

INSPECTION REPORT

WESTERTON PRIMARY SCHOOL

Wakefield

LEA area: Leeds

Unique reference number: 107825

Headteacher: Mr James Reid

Reporting inspector: Ms Vreta Bagilhole
17517

Dates of inspection: 12 –15 November 2001

Inspection number: 182186

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Infant and Junior |
| School category: | Community |
| Age range of pupils: | 3-11 |
| Gender of pupils: | Mixed |
| School address: | Westerton Road Tingley Wakefield |
| Postcode: | WF3 1AR |
| Telephone number: | 0113 2533504 |
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| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr A Grayson |
| Date of previous inspection: | 27 March 1995 |

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| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|---------------------|----------------------|--|---|
| 17517 | Ms Vreta Bagilhole | Registered inspector | English information and communication technology (ICT) | The school's results and pupils' achievements. How well are pupils taught? |
| 9708 | Mrs Sylvia Daintrey | Lay inspector | | Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? |
| 19897 | Mr Arthur Evans | Team inspector | history geography | |
| 15447 | Ms Christine Glenis | Team inspector | art and design design and technology | |
| 20415 | Mr James McHugh | Team inspector | mathematics music equal opportunities | How well is the school led and managed? |
| 21858 | Mr John Pryor | Team inspector | religious education | How good are the curricular and other opportunities offered to pupils? |
| 15011 | Mrs Marion Wallace | Team inspector | science physical education special educational needs foundation stage | |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Westerton Primary School is a very large and popular school serving Tingley, an outer suburb of Leeds. The school is much larger than other primary schools. The school has 21 classes. There are three classes in reception and each of the six year groups. In addition, there is a nursery for 93 children who attend either a morning or afternoon session. The number on roll is 674 and the average class size is 30. Four per cent of pupils are entitled to free school meals, which is lower than average. The vast majority of pupils are from a white UK heritage and all pupils have English as their first language. The pupils live in privately owned, rented and local authority housing in the area. The percentage of pupils identified as having special educational needs (five per cent) is well below the national average. The percentage of pupils with statements of special educational needs (1.6 per cent) is broadly in line with the national average. The children are admitted to the nursery in the September following their third birthday. Children enter the reception class after a year in the nursery. The attainment of children on entry to the reception class is above average.

HOW GOOD THE SCHOOL IS

This is a highly effective school. It performs very well in all aspects of its work and provides a high quality of education. Leadership and management are very good and so is the teaching. Standards in English, mathematics and science are high and those in music are outstanding. Standards in the school have well exceeded national trends for the last four years. All pupils benefit from what the school provides. They become very mature, self-assured and enthusiastic ambassadors for their school. The school provides very good value for money.

What the school does well

- Standards in English, mathematics and science are high and those in music are outstanding.
- The headteacher, senior management team and governors share a common vision, which leads to ever improving standards.
- Very effective teaching inspires pupils to produce a high standard of work.
- The very good behaviour and positive attitudes adopted by the pupils are the result of the very good provision made for their personal development.
- The provision for pupils with special educational needs is very good.

What could be improved

- There are no major areas of the school's provision which require special attention to effect improvement.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1995 and it has improved significantly since then. The nursery is more fully integrated into the life of the school and standards in design and technology have improved. There has been a continued emphasis on developing the role of subject managers. Monitoring and evaluation procedures are now very good in English, mathematics, science and music and still developing in other subjects. There has been excellent improvement in the standards in music. The school gives priority to the achievement of high standards of literacy and numeracy and standards have improved since the previous inspection. Standards in mathematics and science are higher than at the time of the previous inspection. Those in English are just as good and there has been even more improvement in the standards in speaking and listening. Standards in information and communication technology (ICT) and religious and physical education are also higher. Good improvements have been made to the security of the school, including the erection of fencing. The school is in an excellent position to make further improvements.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

| Performance in: | compared with | | | | Key well above average A above average B average C below average D well below average E |
|-----------------|---------------|------|------|-----------------|--|
| | all schools | | | similar schools | |
| | 1999 | 2000 | 2001 | 2001 | |
| English | A | A* | A | A | |
| mathematics | A | A | A | A | |
| science | A | A* | A | B | |

Standards have improved since the last inspection, and have been consistently high in English, mathematics and science. Pupils' attainment on entry to the school is above average, and they leave school well above average so achievement is very good. The standard of work seen in English, mathematics and science was well above average at the end of both key stages. It is rare to experience the superb standards that can be seen in music in the school and standards are of the highest quality. The school meets or exceeds its targets each year. Standards seen in ICT, history, geography, physical education and religious education are above average. Standards in art and design and design and technology are average.

The children make good progress in the nursery and reception and, by the end of the reception year, they exceed the levels expected for that age in all of the areas of learning. However, reception children do not have a good enough range of opportunities in their physical development for learning in all areas outside.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Very good: As they move up the school, the pupils develop in confidence and maturity and become very self-assured and enthusiastic ambassadors for their school. |
| Behaviour, in and out of classrooms | Very good: Pupils are extremely well behaved and polite at all times. |
| Personal development and relationships | Very good: Pupils give and seek help from each other when necessary. Representatives on the school council discuss issues very responsibly and thoughtfully, showing very good awareness of the needs of younger pupils. |
| Attendance | Good: Rates of attendance are consistently above the national average and unauthorised absence is negligible. |

TEACHING AND LEARNING

| Teaching of pupils in: | Nursery and Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------------------|-------------|-------------|
| Quality of teaching | Very good | Very good | Very good |

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching is very good and inspires the pupils to achieve highly and make very good progress in their learning. One out of eight lessons is excellent. Excellent teaching was observed in English, mathematics, science, ICT, music and history. Pupils put a great deal of intellectual, physical and creative effort into their work and produce work that is always good and often of very high quality. The skills of literacy and numeracy are very well taught. Music is an outstanding area of teaching and learning in the school. Teachers have very high expectations of pupils' behaviour and standards. One of the main strengths is the very good attention paid to the development of language and the specific technical vocabulary used in the different curriculum subjects. Planning and preparation are very thorough. The school meets the needs of all pupils very well.

In the nursery and reception, teaching is very good in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. It is good in creative development. No teaching was observed in physical development in reception but teaching is good in the nursery. Teachers have a very clear understanding of the needs of young children and plan rich opportunities for the children to develop their skills in all areas of learning. The children enjoy the activities, which contribute to their growing levels of confidence and joy in learning.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Good: The school provides a rich, varied and inclusive curriculum for all its pupils, including French for Year 6. There is a good range of activities outside of lessons, including orchestras for brass and strings and a choir. |
| Provision for pupils with special educational needs | Very good: The provision within and outside the classroom is very good. It ensures all pupils have full access to the National Curriculum. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The provision for pupils' spiritual, moral and social development is very good and the provision for pupils' cultural development is good. |
| How well the school cares for its pupils | Very good: Pupils are cared for within a very well organised school community where there are high expectations and strong staff support. Procedures for monitoring and promoting attendance and behaviour are very good, as are the procedures for assessing pupils' progress in English, mathematics and science. |

Parents have a good involvement in the life of the school and their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Very good: The headteacher, senior management team and the governing body share a very clear vision for the future of the school, and a vigorous determination to ensure that this vision becomes a reality. |
| How well the governors fulfil their responsibilities | Very good: The governors give the school a very good sense of direction and purpose and hold the school to account for the standards and quality of education it achieves. The governors have a clear understanding of the school's strengths and take direct action to overcome any weaknesses. |
| The school's evaluation of its performance | Very good: The school rigorously analyses the teachers' and pupils' performance and sets challenging targets. The action taken by the school to meet its targets is excellent. |
| The strategic use of | Very good: Priorities are incorporated into a comprehensive and carefully budgeted school improvement plan. The principles of best value are well |

| | |
|-----------|----------|
| resources | applied. |
|-----------|----------|

The school's provision for initial teacher training is very good. Staffing, accommodation and learning resources are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|--|
| <ul style="list-style-type: none"> • The school's expectations • Their child likes school • The approachability of the school • The quality of teaching • Their child is making good progress • Leadership and management • Behaviour is very good. | <ul style="list-style-type: none"> • The range of activities outside lessons • Information on how their child is getting on • The school's working relationship with parents. |

Inspection evidence agrees with the positive views of parents. The inspection team found that a good range of sports and music activities as well as educational visits are offered, mainly to older children. It also found that the information provided to parents is good, although there is scope, which the school recognises, for more information to be provided about the curriculum. The school has effective and improving links with parents to enable closer relationships. It is making very good use of surveys and questionnaires to consult parents on aspects of school life.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2001 national tests in Year 2 and Year 6, pupils attained high standards in English, mathematics and science. The performance in mathematics for pupils aged seven is in the highest five per cent nationally. In the teachers' assessments of seven year-olds in science the performance is also in the highest group. By the age of eleven, pupils' standards in speaking and listening are very high. Standards in mathematics and science are higher than at the time of the previous inspection. Those in English are just as good and there has been even more improvement in the standards in speaking and listening. The school has exceeded national trends over the last four years and pupils do very well. When compared with schools with a similar intake, pupils again achieve highly. This high achievement is because the school is constantly reviewing and improving its provision and also because of the very good teaching that takes place. All staff have a shared commitment to improvement and the capacity to succeed. Very effective teaching inspires the pupils to produce high quality work, and the subject setting arrangements have a positive impact on standards. The school's introduction of the national initiatives for literacy and numeracy has been very well focused and pupils do very well. These strengths are perceived and appreciated by parents. The school sets and meets challenging targets in English and mathematics. It has also set challenging targets in information and communication technology (ICT) which it is well on course to meet. Pupils, including those with special educational needs and those who are more able, make very good progress and boys do as well as girls.

2. Children are admitted to nursery in the September following their third birthday. They enter the reception class after a year in the nursery. Attainment on admission to the nursery is above expected levels with children having good skills in their personal, social and emotional development and a good early language acquisition. They make good progress in the nursery and reception and, by the end of the reception year, they exceed the early learning goals in almost all of the areas of learning. However, reception children do not have a good enough range of opportunities in their physical development for learning in all areas outside.

3. In English, pupils express ideas confidently and have a very good command of spoken English. Pupils of all ages speak in front of a large group very clearly, fluently and confidently and adapt their speech very well for a range of purposes and audiences. They use expression and drama in their voices very effectively. They show a great interest in a variety of books both fiction and non-fiction and read very well and with expression. Very good teaching has enabled pupils to become independent and confident writers across a comprehensive range of writing styles. Work is well presented and very well marked by teachers, who use this opportunity to raise the levels of attainment of individual pupils even further.

4. In mathematics, teachers apply the numeracy hour very well in all classrooms. As a result, the pupils are confident and well motivated. Pupils have a good range of calculation strategies and make good use of these to solve problems. Pupils in Year 2 are particularly strong in using number facts and in responding quickly and accurately to mental arithmetic questions. Their understanding of mathematical vocabulary, signs and symbols is much better than that expected for pupils of this age. Pupils in Year 6 solve complex problems using several operations and explain the different strategies they have used clearly and succinctly. They can read graphs, collect and collate information and use it to solve problems. They use their initiative well, often selecting appropriate resources to help them when doing calculations. The teachers have a very good knowledge of mathematics, the programmes

of study and the National Numeracy Strategy, and these strengths have had a major impact on standards.

5. Pupils achieve very highly in science by the end of Year 2 and also do very well by the end of Year 6. In Year 2, pupils predict what might happen in an investigation and they know and can explain how to make the test fair. Recording skills are very good and pupils use appropriate vocabulary to explain their findings. Pupils in Year 6 have very good knowledge and awareness of safety aspects. Teachers provide them with good opportunities for independent research. The scientific procedures are clearly evident and build on the excellent foundations made in younger year groups. The fast rate of progress is because teachers have very good subject knowledge and ensure a very good emphasis on key processes and terminology.

6. Standards in ICT are good and rising rapidly. Pupils in all classes achieve well and their attainment is above the expected standard. Standards are now higher than at the time of the previous inspection. The school has invested heavily, with grant support, on additional computers and has created a second ICT suite. By the age of seven, pupils are very confident users of information and communication technology. They know most of the functions of the main keys on the keyboard, are able to log on and open the program to be used, select the desired key or tool to do the job they want to do, edit their work then log off and save their work. By the age of eleven, pupils are making good progress in presenting information in a variety of forms and adding to, amending and improving that information. Pupils have used email but development in this area has been affected by the technical difficulties encountered up to now. The subject is being used well to enhance standards in other areas of the curriculum such as art. However, more could still be achieved. Lessons in the computer suites normally last for half an hour and often appear rushed. Many pupils can keep up with the pace but, also, many cannot.

7. It is rare to experience the superb standards that can be seen in music in the school. The singing of 'We are the future' by the choir in assembly was of the highest quality. This is due to excellent leadership by the curriculum co-ordinator and her influence on teaching throughout the school. Standards in the orchestras are also very high because of high-calibre specialist instrumental tuition provided by local authority strings, woodwind and brass teachers. All pupils, including those who have special educational needs and those who are gifted and talented, make excellent progress in performing, composing and appraising. Pupils use a variety of systems to record their own compositions so that others can play them, while a significant minority can already use standard musical notation. Standards are so high because teachers promote a classroom atmosphere that encourages unselfconscious participation and obvious enjoyment. The enthusiasm with which all pupils volunteer to answer questions or give a demonstration is striking. The work set constantly builds with increasing pace on previous learning. Standards have improved significantly since the previous inspection.

