in moving the school forward and there is a clear focus on improving learning. Parents are strongly supportive of the school and the recent changes which have been made. The challenge for the school, which it fully recognises, is to sustain the momentum of recent advances to further raise standards and achievement. This is within the reach of the school as it has a good capacity to improve.

9.2 Although standards are rising they did not meet the very challenging targets which had been set prior to the new headteacher taking up post. A more robust system of assessment, including the improved tracking of pupils' progress, has now been established to set targets which are realistic and achievable. This process is now being used soundly to stretch pupils' performance. After a good start in the Foundation Stage, all groups of pupils make steady but somewhat uneven progress overall. However, despite the school's efforts to improve, the standards that boys reach in their writing are below average, which is reflected in their performance in national tests.

9.3 More settled staffing has contributed to this improving picture and ensured that the quality of teaching and learning is satisfactory. There is some good teaching across the school but there are also some inconsistencies which restrict pupils' progress. Classrooms are bright and welcoming and teaching is often enthusiastic. However, learning activities are not always tailored effectively to the needs of different ability groups, and some lessons do not include enough opportunities for pupils to think sufficiently for themselves. Teachers are using the new attainment mapping system to set targets but pupils are not always clear about what to do to improve their work. The curriculum meets requirements and is enhanced by some well planned and stimulating activities.

9.4 Very good relationships and sensitive support from a caring staff strongly promote pupils' personal development, which is good. Pupils know that there is always someone to turn to if they need help. Pupils enjoy school a great deal as shown by their eager involvement in lessons and their good rate of attendance. They are keen to participate in the wide range of after-school clubs and activities provided. In lessons and throughout the school they behave maturely and safely. They readily take on

responsibilities, such as participating in the school council. Pupils have a good understanding of how to keep healthy and stay fit, as the school strongly promotes these qualities. Many pupils stay for nourishing lunches in 'Le Caf'.

9.5 Leadership and management are satisfactory and improving. The school has strengthened its self-evaluation procedures and a wider range of staff and governors are involved in systematically checking performance than was previously the case. This has given the school a sound understanding of its strengths and weaknesses. As these systems are at an early stage of being established and some staff are new to their leadership roles, some aspects of provision, such as the curriculum, have not been robustly evaluated. However, the school has pursued its most urgent priorities vigorously and rapid recent progress has been made in strengthening pupils' learning. This has brought about satisfactory improvement since the last inspection. The school provides satisfactory value for money.

9.6 ***Effectiveness of the Foundation Stage***

Grade: 2

Provision in the Foundation Stage is good and enables children to make a secure start to school. When they first enter Nursery, children's knowledge, skills and understanding are typical of the age group. Staff understand the needs of young children well and plan lively activities which stimulate their curiosity and desire to learn. Teaching and learning are good. Children's development is assessed systematically and thoroughly. This information enables staff to provide the challenge and support children need in order to learn effectively and to make good progress. Excellent relationships and constructive guidance provide a solid foundation for children's personal, social and emotional development. Children work and play happily together, follow school routines sensibly and readily participate whenever the opportunity arises. In response to the constant encouragement children receive from staff, they talk, enquire and explain constantly and develop communication and language skills at a good pace. Provision in the Foundation Stage is managed well and there is smooth transition between Nursery and Reception.

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

- Raise standards in boys' writing.
- Improve the quality and consistency of teaching and learning in order that pupils' progress is accelerated and standards are raised.
- Improve the use of assessment information to refine teachers' planning and to provide precise guidance to pupils on how to improve their work.

A small proportion of the schools where 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.

10 **Collingham Lady Elizabeth Hastings' Church of England Primary School (June 2007)**

10.1 Grade: 2

This is a good school and some aspects are outstanding, notably children's personal development and well-being. Children enjoy school and they speak enthusiastically about the opportunities they have and the ways in which their teachers and other adults help them. By the time they leave, they have developed into confident and articulate young people who are well equipped for the next stage of their education. They reach high standards in their learning; results in the Key Stage 2 national tests have been significantly above average for the last five years. They make good progress at Key Stage 2. Standards reached at the end of Key Stage 1 are at least in

line with national averages, and are above average in some years. Most children with learning difficulties and/or disabilities achieve well. Children are eager to learn and this contributes to their success, as does their excellent attendance. Teaching is good overall. Some teaching is outstanding; skilful teachers plan interesting and challenging lessons which engage children and enable them to achieve highly. However, a small proportion of teaching does not match the high quality of the rest and children's behaviour slips from its usual excellent standard. The best lessons set out what children are expected to achieve, but this is not yet consistent in all classes.

- 10.2 The school provides a good curriculum, which is enriched by a wide range of visits and extra-school clubs for all children. Very good attention is paid to children's personal development as well as their academic achievement. For example, opportunities are planned for pupils to take responsibility and to develop their understanding of keeping healthy and staying safe. This underpins their outstanding personal development; children are very clear about how to stay safe and keep healthy. Very good provision is made to develop children's basic skills and the school's review of the curriculum is rightly focused on improving the links between the subjects children study.
- 10.3 The school's Christian ethos is reflected in the high quality of care which children receive. Teachers know the children well and children feel secure. Those children with learning difficulties and/or disabilities receive very good care and, for the most part, are enabled to achieve well. The monitoring of their progress is not always sufficiently robust. The school has recently improved its monitoring of the progress of all children by the introduction of a tracking system. This is providing teachers and the school's leaders with a clearer picture of children's rates of progress.
- 10.4 The school has continued to develop since its previous inspection and taken on additional challenges to meet higher expectations. The Foundation Stage has been a focus for improvement, including the assessment of children's progress. Assessments are now accurate. The local authority's analysis shows improvements in the rate at which children are developing knowledge, skills and understanding effectively across all areas of learning. Most children reach the national early learning goals by the end of their Reception year and a small number exceed them. Children enjoy a wide range of interesting activities, both in the classroom and in a well-equipped outdoor area. Good care is taken to help children to settle into school from a wide range of pre-school experiences and to develop good links with parents and carers.
- 10.5 The changes in the school's leadership have been well managed. The new headteacher has quickly acquired a good understanding of the school's strengths and how it could improve. Together with the new deputy headteacher, she has implemented key systems to move the school forward and secure its continued success. There is a clear vision and sense of purpose.
- 10.6 This is reflected in the changes in the roles and responsibilities of middle leaders, although these are too recent to have made a full impact. The school continues to work well with its partners and it enjoys strong support from most of its parents. There is strong commitment to further improvement and good capacity to achieve this has already been demonstrated by the new leadership. The school provides good value for money.
- 10.7 ***What the school should do to improve further***
- Eradicate inconsistencies so that all teaching is good or better.
 - Ensure that the provision for children with learning difficulties and/or disabilities,

and the monitoring of their progress, consistently matches the highest quality which the school provides.

11 Farsley Farfield Primary School (September 2007)

11.1 Grade: 2

This is a good school which enables pupils to achieve well and thrive in their personal development. Pupils' enjoyment and good personal development are enhanced by the provision of the school farm, drama studio and the provision for information and communication technology (ICT). Parents are overwhelmingly supportive of the school and are particularly appreciative of the curriculum enrichment, the care for pupils with special needs and the high level of commitment of staff. One parent summed up the views of many stating, 'The large number of after-school activities is a great example of the staff's dedication.'

11.2 Standards are above average at the end of Year 6 and pupils' achievement is good. Effective teaching and an outstanding curriculum ensure that pupils of all abilities, including those with learning difficulties and/or disabilities, make good progress. Although teaching is good, there are some inconsistencies in its quality; for example, in the way teachers actively engage pupils in their learning and in the marking of work. The care, support and guidance provided for pupils are good. The school's commitment to every child of whatever ability, and from whatever background, shines through. This is an inclusive school and the support for vulnerable pupils and those with learning difficulties and/or disabilities is exemplary. Pupils make a good contribution to the community through the work of the school council, the farm, charity fundraising and taking on responsibilities in school.

11.3 The leadership and management of the school are good. The headteacher provides strong, energetic leadership and is well supported by a conscientious staff team who rise to new challenges with enthusiasm and commitment. The school works extremely well with parents, other schools and agencies to promote pupils' well-being. Managers analyse the progress made by pupils very well and use the information to provide appropriate support for those who need it. The school knows its strengths and weaknesses and makes an honest assessment of where its improvement work has been successful and where it has not. There are outstanding features in the school's work but these are not consistently applied well enough in all classes. The new curriculum teams are progressing well in their work but they have too few opportunities to visit classes and check the impact of their work to raise standards further. This means that an opportunity to widen the discussion about the quality of teaching, and how to share best practice in order to improve progress further and reduce inconsistencies, is missed.

11.4 Effectiveness of the Foundation Stage

Grade: 2

Good teaching and interesting activities ensure that children in the Foundation Stage make good progress. Children join the Nursery with skills that are below those nationally expected for their age. The extremely positive and supportive atmosphere established by staff ensures that children settle very quickly, enjoy all aspects of their learning and make particularly good progress in their personal and social skills. A wide range of well-focused and resourced activities successfully promotes learning in the classrooms and outdoors. Staff make good observations of how well children are learning and 'know the children inside out', as noted by many parents. However, the extension of this process to identify clearly what individual children need to learn next is not fully established. Most pupils reach the level expected for their age in all areas

of learning by the start of Year 1. The good quality of children's experiences gives them a secure basis for their future learning.

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

- Ensure curriculum leaders monitor teaching to evaluate its impact on pupils' learning in order to raise standards further.
- Use the information gained from monitoring to iron out inconsistencies in teaching in order to improve pupils' progress.

12 Featherbank Infant School (July 2007)

12.1 Grade: 1

As several parents agreed, 'This is a fantastic school - truly a little gem within our community.'

12.2 Featherbank Infants' is an outstanding school. Pupils greatly enjoy an excellent, lively curriculum which is enriched extremely well, delivered by a highly effective team of teachers, led by a very experienced headteacher. As a result, pupils' achievement is outstanding. The school's care, guidance and support for pupils are excellent and their personal development is also outstanding. Pupils clearly love coming to school, their attendance is well above average and they are extremely well behaved. They enjoy at least two hours of physical exercise a week, including some additional coaching from external agencies and have a very good knowledge of how to stay fit and healthy.

12.3 Children enter school from a range of pre-school providers, with skill levels that are better than would be expected for this age group and with particular strengths in speaking and listening. They achieve extremely well in Reception where the curriculum has an ideal balance between taught and independent learning activities. By the time they enter Year 1, their skill levels remain higher than is expected, particularly in communication, language and literacy, knowledge and understanding of the world, and creative and physical development. By Year 2, standards in reading, writing and mathematics are high and have been so for several years. Since the previous inspection, standards have risen further, illustrating the school's good capacity to improve. This excellent achievement is due to outstanding teaching and a constantly evolving curriculum. Lessons are very well planned, interesting and lively; they link different subjects together very effectively. Pupils' learning also benefits from a very wide range of trips and visits in the local and wider area. The input of visitors, such as artists, who share their expertise with pupils and staff, also makes an extremely effective contribution to pupils' first hand learning.

12.4 Achievement for the few pupils with learning difficulties and/or disabilities is excellent. This is because teachers set measurable targets for them to reach and because there is a very successful home/school partnership. The large group of gifted and talented pupils also achieve extremely well. Parents help the school to identify these pupils and the school accesses additional expertise to guide staff on how to promote their learning further. As a result, they also make outstanding progress. Teachers' marking is very informative and they set challenging group and individual targets for pupils to reach in reading, writing and mathematics. Pupils and their parents know what they have to do to improve even further. Parental written comments on their children's reports illustrate this partnership very well.

12.5 The successes in all areas of school life are the result of excellent leadership and management by the headteacher, her team of senior staff and the governors who take

a very active interest in the school. The headteacher has, in partnership with staff and governors broadened the curriculum and placed an increased focus on pupils' spiritual, moral, social and cultural development, which is now very impressive indeed. She has forged several close links with external providers to improve the school. For example, the links with the local high school enrich the curriculum very well in sport. Subject leaders include pupils' views within their rigorous monitoring and ensure a detailed analysis of standards, pupil performance and the effect of curriculum development. This monitoring provides them with a keen understanding of the strengths of the school's provision and how it can be improved further.

12.6 Leaders know their school well but sometimes underestimate its performance because they are striving for continuous improvement. Leaders' plans to develop the school further are very well constructed and governors use their expertise effectively to support and challenge the school. The school has a limited budget and provides excellent value for money.

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

There are no significant areas for improvement and the school has correctly identified how it can move further forward.

13 Fountain Primary School (July 2007)

13.1 Grade: 2

Fountain Primary School has rapidly established itself as a good school since it opened in 2005. Some features of its work are already outstanding. Attendance is average and improving because pupils enjoy the vibrant curriculum which engages them purposefully in learning. This is having a positive impact on behaviour, which is good.

13.2 Pupils get on well together and are able to negotiate and stick to their own rules for fair play. Pupils are well cared for, especially those who have additional needs, so that all feel valued. Pupils feel that bullying is not a problem and playtimes are safe. By the end of Year 6 pupils have developed good personal skills and are confident about moving on to their next school. Their transition is supported by outstanding links with the high school which help them to prepare well for the next stage of their education. The school council is playing an active role in the drive to raise awareness of the importance of racial tolerance by working towards achieving the Stephen Lawrence Award. Pupils are well aware of the benefits of sensible eating habits and regular exercise. They use the fruit stall at break times and most enjoy healthy servings of fresh vegetables with their lunch.

13.3 Children's abilities are broadly typical for their age when they begin Nursery. Their good progress through the Foundation Stage is reflected in their above average standards by the end of Reception. Effective teaching and learning ensure that good progress continues throughout both key stages. Pupils who began in Year 5 had below expected standards for their age but have now made up the lost ground. Consequently, standards overall are average in English, mathematics and science, but there are weaknesses in writing. A significant factor in the school's early success has been the excellent systems for tracking pupils' progress, sharing information with teachers and providing the right kind of learning support when needed. Nevertheless, there are inconsistencies in the way information is shared with pupils to give them a clear understanding of how well they are doing and what they need to do to improve.

13.4 Teaching is consistently good and lessons are planned with purpose and enjoyment

in mind. There is a strong focus on developing pupils' creativity. This is amply demonstrated in the work pupils produced for their Caribbean project and the impressive dramatic portrayal of Victorian life in Morley. The provision for children in the Foundation Stage is good. Effective teaching and exciting activities challenge both physical and mental skills, making sure children are given the start they need to their education.

13.5 The impact of leadership and management by the headteacher and senior leaders has been excellent. While leaders recognise that there is still some way to go, there has been remarkable progress in the relatively short time since the school came into being. Teaching and learning have been improved and consolidated. Teaching is supported by watertight systems for monitoring and tracking pupils' progress. There is an enriched curriculum which contributes to personal development, enjoyment of learning and pupils' achievement. The headteacher and governors have steered the school very well through a particularly challenging period of amalgamation. Governors support and challenge the school with vigour. Although the governing body is new, it makes considerable use of self-evaluation, including conducting an annual review of its own work. It oversees finances carefully to ensure good value for money. With the governing body's continued support and the quality and strength of management structures within the school, there is good capacity to improve further.

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

- Improve the consistency and quality of guidance given to pupils about their progress and what they must do next to enhance their learning.
- Raise standards in writing at the end of Key Stage 2.

14 Grange Farm Primary School (November 2007)

14.1 Grade: 2

This is a good and improving school with notable strengths in the personal development of its pupils and the provision of high quality care and support. As a result, parents place a very high value on the work of the school. They say they are 'impressed with the help and guidance given to each individual child' and they find Grange Farm 'provides a positive attitude to education' and is 'a warm, caring environment for children to grow in'.

14.2 Pupils start school with skills that are generally well below expectations for their age. As a result of good quality teaching, they settle quickly and make good progress. In the Foundation Stage, the quality of education is good. By the end of Year 2 standards have improved significantly in recent years and by the end of Year 6 they broadly match the national average in English and science but in mathematics they are below average. An increase in the proportion of pupils with learning difficulties led to a slight fall in standards overall in 2007. However, pupils achieve well. Throughout the school, they develop their knowledge and skills at a good rate, particularly in science and English. Progress in developing mathematical skills is slower but nonetheless improving. Most pupils achieve well because of good teaching and learning. Teachers manage behaviour well. Consequently, relationships are good and pupil engagement in lessons is high. The pastoral care provided for pupils is a strength, and they receive good guidance to help them improve their work. This is a very caring school. It is highly successful in helping pupils to flourish as demonstrated by the award of the Inclusion Charter Mark. Effective work is undertaken with outside agencies to provide the right support and expertise for vulnerable pupils. The value of attendance is firmly and successfully promoted, resulting in satisfactory attendance. The school has warmly welcomed the many new arrivals into its 'family', helping them

to overcome significant barriers to their learning and make good progress. Pupils' personal development is good. They make a good contribution to the school and wider community by acting as playground buddies, playing a part in the interviewing process for the appointment of staff and by fundraising for chosen charities. Pupils feel really safe at school, mainly because the great majority behave well throughout the day.

14.3 Much of the school's success stems from the strong commitment of the headteacher and all staff to the creation of a positive climate in which pupils' achievements are valued and celebrated. Leadership and management are good. The resolute and experienced headteacher gives clear direction to the work of the school. The school's evaluation of its own work is accurate and has helped to identify areas that could be better. Appropriate action has been taken to secure improvements. School leaders work well as a team. They give a strong lead and are determined to continue to bring about improvements. However, the wealth of assessment information collected is not always analysed as sharply as it could be in order to further the achievement of individual pupils, especially the more able. Improvements in achievement and standards during recent years, particularly in English, have been made against a background of turbulence in the pupil population and indicate a good capacity for further improvement.

14.4 **Effectiveness of the Foundation Stage**

Grade: 2

When children enter the Nursery, their skills and understanding are generally well below expectations for their age, particularly in language and communication. Staff understand the needs of young children well and plan lively activities which stimulate their curiosity and desire to learn. However, limited free access to outside play areas places some restrictions on children's learning experiences. Teaching and learning are of good quality and all learners are valued, cared for and very well supported. Children quickly settle into routines. They behave well and enjoy their learning. They work and play happily together. Excellent relationships and constructive guidance provide a solid foundation for children's personal, social and emotional development. They learn to share and take turns and enjoy taking responsibility. Achievements are assessed systematically and thoroughly, which provides information for planning further challenges. This ensures good progress across the stage so that by the time children start Year 1 many of them are achieving beyond the individual targets set for them and some are well on their way to reaching the goals set for their age. Parents are welcomed and encouraged to be active in their children's learning and, as a result, are well informed as to their progress. Provision is managed well and there is a smooth transition between Nursery and Reception.

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

- Raise standards and levels of achievement in mathematics, particularly in Key Stage 2.
- Analyse assessment data rigorously to set challenging targets for individual pupils, especially higher attaining pupils.

15 **Greenhill Primary School (October 2007)**

15.1 Grade: 3

Greenhill Primary School provides a satisfactory education for its pupils. Several areas of provision are good. The school is tackling long-term weaknesses in standards and managing staffing changes effectively. Good leadership and management are resulting in the school providing the good teaching and effective

curriculum needed for pupils to overcome barriers to learning. As a result, achievement is becoming stronger and is satisfactory overall. Key in this improving picture is the way the school monitors the performance of the pupils and identifies those who need extra help and support. Most parents say they have every confidence in the school, they feel welcomed, listened to and their children enjoy their education.

- 15.2 Children start school with skills that are well below the expected levels and leave at the end of Year 6 with standards that are broadly average in English and science but well below average in mathematics. Progress is faster in the Foundation Stage and Years 1 and 2 than in Years 3 to 6, where pupils progress steadily in English and science but over the past few years have lost ground in mathematics. Inconsistencies in teaching allowed progress to falter. However, energetic approaches to improving teaching and learning are beginning to address this issue successfully. Across the school, new teaching approaches are beginning to help pupils reach higher standards, although more remains to be done.
- 15.3 Pupils with learning difficulties and/or disabilities make good progress. They benefit from a range of well-designed programmes to accelerate their learning. Teaching assistants make a very strong contribution by expertly supporting individuals and groups and ensuring their progress is good.
- 15.4 Pupils' personal development is good overall and their cultural awareness is outstanding. They work hard, taking pleasure in the lively and active learning opportunities teachers provide. The school council, eco-council and healthy schools teams work very effectively to improve the quality of school life on behalf of their fellow pupils. One explained, 'we are trying to reduce our carbon footprint'. Initiatives such as the work towards achieving health and fitness awards have contributed extremely well to pupils' pride in their school and their excellent understanding about healthy living. Most pupils behave well and are polite, although a small minority find it difficult to behave consistently well.
- 15.5 The curriculum is good. Active tasks ensure learning is interesting. Literacy and numeracy are given priority in a bid to raise standards but there are many opportunities for pupils' to explore new experiences. For example, pupils watched an exhibition of Asian dancing and some attended workshops so they could try it out for themselves. Pupils' views are sought as to what their interests are and as a result, Year 2 pupils have the opportunity to learn how to tap dance.
- 15.6 Using good leadership and management strategies, the headteacher and senior staff are effectively moving the school forward. They have a clear grasp of the school's strengths and areas for development. Consequently, they know what needs to be done in order to lift standards and enable pupils to do their best. The school has undertaken a detailed review of its strengths and weaknesses and is benefiting from rigorously monitored improvements. For example, senior staff observe lessons and check that pupils are making the expected progress. Teachers are supported to adopt new strategies and inject more pace into lessons. This work is already beginning to improve standards where weaknesses have been identified but staff acknowledge there is still some way to go. There are considerable strengths in the use of assessment to plan new learning and speed pupils' progress. The strong team spirit, bringing together recently appointed and longer serving staff, is a significant factor in the school's good capacity for further improvement.
- 15.7 **Effectiveness of the Foundation Stage**
Grade: 2

Provision for Foundation Stage pupils is good and children achieve well. The staff team is led well and good teaching ensures children are fully involved in lively activities. For example, working together and learning to count by tossing up a toy in a blanket a given number of times caused intense enjoyment and rapid learning. Children begin school with skills that are usually much lower than the expected levels. By the time they move into Year 1 they still do not reach the expected goals, although they make good progress. Children's progress is tracked closely and lessons are planned to support identified areas of weakness.

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

- Raise standards and achievement, particularly in mathematics.
- Improve the quality of all teaching to the level of the best.
- Ensure that the small minority of pupils who find it hard to behave well consistently are fully engaged in all lessons.

15.9 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.

16 Harehills Primary School (October 2007)

16.1 Grade: 2

This is a good school. This agrees with the school's judgment about its performance. It is well regarded by parents and has a high profile within the local community, who value the close links forged with it. All stakeholders work hard and successfully to overcome the significant barriers to learning presented by the school's challenging circumstances. Good quality leadership, good teaching and outstanding pastoral care are all strong features of the school's work and help to promote pupils' good personal development. As a result, the needs of its very diverse and constantly changing school population are well met and children achieve well.

16.2 Children enter the Foundation Stage with exceptionally low levels of knowledge, skills and understanding for their age. There are a high number of children at an early stage of learning English. Good Foundation Stage provision enables children to achieve well in all areas, especially in speech and language development. However, standards are still well below national expectations when children move into Year 1. Pupils, including those with learning difficulties and/or disabilities and those for whom English is an additional language, continue to achieve well as they move through Years 1 to 6. As a result they reach standards in English, mathematics and science which are close to national levels by the end of Year 6.

16.3 Leadership and management are good. The headteacher is a strong leader whose drive, determination and high profile approach ensures that the school is well led. She knows the school very well. Senior leadership and management teams and key subject leaders play a vital role in rigorously monitoring the school's performance in the drive to secure improvements. Consequently, they have an accurate view of the school's strengths and weaknesses and it has a good capacity to improve further. There is a very supportive atmosphere in school and a high level of team spirit. The governors make a positive contribution to the school's work.

16.4 Teaching and learning are good. Secure relationships, effective management of pupils, high levels of care and effective support from teaching assistants and other support staff are features of almost all lessons and provide a firm platform for learning. In these good lessons, time is used effectively and work is challenging for all

children. As a result, pupils work hard and value learning. However, in a minority of lessons, time is not used to the best effect and pupils are not always clear what they have to learn. On these occasions progress slows. A minority of pupils do not know how to improve because they do not know their personal targets well enough.

16.5 Pupils enjoy the school's good curriculum, which caters well for their diverse needs. English, mathematics and information and communication technology (ICT) are given good emphasis as separate subjects. However, the school recognises that the development of literacy, numeracy and ICT skills is not yet planned well enough through other subjects to help raise standards further. Speaking and listening skills are not emphasised strongly enough in some classes to help develop children's confidence, initiative and independence. The wide range of visits, visitors and after school activities help to broaden children's horizons. Children's spiritual, moral, social and cultural development is good. They have good knowledge of the importance of healthy lifestyles and feel safe in school. They contribute well to the school community, for example, through the work of the school council and develop satisfactory skills and qualities to help prepare them for the world of work.

16.6 **Effectiveness of the Foundation Stage**

Grade: 2

The overall effectiveness of the Foundation Stage is good. Teamwork is a strong feature of provision. Consequently, teachers, nursery nurses and other adults work closely together to ensure that children have a good balance of carefully planned activities that they either choose themselves or that are directed by the teacher. This helps them to enjoy their learning and achieve well. Children are very well cared for, which helps explain why they make good progress in their personal and social development. Assessment practices are thorough and underpin children's good progress as they move through the Foundation Stage. Children at an early stage of English language acquisition are well provided for and the diverse needs of all children are increasingly well met. As a result, all children make good progress. Links with parents are strongly promoted. The school does all it can to ensure a smooth transition into and from the Foundation Stage. Shared outdoor areas are very well used to extend learning.

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

- Improve the quality of teaching and learning in Years 1 to 6 so that it consistently enables pupils to have a good knowledge of what they are to learn and of their learning targets.
- Implement a consistent approach to the promotion of speaking and listening skills to help pupils develop confidence, initiative and independence.
- Ensure that the skills of literacy, numeracy and ICT are consistently planned in other subjects.

17 **Hill Top Primary School (September 2007)**

17.1 Grade: 2

This is a good school. Some aspects of its work are outstanding. School leadership has succeeded in raising standards rapidly within the past two years. Previous areas of weakness have been successfully resolved and the school is providing good value for money.

17.2 By Year 6, standards are above average in English, mathematics and science. Pupils' achievement is good overall. However, standards in English are not as high as they could be because higher attaining pupils do not achieve as well as they should in

writing. The school has concentrated on improving reading with much success as the results in the latest national tests for 11 year olds show. Inspection evidence confirms that pupils are on course to meet their challenging targets in 2008. Pupils with learning difficulties and/or disabilities make good progress.