8. There are strengths in religious education, history, geography, and physical education and standards are above those usually found. Pupils with special educational needs and those who are more able make good progress. Teachers match tasks well to pupils' differing needs. In geography pupils have a good knowledge of where places are and carry out good geographical enquiry. They show appreciation of the application of geography to environmental, social and political issues. In history pupils have a clear understanding of how things change over time and use their literacy skills well to write good and imaginative accounts. The pupils have a good understanding of the reasons why events happened in the past such as the Second World War. Teachers make the subjects alive and interesting such as when one of the teachers dressed very realistically as Elizabeth 1 and became a royal visitor. In religious education, pupils make good progress and show a better than average grasp of religious ideas and knowledge, although the achievements of the oldest and highest attaining pupils

are not quite as high in religious education as they are in other subjects. Pupils show an understanding of religious ideas, make thoughtful comments about the nature of religious vows and promises, and relate them effectively to their own experiences. In physical education, swimming is a strength and pupils in Year 3 and 4 achieve good standards. Standards in dance are above average but standards in gymnastics are average and could be better. Pupils dance with expression and communicate the intention of the dance effectively. There are excellent opportunities for pupils to experience outdoor adventure activities in Years 5 and 6.

9. There are no major strengths or weaknesses in art and design and design and technology and standards are typical for pupils of this age. Standards have improved in design and technology and there are now appropriate opportunities for pupils to design, evaluate and improve their own work. There was some lack of evidence during the inspection that prevented inspectors from seeing the whole range of work produced in the school. There is little artwork on display, in pupils' folders or sketchbooks and much of the previous work had been taken home. In art, pupils make satisfactory progress in investigating, exploring and developing ideas. They use colour, form, line and tone to communicate, are developing aesthetic taste and enjoy the visual arts. Standards are higher in some classes such as when pupils in Year 5 make face collages using magazine pictures in the style of Picasso. In design and technology, some good work was observed after the visit of a puppeteer. However, staff do not yet keep examples of work completed or standards attained. There is a need for both subjects to feature more prominently in the school improvement plan.

10. Pupils identified as having special educational needs make very good progress in their learning. A statemented pupil in Year 6 is achieving the expected national level in mathematics. The school uses a range of school based and national tests to determine pupils' needs. Individual education plans contain clear targets identifying areas for improvement. They identify small achievable steps for improvement. The school identifies need at an early stage and places pupils on the register of special educational needs. Once pupils are identified they have support throughout the school and this continual support contributes to the very good results pupils achieve for their ability. Targets are reviewed regularly and programmes of work are adjusted according to need. Pupils generally achieve the targets identified on their individual education plans and they make very good progress considering their particular learning needs. Early identification of difficulties and the provision of suitably challenging targets and very good support enable pupils to make very good progress in their learning. Pupils who have been identified as gifted or talented also make very good progress, particularly in music.

Pupils' attitudes, values and personal development

11. Pupils' attitudes, behaviour, relationships and personal development have improved since the last inspection and are now consistently very good. Parents are very pleased. When pupils join the school, they already have positive attitudes and behaviour, although they are a little shy of talking to people they do not know. In the foundation stage, they make very good progress in their attitudes to learning and their personal, social and emotional development. Children in the nursery are fully absorbed in the story being read by the teacher and make comments on the pictures they see. They respond well when the teacher reminds them to sit properly on the carpet. They enjoy taking part in the action rhymes at the end of the session and take it in turns to choose which rhymes to sing. In the reception classes, both boys and girls enjoy looking at books together, independently of the teacher. They wait very patiently for their turn to change their home reading books. They willingly help to tidy up and are very well behaved when lining up to go to the computer room for their next activity.

12. As they move up the school, the pupils develop in confidence and maturity so that, by the time they reach their final year, they have become very self-assured and enthusiastic ambassadors for their

school. This very good progress in developing high standards of personal attainment is due to the consistently high quality of teaching and support which pupils of all abilities receive in all classes, together with the wide-ranging opportunities provided. Pupils' attitudes and behaviour were excellent in one out of eight lessons, with some outstanding examples seen in Years 2, 4 and 6. In these lessons, all pupils are very keen to contribute their ideas, enjoy the challenging tasks set for them and concentrate very hard on their work. They give and seek help from each other when necessary. Pupils with special educational needs, including those with statements, are very eager to play their full part in the lesson and are proud to display their achievements, for example, in a Year 5 numeracy lesson when they read out their list of four three-digit numbers which add up to 1000.

13. Pupils' attitudes, behaviour and personal development are also very good outside lessons. Pupils are polite and move around the school in a very orderly manner, especially when directed by teachers. They are very happy to carry out the duties required of them, such as holding the doors open when classes transfer to and from the hall for assemblies. Older pupils are very pleased with the range of lunchtime and after-school activities available to them and with the stimulating educational visits. They take the lead in putting on performances of plays or poetry in aid of international charities. Representatives on the school council discuss issues very responsibly and thoughtfully, showing very good awareness of the needs of younger pupils. Pupil councillors are starting to play a very good part in school life by, for example, being consulted on issues such as the school's behaviour codes, priorities for improvement and ideas for fund-raising. Pupils are confident that there is very little bullying and that any incidents are dealt with quickly. There have been no exclusions in the past two years.

14. Attendance and punctuality are good. Rates of attendance are consistently above the national average and unauthorised absence is negligible. The vast majority of parents ensure that their children attend regularly and on time. However, the school is keen to raise levels of attendance even higher by reducing the number of term-time holidays and incidence of lateness. Its measures are already having a noticeable effect. Attendance so far this term is over 96 per cent in both key stages. Attendance was also very good during the week of the inspection, with full attendance in many classes and no more than one or two absences in any class, including the nursery. These high rates of attendance ensure that all pupils are able to make the most of the very good quality of education available to them.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is very good and one out of eight lessons is excellent. The teaching of music is consistently first rate and there are excellent lessons in English, mathematics, science, ICT, music and history. Teaching has improved well since the previous inspection and weaknesses in the teaching of design and technology have been addressed. All pupils, including those with special educational needs and those identified as being the highest attaining in each year group, learn very well and make equally good progress in relation to their prior attainment. The large numbers of staff add to the quality of the teaching. Much development goes on in year group and subject planning meetings, which are held regularly. There is plenty of opportunity for debate about how improvement can take place and all teachers are able to contribute by offering their special strengths. It is also an environment where concerns in some aspects where teachers feel weaker, can be voiced and supported.

16. In the foundation stage teaching is very good in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. It is good in creative development. No teaching was observed in physical development in reception but teaching in this area is good in the nursery. Teachers throughout the foundation stage have a very clear understanding of the needs of this age group and plan rich opportunities for the

children to develop their skills in all areas of learning. The children enjoy the activities, which contribute to their growing levels of confidence and joy in learning.

17. Teaching and learning in music are exceptional. Pupils undertake work which makes increasing demands on their skills, knowledge and understanding and they practise and refine these producing very high standards. This is the direct result of excellent teaching in the subject. Teachers promote a classroom atmosphere that encourages unselfconscious participation and obvious enjoyment. Pupils are not nervous about making mistakes. They listen attentively to the advice given so that constructive criticism leads to a discernible change for the better in the performance. The subject benefits from high-calibre specialist instrumental tuition for strings, woodwind and brass.

18. The basic skills of literacy and numeracy are taught very well. Both are strengths of the school. The use of ability setting and targeted flexible deployment of teaching and support staff have been key factors in improving the quality of pupils' learning. Teachers have very high expectations of pupils' behaviour and standards. One of the main strengths is the very good attention paid to the development of language. In literacy, pupils speak with confidence in a variety of situations and talk very effectively as group members. Pupils are taught to communicate mathematically using the precise mathematical language. Very effective questioning helps to deepen pupils' understanding. Marking is also particularly good and most pieces of work are rewarded with well thought out comments by the teachers which identify targets for the pupils to work towards and give pupils positive feedback. Planning and preparation are very thorough.

19. In science, teaching is very good overall with excellent teaching in Year 2. In the excellent lesson, the teacher motivates the pupils so well that joy in learning is evident. Teachers produce interesting work and assignments for pupils. Very good learning comes about because teachers have very good subject knowledge and ensure a very good emphasis on key processes and terminology. Pupils are challenged to be precise and encouraged to contribute their ideas. Teachers use resources and demonstrations effectively.

20. Teaching and learning in ICT are good and often very good or excellent in Years 5 and 6. Pupils are very confident in their use of the computer. Basic skills are taught well and the pupils make good progress in their learning and use a good variety of software. However, lessons in the computer suites normally last for half an hour and often appear rushed. Many pupils can keep up with the pace but also many cannot. There is a lack of appropriate assessment to make sure that all pupils benefit from the time spent and achieve the objectives of the lesson.

21. Teaching and learning in religious education, history and physical education are very good. Teachers' knowledge and understanding of the subjects they teach is very good. The effect of the teachers' very good knowledge was evident from the fast rate of learning observed in classrooms. Other strengths in teaching are in the thorough planning, the brisk pace to lessons and the challenging activities that are set. Teachers manage their classes very well, and there is always sufficient work. The main strengths in learning are the amount of intellectual, physical and creative effort that the pupils make in lessons. Pupils are very well behaved; this is because they are so well motivated and involved in their lessons, which always challenge their intellect. Teaching in art and design, geography and design and technology is good and sometimes very good. There are no major weaknesses in any of these subjects, but the quality and range of the artwork on display and in pupils' folders or sketchbooks could be better. Teachers set homework regularly. It is sufficient and of a high standard, further extending the taught curriculum at home. Parents are clear about what is expected.

22. Teaching support assistants are well deployed, particularly in the lower sets in English and mathematics. They know what they are expected to do with these pupils and enable them to make

good progress. Teaching assistants make careful notes on individual pupils in lessons while observing the class.

23. All teachers and members of support staff provide a very good level of support that effectively contributes to the achievement of pupils with special educational needs. The support is flexible and is adjusted depending on individual needs. This makes a positive contribution to the very good rate of progress pupils make in their learning. Pupils work towards their targets within the classroom and in smaller withdrawal groups depending on the specific needs of individual pupils. The targets are clearly stated for staff, pupils and parents to understand. Pupils are able to achieve their targets and this helps raise their self-esteem. Teachers are very well supported in their work by the co-ordinator for special educational needs.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

24. Overall the school provides a rich, varied and inclusive curriculum for all its pupils including French for Year 6. This supports and maintains very good standards in the core subjects of English and mathematics and good standards in most of the other subjects. The provision for, and performance of, music throughout the school is outstanding and it plays a considerable part in developing the sense of pride in the school. This is enthusiastically spoken of by staff and pupils alike. The curriculum for information and communication technology is in process of rapid development and is potentially very strong. Though there are aspects of art and design and of, design and technology which are very good, overall the opportunities provided in these two subjects while satisfactory are not as rich or broad as they are in the rest of the curriculum. The school meets the statutory curriculum requirements for the National Curriculum and for religious education. In the case of English, mathematics, music and the provision of French these requirements are exceeded. The well-supported provision made for pupils with special educational needs as well as for those who are gifted and talented ensures that they all achieve very well.

25. There is a good range of lunchtime and out of school clubs covering creative and sporting activities. Some are competitive, such as team matches against other schools and some of the others are more recreational; all significantly enhance the pupils' personal development. Music features prominently, with an extensive range, such as orchestras for brass and strings, a choir and an upper and lower school recorder group. Occasional Saturday visits are planned as well as others held during school time. These consist of both day trips such as the visit to the Yorkshire mining museum and residential ones such as that to the outdoor pursuit camp in North Wales. These take place with different year groups, and add considerably to the quality and quantity of opportunities for educational and personal development available to pupils.

26. The school has recently introduced a well-planned programme of personal, social, health and citizenship education (PSHCE). This includes sections on sex education and drugs awareness. The curriculum for these areas of personal education is shared with the parents before lessons are given. This innovation is being supported, as all recent innovations in the curriculum have been, by a programme of in-service training for the teachers.

27. The provision for pupils who have special educational needs is very good. The school fully meets the requirements of the Code of Practice. There is a register that identifies pupils at each stage. The school reviews the register regularly and pupils are moved up and down the register according to their needs. Pupils have access to all areas of the curriculum and the very good range of learning opportunities.

28. The nursery and reception classes work to the nationally recommended early learning goals and all the children achieve these before they enter Year 1 and join in the National Curriculum. The provision for literacy and numeracy throughout the school also follows national guidelines and is very effective. The school makes use of national recommendations incorporated in the Qualifications and Curriculum Agency documents for the other subjects. The adoption and careful use of national suggestions adapted to the particular needs of individual classes, groups and children has been an important factor in the very high standards that have been obtained, and maintained, in English and mathematics, and the good standards in most others.

29. The school has developed good links with the local clergy who support collective worship and provide support for religious education and other subjects. The school, in response, supports ventures such as Education Sunday by providing a voluntary choir. The pupils also sing for groups in the community at Christmas. There are sound business links including a management support link between the headteacher and a large local organisation. The parents, teachers and friends association (PTFA) is an energetic body that supports the school in a variety of ways especially fundraising. The pupils' school council has also worked very effectively in association with the PTFA for the benefit of the pupils. The school is working to develop further links with the local secondary school.

30. The provision for pupils' spiritual development is very good. As well as the very well planned and delivered whole school acts of collective worship and the individual class assemblies held on other days of the week, the pupils' spiritual development is supported and enhanced by the outstanding work in music, particularly the singing and the orchestral activities. These provide the pupils with a sense of personal worth and fulfilment, the chance to work in concert with others, and to share the talents they have been given. The pupils' spiritual development is further deepened by meeting physical and emotional challenges in outdoor pursuits and in swimming. Opportunities are provided in a variety of subjects for the pupils to experience awe and wonder at the world around them, whether it is in the magic of numbers, the world of science or the variety of places, people and things to be found around them. Collective worship, religious education and PSHCE lessons enable pupils to come to terms with things that worry them, such as the fearful events of 11 September 2001. The prayers and letters to America produced by the pupils bear witness to the maturity of their response to this situation.