- 17.3 Excellent relationships throughout the school help to give pupils confidence. They clearly love being at school and attendance is consistently above average. Their very positive attitudes contribute effectively to their outstanding personal development and well-being. A good and well-planned curriculum enables pupils to have a very good knowledge and understanding of religions and cultures different to their own.
- 17.4 The quality of teaching and learning is good overall but occasionally teaching is less effective when tasks lack challenge, especially for higher attaining pupils. Teachers are beginning to place more emphasis on promoting writing skills but do not always plan sufficient opportunities in other subjects as well as in literacy sessions. Teaching assistants provide good support for pupils, especially for those who find learning difficult. Assessment procedures provide accurate information on the standards being reached and this information is used effectively to set new targets for pupils.
- 17.5 Pastoral care and support are strengths and parents showed how much they appreciate this in their mostly positive responses to the inspection questionnaire. Academic guidance and support is good overall although less effective for higher attaining pupils. Parents have plenty of opportunities to meet staff to review their children's progress and there are regular reviews for those who have learning difficulties and/or disabilities.
- 17.6 Leadership and management are good. The headteacher provides strong and dynamic leadership. Staff fully embrace their responsibilities and are fired-up to build on the school's growing reputation. They monitor standards closely, and regularly check the quality of teaching and learning to give them a clearer picture of strengths and priorities for improvement. The governing body, led by a conscientious chair, supports the school effectively. The school's strengths in leadership and the recent rapid pace of improvement show that there is outstanding capacity to improve further.
- 17.7 **Effectiveness of the Foundation Stage**
Grade: 2
The overall effectiveness of the Foundation Stage is good. Children enter Nursery with skills that are broadly at the expected levels although their skills are weaker in listening, calculating and elements of personal and emotional development. Good teaching in the Nursery class ensures that children settle in quickly and make good progress overall. However, progress in writing and in developing knowledge of sounds and letters is not as strong as in other areas. In Reception, children are constantly challenged with exciting and stimulating activities and make very good progress. Many planned opportunities are provided for children to practise their writing. By the time they transfer to Year 1, all children at least reach and some exceed the overall standards expected for their age but a small number still lag behind in their emotional development.
- 17.8 The Foundation Stage is well led. Staff work well together to plan a curriculum which interests and engages children. They carefully assess children's standards on entry and track their progress in detail. Children with learning difficulties and/or disabilities are quickly identified and very well supported, enabling them to make good progress.
- 17.9 The spacious and extremely well-equipped outdoor area contributes much to

children's learning. They share, take turns and enjoy the challenge of the large climbing equipment and many other activities, such as 'hunting dinosaurs' and recording how many they find. The indoor accommodation, however, is rather cramped, making it difficult for children to concentrate without being disturbed.

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

- Provide sufficient opportunities across the curriculum for pupils, especially higher attainers, to develop their skills and raise standards in writing.
- Ensure that teaching consistently provides the level of challenge and guidance that will enable all pupils to achieve as well as they should.

18 Holy Name Catholic Primary School (July 2007)

18.1 Grade: 2

Holy Name is a good school. Excellent pastoral care reflects in every aspect of pupils' outstanding personal development, a direct result of very strong personal, social, emotional and health education. Parents comment on the school's 'impressive, caring approach' and say that the school exceeds their expectations. The highly focused leadership team has an accurate view of the school's strengths and where it can do better. The headteacher has led the school well since its last inspection. Even though no issues for improvement were identified, the school is not complacent and continues to develop well. An ever-present drive for higher achievement demonstrates that the school has good capacity to improve further. Above average standards, good achievement and successful leadership provide clear evidence that the school gives good value for money. First class links with other organisations, sports colleges and further education establishments ensure pupils benefit greatly from external expertise and resources that consolidate their academic and physical skills.

18.2 Pupils' achievement is good. Standards are above average overall by Year 6, although the most recent test results for 2007 indicate that pupils' attainment in mathematics is lower than in English and science. Similarly, although above average, pupils' standards in mathematics by the end of Year 2 are not as strong as in reading and writing. Children make rapid progress throughout the Foundation Stage from broadly average starting points as a direct result of exhilarating teaching and learning experiences in Reception. Pupils continue to make good progress from Year 1 to Year 6 because of the consistently good and sometimes outstanding teaching and learning that they experience. In outstanding lessons, teachers first ensure that pupils have the knowledge and independent learning skills they require to complete a task and then send them off to work in pairs or groups to find a solution. These are valuable life skills for continued success as they move on to the next stages in their education. Pupils with learning difficulties and/or disabilities and those with particular gifts and talents, work closely with skilful support staff and make good progress. The good curriculum whets pupils' appetite for learning. This enthusiastic approach is reflected in pupils' excellent attendance and wholehearted response to everything they do in school. They embrace responsibility and show sensitivity and care to younger or more vulnerable pupils as 'buddies' and peer mediators. This range of positive characteristics, coupled with good basic skills, is a key element for pupils' future economic well-being.

18.3 The good levels of care, guidance and support enable pupils to flourish here. Many parents make comments such as, 'the love and support my child has been given has been exceptional'. As well as first class care, pupils receive effective academic guidance. The school now uses a far more rigorous method to track pupils' progress and this is helping to identify difficulties quicker and to pinpoint the next steps in

pupils' learning. Nevertheless, teachers' marking does not always provide consistent guidance to pupils on how to improve their work. The school encourages parents to come into school to work alongside children in classrooms and to see what and how children learn. Parents appreciate this and agree that they are welcome partners in their children's education.

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

- Raise pupils' standards in mathematics by Years 2 and 6.
- Ensure that teachers' marking consistently shows pupils how to improve their work.

19 Holy Rosary & St Anne's Catholic Primary School (November 2007)

19.1 Grade: 3

Holy Rosary and St Anne's is a satisfactory school that is showing clear signs of improvement under the focused and determined leadership of the headteacher. Many of the effective management procedures that have recently been put in place are being implemented rigorously and impacting positively on better achievement.

19.2 After several years of instability resulting from frequent changes of senior staff, the school now has strong and consistent leadership. However, despite the improvements already made, there is much work still to be done. On entry, children's attainment is much lower than is normally expected for their age. Pupils make steady progress as they move through the school. However, this is not enough to raise attainment significantly and standards at the end of Year 6 are below average in English, mathematics and science. There are early signs of improvement, but standards have to rise further.

19.3 Pupils' attendance is satisfactory and most are happy at school. Older pupils, in particular, say that they would like more lessons in which they do things for themselves. Inspectors agree that the curriculum does not provide pupils with enough practical opportunities to develop their skills. Most pupils behave well and try hard with their work, particularly when lessons are lively and interesting. The school is increasingly giving pupils more responsibility for their own behaviour, to which most respond positively.

19.4 Overall, pupils feel safe and secure in school. They have a good understanding of how to lead a healthy lifestyle and the consequences of doing so. Recent changes to better promote pupils' sense of self-worth have resulted in the increased confidence of older pupils, together with a heightened sense of social responsibility. The personal and academic skills pupils develop provide a satisfactory platform for the future.

19.5 While the quality of teaching and learning is satisfactory with some good features, there is a lack of consistency and as a result, teaching promotes satisfactory rather than good progress. The school's productive involvement in the local authority's Intensive Support Programme has helped bring about good improvements in lesson planning, assessment and teachers' marking. There are weaknesses in the way in which lessons are organised for pupils of differing abilities and in the range of teaching approaches used. The school pays careful attention to pupils' care and welfare, and procedures to keep them safe are firmly in place. Systems to track pupils' progress are well structured and produce accurate data.

19.6 The school's management team is relatively new and while the experienced headteacher and deputy headteacher are providing a strong lead, other staff are still

developing the skills they need to make a full contribution. Governors play a full and active part and have supported many of the recent changes with well-considered financial decisions. Strategies are in place to take the school forward but many are new and their impact on pupils' attainment and achievement has still to be fully realised.

19.7 **Effectiveness of the Foundation Stage**

Grade: 3

When they first join the Nursery, many children lack the skills and knowledge normally found at this age. Although they make satisfactory progress, the proportion of children who reach the expected standard by the end of Reception is low. This is especially the case in language and mathematics, particularly in the areas of linking letters and sounds and remembering and using numbers. Most children behave well at school and learn to work and play effectively alongside others, although a minority have difficulty paying attention and lack social skills. Management and the quality of teaching are satisfactory and improving under the clear guidance of the recently appointed Foundation Stage leader. Strategies to improve important aspects, such as the assessment of children's progress and cohesive planning across both Nursery and Reception have been put in place, but require further development. Provision in the Foundation Stage is satisfactory and children are provided with enjoyable activities that interest them. The classrooms have recently been extensively reorganised and refitted and provide a welcoming and spacious environment with new and bright equipment.

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

- Raise standards in English, mathematics and science.
- Improve the quality of teaching and learning so that it is consistently good and meets the learning needs of all groups of pupils.
- Broaden the curriculum in order to give pupils more practical opportunities to learn.

19.9 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.

20 Horsforth Newlaithes Junior School (July 2007)

20.1 Grade: 2

This is a good school where pupils are happy and eager to learn. Staff work hard to provide a secure and stimulating environment in which pupils are encouraged to take increasing responsibility for their learning. Attendance is well above average and many pupils enjoy the good range of lunchtime and after-school activities. Parents value highly the school's work. They feel that it is a school in which 'every child matters', where 'children are challenged and achieve highly'.

20.2 Pupils' attainment on entry to Year 3 is above average. When they leave at the end of Year 6 standards are well above average in English, mathematics and science. This represents good achievement for the pupils. Many pupils excel in science, with more reaching the higher levels of attainment than is nationally expected for their age. Attainment at the higher levels in English and mathematics is variable in recent years but, overall, well above national expectations.

20.3 The good quality of teaching is characterised by a careful balance of whole-class and independent activities. This encourages pupils to think for themselves and to work productively in small groups. As a result, pupils' behaviour in lessons and around the

school is good. Teachers' marking is increasingly helpful in indicating what pupils need to do to improve their work in order to reach higher standards. A well planned curriculum offers a good range of cultural, musical and sporting opportunities. Pupils are appreciative of the regular visitors to school who enhance their work through providing practical and realistic contexts for learning. Special weeks and theme days provide creative backdrops for further development of key skills, knowledge and understanding.

20.4 Parents welcome the good care that the school provides for their children. Pupils feel that 'The teachers are always there when we need them.' Systems to check pupils' progress, in all subjects, are at a very early stage of development, teachers having concentrated largely on English in recent times. As a result, academic guidance is satisfactory overall, with work to be done to measure pupils' progress in sufficiently small steps to demonstrate how well they are doing, or to pinpoint exactly where they need help. Pupils are clearly happy in school, saying, 'We do work but it's fun and the surroundings are good.' Their mature attitudes and responsible behaviour mean that they act safely and show respect for the world around them. Their enthusiasm for sport and their strong awareness of how food and exercise affect their bodies gives them an excellent understanding of the importance of living healthily. Strong links with the local community and fundraising for local and national charities help pupils appreciate the value and pleasure to be gained from contributing to a community. Good collaborative skills, well above average academic standards and a good understanding that work can be enjoyable prepare them well for their future lives.

20.5 Although only four terms into her new role, the headteacher, with the full support of a very recently restructured senior leadership team, has made significant progress in developing positive and open relationships with the local community. Parents believe that the 'school is going from strength to strength'. Given the large staffing changes since the last inspection, effective steps have been taken overall to promote continuous improvement. The school's self-evaluation is satisfactory and largely accurate, although leadership has not yet judged with enough rigour the impact that teaching has on pupils' learning. Tracking procedures have not been used widely and systematically, to date, to determine how effectively pupils are learning throughout the school, and to bring about sooner and more effective interventions to boost performance where necessary. Nevertheless, recent initiatives have brought about measurable improvements, for instance in attainment at the higher level in English and in the performance of boys. This, together with the aspiration on behalf of young people shown by the headteacher, key leaders and governors, demonstrates that the school has good capacity to improve further. Horsforth Newlaithes gives good value for money.

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

- Use information on pupils' progress more systematically to identify and implement specific strategies to raise achievement.
- Evaluate the impact of teaching on pupils' learning to ensure that all pupils are sufficiently challenged.

21 Hunslet Moor Primary School (June 2007)

21.1 Grade: 3

The way that pupils from such a wide range of backgrounds get on so well together is a striking feature of Hunslet Moor Primary. The school currently provides a satisfactory education, and gives satisfactory value for money. However, there are some significant good features. Pupils behave well and show good attitudes to

learning. They feel very safe and they get huge enjoyment out of their time in school. This is partly because they know that they are valued and well cared for. It is also because the curriculum is well designed to meet their needs and gives them a good understanding of how to develop a healthy lifestyle. One group of pupils described it as 'a really friendly, caring, healthy school'.

21.2 Achievement is satisfactory. Standards are very low when children first come into the Nursery. A significant number of pupils join the school later on and many of these have initial difficulty speaking English. The level of challenge is inconsistent for children in the Foundation Stage, though the quality and standards are satisfactory overall. They are being maintained despite the school being without a coordinator for this stage. Across the rest of the school the quality of teaching and learning is satisfactory but improving. There are still too many lessons where the pace of learning slows at times because the level of challenge is not high enough. Standards by the end of Year 6 are well below the national average. They are improving because of an intensive focus on reading, though writing and science are still weaker areas. The rate of pupils' progress is improving rapidly in Years 1 and 2. Pupils who need intensive support to develop their English skills make good progress. Those with learning difficulties and/or disabilities make satisfactory progress.

21.3 Pupils make a good contribution to school life through the school council and by supporting others at playtimes, and to local community projects and charity activities. They are developing good collaborative skills, and are competent with information and communication technology. Their preparation for success in the workplace is satisfactory overall because their basic skills are still lagging behind the national average. Their attendance is also poor, and this undermines a lot of the good work that the school is doing. However, this is not the children's fault. Despite the school's efforts to engage parents in the value of supporting their children's learning there has been a steep rise in the number of parents who take their children out of school for extended periods.

21.4 A new governing body is being assembled. Some members are still learning their roles, but those with experience have a realistic view of the school and provide good support and challenge. The headteacher and the senior management team monitor the work across the school very carefully. They have a good understanding of the school's strengths and weaknesses. They have set a very clear direction for improvement, and motivated all of the staff to share their aspirations. They are making good use of an outstanding range of external organisations to bring about the developments that they know are needed. The improvements in pupils' behaviour, the curriculum and assessment systems, combined with pockets of rapid improvement of pupils' progress, demonstrate that the school has a good capacity to improve.

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

- Raise standards, particularly in writing and science.
- Improve attendance to give pupils a better chance of developing the skills they need to succeed in adult life.
- Improve the consistency of teaching and learning so that all teachers make full use of tracking data to adjust the level of challenge to meet individual pupils' needs.
- Improve the way adults prompt and question children in the Foundation Stage to make their experience more challenging.

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.

22 Lady Elizabeth Hastings Church of England Primary School, Ledston (July 2007)

22.1 Grade: 2

This is a good school with outstanding features, and has made strong improvement since its last inspection report. Parents are very supportive of the school. They praise the dedication and the approachability of staff and are very pleased with the progress their children make. Pupils say that they are fully involved in school life, enjoy lessons and the many interesting things they do, and feel that is 'like a big family' in which everyone gets on very well with each other.

22.2 Pupils' personal development is outstanding. Their behaviour is excellent, they feel safe and secure and they report that bullying is very rare. Pupils show maturity, are confident and eagerly take on responsibilities. They have an excellent understanding of what they need to do to keep healthy. They choose healthy options, helped to devise the menus for school lunches and enjoy the many opportunities they have to exercise. Their very good basic skills and excellent personal development enable them to face life's future challenges with great confidence.

22.3 By Year 6 standards are well above average and pupils' achievement is very good in English, mathematics and science. Results in national tests have been above average, and often significantly above average, for several years. All pupils across Key Stages 1 and 2 make good progress because teaching is consistently very good. Progress in the Reception year has been satisfactory but is now accelerating as the recent improvements to the provision here beds down. Effective support is given to pupils who find learning difficult, and those who benefit from additional challenge are strongly encouraged to achieve well. Although teachers ensure that pupils understand the purpose of lessons, and this focuses their efforts well, there is no consistent approach to this across the school. Teachers make very good use of the resources at their disposal to achieve what has been planned. They provide pupils with good advice when marking their work but do not always ensure that pupils act on what they have suggested.

22.4 The very good curriculum provides many opportunities for pupils to apply their skills in literacy and numeracy to other subjects. It is enriched by the strong links with local primary and secondary schools. These links extend sporting opportunities, and the learning of modern foreign languages, and promote very effective curriculum development. For example, teachers weave problem solving wherever possible into the teaching of mathematics. Pupils enjoy the wide range of clubs on offer to them.

22.5 Pupils thrive in this school because of the outstanding care, support and guidance they receive. They feel safe and happy because all adults understand their individual needs extremely well and deal with any problems quickly and effectively. Sensitive and imaginative approaches, including the very effective contribution of outreach workers, are very successful in improving pupils' social skills and their self-esteem. Pupils find the targets they are given in literacy and numeracy helpful, but differences in how they are used between classes limits their overall effectiveness.

22.6 Leadership and management are outstanding. The headteacher has been very effective in sustaining well above average standards and very good achievement over several years and has very successfully developed the contributions made by all teachers, and particularly senior staff, to the process of making the school even better. Governors have a very good understanding of school based on their own evaluations of its effectiveness. Although the school has excellent systems for

evaluating how well it is performing, judgements made on pupils' personal development, their care, guidance and support and on leadership and management are too modest, reflecting the high expectations evident in the school. Improvement since the last inspection has been strong and the school is extremely well placed to make further improvements. It provides good value for money.

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

- Develop consistent approaches to how the purposes of lessons are explained to pupils and to how they are told about what they can do to improve their work.
- Ensure that all pupils respond to the suggestions for improvement that teachers make on their completed work.

23 Manston Primary School (June 2007)

23.1 Grade: 3

This is a satisfactory and improving school with many good features. Staff work hard to provide a safe and stimulating environment in which children are encouraged to take increasing responsibilities. Behaviour is outstanding and relationships are mutually supportive. Pupils enjoy coming to school, are proud of being a part of their school community and take full advantage of the excellent range of lunchtime and after school activities. Attendance is satisfactory and just below average. Parents value highly the school's work. They feel that it is 'a friendly, well run school, with teachers who are approachable and who treat children as individuals.'

23.2 Children make satisfactory progress in their work, reaching average standards. They make a good start in Reception, developing good personal and social skills and improving their very low language and communication skills. They generally maintain these good rates of progress across Years 1 and 2, and make overall satisfactory gains in numeracy skills. As a result, they attain average standards by the end of Year 2. Progress is satisfactory across Years 3 to 6. This is largely because the school does not evaluate pupils' gains in learning with sufficient precision and identify whether they are good enough. Marking does not always identify clearly what pupils need to do to improve their work in order to reach higher standards. Nevertheless, the overall quality of teaching is satisfactory and there is good practice across the school. This is characterised by a creative approach that brings learning alive while not neglecting the basic skills.

23.3 A well-planned curriculum offers an outstanding range of cultural and multi-cultural experiences, as well as excellent sporting opportunities. The Foundation Stage makes good provision with effective teaching of social skills. Parents are very appreciative of the good support and guidance that the school provides for their children. Pupils say that 'the teachers are always there for them and really care.'

23.4 Pupils' good personal development is a result of open relationships with all staff. Pupils take a lively interest in their school, act maturely and show respect for the world around them. They develop an excellent understanding of healthy lifestyles and an increasingly sophisticated appreciation of the global dimension through their work on different cultures and their learning of a foreign language. The many opportunities afforded to them to take on responsibilities, engage in fund-raising and other public events, ensure that most pupils develop a sense of value gained from contributing to a community. Their good ability to work cooperatively, and their developing literacy, numeracy, and information and communication technology (ICT) skills, prepare them well for their future lives.

23.5 Perceptive leadership by the headteacher has ensured that staff have taken effective steps to address issues for improvement from the last inspection and create a climate where learning can flourish. There is still more to be done to ensure that pupils achieve well throughout the school, particularly across Years 3 to 6. The school's self-evaluation is satisfactory, but has not yet judged with enough rigour the impact that teaching has on pupils' learning. Not enough use is being made of the recently refined tracking procedures to support pupils' progress more quickly. Manston Primary has good capacity to improve further and gives satisfactory value for money.

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

- Improve the rates of pupils' progress across Years 3 to 6.
- Sharpen teachers' practice in assessing the gains in learning made by all pupils.
- Evaluate more rigorously the impact of teaching 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.

24 Manston St James Church of England Primary School (June 2007)

24.1 Grade: 2

In accordance with Section 13 (5) of the Education Act of 2005, HMCI is of the opinion that the school no longer requires significant improvement. Manston St James Church of England (VA) primary is a good school, all previously identified serious weaknesses in leadership and management have been eradicated so that this area is now a strength of the school. Under the outstanding leadership of the headteacher, the school has worked closely with the diocese and local authority to ensure that nothing about the school is short of good and there are significant strengths. The headteacher has been instrumental in galvanising the senior leadership team to work closely with the subject leadership teams. They effectively monitor and evaluate all aspects of school life, reporting directly to governors who provide an exceptional level of informed challenge and support.

24.2 From the outset the school sets the seal on providing the best for the pupils in their care. Good provision in Foundation Stage, with an appropriate emphasis on basic skills, ensures pupils get off to a flying start. Good progress is continued throughout school ensuring that many pupils leave in Year 6 with above average standards in English and mathematics.

24.3 The democratically elected school council have genuine opportunities to influence decisions in the school: many were involved in the selection of the current headteacher. Manners and behaviour in lessons and around school are good. Pupils understand how Christian values help them when dealing with poverty and globalisation issues affecting people living outside the United Kingdom. The proceeds of their fund-raising and charitable donations by the pupils go directly to named organisations worldwide. Pupils gain some understanding of current issues closer to home through well-planned personal social, health and citizenship education (PSHCE), together with a good choice of texts which highlight issues of racism and intolerance. However, direct experiences of the wider British culture in their immediate area are underdeveloped. The vast majority of parents support the school's work and comments such as, 'I feel my children are encouraged to excel, not only academically but also emotionally' are typical of many parents' views. A minority of parents feel that their views are not always sufficiently well sought. The school are aware of this and have plans for further consultation.

- 24.4 Teaching is now good, an improvement since the last inspection. Whilst pockets of bland, satisfactory teaching remain this is certainly not the overall picture as much is consistently good with some that is inspirational and outstanding. This has led to the marked improvement in achievement and standards. Effective lessons are typified by the strength of relationships between pupils and adults, rapid pace and excitement at the prospect of learning. In general pupils are guided as to how to improve their work through closely targeted marking. However, this is not a consistent feature throughout the school so that not all pupils are clear about the next steps in their learning. The leadership team are acutely aware of where weaknesses still remain in teaching and are unstinting in their efforts to ensure all becomes good or better.
- 24.5 Improvements to provision ensure that the curriculum is now good. There is a wealth of exciting opportunities in lessons and after school for pupils to participate in sports, drama and art. Subject leaders and the leadership team have ensured that the school is well placed to implement the revised strategies for literacy and numeracy in September 2007.
- 24.6 Much is done to support children and their families to ensure that they receive outstanding levels of care during their time in school. The work of the learning mentor and outside agencies mean that attendance is good and that any barriers to pupils learning are swiftly actioned.
- 24.7 ***What the school should do to improve further***
- Ensure that all marking consistently gives guidance to pupils as to how to improve their work.
 - Ensure pupils have a wider range of opportunities to explore the cultural diversity within British society.

25 Micklefield Church of England Voluntary Controlled Primary School (November 2007)

- 25.1 Grade: 3
Since the last inspection a high turnover of personnel and staff absence have caused considerable disruption to this small school. This has had a negative effect on the provision, standards, and the school's effectiveness. Nevertheless, with good support from Education Leeds, the school has turned the corner making this a satisfactory and improving school that provides satisfactory value for money.
- 25.2 Even though this is a small school where standards vary because of small groups, there has been a considerable downward trend since the last inspection. The results of the 2005 and 2006 Key Stage 2 tests were inadequate and pupils made too little progress. During 2006, teachers on temporary contracts taught three of the four classes for most of the year: this had a substantial negative influence on learning. As a result of a more stable staffing and a number of initiatives, teaching and learning have improved and are now satisfactory. This is seen in satisfactory achievement and standards. From a below average baseline, children make satisfactory progress in all age groups. Standards by the end of Years 2 and 6 are now broadly average, but too few higher attaining pupils achieve the levels expected of them, especially in writing and mathematics at Key Stage 2.
- 25.3 Training for staff has had a positive result on improving pupils' standards of behaviour and personal development, which are good. Attendance is broadly average and punctuality has improved. The curriculum is satisfactory. To raise standards, considerable time has been allocated to numeracy and literacy, but teachers have

ensured time is given to physical activities, personal, social, health and citizenship education, and to the arts. Pupils have a positive attitude to their work: the majority enjoy their learning and understand how to keep safe and healthy.

25.4 Parents' views of the school are variable. Most agree with inspection findings that their child receives good care, support and guidance, but some are troubled at how the number of temporary cover teachers has affected their child's education. For a considerable time, links with the community suffered. Relationships are now improving, with the school's contribution to 'Micklefield in Bloom' and the twentieth anniversary celebrations. As in other aspects of school life, there have been significant changes in the leadership and management of the school at all levels. Leadership and management are satisfactory. Difficult staffing decisions have had to be made in order to balance the budget. Policies and procedures have, however, taken too long to be put into place. Progress can now be seen in improvements to standards. Initially, improvement following the last inspection was inadequate, but because of good support from the local authority, improvement and the capacity to maintain this are now satisfactory.

25.5 Governors are willing and give freely of their time, but governance is unsatisfactory. Some positions are empty and constant changes in the chair, vice chair and committees have resulted in a lack of stability. While members have discussed standards and staffing issues, they have taken the headteacher's reports at face value and not challenged sufficiently.

25.6 **Effectiveness of the Foundation Stage**

Grade: 3

A Foundation Stage Unit has been set up since the last inspection. Children benefit from the adapted accommodation. Good improvement has been made to the outside areas for learning.