31. The provision for pupils' moral and social development is very good. The school's behaviour policies and practices are designed not only to produce an orderly place where pupils can learn, but also to help them discover the difference between right and wrong and why some actions are acceptable and others are not. Pupils are also given opportunities to consider moral questions on a broader scale through PSHCE lessons such as those at the beginning of the year when each class discusses and develops its own set of rules to go alongside the school ones. The work of the school council includes a long-term survey of behaviour throughout the school conducted by the pupils themselves. As a result of being given this level of responsibility the pupils develop very responsible attitudes towards their part in the life of the school. Studies in religious education, history and literature also provide pupils with an understanding of the relationship between people's beliefs and their behaviour. The older pupils, especially in Year 6, are provided with a good range of opportunities to volunteer to serve the school community, from helping with the youngest children, answering the school telephone during lunchtime, to serving on the school council. In other classes pupils act as representatives as part of the school council initiative, and have regular jobs to do. Together with the example of the staff and governors who give generously of their own time to school activities, these provide the pupils with good models for involvement in society and community awareness.

32. Provision for cultural development is good. The school prepares pupils for life in a culturally diverse society. A good range of artists is studied, from Holbein to Picasso and including a consideration of art from some other cultures, such as Maori face tattooing. Music from all parts of

the world is played during the quiet time before assemblies. These provide the pupils with a good experience of a range of cultures including their own. Work in religious education includes studies of the major world faiths and the impact of belief on how people live their lives, though perhaps depth of understanding in this case has been sacrificed to breadth of study. The good provision for the pupils' cultural development could be brought up to the very good level of provision made for their spiritual, moral and social development if they had more direct experience of different cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school continues to be very effective in promoting the welfare of its pupils. The features reported on at the last inspection are still in place. Pupils are well known within their year groups and generally well known across the school. They are cared for within a very well organised school community where there are high expectations and strong staff support. Arrangements for child protection are good. The headteacher has attended very recent training in the latest procedures that he will be passing on to the designated teacher and other staff. The health and safety policy has been recently revised and is now a very comprehensive and helpful document. Staff have received a half-day awareness-raising session on health and safety, and the pupils also are very conscious of looking out for hazards in the playground, which they raise at the school council. The new staff health and safety representative has carried out an inspection of the site with an officer from the local education authority, and the experienced chairman of the governors' premises committee also does spot checks. Good attention is paid to health and safety in lessons such as science. There are sound procedures for looking after pupils who are injured and taken ill during the school day. This aspect of care is hampered by the lack of a medical room where pupils can be treated or wait for their parents to collect them. Two potential hazards were identified during the inspection, both of which the headteacher is fully aware and is taking active steps to overcome. One is caused by the practice of pupils changing into indoor shoes when they enter the school. This results in some pupils occasionally walking on slippery floors in their socks, and also leads to clutter in the small cloakrooms. The other is caused by the arrangements for parents picking up and dropping off their children in the car park at the beginning and end of the school day.

34. Procedures for monitoring and promoting attendance are very good. They have improved over the past year, which has resulted in the recent improvement in attendance rates. Parents are given very clear guidance on requirements and expectations for attendance and punctuality. Staff are now more rigorous in coding reasons for absence. Attendance is closely monitored by the part-time learning mentor and the headteacher, with the result that patterns of absence and lateness are swiftly identified and followed up, sometimes in liaison with the Education Welfare Officer with whom the school works very closely.

35. Procedures for monitoring and promoting behaviour are also very good. There are clear and well thought-out policies for discipline, bullying, racism and the use of physical restraint. Pupils are involved in the drawing up of rules for their classrooms as well as the school's code of behaviour. Staff are highly skilled and consistent in managing behaviour in the classroom, including the behaviour of pupils with challenging needs. Mid-day supervisory assistants liaise closely with teachers over behaviour at lunch-times and older pupils look after younger ones in the playground.

36. Procedures for assessing pupils' attainment and progress in the core subjects of English, mathematics and science are very good and the information gained is used very well to guide curricular planning. This has a direct impact on the high standards achieved in those subjects. A key feature of the school's system is the evaluation sheets which teachers or support staff complete during

lessons based on observations of what individual pupils are achieving. These sheets are used in the weekly planning sessions held by the year teams at which pupil progress is discussed and the planning of lessons for the following week is adjusted. There are good arrangements for handing over assessment data at the end of the school year between year groups, including the nursery and reception classes. Assessment is well established in the foundation stage and is used well to inform planning. The school has recently entered all its assessment data onto a computer program and this is already being used to analyse boys' attainment in writing in all year groups. Assessment procedures are also very good in music. Curriculum co-ordinators are becoming increasingly involved in monitoring assessment in other subjects, but this is still an area for development, which is recognised by the school.

37. The school's arrangements for the educational and personal support and guidance of its pupils are very effective. Children are successfully helped to settle in to the nursery and reception classes, with staff liaising and consulting closely with parents at the transition points. Year leaders keep very clear monitoring files which track pupils' academic and personal development, particularly in literacy, numeracy and behaviour. There is a rigorous system for setting and reviewing individual and year group targets in English and mathematics in which parents are involved. Year teams devise and implement the strategies to meet those targets, usually drawing on the strengths that exist within the year teams in terms of specialist teachers and skilled support staff. A range of special classes and activities are offered to pupils in Years 5 and 6 to boost their attainment prior to the National Curriculum tests and to stretch those pupils identified as gifted and talented. The learning mentor is used very well to help individual and small groups of pupils with emotional and behavioural difficulties, for example, by supporting them in class, withdrawing them for specific activities and being available for counselling. Strategies to improve attendance and behaviour, such as individual reward schemes, have a very positive effect. Pupils are very successfully encouraged to raise their academic and personal achievement through a system of rewards, competitions and performances which are celebrated at the Friday afternoon assembly shared with parents.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. Parents show good levels of satisfaction with the school. They are keen for their children to gain admission and are very pleased with most aspects of school life, for example, the school's expectations for their children, the progress they make in both their academic and personal development, the approachability of staff and the quality of teaching. The vast majority are strongly supportive of the school and the way in which the headteacher is taking it forward, for example by placing greater emphasis on equal opportunities. However, a significant minority of parents have concerns about the range of activities provided outside lessons and the information they receive on their child's progress. The inspection team found that a good range of sports and music activities as well as educational visits are offered, mainly to older children. It also found that the information provided to parents is good, although there is scope, which the school recognises, for more information to be provided about the curriculum.

39. The school has effective and improving links with parents. It is making very good use of surveys and questionnaires to consult parents on aspects of school life. Consultations have covered how well their child has settled in to the reception classes, the changes in assessment and funding of special educational needs, and what improvements parents would like to see over issues such as school buildings and facilities, communications and events. It responds well to parents' suggestions; for example, it has increased the number of formal opportunities for parents to come into school to view children's work and meet teachers. The annual reports to parents on their child's progress provide very good information about standards and targets in the foundation stage, English, mathematics and science and sound information about the other subjects. A few parents comment that they find the

reports contain some jargon, a point which the school is planning to tackle. Parents receive good information about the school in the prospectus, Nursery booklet, newsletters and the governors' annual report. The school is providing increasing information about the curriculum; for example, it has run a course, in partnership with the Workers Educational Association, designed to help parents of younger pupils to be more familiar with the literacy and numeracy programmes.

40. Parents have a good involvement in the work of the school and their children's learning, with many very good features. They welcome the opportunities to contribute their ideas about the school; for example over half returned the inspection questionnaire. Well over 90 per cent attend the parent-teacher consultation evenings where their views on their children's targets in literacy and numeracy are invited and recorded and the ways in which they can provide additional support are discussed. There is very good attendance at events such as the Friday afternoon 'celebration of achievement' assemblies. From the earliest days in the nursery, parents are very well involved in helping their children to enjoy books and learn how to read. Most parents are pleased with the arrangements for homework and are clear about what is expected. Parents of pupils with behavioural problems are kept well informed and involved in their child's development, for example, in devising individual strategies and rewards. A small number of parents help in classrooms and on school trips. The PTFA is a very active body, which runs children's discos, and the annual gala, which is a major community event. The PTFA has raised a significant amount of money towards new computer equipment and software, and also subsidises the school minibus. It was involved in the discussions to generate ideas for the school improvement plan, where the need to reach out to more parents, both to support them with their children's learning and to engage their talents, was recognised.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The headteacher provides very good and effective leadership, an improvement since the last inspection when leadership and management were good. All key issues identified during the last inspection have been addressed: the teaching ratios in nursery have been greatly improved, the nursery is more integrated into the life of the main school, and there has been a continued emphasis on developing the role of subject managers.

42. The headteacher, senior management team and the governing body share a very clear vision for the future of the school, and a vigorous determination to ensure that this vision becomes a reality. They are completely committed to maintaining the high standards already achieved in many aspects of school life, but they are also aware of areas requiring further development and are determined to raise standards further. They have worked closely to determine the strategic direction of the school, with priorities established on the basis of clear analysis of pupil performance data from a range of sources. The areas for improvement are incorporated into a comprehensive and carefully budgeted school improvement plan. The action taken by the school to meet its targets is excellent.

43. The headteacher, appointed eighteen months ago, has achieved a successful change in leadership, preserving and enhancing the powerful ethos that promotes and sustains high standards in many aspects of school life. The qualities of his leadership and management have already won the confidence of governors, parents and staff. Parents state that the headteacher is very approachable. They believe that he has inherited a very good school, and is seeking to maintain and improve it. Parents perceive the staff, including non-teaching staff, as professional, competent, enthusiastic and caring. The headteacher has initiated an effective dialogue with parents. They have contributed ideas for the future development of the school through survey questionnaires and meetings, and the head teacher has responded to their views. The school is very popular and well respected by parents and pupils.

44. The governors are knowledgeable, play a significant role in supporting the work of the staff and make a very good contribution to the management of the school. A developing and effective sub-committee structure is in place, and is having an increasing influence on the management of the school and its resources. There is an excellent relationship between staff and governors. The governors believe that standards are high because of the ethos and the quality of the school's human resources: its teachers and support staff. The governing body complies with its statutory requirements regarding reporting to parents. However, there are minor omissions from the school brochure regarding information about the school's admission policy and how prospective parents can make arrangements to visit the school.

45. The headteacher and deputy lead with a fervour and passion for ensuring that all those who work in the school are provided with appropriate training and support to enable them to develop professionally. One of their first priorities has been to rationalise the staffing structure to improve managerial efficiency and effectiveness. Implementing a programme of continuing professional development is also a high priority, to maintain and continue to improve standards in all areas. The match of teachers and support staff to the demands of the curriculum is very good. All teachers have responsibilities additional to classroom teaching roles. There is a very generous provision of support staff, and they are very effectively trained and deployed.

46. Those with management responsibility provide very good quality leadership. The roles of the senior management team are developing, with clear areas of responsibility identified for each member. They feel very much valued by both the head teacher and other colleagues. The head teacher is accomplished at delegating aspects of the management role, clearly identifying staff strengths and extending their experiences and responsibilities. The staff perceive him as being very supportive of their efforts and relationships are very positive. An annual budget is delegated to subject leaders, with additional needs-related elements for aspects relating to the school improvement plan. Subject leaders are receiving non-contact time, using a rota system, to monitor and evaluate the quality of teaching and learning in their subject and to pass on their expertise. Overall, the standards of monitoring and evaluation are good. Systems are well established and are very good in the core subjects of English, mathematics and science that are featured early in the rota for development. Procedures are at earlier stages of development in those foundation subjects that have been given a lower priority, but the qualities of monitoring and evaluation are never less than satisfactory.

47. The areas of special educational needs and the gifted and talented are well managed and benefit from the careful identification of pupils' needs, regular reviews and well-maintained records. The school benefits from very good support from outside agencies. The headteacher and staff give very good attention to issues related to equal opportunities. Any entrenched attitudes related to gender and stereotyping are challenged and the school does all it can to address these issues.

48. The school's provision for initial teacher training is very good. This is led very well by the deputy headteacher. The school supports newly qualified teachers very effectively, with a clear induction programme involving in-house support from subject managers and appropriate external courses. The system of performance management for all teachers operates according to statutory guidelines, and the school intends to extend the system to include support staff as part of its commitment to achieving Investors in People status by the end of this academic year.

49. The school is efficiently run and the day-to-day procedures are very good, although the school's use of technology to reduce the administrative workload is only satisfactory. Secretarial staff contribute to the efficient management of the school. The school site manager maintains the school in a very clean condition. Principles of best value are well applied, and secure and effective financial procedures are in place. The school has recently become part of the Excellence in Cities initiative. It

is too early as yet to judge the effect on the standards achieved but the indications from inspection evidence are that the high standards already achieved by these pupils are continuing to rise. Grants for support of the gifted and talented pupils have been used to employ additional teaching staff to work with more able pupils. The impact has been to raise staff awareness of pupils with particular strengths and of differing abilities, so that more appropriate provision can be made for them.