25.7 Children's attainment on entry to the Nursery is below that expected of this age. It is above average in their physical development, but well below average in language, communication and social development. Progress is, overall, satisfactory. Better progress is made in letter and sound recognition because of the phonic programme recently introduced in the school. However, children's social development remains an area for improvement. Standards by the end of the Reception class have varied since the last inspection. While this is partly attributable to the difference in groups, teacher assessment has not always been accurate. The procedures to record achievement have changed, but still need fine-tuning. Teaching and leadership of the Foundation Stage are satisfactory. Links with parents have improved, with over 80% attending the open afternoon. Staff recognise improvements need to be made to long-term plans for all areas of learning.

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

- Raise standards in writing in all age groups, and mathematics at Key Stage 2.
- Increase the amount of better teaching so all pupils in all age groups learn at the same rate.
- Build on the skills of the senior teachers and ensure senior management supports the governing body in fulfilling its responsibility to hold the school to account.

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.

26 **Our Lady of Good Counsel Catholic Primary School (September 2007)**

- 26.1 Grade: 1
Our Lady of Good Counsel Primary School provides an outstanding education which supports excellent achievement and superb personal development for its pupils. This is because there is an admirable ethos of what parents describe as 'friendly, welcoming care' which really values each individual, combined with a very rich and stimulating curriculum.
- 26.2 Provision in the Foundation Stage is good. Children start school with skills which are below expectations, particularly in communication and language. By the end of Year 2, standards are average and pupils have established a sound basis for further improvement. They reach above average standards by the end of Year 6, having made particularly good progress in English. Children from different backgrounds do equally well and pupils with learning difficulties and/or disabilities make the same excellent progress. Standards are especially high in science where three quarters of pupils exceed the nationally expected level. The school is committed to continuous improvement. Teachers have been working successfully with local authority consultants to ensure that what works so effectively in science also helps drive up standards even more in mathematics and English, including for the most able pupils.
- 26.3 The inspection confirmed the school's judgement that the outstanding progress is as a result of good and often outstanding teaching linked with outstanding care, and an exceptionally motivating curriculum. High quality relationships and the right mix of challenge and stimulation mean that pupils really enjoy their work, and behave superbly in lessons. This was seen when Year 6 worked rapidly to draft a radio script for a science fiction comedy. Teachers offer a range of individual, paired and group activities that enable pupils to develop a variety of different learning and working skills. This flexibility provides extremely good preparation for pupils' future learning and employment. Teachers have high expectations and pupils reciprocate by taking great care with their work. They also respond very well to the consistent way in which teachers set targets. Pupils feel it is their own responsibility to ask for new challenges when they think they have met their current goals. In addition, there is a consistent approach to setting learning targets which pupils understand and recognise as a real partnership between them and adults.
- 26.4 Pupils' exceptional personal development and achievement are underpinned by the outstanding curriculum. A concerted approach to 'Investors in Pupils' empowers children to establish their personal targets and values. The school's ethos also supports extensive opportunities to appreciate and contribute to other people's well-being and fulfilment. The range includes support for a school in Peru, pen pals across the city and coffee mornings held in aid of charity. An extensive variety of challenging, eye-opening and enjoyable extra-curricular activities is available to a wide age range. Well developed links with other schools support the curriculum in offering Spanish, technology and sports development. There are many productive links with business and the voluntary sector which bring material and emotional benefits as well as a glimpse of the world of work.
- 26.5 The result of these remarkable opportunities is that pupils enjoy their learning and their play in equal measure. They know how to develop a healthy lifestyle, and put this into action by making excellent use of the extensive opportunities for sport and playtime games. They quickly gain maturity and independence within the school's very clear expectations. The outstanding quality of care creates a culture where individuals clearly understand how much they are valued.

- 26.6 This all-embracing ethos gives exceptional support to each individual's spiritual development. Rigorous attention to all aspects of safety runs through all of the school's work.
- 26.7 Pupils are highly supportive of each other and contribute significantly to other people's welfare and happiness as councillors, play buddies, fundraisers and learning partners. They develop extremely positive attitudes and several parents commented that this really pays off when their children move on to secondary school. Attendance remains below average, as it was at the time of the last inspection. Most pupils attend well but a small minority do not. This caused the school to miss its local authority target. Vigorous and imaginative work to dissuade parents from taking children on holiday in term time has not yet paid off.
- 26.8 Beneath all this exceptional provision lies outstanding leadership and management at all levels, with good support from the governing body. Leaders are constantly reflecting, evaluating and seeking feedback to maintain improvement, which has been good since the last inspection. The school has good capacity to improve further and gives outstanding value for money.
- 26.9 **Effectiveness of the Foundation Stage**
Grade: 2
Children make good progress because of the good range of carefully planned and managed activities, though the outside play area is somewhat limited by its size and slope. Teachers and support staff provide a good level of challenge and track children's progress very carefully. The school is developing its assessment techniques to enable adults to judge even more precisely the right time to move individuals on to the next stage of learning. Children are well cared for and supported. For example, when they are playing, they receive individual support provided by older pupils.
- 26.10 ***What the school should do to improve further***
- Raise levels of attendance to enable all pupils to make rapid progress.

27 Richmond Hill Primary School (October 2007)

- 27.1 Grade: 2
Richmond Hill is a good school. Pupils are delighted with the school and they thrive on the high levels of care they receive and the learning that they achieve in lessons. This is why their personal development is outstanding. Inspirational leadership by the headteacher is dedicated to providing the best environment possible for the pupils. As a result, they feel happy and achieve well. The vast majority of parents back this up. They observe, for instance, 'my child has done really well and I am pleased with her progress', and, 'staff are friendly, supportive and always willing. I would recommend this school to anyone'. A small number of parents commented adversely on behaviour. Inspection evidence found that behaviour was good and that the pupils take care of each other very well.
- 27.2 Pupils' first-rate personal development and well-being are partly why their progress is good. It is also because of good teaching and visionary leadership. Pupils relish their lessons, especially when they are actively involved, such as in the outstanding lessons seen. Good planning, a range of different activities to engage the pupils and a brisk pace characterise most of the lessons. Pupils are not generally aware of their standards and are not sure precisely what to do in order to improve their work.

- 27.3 There are many barriers to the pupils' learning, including very low communication skills when they join the school. There are also significant changes in the school population because many families in the area only stay for a short time. The school manages these concerns very well owing to its rigorous yet flexible systems to support individual pupils in their learning. These include, for instance, specialist support for pupils who have learning difficulties and/or disabilities and family learning groups. Solicitors from a local firm give exemplary, regular help to a group of readers and have formed excellent and productive relationships with the school.
- 27.4 Pupils acting as peer mediators are active in resolving any problems that other pupils may have and they take their jobs very seriously. Assemblies encourage pupils to reflect and celebrate their lives and achievements. This might include good attendance or the pupils' birthdays. Pupils respect each other's cultural heritage and take part in an excellent range of multi-cultural and cultural activities that reflect the good curriculum. The pupils take an outstanding role in their community and learn to be exceptionally tolerant and sensitive to the needs of others. They develop a strong belief in themselves that prepares them well for the future. The pupils are responsible citizens and are particularly active in environmental and recycling projects. One of the school's 'eco-warriors' is a pupil who composts the school's waste food every day. This is then used by the large number of busy pupil and parent gardeners. Pupils enjoy eating well presented and nutritious food in an attractive, pleasant dining room. Daily 'wake up and shake up' exercises are part of a wide range of physical activity enjoyed by the pupils. Attendance has improved because of the concentrated actions of the school and it is now broadly average. This level of attendance is a success for pupils and the school, and acts as a foundation for their top quality personal development. Despite this, a small number of persistent absences have an adverse effect on the figures.
- 27.5 The pupils' achievement is good and they make good progress from their low starting points. Standards are average and numeracy skills, in particular, are well developed. Standards are not quite as high in writing as they are in science and mathematics. This stems from pupils' communication and language skills being especially low when they join the school. The development of writing creatively from first-hand experience is beginning to improve it.
- 27.6 Nonetheless, teachers do not track pupils' progress in writing closely enough. Similarly, the school does not keep a close enough eye on how well higher attainers are learning. The headteacher and governors acknowledge the need to use assessment more precisely, so that pupils know how to make their work better. Pupils who have learning difficulties and/or disabilities, and pupils at an early stage of learning English make good progress. Their needs are identified very quickly and speedy action is taken including individual support, specialist teaching, close liaison with home and regular reviews involving their teachers and their parents.
- 27.7 All staff appreciate being at the school and want to make it, as one member said, 'a haven for the pupils'. There are good systems to develop learning and meet the needs of the pupils. These spring from the good management and teamwork that are characteristic of the leadership at Richmond Hill. The outstanding headteacher has a clear vision for achieving the best for the pupils and removing the barriers to their learning. The pupils reach challenging targets overall, although, as yet, they are not quite as high as the school expects in writing and for the higher levels in Key Stage 2 tests.
- 27.8 Overall, good leadership and management ensure that arrangements for

safeguarding the pupils are appropriate and the care, guidance and support for the pupils are good. Links with outside supporters, such as educational psychologists, attendance officers, local authority partners and Education Leeds, make an outstanding contribution to the pupils' well-being and achievement. The school understands itself well and judges itself accurately. Self-evaluation is searching and reflects the headteacher's requirement for thoroughness and depth in all the school's actions. Governors are very supportive and knowledgeable and they challenge the school well. The school provides good value for money and has made good improvements since the previous inspection. Richmond Hill has good capacity to improve still further.

27.9 **Effectiveness of the Foundation Stage**

Grade: 2

Children in the Foundation Stage are well provided for and quickly settle into school. Furthermore, there are good procedures to welcome new children at different times in the school year who also settle quickly. Relationships with parents are positive and parents are welcome in school. Teaching and learning are good and the children make good progress from low starting points. The enthusiastic staff team plan a range of activities to promote learning in literacy, in particular, and are especially good at promoting the children's personal development and well-being. The teaching of early writing skills and recognition of numbers is systematic and there are effective programmes to develop speaking and listening. Activities are stimulating and well planned so that the children choose for themselves from a series of activities ranging from outside play to working on the computer. The children have good opportunities to work and play outdoors and this develops their powers of communication and skill at working in pairs. The children develop particularly well when they act in role play. All staff contribute to effective systems to track children's individual progress, although they do not yet provide an overview of the progress made by the class as a whole. The school's judgement of the provision in the Foundation Stage is accurate.

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

- Ensure that the tracking of the pupils' performance focuses on writing and the attainment of higher achieving pupils in order to raise standards.
- Use assessments more precisely so that the pupils are aware of how well they are doing in their work and what they need to do in order to improve it.

28 **Robin Hood Primary School (November 2007)**

28.1 Grade: 2

This is a good school with many outstanding features. Parents and pupils justifiably hold it in high regard, as expressed by comments from children such as, 'I like all of school because it's fun and we learn a lot.' Its success is as a result of good quality leadership and management. The dynamic headteacher, supported well by the deputy headteacher and senior management team, leads an energetic partnership that sets high standards in the continual drive for improvement. All staff are motivated and passionate about the school and aim to provide the best for each pupil. There is no complacency as the school continues to build on its strengths to improve standards and achievement. Initiatives put in place impact positively on levels of attainment and governors play their part in this success. The school has a good capacity to improve.

28.2 Good quality teaching helps to ensure that all pupils achieve well and by Year 6 reach standards that are generally above average. This gives them skills to support their future development. In the majority of lessons, learning develops systematically

because work is mostly matched to pupils' abilities. In a few lessons, learning does not progress as fast because pupils are not fully interested and engaged. All groups of pupils make good progress relative to their starting points. The rigorous assessment and tracking of progress is central to the achievement of all pupils. Teachers set them challenging targets and provide extra support to those who need it. Pupils with learning difficulties and/or disabilities are consequently catered for extremely well. Parents understand the need to support their children's education and do so with excellent guidance from the school website.

28.3 Excellent care, support and guidance contribute to pupils' outstanding personal development, helping them to form very good relationships and behave extremely well. The successful personal, social and health education ensures that pupils learn to get on with each other and have an understanding of how to keep healthy and safe. Pupils make an excellent contribution to the community through the active school council, and beyond, in their response to raising money for charities. Pupils are proud of their school. They cite 'very helpful and understanding teachers, friendships with peers, ready access to computers and responsibilities' as the major reasons for this sense of pride. This is a school where each pupil is known and cared for in a way that includes them all in school life. The curriculum meets the needs of all pupils exceptionally well. Links across subjects bring a relevance and excitement to lessons. The provision for ICT and speaking and listening in all lessons gives excellent support for learning.

28.4 **Effectiveness of the Foundation Stage**

Grade: 2

Children enter the Foundation Stage with skills that match national expectations. Staff have a very good understanding of children's individual needs therefore children achieve well. By the time they enter Year 1 many are exceeding the levels expected of them in all areas of learning. Activities effectively capture children's interest and imagination, although the Nursery outside area is not always used to full effect. Children are encouraged to make choices for themselves and this lays a firm foundation for their future development as independent learners. The outstanding pastoral care ensures that children settle in quickly. Parents praise how well this is done, and how happy their children are. They comment that, 'Nursery and reception staff are always welcoming and helpful.' Very good use of adults provides many opportunities for developing speaking and listening skills. This contributes to children's learning as well as their happiness and self-esteem.

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

- Improve the good overall quality of teaching and learning in order that it matches more closely the outstanding models already in place.