50. The school's accommodation is satisfactory overall. It is good in the nursery, which is designed well for all the areas of learning including outdoor play. It is also good in information and communication technology: the recent provision of two state-of-the-art computer suites is having a very positive effect on teaching and learning in this subject. Another good feature is the school's accessibility for physically disabled pupils. Year 5 classes are housed in a good-sized building, although this is temporary. As reported at the last inspection, and commented on by parents during this inspection, some of the classrooms in the 'juniors' part of the school can become rather cramped. This was seen to have a negative effect on some teaching and learning in science and English at Key Stage 2 and it also hampers the provision for art. Sometimes, the central teaching areas are not used as well as they might be to relieve the pressure on the surrounding classrooms. The lack of a second hall with suitable changing facilities impedes provision in physical education. There is no purpose-built space for drama and music activities and no medical room. The new site manager and cleaning staff ensure that that school is clean and well maintained. Good improvements have been made to the security of the school, including the erection of fencing that has now reduced the incidence of vandalism. The playgrounds are sufficient for break and lunchtime activities but do not include any quiet areas for pupils to sit nor any small games, which could enhance pupils' outdoor play. Facilities for outdoor play in the reception classes are unsatisfactory. Governors, staff and parents have drawn up an appropriate list of improvements to the premises which they would like to see, and the headteacher is actively pursuing this with the local education authority.

51. Learning resources are good in most subjects and have a positive effect on teaching and learning in lessons. A good range of books is available in classrooms and central areas throughout the school. The new Key Stage 1 library is an appropriate area for infants to browse amongst books. The new Key Stage 2 library was still being kitted out at the time of the inspection, and so was not yet playing a full part in school life. There are sound plans to improve the number and quality of books following a recent cull and to equip the library with laptop computers. Provision of computer hardware and software is good. Good use is made of visitors and loans to enhance the resources.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. There are no major areas where the school should improve further. However, an action plan is required following an inspection and the school should send in its place its school improvement plan.

There are minor areas for improvement and these elements should be included as an addition to the school development plan.

The school should proceed as planned with all developments relating to:

- the provision for outdoor play for pupils in the reception classes (paragraphs 50, 53, 59)
- ensuring that the main library is well stocked with a wide range of good quality fiction and non-fiction books (paragraphs 51, 67)

- developing monitoring and assessment procedures for all foundation subjects
(paragraphs 36, 86, 91, 97, 103, 108, 129)

The school should also:

- place an appropriate emphasis in the school's plans for the development of art and design and design and technology
(paragraphs 86, 91)
- evaluate the effectiveness of the time used in computer suites by all pupils
(paragraph 108)
- evaluate the effects of the Excellence in Cities initiative on the standards achieved by gifted and talented pupils
(paragraph 49)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|-----|
| Number of lessons observed | 109 |
| Number of discussions with staff, governors, other adults and pupils | 32 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 13 | 46 | 37 | 13 | 0 | 0 | 0 |
| Percentage | 12 | 42 | 34 | 12 | 0 | 0 | 0 |

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

Information about the school's pupils

| Pupils on the school's roll | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 43 | 631 |
| Number of full-time pupils known to be eligible for free school meals | | 26 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 1 | 10 |
| Number of pupils on the school's special educational needs register | 0 | 35 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 0 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 15 |
| Pupils who left the school other than at the usual time of leaving | 16 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 4.7 |
| National comparative data | 5.2 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0 |
| National comparative data | 0.5 |

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2001 | 38 | 38 | 76 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 35 | 37 | 38 |
| | Girls | 38 | 38 | 38 |
| | Total | 73 | 75 | 76 |
| Percentage of pupils at NC level 2 or above | School | 96 (93) | 99 (96) | 100 (97) |
| | National | 84 (83) | 86 (84) | 91 (90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | 37 | 38 | 38 |
| | Girls | 38 | 38 | 38 |
| | Total | 75 | 76 | 76 |
| Percentage of pupils at NC level 2 or above | School | 99 (96) | 100 (97) | 100 (99) |
| | National | 85 (84) | 89 (88) | 89 (88) |

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2001 | 50 | 50 | 100 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | 46 | 44 | 49 |
| | Girls | 48 | 47 | 49 |
| | Total | 94 | 91 | 98 |
| Percentage of pupils at NC level 4 or above | School | 94 (95) | 91 (95) | 98 (98) |
| | National | 75 (75) | 71 (72) | 87 (85) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 41 | 44 | 45 |
| | Girls | 45 | 43 | 44 |
| | Total | 86 | 87 | 89 |
| Percentage of pupils at NC level 4 or above | School | 86 (85) | 87 (88) | 89 (87) |
| | National | 72 (70) | 74 (72) | 82 (79) |

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 2 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 550 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | 0 | 0 |
| Black – African heritage | 0 | 0 |
| Black – other | 0 | 0 |
| Indian | 0 | 0 |
| Pakistani | 0 | 0 |
| Bangladeshi | 0 | 0 |
| Chinese | 0 | 0 |
| White | 0 | 0 |
| Other minority ethnic groups | 0 | 0 |

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y 6

| | |
|--|----|
| Total number of qualified teachers (FTE) | 27 |
| Number of pupils per qualified teacher | 23 |
| Average class size | 30 |

Education support staff: YR – Y 6

| | |
|---|-----|
| Total number of education support staff | 19 |
| Total aggregate hours worked per week | 444 |

Qualified teachers and support staff: nursery

| | |
|--|----|
| Total number of qualified teachers (FTE) | 2 |
| Number of pupils per qualified teacher | 21 |
| Total number of education support staff | 3 |
| Total aggregate hours worked per week | 98 |
| Number of pupils per FTE adult | 9 |

FTE means full-time equivalent.

Financial information

| | |
|----------------|-----------|
| Financial year | 2000/2001 |
|----------------|-----------|

| | £ |
|--|---------|
| Total income | 1295066 |
| Total expenditure | 1276215 |
| Expenditure per pupil | 1891 |
| Balance brought forward from previous year | 63390 |
| Balance carried forward to next year | 82241 |

Recruitment of teachers

| | |
|--|-----|
| Number of teachers who left the school during the last two years | 5.5 |
| Number of teachers appointed to the school during the last two years | 6 |

| | |
|--|---|
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 0 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 670 |
| Number of questionnaires returned | 363 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 57 | 39 | 3 | 1 | 0 |
| My child is making good progress in school. | 51 | 46 | 1 | 0 | 2 |
| Behaviour in the school is good. | 49 | 47 | 1 | 1 | 3 |
| My child gets the right amount of work to do at home. | 32 | 52 | 7 | 1 | 8 |
| The teaching is good. | 56 | 40 | 2 | 0 | 2 |
| I am kept well informed about how my child is getting on. | 26 | 48 | 20 | 2 | 4 |
| I would feel comfortable about approaching the school with questions or a problem. | 57 | 35 | 5 | 0 | 2 |
| The school expects my child to work hard and achieve his or her best. | 64 | 31 | 2 | 0 | 3 |
| The school works closely with parents. | 25 | 54 | 15 | 2 | 4 |
| The school is well led and managed. | 50 | 43 | 2 | 1 | 4 |
| The school is helping my child become mature and responsible. | 48 | 46 | 4 | 0 | 3 |
| The school provides an interesting range of activities outside lessons. | 23 | 32 | 19 | 3 | 23 |

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

53. There are 172 children in the foundation stage, 93 children in the nursery and 79 children in the three reception classes. Children are admitted to the nursery in the September following their third birthday. Children enter the reception class after a year in the nursery. The nursery has three part time teachers and is well supported by learning support assistants and two nursery nurses. A qualified teacher and two learning support assistants support each reception class. Most children have attended local playgroups or the school nursery school. Children and parents are well prepared before they enter school; the progression enables children to make a smooth transition into full time education. There is a preparatory meeting for new parents, and children visit the school on several occasions. Attainment on entry is above average. Two children have been identified with special educational needs in reception and one child has a statement of special educational needs in the nursery. Baseline assessment information in reception is carefully collated and contributes to the ongoing assessment procedures carried out during the year. Assessment is well established and is used well to inform planning. Both nursery and reception provide an appropriate learning environment for younger children. Resources are good, however, resources to promote physical development could be better. Outdoor provision is good in the nursery but unsatisfactory for reception children. There is currently no suitable outdoor provision for reception children. The only opportunity they have for physical activity is one session in the hall every Monday and they join the whole school for morning and afternoon playtime breaks. By the end of the nursery, many children are well on their way to achieving the early learning goals. By the end of reception year, all children will exceed the expected goals of learning in all areas of learning and many will be working on National Curriculum levels.

54. Since the last inspection good progress has been achieved. The nursery has been successfully integrated into the life of the whole school. Nursery children attend assemblies in the large hall at certain times of the year. The school have worked hard to ensure the role of adults is clearly identified in the nursery. Achievement in both the nursery and reception classes is now equal whereas it was previously better in reception than the nursery. Children make 'Story visits' to the main school and join in with several assemblies during the course of the year. The school follows the nationally recommended foundation stage curriculum.

Personal, social and emotional development

55. Children's personal, social and emotional development is very good and reflects the very good teaching in this area of learning. Children in the nursery make good progress and are well on their way to achieving the expected learning goals. By the end of the reception year the children exceed the expected learning goals. Teaching is very good across the foundation stage and effectively contributes to standards achieved because consistent messages are clearly given and reinforced in a friendly but firm way. The staff create a secure environment, children enjoy coming to school and happily leave their parents and carers. They settle into school routines well because the teachers are very organised and well supported by the nursery nurses and learning support assistants. A strength in teaching is the use of questions and opportunity to talk to others. This contributes to growing levels of confidence and joy in learning. Children have well-developed co-operative skills. Nursery children enjoy running through the willow tunnel together. In reception, children work well together building a ladder for Jack to support the story of Jack and the Beanstalk. They have a clear understanding of right and wrong because the teacher identifies expectations clearly. Notices remind children of the expectations, for example, 'Only four children in the sand area.' Children know the expectations and rules, for example they explain that they must not put glue onto the carpet. They play alongside each

other and share equipment well and their ability to work independently is well developed. They develop a sense of responsibility, for example, in the nursery, children place their work into their own folder. In the reception classes, children are sensible putting aprons on themselves for activities and tidying up. The teacher clarifies procedures and expectations clearly. Children respond to the clear explanations and very good organisation and this ensures that they understand their activities and settle well.

Communication, language and literacy

56. Standards are above average in both the nursery and reception classes. Children are well on their way to achieving the early learning goals in the nursery. Good progress is continued and all children will exceed the expected levels by the end of the reception year and most will progress to National Curriculum levels. Teaching is consistently very good and the foundation stage classrooms provide rich opportunities to develop language and literacy skills. Learning is very good because teachers use questions skilfully to extend the children's thinking and explanations. Teachers are experienced and well organised. Support staff are used well and this contributes to the good progress made in learning. Standards in speaking and listening are well above average. All children listen well, focus on their teacher and other adults and follow instructions. In the nursery children enjoy listening to stories about Red Riding Hood. Interest is further developed by the teachers using a doll to enrich the story. The child with a statement of special educational needs listens quietly with others to the story. Children respond to questions very well and give reasons for their answers, such as the wolf pushes his ears under his hat to hide them. The teacher recaps on the story and the children can identify and talk about the characters and events. The teacher uses expression well and this captivates the children's interest. There are lots of opportunities to develop writing and conversational skills. More able children talk about the events and characters in the story of Goldilocks and the three bears. They use actions to accompany their story such as 'Knock, knock,' 'She tried it and it was too hot, she tried it and it was too hot, she tried it and it was just right!' They know the stories and characters of a range of books. The reading areas are well stocked with books and encourage children to enjoy looking at books. All children have a positive attitude to books and they know that they communicate meaning and print goes from left to right. They all handle books carefully. The children take books home regularly and parents comment in their reading diaries. In reception, children are working at National Curriculum levels and have already achieved the early learning goals. In a guided reading session reception children identify many of the words such as tractor. A word game helps them recognise common words such as Mum and Dad. There are very good opportunities for independent writing and this contributes to the good progress. In the nursery children progress well making marks on paper, more able children can write their own name. There is a writing corner where children write recipes for a gingerbread man. In reception, all children can write their forename unaided and a significant majority can copy their surname from a card onto a whiteboard. Both nursery and all reception classes provide a word rich environment, which helps children, learn words and extend their vocabulary.

Mathematical development

57. Standards of work seen are above average. Teaching is very good and children exceed the expected levels of learning by the end of the reception year. Good progress is made because the teacher provides an appropriate range of activities to promote mathematical understanding. Songs such as 'What did Goldilocks see' are well used to help children become familiar with relative size and number. Children are challenged in the nursery to identify the big, medium and small bed in the story of the three bears. They sing '12345 Once I caught a fish alive' and use their fingers to help them identify the correct number. Children have opportunities to match 3 and 5 in the number matching game. In reception, the story of Jack and the Beanstalk is well linked to learning. Children are

developing counting skills and are very enthusiastic and excited as they count the magic beans and record the number on a recording sheet. The average child counted 28 beans; the more able child could count to 100. Some children are using number facts beyond ten. The more able children solve simple addition number problems correctly, for example; 'If I have 7 beans in this hand and 6 beans in the other hand how many have I got altogether?' Most children are touch counting successfully. More able children in the nursery recognise and name basic shapes. They know a triangle has three sides and that a circle does not have any corners. Children print in blue circles and pink triangles. The children learn their shapes well because the teacher reinforces and extends learning so well, children are reminded that one of the shapes is a rectangle.