29 **Rosebank Primary School (July 2007)**

29.1 Grade: 2

This is a good school with some outstanding features, which provides good value for money. The headteacher and deputy headteacher bring out the best in the staff and focus them sharply on meeting the wide variation in pupils' learning and personal needs. The recently extended leadership team is rigorous in its work, linking developments closely to their impact on the pupils' achievement. This is seen in the good progress pupils make and in the rising standards. Staff and governors have an accurate view of the school's qualities, and this is used well to identify priorities for action. This places the school in a good position from which to make further improvement.

- 29.2 There is a very positive climate for learning throughout the school. The pupils' behaviour and enthusiasm make it a happy place in which they can thrive and develop. Good achievement starts in the Foundation Stage. The well structured activities, both indoors and outside, provide children with good opportunities to enjoy their learning. Children settle quickly, and make good strides in their personal, social and emotional skills. Teachers give the youngest children a very good start in the development of spoken and written English. This is built on well in the rest of the school so that pupils learning English as an additional language make good progress. Standards and test results are below average at the end of Year 2, but about average at the end of Year 6. This represents good progress for most pupils from their low starting points on entry, although standards in mathematics remain below average. Learning needs are met well through a good curriculum and teaching which is predominantly good. There is, however, some variation in the quality of learning. This is because pupils are not always encouraged to express their own thoughts, and opportunities to develop and extend pupils' ability to work independently are missed.
- 29.3 The investment in skilled and very effective support staff and bilingual assistants is a major factor in the pupils' progress and enjoyment of school. These staff make an outstanding contribution to lessons, to withdrawal groups of targeted pupils and to lunchtime and other activities. This, along with the excellent links established with external agencies and the use of the support they provide, makes a strong contribution to the pupils' good progress.
- 29.4 The school is particularly successful in engaging parents and making them aware of the contribution they can make to their children's achievement. This is another important factor in pupils' progress. Parents are very pleased with the outstanding care, support and guidance for their children. Pupils feel safe, secure and very confident that there is always an adult to turn to if they are worried about anything. The pupils' personal development and well-being is good. They thoroughly enjoy all aspects of their learning and make a major contribution to school life.
- 29.5 ***What the school should do to improve further***
- Raise standards in mathematics, and provide more opportunities for real-life problem solving in mathematics.
 - Provide more opportunities for pupils to practice their speaking skills
 - Provide more opportunities for pupils to develop as independent learners.

30 Rothwell Primary School (June 2007)

- 30.1 Grade: 2
This is a good school that has continued to improve since being removed from special measures. This improvement has been helped by moving to a new building and by strong leadership, first from a temporary headteacher, and then from the recently appointed headteacher and deputy headteacher. The school now provides good value for money and it has the full support of the overwhelming majority of parents.
- 30.2 Pupils make good progress during their time in the school. They start in the Foundation Stage with skills typical for their age and when they leave school at the end of Year 6, their standards are above average. Pupils achieve well in the Foundation Stage and Key Stage 2. In Key Stage 1, pupils have not achieved enough in recent years, but standards are rising and they are now in line with the national average. Inspection evidence shows that this rising trend is continuing.

- 30.3 Pupils' progress is good because the quality of teaching and learning is good. Teaching has improved recently with the increasingly effective use of assessment to help pupils understand what they need to do to make good progress in their learning. Assessment is used particularly well in planning to meet the individual needs of lower attaining pupils, those with learning difficulties and/or disabilities and those with English as an additional language. As a result, these pupils make good progress. In some classes, work is not well matched to the needs of higher attaining pupils and they do not achieve as much as they could. This was a weakness identified in the previous inspection. Improvements have been made, but they are not yet completely in place throughout the school. Some marking provides very useful guidance for pupils to help them improve, but again this is not consistent in all classes. Well trained teaching assistants make an outstanding contribution to the progress of the pupils with whom they work. Many teachers make effective use of information and communication technology (ICT) to extend pupils' learning, which represents good improvement since the previous inspection when this was judged as a weakness.
- 30.4 Teaching and learning are good because of the strong leadership of the headteacher and deputy. They have a very robust approach to identifying where teaching needs to improve and taking appropriate action. They are consolidating the improvements that were introduced rapidly to remove the school from special measures. At the same time they are enabling middle leaders to develop their leadership skills, giving the school a good capacity to go on improving. Governors make a good contribution to the leadership of the school by monitoring its work and negotiating targets that set a good pace for raising pupils' achievement. The governors, headteacher and deputy have a very clear vision for how the school will develop now that the urgently required improvements have been introduced, but they do not yet have a clear plan for putting these ideas into practice in a manageable way.
- 30.5 Pupils' personal development and well-being are outstanding because of the emphasis given to them in the curriculum and other activities. The pupils learn a considerable amount about how to make healthy choices and they know how to keep safe from bullying and accidents. They have excellent opportunities for contributing to their community through making decisions, organising events and leading physical exercise sessions. Pupils' good achievement in literacy, numeracy and ICT, together with their experience in taking responsibility, prepares them well for their future lives. Pupils' attendance is good and their behaviour and attitudes to work are excellent.
- 30.6 Pupils enjoy a curriculum that is enriched by a wide range of after-school activities and specially planned weeks during which they learn in depth about such topics as children's literature and staying healthy. The curriculum for children in the Foundation Stage is well organised and exciting. Teachers provide good guidance to help pupils meet targets for improving their work. The care, guidance and support for pupils' personal development are outstanding, especially the help given to vulnerable pupils so they can gain maximum benefit from school and achieve well.
- 30.7 ***What the school should do to improve further***
- Improve the achievement of the more able pupils.
 - Improve marking so that there is a greater consistency in providing information that helps pupils to improve.
 - Prepare a plan that sets out clearly how the school will continue to improve now that urgent needs are being met.

31 Sacred Heart Catholic Primary School (June 2007)

31.1 Grade: 3

The school has been accurate in judging its effectiveness to be satisfactory in most areas and good in some. The unsettled period caused by many staff changes is now over and all staff, inspired by the vision of the headteacher, show a strong determination to bring about improvement. Previous areas of weakness such as raising standards in English, mathematics and science have mostly been resolved but there is still work to do in raising standards in science. Continuing to develop the role of subject coordinators is recognised as a priority by the school. There has been a marked improvement in resources for information and communication technology (ICT) since the previous inspection. Overall, the school is providing satisfactory value for money.

31.2 The children's attainment on entry to the Nursery is below that normally expected. Good teaching ensures that children settle in quickly and make good progress. Children who are in the early stages of learning English as an additional language are supported very well and most make rapid progress. There is a strong emphasis on developing reading skills in all classes and pupils' performance throughout is above average. Standards by Year 6 in English and mathematics are broadly in line with those expected nationally with most pupils making satisfactory progress. In science, standards are below average. Inspection evidence confirms that pupils are on course to meet their targets which are higher than in 2006.

31.3 Good relationships between home and school and pupils' good behaviour and attitude towards their schoolwork contribute effectively to pupils' good personal development and well-being. A third of parents, for example, returned their inspection questionnaires and virtually all were very positive showing that parents have confidence in the school. Most pupils have a very good knowledge and understanding of religions and cultures different to their own through the well planned religious education curriculum. They clearly enjoy being at school. Good links with other schools and strong community involvement add significantly to pupils' learning experiences and prepare them well to be responsible adults. Attendance is below average but improving steadily as a result of measures taken by the school.

31.4 The quality of teaching and learning is satisfactory overall. In the lessons seen, the quality ranged from outstanding to inadequate. This linked closely to the quality of teachers' lesson planning. Pupils' progress and their level of concentration, for example, suffered when they were not provided with sufficiently challenging or interesting tasks to do. Assessment procedures are good and give accurate information on the standards being achieved. This information is used effectively to identify those not performing as well as expected and to set new targets for pupils.

31.5 Pastoral care and support are good and parents showed how much they appreciate this in their very positive responses to the inspection questionnaire. Academic support and guidance is satisfactory overall. Pupils regularly review their learning targets with teachers, parents meet staff twice a year to discuss them, and there is a termly review for those who have learning difficulties and/or disabilities. However, targets set to meet the needs of all pupils are not consistently implemented by the staff.

31.6 Leadership and management are satisfactory. Staff monitor standards closely but are just beginning to develop their role in monitoring the quality of teaching and learning to give them a clearer picture of strengths and priorities for improvement. The governing body, led by a very astute chairman, supports the school effectively but the governors' role in self-evaluation is not fully developed. Nevertheless, the school has a good capacity to further improve further.

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

- Raise standards in science by Year 6.
- Improve the quality of teachers' planning to ensure that tasks match the needs of all pupils more closely and are purposeful and interesting.
- Develop the role of subject leaders to include more involvement in rigorously monitoring and evaluating the quality of teaching and learning.
- Improve attendance.

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

32 Seacroft Grange Primary School (June 2007)

32.1 Grade: 2

This is a good school where pastoral care is a core value. This is recognised by the overwhelming majority of parents. One parent commented, 'My son would be lost without this school.' The governors provide effective support which assists the headteacher and the senior leadership team in their mission and goals. The headteacher is committed to providing the best possible education for all pupils. His care and influence has created a very good ethos whereby staff work effectively together towards raising standards. Positive leadership and effective self-evaluation have resulted in clearly identified areas for improvement. As a consequence the school has made good progress since the last inspection.

32.2 From exceptionally low starting points pupils make good progress through their Reception year. The achievement of most pupils continues to be good. National test data is analysed well and good use is made of information about pupils' performance, enabling the school to establish an agenda for further improvement which currently is focussed on improving writing and mathematical skills. The most recent test results reflect an improving picture and the school predicts that the present Year 6 cohort will exceed average standards in mathematics and science and reach the national average in English. The school recognises that pupils can do even better, particularly in English, and through the 'intensive support programme' is working hard to this end. Raising expectations for higher attaining pupils to achieve the higher level in national tests and teacher assessments is also a priority.

32.3 Teaching is good with the majority of lessons being well planned, interesting and carried out effectively. Furthermore, pupils' work is carefully marked and annotated to provide them with clear direction about how to improve. Teachers' use assessment very well and as a result most pupils' learning progresses well. However in some lessons, long introductions, unclear expectations for higher attaining pupils and an over emphasis on behaviour management strategies, reduces the rate of progress. Provision for children in the Foundation Stage is very good. In this language-rich and stimulating environment work is exceptionally well matched to children's individual needs, enabling them to enjoy learning and make rapid progress. Good leadership from the special educational needs coordinator ensures that pupils with learning difficulties and/or disabilities progress well. Their progress is further secured through the consistent and positive impact of effective teaching assistants. Subject leaders demonstrate a good level of expertise and effectively support the work of colleagues. The curriculum is good. It is planned well to promote a range of essential skills and knowledge, with a strong focus on developing skills in literacy and numeracy. There is a good enrichment programme, including visitors to school and educational visits, supported by after school activities that make a positive contribution to pupils'

development of life-skills and understanding. Care, support and guidance are good and contribute significantly towards pupils' progress, enjoyment and well-being. Pupils' personal development is good. They like school, behave well and try hard.

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

- Raise all levels of teaching and learning to that of the best in the school.
- Raise standards further, particularly in writing, so that more pupils attain the expected levels by the end of Year 6.

33 Shakespeare Primary School (July 2007)

33.1 Grade: 2

This is a good school in just about every respect. Improvement has been made at a rapid pace since pupils moved back into their impressive new school building where the accommodation is shared with the children's centre and high school making the transition between each phase seamless. This improvement has been achieved because of the commitment, dedication and hard work of all the staff. Parents are very proud of the school and appreciative of all that it is providing for their children. The school's own evaluation of the different aspects has not kept pace with the level of improvement and as a result, inspection judgements are higher in key areas such as standards and achievement, the quality of teaching and learning, and leadership and management. Consequently, the school is judged to be providing good value for money.

33.2 Overall, standards and achievement are good. Children enter the Nursery with skills that are below those typical for this age group. They make good progress from the moment they start because of the good quality of teaching and very good management of the children's centre which incorporates provision for pre-school and the Foundation Stage children.

33.3 The newness and quality of the building is undoubtedly impacting on pupils' attitude to school and their behaviour. Pupils are very proud of their new school and behaviour is good. All show a positive attitude towards their learning and are keen to please their teachers and do well. Pupils' generally make good progress in Years 1 to 6, but their progress is dependant on the quality of teaching. Over the past few years, the school has had some significant difficulties to overcome, such as moving into temporary accommodation for two years and, more recently, a large influx of new pupils, many of whom speak English as an additional language. As a result, it is difficult to identify a trend in standards as pupils' performance in the national tests has fluctuated from year to year. Although standards are below average in English, mathematics and science by Year 6, published test data and the school's detailed tracking of pupils' progress clearly shows that most are making good progress.

33.4 Overall, the quality of teaching and learning is good but it does vary considerably. Teachers and teaching assistants work effectively as a team and excellent relationships exist between pupils and their teachers. Much effort has been given to ensure that pupils have a broad and balanced curriculum. The curriculum is good and is a true reflection of the commitment and dedication of the staff to provide the best possible learning opportunities for pupils of all abilities. Their efforts for pupils with learning difficulties and/or disabilities and those with English as an additional language result in these pupils making good progress. The wide range of after school activities makes a significant contribution to pupils' personal development and their enjoyment of school. Parents appreciate the high level of care, support and guidance for their children and the close partnership that they have with staff.