Knowledge and understanding of the world

58. Standards of work seen are well above average. Teaching is very good and children will exceed the expected levels of learning by the end of the reception year. The children achieve well in this area of learning. A strength in teaching is the skilled use of questions that encourage children to extend vocabulary and express opinions. Reception children have a weekly session in the computer suite. All children have a computer and have great fun playing funny faces and snap. The software is very good. Children are encouraged to click on different faces and hear different noises; they can create a tune. The session is very well planned so that all children make maximum use of the time available in the suite. Children use Dazzle to draw pictures of Jack and the Beanstalk. More able children can select a colour and use the mouse to draw good pictures; many can colour them in and close down their own program. All children are making very good progress and are very well supported by learning support assistants. Children in reception operate the roamer and with some adult guidance program and operate it so that it travels the specific distance along the paper road to Jack's house. They know and identify four steps to the house. There are good opportunities for problem solving activities. Children are challenged to make a beanstalk and ladder for Jack to climb the beanstalk. Children use the construction materials to build a ladder and they are very excited as the ladder gets longer and longer. More able children build a tree for Jack to climb. They fold, stick and glue, roll paper and use sticky tape to make a tree. The teacher uses questions well and a stimulating well organised session is created. The children experience making biscuits for Jack's tea. Children know the biscuits must be placed on a baking tray to stop them sticking. The teacher uses questions very well for example, 'What will we need to make the biscuits?' Children have a good understanding of the necessary ingredients and mention flour, sugar, margarine and egg. In the nursery children are introduced to age time lines of families such as parents, grandparents. The playground area is marked out with a road and children are expected to drive the same way around the road. They play with cars on a marked route to Jack's house. Children are encouraged to note features along the route. Children go on a walk to Temple Newsam a local stately home. They are given an activity sheet to follow and make leaf prints on the way. Reception children visit Abbey House Museum and look at the Victorian shops.

Physical development

59. Standards of work seen are above average in the nursery but no physical development was observed in reception. Teaching is good in the nursery because planning identifies learning clearly and activities are well organised. Provision for outdoor play is good in the nursery but unsatisfactory in reception. The school is aware of this and there are plans to develop an outdoor area for reception children. Children join the older pupils for a typical morning and afternoon playtime. They have one hall slot once a week for a movement lesson. This does not provide children with opportunities for learning in all areas outside. Children will achieve the expected levels of learning by the end of the reception year because they make good progress in the nursery and are already well on their way to achieving the goals. Children in the nursery climb and slide with confidence and control. Children

enjoy riding around the marked road area, they have well developed co-ordination and control steering to the right, left and riding down and up a slight slope. A pebble garden area provides children with opportunities for digging. Children consolidate mathematical learning recognising which is the largest or smallest bucket to fill with pebbles. Children enjoy the willow tree tunnel; they run through it and around it lots of times. The pupil with special educational needs enjoys the tunnel and feels the texture of the leaves. Hand eye co-ordination is well developed through matching and positioning shapes, decorating and sticking.

Creative development

60. Children achieve above average standards by the time they enter Year 1. The quality of teaching in this area of learning is good. Scrutiny of work reveals that children have opportunity throughout the foundation stage to work with a range of materials and experience different methods. In the nursery children print different coloured shapes to make a pattern. In reception children use paint well to decorate the butterfly wings. They use a range of colours well and have developed a good idea for pattern. In reception children cut out shapes accurately and they use paint and paint brushes well. They help to paint the Giant. Singing is very well developed in reception where children sing a lullaby and they describe why it is sung quietly so as not to wake the baby. Children listen with concentration as they learn the words and tunes. There are good opportunities to handle and play percussion instruments. In the nursery a range of instruments is easily available and is clearly labelled. Children select a percussion instrument they can play quietly and they accompany the lullaby with singing and playing instruments. They confidently sing a range of songs from memory. The role-play home area extends imagination and promotes quality imaginative role-play. Children are encouraged to think of the needs of others preparing meals and carrying out domestic tasks.

ENGLISH

61. Results of the National Curriculum tests for seven and eleven year-olds in 2001 were well above the national average. By the time they leave the school, pupils attain standards that are well above the average of schools with a similar intake of pupils. The school has exceeded the national trends for the last four years. Inspection findings reflect the test results. Standards in speaking and listening, reading and writing are very good and the school has maintained the high standards found at the last inspection. Pupils are very effective communicators and speak and write with increasing accuracy and relevance. This is because of the high level of consistency in the quality of planning and teaching in all classes. All pupils, including those with special educational needs and those who are more able, achieve very well and boys do as well as girls. The school's introduction of the national initiative for literacy has been very well focused and pupils do very well. The school has an established system of setting from Year 2. This is very well managed and contributes very significantly to the high standards achieved and the progress that all pupils make.

62. Throughout the school, pupils' speaking and listening skills are very high. Pupils listen closely to staff and other pupils in whole class and small group sessions. Pupils' listening ability enhances learning and contributed to the very good behaviour. Pupils express ideas confidently and have a very good command of spoken English. They speak in front of a large group very clearly, fluently and confidently and adapt their speech very well for a range of purposes and audiences. In Year 2, pupils are very willing to give their point of view and to explain the meanings of words. One pupil describes a fleece by saying 'It's like a coat and keeps you warm'. In a lower set Year 6 lesson, pupils discuss the judgements given in a school report. They can identify whether the sections are written in explicit or implicit language. In the highest set pupils discuss the different styles of language needed for an interview and give a clear and lifelike example of questioning they would use. They realise a more

informal style would be employed when interviewing a pop singer and that a more formal style would be the best in a job interview. When discussing the book *Carrie's War*, pupils speak in the style of Aunty Lou showing an excellent knowledge of the character and using very dramatic and expressive voices. Through the use of questioning, teachers constantly challenge pupils to think and express themselves. Standards are excellent, not only in English but also across the curriculum. In a mathematics lesson in Year 2, lower attaining pupils made excellent progress when they described the ordering of numbers showing very careful attention to accurate mathematical vocabulary. Drama and role play are used well to enhance the curriculum. In an excellent history lesson in Year 4, pupils prepared questions to ask Queen Elizabeth 1. The teacher made outstanding use of role-play to develop the pupils' understanding of aspects of life in Tudor England and dressed very realistically as the queen, insisting on being addressed in a manner befitting a royal visitor, which the pupils did. In Year 3, pupils also prepared questions for another royal visitor, an Egyptian queen. Pupils of all ages are also very confident speakers with visiting adults. They are very eloquent and interesting to talk to about a range of subjects such as their hobbies, the school and music. There is a school speaking competition every year.

63. Standards in reading are high. Pupils are very confident readers and show a deep appreciation and care of books. Pupils have clear views on what they like to read and which authors please them. The average pupils in Year 2 are able to read a story fluently and with very good levels of expression. They discuss confidently whether they like it. They can talk about the plot so far and without prompting make a prediction on what will happen by the end of the story. Pupils enjoy a good range of books and find poetry and non-fiction just as interesting. Pupils in Year 3 make good progress in using dictionaries and glossaries and finding information from non-fiction books such as those on Egypt, by using the index and contents pages. Pupils in Year 6 read a text passage about an interview with author Adele Geras, and immediately recall a book they have read by her. They enjoy the book *Carrie's War* because 'it brings the characters to life and there is plenty of action'. They understand what biographies and autobiographies are. The most able pupils plan an interview with their chosen character from the book and read it out loud to the class. Pupils of all abilities are able to research information from the Internet. Year 6 pupils find out about the weather in various locations of the world.

64. Standards in writing are well above average. Very good teaching has enabled pupils to become independent and confident writers across a comprehensive range of writing styles. Pupils in all classes and sets make very good progress in writing. Pupils show well-presented, fluent and legible handwriting. By Year 2, pupils use accurate punctuation. They do story plans and identify the characters in their stories. The more able begin to employ paragraphs and to select an appropriate form and style of writing for the task. One pupil wrote 'the greyness surrounded the landscape like a woollen blanket'. In Year 1, the pupils write lists of jobs to do around the school and Year 2 write a set of instructions for washing your hair. Year 4 write directions, plan an interview and how to take notes. They choose their own best method of note taking and use bullets and symbols to help them. One pupil decided the best and quickest way to show what a person loved to do in note form is to draw a symbol for a heart. In Year 5 pupils write scenes of a play showing the correct layout. They continue the story of the Iron Man, writing in the style of Ted Hughes. The more able pupils use short sentences to create tension such as 'It started to get dark, really dark!!' They have a very good understanding of different forms of poetry. They know 'The Owl and the Pussycat' is a narrative poem and understand the strict rules involved in writing a haiku poem. In Year 6, many pupils write their autobiographies and plan, draft, revise and edit their own writing, which is varied and interesting. Words are chosen imaginatively and used with precision. Pupils understand personification and write 'the uncooperative pencil rips my paper when I write'. They plan an interview with a chosen character from a book and use the text very well to probe deeply into the character's persona. Information and communication technology is used well in all classes to reinforce spelling and

grammatical sentence structure. Year 1 use a simple word bank to create sentences about farming and Year 6 edit sentences to show they understand contractions. However, there was little evidence of ICT being used to plan, draft and improve written work and apply features of layout and presentation.

65. The high standards achieved by the pupils are a result of very good teaching. There is also some excellent teaching when the teachers display a first class grasp of the subject matter and it is enthusiastically communicated to the pupils. Pupils' learning is very good. Pupils are highly motivated, interested and able to apply themselves independently for long periods of time. Many of the pupils with special educational needs in reading and writing attain the nationally expected standards as a result of the effective teaching. Teachers have a very good knowledge of the subject and there are very effective methods for teaching literacy skills. They make sure pupils know what they are expected to learn. One of the main strengths in teaching literacy is the very good attention paid to the planning for the development of pupils' speaking and listening skills. As a result pupils of all ages are able to communicate confidently with fluency and accuracy. Very effective questioning helps to deepen pupils' understanding and clarity. Pupils look forward to the sessions at the end of lessons when they can show to the rest of the class what they have learnt, such as when Year 5 perform poems. Marking is also particularly good and most pieces of work are rewarded with well thought out comments by the teachers which identify targets for the pupils to work towards and give pupils positive feedback. When introducing a new skill, the initial teaching sessions are very clear and well paced. Planning and preparation are very thorough. Teachers have very high expectations of pupils' behaviour and standards. Because relationships and the management of pupils are so good, these expectations are fully repaid, and pupils work willingly and very productively. They achieve a lot in a short time. Pupils' work is very well presented in books and they show a great pride and care in their work. Reading sessions are very well planned and teachers use interesting and varied approaches to writing. In an excellent lesson in Year 4, pupils responded rapidly to the question 'What can you tell me about commas?' Within the lesson they make excellent gains on their learning by identifying a wide range of instances when to use commas and also when not to. Extension tasks on the computer extend the pupils' learning when they examine relative clauses. In an excellent lesson for a lower ability group in Year 6, the teacher made highly effective use of prompt cards and used a dramatic voice to lift the attainment in the pupils' learning. Pupils are highly challenged and both they and the teacher show excitement and enthusiasm for the work.

66. The assessment procedures are very good and well used to plan the next stage of the curriculum. Teachers keep good records about how the pupils are progressing and evaluative comments are made. Teaching assistants make careful notes on individual pupils in lessons while observing the class. The school uses national optional test materials in Years 3-5 and has analysed these for areas for improvement such as the spelling of frequency words.

67. Subject leadership is excellent and displays a very deep understanding and knowledge of the subject. Staff recognise the expertise and value the support that the co-ordinator offers them. She effectively monitors lessons, plans, books and talks to pupils. As a result issues such as the pace of lessons, the setting of homework and the quality of the plenary session have been identified and are being successfully addressed. At the time of the inspection both libraries had been culled of old or poor quality books but there are plans to improve the number and quality of books by allocating a yearly budget for this. In the meanwhile good use is being made of the loan service. It is also planned to improve the décor of the library and improvements are currently taking place. Laptop computers are also due to be available for pupils' use in the library.

MATHEMATICS

68. Pupils attain standards that are well above the national average throughout the school. Standards are also well above average when compared with schools with pupils from similar backgrounds. At the end of Year 2, standards are very high. Standards are still well above average at the end of Year 6 when half of the pupils attain the higher level 5 in the tests. Boys and girls make consistently good gains in their mathematical skills and understanding and there is little difference in their overall performance. Rates of progress are very good throughout the school for all pupils, including those with special educational needs, and the gifted and talented who are given good opportunities to extend their learning through challenging activities such as problem solving. Since the previous inspection, standards have risen significantly. The school is on course to maintain this high level of performance and it has exceeded its targets for this year.

69. By the end of Year 2, all pupils attain the nationally expected levels and over half attain the higher level 3. They are particularly strong in using number facts and in responding quickly and accurately to mental arithmetic questions. Their understanding of mathematical vocabulary, signs and symbols is much better than that expected for pupils of this age. They add and subtract numbers up to 100 and the more able can add a 2-digit number to a 3-digit number to solve simple problems. Pupils with special educational needs count confidently forwards and backwards with numbers to 100 and recognise the patterns made when counting in two's and ten's. All pupils have a good understanding and knowledge of shape and space, and begin to measure using centimetres. They make simple graphs, presenting their work very well.

70. By the end of Year 6, pupils' mathematical skills are very good. Pupils solve complex problems using several operations and explain the different strategies they have used clearly and succinctly. They can multiply a 2-digit number by a 1-digit, round numbers to one decimal place, find percentages of a total and carry out long multiplication. More able pupils understand probability scales and can accurately use associated language, convert fractions to decimals and calculate the costs for a coach load of people on a day trip to Bridlington. They can calculate the mean and range of a set of data, describe and discuss their significance, and they can find the average of two numbers by halving the difference. They have a detailed knowledge of two and three-dimensional shapes and understand their properties. Pupils can read graphs, collect and collate information and use it to solve problems, although their skills in using computers for these activities are not up to the high standards of their proficiencies in other aspects of mathematics. The more able pupils calculate area and perimeter and have a good understanding of simple algebra.