33.5 Leadership and management are good. The new headteacher has been the driving force and has quickly established an effective working partnership with the new deputy headteacher. Both are equally determined to raise standards and the quality of education. Every aspect of the school has been reviewed and a large number of priorities identified, but the most important areas for development are not given sufficient priority. Key post holders such as the children's centre manager and special needs coordinator are knowledgeable and extremely conscientious. They make a valuable contribution to the management team. All staff carefully monitor pupils' progress and use the information well to set new targets for literacy, numeracy and on occasions, personal and social skills. Governors are very supportive and well led by the chair of governors, who has a very good knowledge of the school. Governors visit the school often, but are not yet sufficiently involved in monitoring the effectiveness of all aspects of the school.

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

- Improve the consistency of the quality of teaching and learning to ensure pupils' make good progress throughout the school.
- Sharpen monitoring and evaluation procedures in order to clarify and prioritise the key areas for development.

34 SS Peter and Paul Catholic Primary School, Yeadon (June 2007)

34.1 Grade: 2

This is a good school which has a justified reputation, among parents, for above average standards at the end of Year 6. It offers good value for money. Despite the enormous changes, particularly in the last year, predominantly good teaching has managed to maintain standards and children's achievements. The new headteacher has settled in very quickly and won the support of parents and governors by being calm, personable and quick to act. A typical parental view, when thinking about the last year is, 'Despite the many changes, the school has remained focused on children's education.'

34.2 Children appreciate the fact that, this year, the school has shot forward in its provision for information and communication technology (ICT). The new air conditioned ICT room is an outstanding resource. Until recently, the school had made slow progress in responding to the key issues from its previous inspection report. Now that the governors are operating well, a programme of further improvements to the accommodation has begun.

34.3 Achievement is good throughout the school. However, potentially higher attaining children, particularly boys, do not always do as well as they could. The management of large classes in maintaining their interest, is often at the root of the slightly slower progress. Parents and children both remark on this feature of the school as a rider to their fulsome praise in general.

34.4 Children receive a good start to their school life in the Reception class. This is built on well throughout the rest of school so that pupils develop into mature and thoughtful individuals. They feel exceedingly safe in school because adults and older children are so vigilant. Bullying is rare and promptly managed if it does occur. Children's knowledge about healthy lifestyles is excellent. They are quick to spot, for example, the apparent discrepancy between advice for packed lunch eaters about not bringing chocolate bars to eat, and the delicious chocolate puddings served for school dinners. Children who have emotional difficulties are very well supported, by the learning

mentor in particular. They can, like all others, enjoy school to the full because they know that there is always a 'listening ear' for them.

- 34.5 Good teaching has the desired effect on children's learning. Teaching is checked on well, giving an accurate appraisal of individual lessons. However, evidence gleaned more widely from assessments and scrutiny of workbooks, for example, is not yet consistently used by school leaders to improve teaching in a more informed way. For example, results from assessment are not evaluated in detail to see how higher attainers are progressing. Moreover, marking is thorough, but not yet used purposefully enough in all classes. Academic guidance has a generally good effect particularly where teaching identifies individual difficulties for children with learning difficulties and/or disabilities. There are weaknesses in achievement because targets designed to improve writing, for example, lack aspiration for the more able.
- 34.6 Leadership and management are good. The headteacher, staff and governors know exactly how good the school is but have not had time to effect all the developments necessary to create outstanding features. Nevertheless, the improved provision for ICT, the enhanced role of governors and the insightful self-evaluation by the senior leaders demonstrates a good capacity for academic improvements and modifications to the accommodation.
- 34.7 ***What the school should do to improve further***
- Ensure that the achievement of higher attainers, particularly boys, is consistently good in English, mathematics and science.
 - Improve the way that leadership and management uses the information it collects on children's learning to identify aspects of teaching and learning that need development.

35 St Benedict's Catholic Primary School (November 2007)

- 35.1 Grade: 1
- St Benedict's Catholic Primary is an outstanding school, which has continued to improve since its last inspection. It amply fulfils its aim to be 'a very caring Christian family that celebrates and nurtures each person's unique potential'. Parents are overwhelmingly supportive of the school, sharing comments such as, 'We couldn't wish for a better school' and 'We can't sing its praises enough!' Close links with the church and local community are fundamental to the school. The school's success stems from outstanding leadership and management. The headteacher, deputy headteacher and leadership team form a great partnership and set very high standards in the continual drive for improvement. The school leadership is constantly seeking ways to improve the school. Its understanding of the school's strengths and areas it wants to develop still further is exceptional. The school's governing body has a wide range of skills and is both challenging and supportive of the leadership.
- 35.2 All staff play a significant part in enabling pupils to succeed. The quality of teaching is consistently outstanding. In the Foundation Stage children get off to a flying start because of the excellent provision. Children are able to flourish in the caring, stimulating environment. Learning activities throughout school are purposeful, fun and challenging. Comments such as, 'We enjoy doing this work' and 'That's amazing!' can be heard in all the classrooms. All groups of pupils make outstanding progress relative to their starting points. Standards at the end of Year 6 have risen since the last inspection and are now well above average. The achievement of pupils from entry to the Nursery to the end of Year 6 is outstanding.

- 35.3 The school provides an excellent curriculum. It is planned to motivate and interest all groups of pupils to achieve as well as they can and to practise higher thinking skills. There is excellent provision for English, mathematics and information and communication technology (ICT), enabling pupils to make rapid progress. ICT is very well integrated into all curriculum areas, supported very well by the development of mini ICT suites in classrooms alongside the main computer suite. Imaginative links are made between subjects that bring a relevance and excitement to learning. Younger children enthusiastically practise speaking French in their 'bread shop', whilst older children enjoy being history detectives, using drama activities to help them understand events in the past.
- 35.4 Pupils' well-being and achievement lie at the heart of this school's thinking and this is another reason why it is so successful. Pupils respond very well to the outstanding care, guidance and support they receive. Their attitudes to learning are excellent and they feel very safe and very well cared for. They carry out roles of responsibility with great maturity, with older children readily caring for younger children. The school council works very hard to improve the school environment and in particular is very keen to develop a 'greener' school community. Many parents refer to the very high level of both personal and academic care. Innovative strategies, such as writing mentors and learning conferences to support pupils' achievement, mean that pupils are very well placed in terms of their academic and personal development.
- 35.5 St Benedict's provides excellent value for money. High levels of achievement, the well established caring and supportive ethos of the school and the strengths in leadership and management indicate that the school has outstanding capacity to improve further.
- 35.6 **Effectiveness of the Foundation Stage**
Grade: 1
When children join the Foundation Stage their skills vary considerably, but they are generally slightly above expectations. Children settle very well into the warm, vibrant environment, which buzzes with purposeful activity. They enthusiastically take part in a wide range of creative and fun activities. Children enjoy programming a computerised toy to follow a route, as well as taking part in exciting writing and art activities about 'Pudsey Bear.' Leadership of the Foundation Stage is very effective and all staff are committed and hardworking. Parents really appreciate the very supportive environment and the exciting learning opportunities provided. Children flourish and are able to develop very high levels of independence. They make particularly rapid progress in the area of personal and social development, which provides a very solid foundation for learning higher up the school.
- 35.7 ***What the school should do to improve further***
- The school has accurately identified its priorities for improvement so there are no further ones to add.

36 **Swinnow Primary School (November 2007)**

- 36.1 Grade: 1
This is an outstanding school which provides excellent value for money. Pupils make outstanding progress and achieve exceptionally well. This is mostly due to the outstanding quality of teaching and learning.
- 36.2 Parents and pupils are understandably proud of the school's success. 'I am constantly telling family and friends how good it is' is a typical comment made by parents. The headteacher is the driving force. Her warmth, friendliness and extensive knowledge of

every pupil are key strengths and mean that their individual needs are well known and individual potential is recognised. Those who are not doing as well as expected are quickly identified and supported. Consequently, pupils who have learning difficulties and/or disabilities make outstanding progress.

- 36.3 Excellent relationships exist between everyone in the school. Pupils have a very positive attitude towards their learning and their behaviour is excellent. They clearly love coming to school. A strength is the way in which pupils' efforts and achievements are recognised. They are delighted when their work is chosen as a Wagoll (What A Good One Looks Like) and displayed in the classroom and corridor for all to see. All this is instrumental in raising pupils' self-esteem and their keenness to do well. The National Advanced Healthy Schools Status demonstrates pupils' secure knowledge and understanding of how to live a healthy lifestyle. The daily 'walking bus' to school is very well supported. Community links are strong and pupils are exceptionally well prepared for their future as they learn by example how to be kind, considerate and polite. Their excellent literacy, numeracy and computer skills equip them well for future learning. Attendance and punctuality have been successfully improved with a raft of measures pursued rigorously by learning mentors.
- 36.4 The school places a very strong emphasis on tailoring learning to pupils' different needs and abilities. This ensures that the more able are successfully challenged in each class and all groups of pupils make excellent progress throughout the school. Governors have supported the very favourable staffing levels with two additional teachers who are not class based. One of these has a high level of specialist knowledge with computers and as a result pupils achieve exceptionally well in this subject: for example Year 6 are beginning work on creating websites. In Years 1, 2 and 3 the school is using its staffing resource to reduce the size of groups in an effort to raise standards. This successful strategy allows pupils of similar ability to work on challenging tasks and benefit from the immediate and close support of a teacher or teaching assistant. Although pupils' progress is good, overall standards for Year 2 pupils in 2007 were significantly below average in reading, writing and mathematics largely due to the relatively high proportion in the year group who find learning difficult.
- 36.5 Teachers' enthusiasm, the pace of lessons and the provision of challenging tasks are all key strengths helping to create a purposeful atmosphere for learning throughout the school. For example, pupils in Year 6 were highly motivated to write after their role play resulted in them hotly contesting a decision by the 'local council' (represented by the class teacher) for compulsory purchase of their homes to build a car park! Pupils' learning is carefully assessed and meticulous records show how much progress individuals are making. Having the responsibility to assess their own progress towards specific targets is giving pupils an added incentive to learn.
- 36.6 The outstanding curriculum successfully motivates and challenges all pupils by providing them with many interesting experiences. Visits and a good range of extra activities enhance the provision; for example pupils in the youth club were excitedly anticipating a firework display. All pupils learn French and excellent links between the different subjects enable pupils to use their literacy, numeracy, computer and other skills as they study topics.
- 36.7 Parents and pupils alike appreciate the outstanding level of care, support and guidance that the school provides. This ensures that pupils enjoy school and do well. The whole staff has been involved in creating a very special family atmosphere in the school. Systems are firmly in place to ensure health, safety and child protection. A

very close check is kept on the welfare of vulnerable pupils and there are strong links with outside agencies to support this work.

36.8 Outstanding leadership and management ensure that staff work very effectively as a team to tackle identified priorities for improvement. All teachers regularly monitor the quality of teaching and learning and other aspects of school life. The school's judgement of its overall performance is accurate. It is well resourced with an impressive number of computers which are used effectively to support pupils' learning. The governing body has a high level of expertise and all governors are fully committed to helping the school to improve, visiting often and helping to identify areas to improve. As a result, the school has an excellent capacity to improve further.

36.9 **Effectiveness of the Foundation Stage**

Grade: 1

High quality leadership and management in the Foundation Stage has brought about sustained development since the previous inspection. All children, including the more able, benefit from teaching of outstanding quality and learning programmes which meet their specific needs. Staff carefully assess individuals' development and use the information effectively to support and challenge them, ensuring that children enjoy their time in school. They understand the needs of young children well and plan lively activities which stimulate their curiosity and desire to learn. 'Chatter groups', an emphasis on learning letter sounds and the opportunity to write in every area of the Foundation Stage unit are some of the measures which are helping to substantially improve children's communication skills. Their skills on entry to the Nursery are generally well below those expected for their age, particularly in personal, social and emotional development and in communication, language and literacy skills. The excellent progress they make means that by the end of Reception over half achieve the skills expected for their age. The transition from the Foundation Stage to Key Stage 1 is managed most effectively. The outdoor play area is an asset providing an exciting range of shared learning opportunities, for example about road safety. Progress in children's personal development is exceptional with most joining Year 1 as happy and confident learners. Relationships between children, staff and parents are a key strength. Parents are welcomed into the Foundation Stage and many linger at the start of each day, joining in with learning activities.

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

- This outstanding school is already taking the steps needed to sustain high standards and quality.

37 **Talbot Primary School (June 2007)**

37.1 Grade: 2

The school provides a good education and there are some aspects of its work that are outstanding. Parents praise its caring, friendly atmosphere and high standards. The new leadership team has made a huge impact in a very short time, improving assessment, the curriculum, outdoor provision for the Foundation Stage and expanding pupils' personal development. This has successfully widened the educational opportunities open to all pupils while ensuring that the school maintains its very high academic standards. Extra-curricular and enrichment activities are now extremely good, contributing to a good curriculum and pupils' outstanding personal development. The school has an accurate view of its effectiveness and areas for further improvement have been tackled vigorously and successfully. It is too soon, however, to assess the full impact of some of these measures, so, while the school is very effective in several areas, the effect of recent improvements on achievement is

not yet fully evident.