71. The pupils throughout the school enjoy mathematics. They compete keenly to be the first to answer questions, but they also display very good levels of co-operation and collaboration. They support each other when appropriate, reasoning through problems and discussing any differences in their answers. They have very positive attitudes, enjoying the regular homework and working hard and at a good pace in most lessons. Their behaviour is often excellent. They remain on task for long periods of time, collaborate well with their peers and are careful with equipment and resources. In most classes, they show great pride in presenting their work attractively. Pupils use their initiative well, often selecting appropriate resources to help them when doing calculations. Numeracy skills are used and applied well when problem solving. For example, Year 5 pupils use their knowledge of numeracy and scaling factors to produce accurate drawings that compare their heights to those of Goliath and Noah's Ark, using the Bible as a primary source of information.

72. The quality of teaching and learning is very good overall and better than reported at the previous inspection. The quality of teaching was very good or better in over eighty percent of the lessons observed, and three lessons were excellent. The use of ability setting and targeted flexible deployment of teaching and support staff have been key factors in improving the quality of pupils' learning. The teachers have a very good knowledge of mathematics, the programmes of study and the

National Numeracy Strategy, and these strengths have had a major impact on standards. They make good use of the objectives in the numeracy strategy and use the school's published scheme alongside their own resources. Lessons begin with a time for recapping on previous learning and to test the pupils' mental agility. Introductions are clear, well paced and effective. Teachers apply their knowledge well to the preparation of lessons that include effective use of resources, careful match of work to the needs of all pupils, including those with special educational needs and the gifted and talented, and a wide variety of stimulating activities. As a result, pupils remain on task, work hard and produce a good quantity of work in each lesson. Much emphasis is given to promoting pupils' knowledge of mathematical vocabulary and signs and symbols. This is done extremely well. In most lessons, pupils are left in no doubt as to what is expected of them and how much time they have to complete tasks. Teachers move around the room giving good support, checking on any difficulties and providing additional guidance. The teachers have very good relationships with the pupils and exercise discipline in a friendly and firm way. Pupils respond well to this, having a clear understanding of expectations for performance and behaviour. They apply themselves well, making considerable effort. The excellent teaching is often inspirational and the enthusiasm of the teachers is infectious. Pupils are given very clear instructions and demanding work, but this is in the context of thorough assessment and the teachers' understanding of the ability of each individual. This results in very good progress and significant gains in pupils' competence in mathematics. Where teaching is satisfactory, pupils' activities are either too challenging or insufficiently demanding, not enough time is given for pupils to complete activities, or the plenary session is not used to reinforce what has been learnt.

73. The leadership and management of mathematics are very good. The subject leader monitors the quality of teaching through observing lessons, and regularly reviews the pupils' work. Consequently, she has a very good overview of what is required for the further development and improvement of the subject. These include further integration of ICT activities within the subject, employment of an even wider range of teaching strategies and the spreading of good practice with regards to the use of the plenary session at the end of each lesson. The school is well resourced for mathematics and there is a good range and quality of books to support the teaching.

SCIENCE

74. Standards are very high by the end of Year 2 and well above average by the end of Year 6. The results of National Curriculum tests at the end Year 6 and teacher assessments at the end of Year 2 confirm this. All pupils achieve as well as they should. Pupils with special educational needs and those who are gifted or talented achieve very well throughout the school and make very good progress in their learning. Standards have remained consistently high over the last four years because the quality of teaching pupils receive as they progress through the school is very good overall. The same teacher who has either specialist knowledge or a specific interest in science teaches all pupils in the same year group. This ensures consistency and contributes to the high standards achieved. There is no significant difference between the performance of boys and girls. Since the last inspection, the school has made good progress in developing the quality and range of investigation work.

75. By the end of Year 2, standards are very high in all aspects of science. Pupils have an excellent understanding of the effect of heat on different materials. They explain that egg white is transparent but changes when cooked to opaque. Pupils know and can describe the difference between opaque and transparent. Pupils know wood and an egg cannot go back to their original shape after heating. Scientific procedures are well established. Pupils predict what might happen in the investigation and they know and can explain how to make the test fair. Pupils write about their predictions for electricity circuits. Recording skills are very good and pupils use appropriate vocabulary to explain their findings. This was evident when pupils recorded the differences between animals and humans. The quality of investigative work is very good. Pupils investigate materials by

twisting, bending, squashing, squeezing and stretching. They investigate whether the squashiness of the ball affects the bounce. They use very good vocabulary to explain their findings such as 'flexible and bendy.' The pupils make very good progress in learning how to devise investigations. Pupils discuss the type of ball used and the height of the bounce. They measure the height of the bounce and record it.

76. Pupils in Year 6 know and describe what micro-organisms are and they can talk about decay and bacteria. They know that fungus grows into food and can be seen and that micro-organisms cannot be seen and that they are all around us. Pupils have very good knowledge and awareness of safety aspects. They decide rules for investigating mould and give sensible reasons for the rules. There are good opportunities for independent research, such as investigating seals and their food, size and habits. Very good progress is evident throughout the school. Pupils in Year 4 explain forces and understand how to use a Newton Metre. They know a Newton is a measure of force and they explain what happens and why. Pupils in Year 5 investigate the need for an adequate and varied diet. The teacher uses resources very well to promote learning; for example he explains a fact sheet about an overweight man who needs to adjust his diet. Pupils have a very good understanding of the need for a balanced diet of protein, carbohydrate, and vitamins. Very good teaching ensures pupils understand and learn that foods can only be harmful if eaten in excess and are cooked in certain ways. The scientific procedures are clearly evident and build on the excellent foundations made in younger year groups. Pupils make very good progress designing their own investigations for example when investigating which material muffles sound the best. Pupils explain clearly why the test is fair and write well reasoned statements.

77. Teaching and learning are very good overall with excellent teaching in Year 2. In the excellent lesson, the teacher motivates the pupils so well that joy in learning is evident as pupils investigate a range of materials. The lesson contributes to pupils' social development, they recognise there is insufficient 'blue tack' for everyone and they suggest making one ball into two so more can share the experience at the same time. Teachers produce interesting work and assignments for pupils. This contributes to very good attitudes of the pupils. Teachers have a very good subject knowledge and ensure a rigorous emphasis on key processes and terminology. Teaching support assistants make a very good contribution to the attitudes in lessons. A brisk pace and clear time targets are set during the lesson stimulating learning throughout. All pupils are encouraged to contribute their ideas. Lessons have a very brisk start and high expectations of good working habits. Very good relationships ensure pupils are fully focused on their learning. Teachers use resources and demonstrations effectively. In a Year 4 lesson, a practical demonstration of magnetic forces totally captivates pupils' attention. Assessment is well done and results of assessment and evaluation sheets are used to inform planning.

78. Very good use is made of links to numeracy and literacy and ICT is beginning to make a good contribution to the subject. In a Year 5 lesson, the teacher made clear links with mathematics. Pupils look at bar charts of types of food eaten by the pupils over two days. In Year 4, pupils test force and put the information onto spreadsheets and print the results. Pupils in Year 6 research information from the Internet about mini-beasts and they import and print pictures on their research findings. Science is well presented around the school. In Year 2, an attractive wall display on materials and their properties continually reinforces language with words such as shiny, opaque, smooth, transparent, flexible and soft.

79. The co-ordinator makes a very effective contribution to the high standards achieved in national test results and the quality of teaching and learning throughout the school. He has specialist knowledge and is a very experienced teacher and role model. There is a clear action plan for the development of science. Teaching and the quality of learning are well monitored. The co-ordinator identifies clear steps for improvement and this contributes to the consistently high standards achieved.

The school is using national guidelines for planning and this ensures progression in learning. Resources are good and occasional visits by drama groups help to enrich the curriculum and pupils' understanding of forces.

ART AND DESIGN

80. Pupils' standards at the age of seven and eleven are in line with those expected nationally. No lessons were being taught at Key Stage 1 during the inspection, but evidence was obtained from discussions with teachers, a scrutiny of teachers' planning and pupils' work and displays around the school. The school has maintained the standards found at the time of the previous inspection.

81. By the age of seven, pupils record from direct observation and try out different techniques. Year 1 pupils have worked with pastels and used paint and collage skills when making portraits. They have used paint to extend parts of a picture to a full painting, made collage pictures of under the sea and are learning early shading skills for pencil drawings. There are some very good links with ICT. Year 2 pupils create pictures on a painting program in the style of Mondrian and experiment with different colours and shapes. Pupils have experience of Caribbean art and draw images of the Caribbean using bright pastel colours. They do designs and drawings in the style of William Morris.

82. By the end of Key Stage 2, standards are in line with those expected nationally. Some Year 5 pupils attain above average standards when making face collages using magazine pictures in the style of Picasso and when drawing and colouring trainers. Year 3 pupils use colour mixing and shading in observational drawing. Year 4 pupils use paint mixed with wax and focus on the detail in Tudor costumes. Year 6 do observational drawings and are working on representing movement in art. They draw stick figures ready to use in an animation. The movement drawings are in preparation for using a computer program, 'The Complete Animator', which pupils used confidently and successfully.

83. There is little artwork on display, in pupils' folders or sketchbooks and some of this appears to be repeated; for example, work on drawing trainers is displayed in both Years 5 and 6 and in Year 3 books. However, pupils including those with those with special educational needs and those who are more able make satisfactory progress.

84. Lessons in Years 5 and 6 were observed. The quality of teaching is good and very good in one lesson where the teacher used pupils' previous work to stimulate and motivate. There are very good relationships as a result of the teacher's expectations and encouragement. A Year 5 teacher gave a very good introduction. She has good subject knowledge of 'Cubism', which she shared well with pupils, making the artist's work accessible to them through her input about colour and perspective. In some lessons, pupils are discouraged from talking which would help them evaluate their work and that of their peers. Pupils respond well to the teaching and activities, showing real enthusiasm. Pupils in many classes are well motivated and enjoy sharing and discussing their work with adults. It is not possible to make a judgement about teaching or learning at Key Stage 1.

85. The cramped Year 6 classrooms limit learning. Pupils could not observe the teacher or pupils modelling movements to encourage accurate representation in their drawings, there was very little air and the teacher could not reach pupils easily to give the necessary individual help. Staff used only writing pencils for sketching and pupils' skills are undeveloped in the use of these basic resources.

86. The subject is led well by a qualified co-ordinator although the subject has not been a high priority in the school in recent years. There are no clear assessment procedures for monitoring pupils' progress. There has been some helpful monitoring of planning and teaching. The scheme of work is yet to be completed. There is an after school club for gifted and talented pupils. During the inspection

this group was working on planning a film, using plasticine characters, which would be made into a computer video presentation. However, there are no extra activities planned for other pupils.

DESIGN AND TECHNOLOGY

87. Two lessons were observed at Key Stage 1 and at Key Stage 2. Evidence is also drawn from a scrutiny of pupils' work, displays and discussions with staff. By the age of seven and eleven, attainment is in line with that expected nationally. The school has improved on the standards found at the time of the previous inspection. There was very little evidence of work available although examples of work were obtained from pupils which show satisfactory attainment. Staff do not yet keep examples of work completed or standards attained. Planning, however, shows that all aspects of the curriculum are covered.

88. By the age of seven, pupils are gaining knowledge of different styles of greeting cards, can participate in discussions and offer ideas about making 'window cards'. Their drawing, colouring and cutting skills are satisfactory although some pupils need detailed practical guidance in cutting skills. Year 1 show good skills in thinking about, and awareness of, the process of making puppets. They recall different types of puppets they have seen such as string, stick and finger puppets and know whether they are made of wood, plastic or leather. They draw their favourite puppet and begin to plan and design how they will make their own.

89. Lessons in Years 5 and 6 were observed. Year 6 pupils can follow directions and make slipper soles of foam, card and overstretch the covering material. Many need a significant amount of help if problems arise. They are confident speakers about their work. A scrutiny of work shows that they have used the ICT program 'Coco-commotion' successfully for their powered 'Westerton Eyes' based on the London Eye. Year 5 can identify features of a range of vans and discuss their ideas well. The design aspect is limited to the decoration of the vans. Some pupils have good ideas in relation to this aspect. However, few of their drawings are labelled or include the materials or resources they need to make their design. Other work includes cross-stitch designs for Christmas cards. Year 4 pupils make fabric wash-bags including fastenings such as velcro and poppers. Year 3 have made monsters using cardboard boxes, balloons and simple pumps.

90. The quality of teaching and learning is good. It was very good in one Year 2 lesson where the teacher introduced pupils to a wide range of window cards, yet reminded them to use their own ideas. She questioned them carefully as to the suitability of their ideas and her good subject knowledge focused learning on the development of skills. Teachers plan well-structured lessons and good relationships enable pupils to join in question-and-answer sessions about the work. Staff give good support for practical skills although pupils are at times over dependent upon their help when encountering problems. The quality of teaching has improved since the previous inspection, when, though teaching was good, there was little opportunity for pupils to design and plan their own work or to select their own resources. Pupils enjoy the lessons and all, including those with special educational needs, make satisfactory progress. Very good use is made of visitors. A Year 1 project on designing and making puppets was enhanced by the visit of a puppeteer and the loan from a local museum of some rare antique artefacts, such as a shadow puppet from Java. This had a very good impact on pupils' learning.

91. Subject management has improved since the previous inspection and is now satisfactory. Some monitoring has taken place but this is mainly for coverage of the activities. The scheme of work, which is reviewed regularly, includes interesting topics and evaluation is almost always a feature of the work. These are strengths of the provision. The school needs now to focus on developing

pupils' design and planning skills and teachers' knowledge of these aspects. There are no clear assessment procedures for monitoring pupils' progress.

GEOGRAPHY

92. Standards in Years 2 and 6 are above average, which reflects the findings of the previous inspection. All pupils achieve well. Those with special educational needs are well supported in lessons and make good progress. Gifted and talented pupils are also progressing well in extending their geographical knowledge and skills. In lessons, the pupils have positive attitudes towards work and they present work neatly. Boys and girls attain equally.

93. It was not possible to observe any geography lessons in Key Stage 1, but an analysis of pupils' work indicates that, by the age of seven, they have a good understanding of a map as a view from above and of the need for a map key. They are able to mark in features on an outline plan of the school and they can draw simple maps of their route to school. The pupils have walked around the neighbourhood and have talked about visible features. They have used their mathematical skills well to conduct and record the findings of a local traffic survey. They know some basic aspects of the geography of the Caribbean island of St Lucia and they compare homes there with those in Morley.

94. By the age of eleven, the pupils can locate major current news stories on a map of the United Kingdom (UK). They can locate the UK's main conurbations and they have discussed the pros and cons of living in cities. The pupils have a good understanding of the importance of the tourist industry here and abroad and of the positive and negative effects of tourism. The pupils have used their literacy skills well to produce good work on the topic of water and they clearly understand that, whilst many regions of the world are desert, others, such as Bangladesh, suffer frequent floods. They have used their mathematical skills well to draw accurate pie charts depicting water usage and in using co-ordinates to locate map features. Younger pupils in Key Stage 2 have investigated services in Morley and have compared the town with Filey. From first hand experience, they know about coastal erosion around Filey. They have a good understanding of the landscape features of a typical river valley.

95. The quality of teaching and learning in Key Stage 2 is good. The teachers plan and structure their lessons well and move them along briskly. In a Year 6 lesson, the teacher used questioning well to consolidate previous learning about some stories in the news. References to flood warnings led nicely into learning about the importance of weather maps in forecasting. The teacher made good use of atlases, outline maps of the British Isles and weather reports. This helped the pupils to learn about the significance of map symbols and the locations of places and it helped to develop their ability to use reference materials appropriately. The teacher matched tasks well to pupils' differing needs. Whilst higher attainers used given symbols to write a clear weather report for the British Isles, others used a report to place symbols in the correct map locations. The teacher used information and communication technology (ICT) effectively here, in order to enhance learning. Some pupils accessed the Internet to research information about world weather conditions.

96. In a Year 5 lesson, the teacher made learning about India stimulating through using well chosen questions, such as 'Why would we wear long, flowing clothes in India?' and 'What might it be like to live in a village in India?' The teacher made the pupils think carefully and enabled them to suggest good ideas. She emphasised relevant vocabulary, such as 'self-sufficient' and 'isolated', and this helped the pupils to appreciate the characteristics of rural life in southern India. She made effective use of some 'quote cards', which the pupils sorted, in order to discuss the pros and cons of living in a village. Whilst there is some evidence of ICT being used to enhance learning, it is not widespread throughout the school.

97. The co-ordinator leads the subject well and she has developed a clear action plan to secure further improvement. She has produced a clear subject policy which meets the requirements of the National Curriculum and she has adapted national guidelines for planning to the school's needs and resources. She monitors planning in order to ensure that all pupils access the curriculum equally and she monitors samples of pupils' work at the end of the school year. To this extent, the co-ordinator's role has improved since the previous inspection, though there is still no monitoring of geography teaching. Teachers mark pupils' work regularly, sometimes suggesting ways in which work might be improved, but there are no formal, whole school procedures for summarising attainment at the end of each term. There are adequate resources to support teaching and learning, with a reasonable range of geography reference books in the school library. Learning is enriched through local fieldwork and by visits to Wakefield, Saltaire, Filey and the National Mining Museum. Through encouraging collaborative work where appropriate and by making the pupils aware of issues such as environmental pollution and of diverse cultures, the subject makes a positive contribution to their spiritual, moral, social and cultural development.

HISTORY

98. Standards in Years 2 and 6 are above average, which reflects the findings of the previous inspection. All pupils achieve well. Those with special educational needs receive good support in lessons and are making good progress. Gifted and talented pupils are also progressing well in extending their historical knowledge and in developing their skills of enquiry. Boys and girls attain equally. The pupils have positive attitudes to work in history and have real enthusiasm for the subject. Many seek information at home and bring their own books to school.

99. By the age of seven, the pupils have a clear understanding of how things change over time. They know how a time line can show important events in the life of Britain and in their own family lives. They can look carefully at historical artefacts and at pictures, in order to find clues about the past. The pupils know about some famous people who are associated with west Yorkshire, such as Henry Moore and the Brontes. They have used their literacy skills well to write good accounts of Wakefield a hundred years ago and what schools were like then. They have written imaginative diary extracts, pretending to be Samuel Pepys.

100. By the age of eleven, the pupils have a good understanding of aspects of local history, such as the origin of the name Tingley, the history of Lee Fair and famous local families, such as the Asquiths. They have used their literacy skills well to write imaginative accounts of life in medieval times. The pupils have a good understanding of the reasons why the Second World War broke out and of how rationing and the Blitz affected daily life in Britain. They have written good diary extracts, pretending to be wartime evacuees. Younger pupils in Key Stage 2 know about aspects of life in Victorian England. Following a visit to Fountains Abbey, other pupils used their literacy skills well to write imaginatively as monks during the Reformation. Year 3 pupils recently visited the National Mining Museum and learnt about how coal mining has changed over the years.

101. The quality of teaching and learning in history is very good overall. The teachers plan and structure their lessons very well. In a Year 2 lesson, the teacher made good use of a range of pictures. This helps the pupils learn how the narrowness of London's streets, the wooden nature of most buildings, hay and straw on the ground and numerous open fires helped the Great Fire spread so quickly and so far. She supplemented this with effective use of part of a video and this consolidated learning. The pupils learnt that the lack of trained fire fighters was another cause of the devastation. The teacher used questioning well in the plenary, in order to make the pupils think carefully. When she asked 'Why did lots of people escape to churches?' the pupils appreciated the fact that these were some of the few buildings in London not made from wood. In a Year 1 lesson, the teacher made

effective use of old and new dolls and teddy bears, in order to help the pupils see how toys have changed over time. They were fascinated by a short video, which showed how teddy bears are made today.

102. In an excellent Year 4 lesson, the teacher made outstanding use of role-play to develop the pupils' understanding of aspects of life in Tudor England. She dressed very realistically as Elizabeth 1 and insisted on being addressed in a manner befitting a royal visitor. The pupils had prepared questions to ask the queen and this helped them to learn, in an imaginative and stimulating way, about clothes, jewellery, foods, entertainment, Mary Queen of Scots, Drake and the Armada. In providing opportunities for the pupils to take responsibility for their own learning, this lesson afforded an excellent way in which they could evaluate the character of Elizabeth 1. In an equally effective lesson in Year 3, the teacher dressed as Queen Ankasenamun, Tutankhamen's widow. This provided the pupils with an imaginative way of learning about aspects of life in ancient Egypt, such as worship of the gods, feasting, pyramids and mummification. The teacher made effective links with geography, as a large map of Egypt enabled the pupils to appreciate the location of the events leading to Carter's discovery of Tutankhamen's tomb. The principal weakness in the teaching of history is the insufficient use made of ICT to enhance pupils' learning.

103. A clear, up to date subject policy meets the requirements of the National Curriculum. The co-ordinator leads the subject well. This could be better if the subject used ICT more widely. She has adapted national guidelines to the school's needs and resources and she monitors teachers' planning, in order to ensure that pupils in different classes in each year group cover the same work. She monitors a sample of pupils' work during the summer term. To this extent, the co-ordinator's role has developed well since the previous inspection, though there has still been very little monitoring of history teaching. Whilst the teachers mark pupils' work regularly and often helpfully and whilst progress is carefully evaluated during lessons, there are no formal, whole school procedures for assessing pupils' progress by the end of each term. There are adequate resources to support teaching and learning, though the range of reference books in the school library is not very wide. Historical artefacts are loaned from Leeds Museum. Learning is enriched by visits to places such as Clark Hall, Fountains Abbey, Shibden Hall, Howarth, Saltaire and the National Mining Museum. In this way, and through a study of past cultures here and abroad, the subject makes a good contribution to the pupils' spiritual, moral, social and cultural development.

INFORMATION AND COMMUNICATION TECHNOLOGY

104. Pupils in all classes achieve well and their attainment is above the expected standard. Standards have kept improving and are now higher than at the time of the previous inspection. The school has invested heavily, with grant support, on additional computers and has created a second ICT suite. With this has come problems with the configuration of software but these have now largely been overcome and standards are beginning to rise rapidly again. Time is allocated for all classes to use the suites each week and also additional time is given to use computers in the classroom areas.

105. By the age of seven, pupils are very confident users of information and communication technology. They are able to log on and open the program to be used. The more able pupils can browse to find the desired folder that they need. Year 1 pupils write sentences about the visit of a puppeteer and describe their favourite puppet. As reinforcement to their work in literacy, Year 2 pupils scroll through an instruction sheet and then correct mistakes. They have a good understanding of the keyboard functions. They use the delete and shift keys when needed. They make very good progress when they draw a Mondrian style picture using painting software. They select the desired tool and colour and are able to use the appropriate commands to draw lines, fill and edit their work. Most can log off and save their work.

106. By the age of eleven, pupils are making good progress in presenting information in a variety of forms and adding to and amending and improving that information. Year 3, drag and drop pictures to show the growth of a seedling and some add text. In Year 4, pupils paint a picture of an arch, copying the design from a photograph. They carefully outline the shape and then choose colours that they change if the desired effect is not quite right. Pupils in Year 5 use a spreadsheet for the first time and make good progress in their learning by finding out what a cell is and how information can be stored. Pupils in Year 6 make very good progress and achieve high standards in giving a sequence of instructions to make things happen, such as animations or in linking a recorded voice to an associated button. Pupils work at a fast rate and achieve a lot in a short time. Pupils have used email but development in this area has been affected by the technical difficulties encountered up to now. The highest attainers are having an extra session each week and are presently producing a PowerPoint presentation on Road Safety. At the end of last year, the pupils in Year 6 were commended by a national newspaper for the school's own newspaper 'Weezer and Chips.' Points for improvement were given, such as the use of advertisements and the Sports page.

107. The subject is being used well in other areas of the curriculum such as science. In Year 4, pupils test force and put the information onto spreadsheets and print the results. Pupils in Year 6 research information from the Internet about mini-beasts and they import and print pictures on their research findings. Pupils make good progress in using ICT to generate ideas in art and design and design and technology. In music, pupils in Year 4 can use a program to produce specific sounds and rhythms. There are some good examples in history using drawing software but more use should be made of other sources such as databases, CD Roms and on screen timelines. In geography, pupils accessed the Internet to research information about world weather conditions. Currently there is limited use of ICT in physical and religious education. ICT makes some good contributions to English and mathematics but more could be achieved in both these subjects.

108. Teaching and learning are good and sometimes very good or excellent in Years 5 and 6. Whole class teaching of new skills throughout the school is effective and has a beneficial effect on progress. Teachers instil their pupils with enthusiasm, as seen when they were drawing in Years 2 and 4. They were given clear guidelines for completing the work and expectations of what techniques would be used were high. Year 5 pupils responded with 'Wow!' as they found the teacher's name hidden deep in a spreadsheet. The teacher in Year 6 very skilfully demonstrated how to highlight French text within a box, link it to a recorded voice and create a button. Pupils are able to apply themselves very well to working independently on projects. Much of the animation work in Year 6 is done in pairs and during times when the rest of the class is busy doing other things. There are some issues which the school needs to address. Lessons in the computer suites normally last for half an hour and often appear rushed. Many pupils can keep up with the pace but also many cannot. There is a lack of appropriate assessment to make sure that all pupils benefit from the time spent and achieve the objectives of the lesson. Also there are times when the suites go unused and there has been no effective monitoring of this situation. While talking to pupils in Year 6 about their use of a spreadsheet, many said they had not used one before but from the evidence during inspection and teachers' planning they clearly had. Assessment takes place at the end of each unit of work but has not identified this. The school should ensure that pupils' skills on major programs such as spreadsheets are assessed more thoroughly and that they have regular opportunities to use these packages. There is a portfolio of work in each class but this shows topics covered and does not give information on individual pupils' progress.

109. Subject leadership is good and would be better if the use and effectiveness of the computer suites was monitored and evaluated. There is a very clear and comprehensive action plan for the development of the subject and the co-ordinator has a very good knowledge and understanding of the

subject. The school has set challenging targets in this subject. A revised scheme based on national guidelines and linked to the curriculum has been produced and is due to be implemented next term. Lesson plans are monitored and some lesson observations take place. The subject makes a good contribution to the pupils' spiritual, moral and social and cultural development.

MODERN FOREIGN LANGUAGES

110. French is taught as a separate subject each week in Year 6. Aims and objectives are clear and pupils are taught French to develop their basic skills, particularly speaking and listening. Pupils demonstrate understanding of short phrases such as 'Quel age as tu?' They know the days of the week and the colours and numbers. They listen attentively to pronunciation of words and make good attempts at copying them. They ask and respond to simple questions. In an ICT lesson they find out how to use the computer to make a button for a colour and to record the word for that colour as a link.

111. The pupils thoroughly enjoy these lessons and realise the importance of learning a foreign language. Teaching pays good attention to pronunciation. Teachers have a satisfactory knowledge of the subject. It could be improved if pupils (and teachers) increased the amount of spoken French during lessons. The use of authentic material such as books, dictionaries, tapes or the Internet would also make a positive impact.