- 37.2 Overall, standards are exceptionally high at the end of Year 6. From an above average starting point pupils achieve well throughout the school because they are well taught. More able pupils do exceptionally well, especially in Years 4 to 6 where many make particularly rapid progress because of intensive teaching at a high level. Lower achieving pupils and those with learning difficulties and/or disabilities make satisfactory progress. The school has quite rightly identified weaknesses in provision, for these pupils, which has slowed their learning until recently. In part, this is because not all teachers ensure that pupils' different learning styles are fully met. Currently, individual education plans for those with learning difficulties and/or disabilities do not identify appropriately small steps of learning which can then be used and checked regularly to help those pupils. As a result some pupils feel overwhelmed by the demands made on them and lose confidence. In the Foundation Stage, while overall provision is good, especially the new outdoor provision, opportunities for children to learn through finding out for themselves, determining their own pace and style of learning, vary from class to class.
- 37.3 By the end of Year 6, pupils are exceptionally well placed for their future lives with their extremely well-developed skills in literacy, numeracy and information and communication technology (ICT). They are articulate and mature for their age. Pupils have outstanding awareness of why it is important to lead healthy lives because of the healthy school meals, lots of sporting opportunities and extra clubs such as the pre-school aerobics club. Attendance is excellent, reflecting the high levels of enjoyment that the majority of pupils experience in this school. Typical comments are, 'We like all the teachers, they make lessons fun.' and 'We never get bored because there's loads of things to do.' They really enjoy the 'cyber cafe' and managing the school website but would like more computers so everyone who wanted to could join in. The school takes good care of its pupils, giving them good personal support and guidance. Academic guidance is good for the majority of pupils but has shortcomings for those who find learning more difficult. The recent improvements to the way pupils' progress is checked has given the school a much clearer overview of achievement. This has enabled the school to identify weaknesses and take action such as giving able bilingual learners increased opportunities for speaking and listening so as to improve their writing skills.
- 37.4 Outstanding leadership and management by a new leadership team have brought about many changes in a very short time, building on the strengths of an established high-performing school. Governance is excellent, striking the right balance between support and questioning to ensure effective educational provision. Staff new to teaching bring energy and new ideas and experienced teachers mentor new recruits with notable success. The result is an enthusiastic staff team which plays a full part in driving forward improvements as well as contributing fully to some very effective learning. It has outstanding capacity to improve further.
- 37.5 ***What the school should do to improve further***
- Improve the progress made by pupils with learning difficulties and/or disabilities.
 - Make sure that pupils' different learning styles are fully met in all classes so as to support those who find learning more difficult.
 - Provide Foundation Stage children in all three classes with equal opportunities to learn through play and initiate their own learning.

38 Whingate Primary School (September 2007)

- 38.1 Grade: 2
Whingate Primary is a good school, providing good value for money. It is a very happy, friendly, welcoming and secure school that has improved a lot since the previous inspection. This is because the headteacher has successfully created a strong sense of everyone pulling together to support the pupils, so that there is a lively and energetic buzz everywhere. Parents say that they are very happy with all aspects of the school. They particularly appreciate the way that staff work hard to involve them more fully in their children's education. Working in close partnership with 'The Gateway', for example, helps the school to reach out to parents and carers so that everyone can work together to help pupils to do as well as they can.
- 38.2 Pupils achieve well from their low starting points in the Foundation Stage (Nursery and Reception classes), where the children receive a good quality of education. They build successfully on this positive start through Years 1 to 6, so that they reach close to the standard expected for their age by the time they transfer to secondary schools. Although standards by Year 2 have not improved as much as standards by Year 6 in recent years, girls and boys of all ages, ethnic groups and capabilities make equally good progress. This is because of the good quality of teaching and learning, an exciting and interesting curriculum and a high standard of care, guidance and support given to them. The high turnover of teaching staff makes it more difficult than usual to make sure that all teachers put new practices into place equally well. This is why, although teaching and learning are good overall, not all teachers match pupils' work closely enough to their capabilities and make sure that pupils know what they need to learn next.
- 38.3 The main reason for pupils' good progress is the dedicated and committed leadership of the headteacher, assistant headteachers and the senior staff. They are united with strong governors in their efforts to meet the varying needs of every single pupil. They do this by keeping an exceptionally close eye on how well pupils are getting on and making sure that they reach realistically challenging targets. They know, however, that pupils are not doing as well in writing as they are in reading and mathematics and have firm plans to address this.
- 38.4 Pupils' good personal development and well-being is another reason why they do well. Parents report overwhelmingly their children's enjoyment of school. Behaviour is good because pupils know what is expected of them, for example to remember the 'Big Rules'. The school council gives them a genuine voice, so that they feel involved in making the school a better place. Pupils' good understanding of the importance of safe and healthy lifestyles is seen in very enjoyable and energetic playtimes. They talk with understanding about the consequences of a lack of exercise and poor diet and say how they loved last year's 'Spirit Alive' week. Pupils meet their targets for improving attendance. The good progress they make in basic literacy, numeracy and information and communication technology skills, along with good 'getting along together' skills and confidence, are indicators of a bright future.
- 38.5 The school's thirst for making things even better for the pupils gives it good capacity to improve in the future.
- 38.6 **Effectiveness of the Foundation Stage**
Grade: 2
The quality of provision in the Foundation Stage is good. When children start Nursery, their skills and understanding are considerably lower than expected for their age. Although they make good progress, the skills of those who transfer to this school's Reception classes, combined with new children who have not attended the Nursery,

are still low. Provision in Reception classes continues to help children to make good progress, so that, by the end of Reception, standards are below average. The school has recognised that a main key to raising standards by Year 2 is to get children off to the best start possible. As a result of insightful leadership and improved practices, good teaching and learning are now helping the school to raise the level of skills on entry to Year 1. Children are now better prepared than previously for learning basic literacy and numeracy skills. They are confident to answer questions and to talk about their activities. They enjoy learning, both indoors and outdoors, from a wide-ranging curriculum and their behaviour is good. A high standard of care and improving links with parents and carers help children to feel happy and secure, so that girls and boys of all backgrounds and capabilities achieve well.

38.7 *What the school should do to improve further*

- Bring standards in writing across the school up to those in reading and mathematics.
- Ensure a more consistently good quality of teaching and learning, especially matching pupils' work to their capabilities and helping them to know what they have to learn next.

39 Whitecote Primary School (October 2007)

39.1 Grade: 2

Whitecote Primary School gives pupils a good education. Outstanding care has a very positive effect on their confidence and social skills. Parents typically describe it as a lovely school where children are coming on in leaps and bounds.

39.2 Pupils achieve well and say that they enjoy their time at school. Unusually, most of the reasons they give come from lessons - such as making a cake in mathematics - rather than receiving special treats. They do not have the usual personal and social skills when they join the Nursery. Communication and language skills are well below expectations. Good teaching enables pupils to improve steadily as they move up through the years. They quickly make progress in personal development. They also make good progress to reach standards which are very close to average by the end of Year 6. Their mastery of mathematics is weaker than their progress in English and science. This is because many pupils are not independent enough to progress more quickly. They work hard to please the adults, but do not make sure they really understand what they are doing. This means they do not always carry their learning over from one lesson to another.

39.3 The outstanding direction of the headteacher has created a high level of consistency across all aspects of the school's work. Pupils get the same messages wherever they are in school, so that initiatives such as the one to build awareness of healthy lifestyles are very successful. Pupils understand about the links between eating, exercise and well-being, and they take good advantage of all the opportunities to put the ideas into practice. The established systems of care also means that pupils feel very secure and behave well. They know what they need to do to improve their work. They understand what is expected, and how they should respond. This shows up particularly well in their confidence to express their views in front of any audience. They know they can do it because they know that both adults and children will listen.

39.4 A strong focus on social education gives pupils a good understanding of how to play their part in different groups and activities. This enables them to make a really positive contribution to society in a variety of ways. For example, peer mediators help to solve disputes, eco monitors help to keep the school green and charity projects support

people in need. Pupils are competent using modern technologies. They have good collaborative skills with particular strengths in speaking and listening. Feedback when they move on to secondary school shows that they have a good understanding of how to behave in a working community.

39.5 The school has successfully overcome weaknesses in speaking and listening skills and pupils' attendance which were issues raised at the last inspection. It has adapted and extended the curriculum so that it is well matched to local needs as well as the needs of the pupils. After significant recent changes in staff, the headteacher and governors have quickly built a new and united team. Leadership and management are good and the school has a good capacity to continue to improve.

39.6 **Effectiveness of the Foundation Stage**

Grade: 2

Provision in the Foundation Stage is well managed and gives children a confident and secure start to their learning. Teaching is good. Staff understand children's needs very well and provide a good range of activities in a stimulating and cheerful environment. Secure assessments are based on children's spontaneous demonstration of skills. These provide the basis for the next layer of challenges that bring good improvements, particularly to personal development. Children work and play together happily. They enjoy moving towards independence by working with their peers as well as with adults. Provision for outdoor learning is adequate but governors have plans to improve it. Transition to Year 1 is managed well by linking formal learning with play activities to help pupils to adapt to changing demands as they get older. For example, pupils felt as though they were playing when they conducted a numeric survey using tally charts.

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

- Improve standards in mathematics to match those in English and science.
- Develop pupils' independent thinking so that they can make links between the different parts of their learning.

40 **Wigton Moor Primary School (November 2007)**

40.1 Grade: 2

This is a good school which is improving quickly. The vast majority of parents speak in glowing terms about the education their children receive. A typical view is that, 'This is a wonderfully open-minded and loving school, which takes pride in the teaching and discipline it achieves.' Pupils, for their part, love everything that they do. They take great pleasure, for example, in the responsibility they are given. As a result, they are able to contribute to making the school such a caring and supportive place in which to learn. Inspection findings confirm the school's view about itself and uphold the very positive views held by parents and their children. There is good value for money.

40.2 The headteacher has an excellent understanding of the school's strengths and areas for development. This strongly puts forward the view that despite above average standards in English, mathematics and science by the end of Year 6, pupils could achieve even more. Achievement is good, but it is not yet outstanding because some pupils in Years 3 to 6 could do even better. Typically, these are the higher attaining pupils and those with particular abilities in subjects such as mathematics or science.

40.3 The first-rate personal development displayed by pupils is fostered by the outstanding levels of care, guidance and support that they receive. This includes, for example, the very productive links with external agencies used successfully by the school.

Behaviour in and out of lessons is exemplary and attitudes to learning are always positive. Pupils announce proudly that racism is not tolerated because they have all been so well taught to respect others. This is a school in which pupils from many ethnic backgrounds enjoy each other's company and learn together in harmony. They feel safe, know about being healthy and contribute, in many ways, to the way that the school is run. Comments such as, 'I arrived recently and fitted in straight away because everyone was so friendly,' confirm that newcomers are welcomed warmly.

- 40.4 Since September 2006, the effect of teaching, which is good, has been boosted by some helpful systems introduced by the headteacher. Pupils' achievements are now tracked in a way that assists teachers to plan new lessons with greater purpose. Pupils have been introduced to some good ways to review their learning and this is having a generally good effect. Marking is helpful in pointing out what could be improved. Younger pupils colour in traffic lights to signify how well they think they have done and Year 6 pupils compile their own criteria for success. This high level of involvement, among the oldest pupils, in measuring the outcomes from individual lessons is superb. However, it does not yet help them gain a full understanding about the specifics of punctuation or the improved use of vocabulary in English, for example. More generally, throughout the school, pupils lack a precise enough understanding about the most important things they need to do to advance their learning in English, mathematics and science.
- 40.5 The governing body has effectively steered the school through some difficult times. In doing so, it has helped to establish a culture of additional challenge for a school that is already prized by its community for the all round education it provides. The headteacher's expertise in these matters has been crucial, but middle managers have also played their part well. They have put in place additional features of the curriculum designed to accelerate pupils' progress. They have also gained a good understanding of how pupils can achieve even more by the time that they leave in Year 6. This is beginning to help pupils build more substantially on the above average standards reached by the end of Year 2.
- 40.6 In all this change and development, teachers have not lost sight of the exciting curriculum, on a wider front, that helps to promote such positive personal attributes among pupils. The very interesting history studies linked to fascinating visits locally and the very wide ranging sporting activities, including golf, exemplify this good curriculum. Furthermore, the improvements in information and communication technology since the school's last inspection mean that pupils are stimulated by learning which uses the Internet, for example, in absorbing ways. The school is aware that there is more to do in making stronger links between English and mathematics and other subjects, but this does not detract from the already positive effect of the curriculum.
- 40.7 The school's understanding of its strengths and weaknesses is excellent. This has been achieved through rigorous surveys of teaching and pupils' learning. In all respects, the school knows what needs to be done to fulfil its aim of being an outstanding school overall. There is a good capacity to succeed in this aspiration as leaders at all levels understand what needs to be done.
- 40.8 **Effectiveness of the Foundation Stage**
Grade: 2
Children get off to a good start in the Reception classes. As a result, they reach the national goals for their age at the end of the year and a significant number go beyond them. Skills on entry are broadly typical for the children's age. As a result of the good

teaching, the majority of children learn quickly. Children make particularly good progress in personal and social development owing to the plentiful opportunities to socialise and learn through playing together. Those who are learning English as an additional language make good progress. However, the school rightly assesses that this is an area for improvement now that numbers are rising and space for special groupings, led by an adult, is limited. Language development was promoted superbly in a physical education lesson in the school hall. Children were excited by the activities and inspired to talk very well about what they were doing. Links with parents are strong and productive. Many commented on how well their children are welcomed and introduced to school life. The Foundation Stage is well led and managed.

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

- Improve the achievement of all pupils, by the end of Year 6, in English, mathematics and science, but particularly that of the higher attainers and gifted pupils.
- Ensure that all pupils throughout the school have a precise knowledge of their next, most important, steps in learning.