MUSIC

112. Pupils throughout the school achieve very high standards in music, well above those normally expected for their age. The quality of singing is outstanding. All pupils, including those who have special educational needs and those who are gifted and talented, make excellent progress in performing, composing and appraising. Standards have improved significantly since the previous inspection. The enthusiasm for music is so strong that pupils will strike up a conversation with visiting adults and tell them about their love of playing their instrument or singing their song.

113. By the age of seven, pupils design symbols to represent sound effects to accompany the narration of 'Red Riding Hood', placing these in the correct sequence to produce a composition. They lucidly express opinions about their preferences, such as 'that sound gave me a picture in my head', or 'that's a happy, skipping sound' when Red Riding Hood is walking through the woods. They suggest alternatives that might be more effective, such as using the triangle instead of the glockenspiel to represent a cartoon-like 'ping' for the wolf's tooth. Pupils two years older can maintain a simple part in an ensemble. They sing a song in two parts and the majority can maintain an independent instrumental line with awareness of the performance of others.

114. By the age of eleven, pupils understand and use terms such as 'crescendo', 'decrescendo', 'legato' and 'staccato' to describe their music making. They control sounds when singing and playing, for example, increasing or decreasing the tempo and dynamic on the conductor's command. They can make appropriate suggestions about how their performance might be improved. They can recognise the number of beats in a bar, clapping an accurate rhythm in a four-part harmony with one, two, three and four syllables per bar. All pupils use a variety of systems to record their own compositions so that others can play them, while a significant minority can already use standard musical notation. Vocal and instrumental performances are assured, enthusiastic and full of life and energy, providing impressive exemplars of what music making should be.

115. Teaching and learning are excellent throughout the school. Lessons are well planned, with a strong emphasis on practical music making that incorporates performing, composing and appraising of their own work and the work of others. Teachers have a clear understanding of what they expect

their pupils to know, understand and be able to do at the end of each lesson. They carefully select interesting, enjoyable and motivating activities to ensure that pupils achieve these objectives. Teachers use live and recorded music in a wide variety of styles from a range of times and cultures. For example, Chinese instrumental pieces were played at the beginning and end of an assembly so that pupils might appreciate the music's characteristics and begin to understand its structure. A marked feature in all the lessons observed is the quality of the relationship between the teacher and pupils. Teachers encourage appropriate pupil responses through positive comments; behaviour is excellent and pupils are conscientious. Teachers promote a classroom atmosphere that encourages unselfconscious participation and obvious enjoyment: the enthusiasm with which all pupils volunteer to answer questions or give a demonstration is striking. Pupils are not nervous about making mistakes, listening attentively to the advice given so that constructive criticism leads to a discernible change for the better in the performance. There is a shared feeling of success as pupils perceive an improvement in their presentation and so feel good about themselves.

116. The subject manager provides excellent leadership and has an excellent knowledge of the subject. She provides high-calibre support for non-specialist colleagues, and this has had a significant positive effect on the quality of teaching and learning. The monitoring and evaluation of teaching and learning are well established, and a new system for recording pupil progress has been recently introduced. Resources for the subject are very good and include an extensive range of instruments to explore the music of other cultures. The subject benefits from high-calibre specialist instrumental tuition provided by local authority strings, woodwind and brass teachers. The school's teachers demonstrate an enthusiasm and commitment to an extensive range of musical extra-curricular activities that have a beneficial impact on the standards of singing and the playing of instruments. Such is the quality of musical provision and support that both the choir and orchestras have enjoyed outstanding regional and national success, as well as a local reputation for productions of the highest quality. Priorities for the development of the subject have been clearly identified in the school improvement plan, intended to further raise standards in music. These include the need to increase the use of information technology to support work in the subject, and to further expand the range of instrumental tuition offered. Parents are particularly proud of the school's orchestral and choral provision and are wholly supportive of these planned developments.

PHYSICAL EDUCATION

117. Standard of attainment in physical education by the end of Year 2 and by the end of Year 6 is above what you would expect for pupils of this age. All pupils including those with special educational needs make good progress in their learning as they progress through the school. Standards however, are not as high as they could be. If the school gave physical education sufficient focus, standards could equal the very good and excellent standards achieved in many other subjects.

118. In the last inspection, standards were judged average throughout the school. Since the last inspection, good progress has been made in developing the subject and standards have improved. The quality of teaching is now consistent and specialist teaching across year groups has contributed to this improvement. The use of national guidelines ensures progression in all aspects. The school has made good progress developing standards in dance.

119. Lessons were observed in dance at Key Stage 1 and swimming, dance and gymnastics at Key Stage 2. Due to inclement weather no practical games were observed. Discussion with staff, pupils and a scrutiny of planning enabled judgements to be made. This large school has one hall that is constantly used by all classes. When poor weather conditions prohibit outside games there is no space available for an inside activity lesson. This results in pupils being deprived of the opportunity to develop their physical skills and strengthen their cardiovascular system.

120. By the end of Year 2, pupils have a good awareness and knowledge of the importance of activity because the teacher draws attention to this aspect. They talk about the heart beating faster and the effect of exercise on muscles. Pupils make good progress learning about dance. Spatial awareness is well developed and pupils move sensibly around the hall. They link movements together well in their bonfire dance. All pupils dance with expression and communicate the intention of the dance effectively, movements are clear. Pupils move in interesting ways and use their imaginations well as they gather sticks and bundles. Their rhythmic response is well developed as they brush the leaves away, the teacher contributes to this with a vocal accompaniment of 'One, two, three b-r—u-sh'. Co-ordination is well developed as pupils skip and gallop around the room. Pupils make good progress learning about the technical aspects of dance. They use different levels and hold interesting starting positions. More able pupils use action and reaction movements well as they push and pull with a partner communicating sawing actions. Opportunities for pupils to evaluate their own and others performance and suggest ways to improve are skilfully included in the lesson.

121. Swimming is a strength and pupils in Year 3 and 4 achieve good standards. Lessons are very well organised and pupils are taught in groups according to their ability. More able pupils achieve well above average standards, average and lower attaining pupils achieve above average standards. A pupil with a statement of special educational needs achieves very well in the higher ability group. These pupils demonstrate good style in swimming front crawl, back crawl and breaststroke. They make very good progress learning the dolphin butterfly stroke. Pupils show good levels of fitness and stamina and they sustain energetic activity well. Standards in dance are above average but standards in gymnastics are average and could be better. Pupils in Year 4 dance with well developed rhythmic response in the circus dance. Expression and awareness of dynamics and change of level and speed is well developed. This is because the teacher has good specialist knowledge and continually challenges the pupils to improve their dance techniques. Pupils show joy in movement as they leap and pounce, stretch and lunge communicating effectively in movement the mood and movement of a caged animal. Evaluation of the work of others is good. Pupils comment on features of the dance they liked and give clear reasons why the movement was good such as the change of speed. In gymnastics Year 6 pupils create a simple sequence of movement using three balances at different levels. They explain how to link their balances with rolls and jumps. A few high attaining pupils extend well and use a good range of rolls. In the work of average and lower attaining pupils, extension and range of movements used are less well developed. Knowledge of hockey skills is good. During a lesson pupils described a range of different passes used in the game of hockey. They know when it is appropriate to use the pass, for example a push pass and a long hit. Pupils have very good knowledge of safety aspects. Pupils planned a lesson showing very good awareness of the needs of others.

122. There are excellent opportunities for pupils to experience outdoor adventurous activities in Year 5 and 6. A significant number of pupils attend these residential holidays and they have the opportunity to experience canoeing, abseiling, assault courses, hill walking, orienteering and problem solving activities. There are good community links with local rugby league and cricket and tennis clubs and the impact from these specialists enriches the curriculum.

123. Teaching and learning are very good throughout the school because one teacher with expertise takes the whole year group for physical education. Work is challenging. When the quality of teaching could be better it is because pupils are sitting for too long and practical activity time is reduced. Discipline and control is very good and pupils work very hard during lessons. Attitudes are very good and pupils enjoy their physical education. Teachers have good knowledge of dance and challenge pupils to improve the quality of their dance with continual guidance on expressive and technical aspects of the dance. Most teachers maintain a very brisk pace, which successfully contributes to the very good levels of learning. In some lessons less experienced teachers teach to the planning and not

always from observation of the pupils' performance in lessons. All teachers use their voices well. Very good subject knowledge and a clear understanding of expectation contribute to very good levels of teaching and learning overall.

124. The teaching of the skills of numeracy and literacy is good. Pupils talk about the effect of exercise on their body. The explanations reflect the high standards achieved in science. Younger pupils talk about the effect of exercise on the body, increased breathing, and the body getting hot and sticky and hot faces. Older pupils talk about the effect on muscles and joints and the increased heart rate during energetic activity. The large indoor hall space contributes to the development of spatial awareness. Knowledge of vocabulary is good, for example older pupils refer to forward rolls, backward rolls and can explain attack and defence strategies for games clearly using appropriate technical language. From a scrutiny of work, pupils in Year 6 had constructed a graph on the results of a 60 metre dash and then used a spreadsheet to estimate the time for 100 metres. However, there is limited evidence that ICT contributes to the subject in the use of video and CD-ROM's of actions, balances and body shapes to improve their performance and to compare ideas and quality.

125. The co-ordinator has specialist knowledge, experience and expertise. He is a very good role model and contributes to the good standards achieved. Planning identifies a clear progression. All teachers have performance indicators to evaluate performance and there is a clear action plan for the development of the subject. Resources are good for games but the school needs to develop more resources for dance and gymnastics. One indoor hall space is insufficient for a large primary school. Another indoor practical space would enhance the current provision and ensure pupils have constant access to physical education all year round.

RELIGIOUS EDUCATION

126. By the age of seven and eleven, pupils' attainment in religious education is above the expected standards. The provision throughout the school is good. In each year group, the pupils demonstrate a more mature understanding of religious ideas than is generally expected nationally. Their knowledge of the religions studied is never less than satisfactory, and in most cases, is good. Overall, there has been good improvement in the subject since the previous inspection. Pupils with special educational needs are supported well and make good progress.

127. Pupils enter Year 1 with a sound basis for the further development of their knowledge and understanding of religion. They make good progress and by the end of Year 2 their achievements are better than that expected of pupils of that age. They retell the story of Rama and Sita accurately and explain the importance of the characters. The highest attainers readily explain how the Hindu festival of Diwali is linked to the story, and why it is a festival of light. They discuss how light is used in other celebrations very effectively. They extend their understanding of this festival, making cards for the celebration using designs derived from mendhi and rangoli patterns. The younger pupils in the key stage understand the use of badges, symbols and distinctive clothes, such as those worn and carried by Sikh men and boys and explain it clearly in their own words and also using special terms.

128. Throughout Years 3-6, the pupils maintain good progress in the subject, and at the end of the key stage they show a better than average grasp of religious ideas and knowledge. While this is good the achievements of the oldest and highest attaining pupils are not quite as high in religious education as they are in other subjects. This is because teaching does not challenge the pupils to think so deeply. Pupils show an understanding of religious ideas, whether discussing the symbolism of the Christian marriage service or the nature of special books such as the Bible. They make thoughtful comments about the nature of religious vows and promises, and relate them effectively to their own experiences, their suggested rewording of the marriage vows are reasonable and usable. The older pupils make

good suggestions as to how the Gospels came to be written using knowledge gained in literacy lessons. In mathematics, the story of David and Goliath was used to illustrate measuring in cubits.

129. Teaching and learning are very good. In Key Stage 1, the planning is imaginative. Teachers prepare carefully and have a secure understanding of what they are teaching. They handle examples of religious and cultural differences sensitively. They and the pupils enjoy what they are doing. This encourages the pupils to do their best. The teachers' explanations are clear so that even the younger pupils develop a good understanding of what they are being taught. The teaching in Key Stage 2 ranges from being satisfactory to being very good. Where it is very good the teaching displays a good level of preparation, imaginative planning and a contagious enthusiasm for the subject, sharing its fascination with the pupils. Re-enactments of a Christian infant baptism and wedding go beyond a simple description of the events to include discussion of the symbols used, such as water or the ring. The discussion is developed very well by the positive comments of the teachers concerned. On those few occasions where teaching falls short of this standard, the preparation is not as secure and the planning is more pedestrian so that the pupils are not challenged to think deeply. When they do, the lack of security in the subject by the teacher limits the quality of the follow-up, which could ensure the highest quality of learning. In these instances the tasks given to the pupils to complete, such as colouring in ready printed pictures for the older pupils, neither adds to their understanding nor challenges them to think to the levels they demonstrate in other subjects. In both key stages the teachers are very competent practitioners and manage the pupils' learning and behaviour very well. This ensures that the progress of all the pupils both boys and girls, and those with special educational needs is good. There are no clear assessment procedures for monitoring pupils' progress.

130. Co-ordination is satisfactory. The newly appointed co-ordinator has successfully begun the process of revising the current scheme of work to make it comply more closely to the requirements of the local Agreed Syllabus, by reducing the number of religions studied, while deepening the study of each. Purchases are planned for a range of religious objects and artefacts and other resources to support the teaching of the subject. This should improve the already good standards achieved by pupils in this subject by enabling them to extend their knowledge of religions and to increase their ability to reflect on the significance of what they learn on the way people live.

131. There is a very strong positive link between religious education and the very good provision for the pupils' spiritual, moral, social and cultural development. The subject plays a major role in achieving the school's aims, developing the pupils' self esteem and their understanding and acceptance of individual and group differences. It plays a significant role in the school's overall provision for an inclusive education.