

INSPECTION REPORT

LEES PRIMARY SCHOOL

Keighley

LEA area: Bradford

Unique reference number: 107264

Headteacher: Mrs. J. Richards

Reporting inspector: Mr. A. Calderbank
7979

Dates of inspection: 5th – 7th February 2002

Inspection number: 186355

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: | 4 - 11 |
| Gender of pupils: | Mixed |
| School address: | Haworth Road Cross Roads Keighley West Yorkshire |
| Postcode: | BD22 9DL |
| Telephone number: | 01535 643320 |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mrs. L. Clarke |
| Date of previous inspection: | November 6th – 10th 1995 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|-------------------|----------------------|---|---|
| 7979 | Mr. A. Calderbank | Registered inspector | Science Art and design Design and technology Equal opportunities | What sort of school is it? How high are standards? How well is the school led and managed? What should the school do to improve further? |
| 9334 | Mrs. L. Buller | 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? |
| 2465 | Mr. G. Yates | Team inspector | Mathematics Information and communication technology Music Special educational needs | How well are pupils taught? |
| 23319 | Mr. V. Leary | Team inspector | English Geography History English as an additional language | How good are the curricular and other opportunities offered to pupils? |
| 17685 | Ms. L. Spooner | Team inspector | Foundation Stage Physical education Religious education | |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lees Primary School is a smaller than average primary school for boys and girls aged four to eleven years. It is situated in the village of Cross Roads on the outskirts of Keighley. There are 198 pupils on roll. Twenty children (about 10 per cent) are known to be eligible for free school meals, which is below the national average. Thirty-two pupils (16 per cent) are identified as having special educational needs, including six pupils with statements of special educational needs, which is broadly average. There are nine pupils at stages 3-5 who are receiving external support mainly for profound and multiple learning difficulties. There are no pupils with English as an additional language. Pupil mobility is above average. Last year, 14 pupils joined and eight left the school other than at the usual time of admission or leaving. Attainment on entry is broadly average.

HOW GOOD THE SCHOOL IS

The quality of education provided by Lees Primary School is good. It serves pupils and parents well. Very good leadership and management by the headteacher ensure a strong team spirit and good teaching. Pupils' attainment is above average in English and mathematics and well above in science by the time they leave at age eleven. A high proportion of teaching is good and most pupils are very keen to learn and give of their best. The school provides good value for money.

What the school does well

- Standards are above average in English, mathematics, art and design and well above in science by the end of Year 6.
- The leadership and management shown by the headteacher are very good.
- Teaching is good overall and as a result most pupils have good attitudes towards school and behave well.
- Assessment procedures are very good in English, mathematics and science. The school makes very effective use of the information to improve standards.
- The provision for pupils who have special educational needs is very good.
- The quality of pupils' relationships with each other and with staff is very good.
- Provision for pupils' spiritual, moral, social and cultural development is good overall.

What could be improved

- The number of opportunities for pupils to use their good writing skills in subjects other than English.
- The number of opportunities for pupils to develop their expertise in the control and modelling aspect of information and communication technology.
- How pupils use the library to research for information.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Very good improvements have been made since the school was last inspected in November 1995. The quality of teaching is significantly better and there have been yearly improvements in English, mathematics and science in Years 1 and 2. However, more needs to be done to improve the opportunities for pupils to use their good writing skills in subjects other than English. The provision for pupils with special educational needs has improved, and is now very good. Religious education is taught in accordance with the recommendations of the locally agreed syllabus. The teaching of mathematics across the school is much better and this is reflected in the above average standards being achieved. Governors and staff are fully involved in the identification of priorities for school improvement and monitor and evaluate the progress made towards meeting the targets. Most subjects are well resourced and there is a wider range of cultural activities than at the time of the last inspection.

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 | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1999 | 2000 | 2001 | 2001 |
| English | N/A | N/A | B | B |
| Mathematics | N/A | N/A | B | B |
| Science | N/A | N/A | A | B |

| Key | |
|-------------------------|----|
| Well above average | A |
| Above average | B |
| Average | C |
| Below average | D |
| Well below average | E |
| In lowest 5% of schools | E* |

The school was formerly a first school and has only recently been reorganised as a one-form entry primary school. 2001 was the first year that pupils took part in National Curriculum Tests at the age of eleven and so it is not possible to make comments about any trends in the school's performance.

The school's appropriate targets for 72 per cent of pupils to achieve level 4 in National Curriculum tests in English and 66 per cent in mathematics were exceeded. All pupils attained at least level 4 in science. In comparison to similar schools standards were above average in all three subjects. The registered inspector has changed these grades to reflect more accurately the school's benchmark group. Inspection evidence shows that the above average standards in English and mathematics and well above in science are being maintained. The school is well placed to achieve the challenging targets of 81 per cent of pupils to achieve level 4 and above in the 2002 end of Year 6 tests in English and mathematics. Standards in literacy and numeracy are good. However, extended writing skills are less well developed across other areas of the curriculum in some classes. Standards in art and design are above average by the end of Year 6. Pupils with special educational needs are very well supported and make good progress.

The majority of children in the foundation stage (under the age of five) will attain the expected early learning goals by the end of the reception year, with a significant minority exceeding the expectations for the age group in all areas of learning.

Inspection findings show that standards are above average in reading, writing, mathematics and science by the end of Year 2.

Pupils make satisfactory progress in religious education and their achievements are in line with the expectations in the local Agreed Syllabus by the end of Year 2 and Year 6. The school makes good use of the newly established information and communication technology suite and pupils achieve satisfactory standards in most aspects of the subject. However, more opportunities need to be provided for pupils to develop and use their skills in the control and modelling aspects. It was not possible to make an overall judgement about standards in music and physical education. Pupils' attainment in all other subjects are similar to those found in most schools by the end of Year 2 and Year 6.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Good. Pupils follow instructions without undue fuss. They are happy in school and give their full attention to lessons. |
| Behaviour, in and out of classrooms | Behaviour in and around the school is good. Pupils play well together in the playground and work co-operatively during lessons. |
| Personal development and relationships | Good. Pupils are courteous and very good relationships exist in the school. When they are given responsibility pupils show initiative and respond well to the trust put in them. |
| Attendance | Attendance is good. Pupils enjoy coming to school |

TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|-------------|-------------|
| Quality of teaching | Good | Good | 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.

The quality of teaching is good overall and a strength of the school. No unsatisfactory teaching was observed. This is an improvement since the last inspection. Effective teaching helps to promote children's learning. The majority of very good or better teaching was observed in Years 5 and 6 and when specialist teachers taught classes. The teaching of English and mathematics throughout the school is very effective, ensuring the skills of literacy and numeracy are taught well and used to good effect overall in other subjects. However, not enough opportunities are provided for pupils to extend their writing skills in subjects other than English. The major strengths in the teaching are good subject knowledge, very good relationships and the effective use of questioning to assess, consolidate and extend pupils' understanding. Pupils' learning is good throughout both key stages. Particular strengths are the pupils' interest and level of concentration on their work and the effort they put into their schoolwork. The presentation of pupils' work is of a good quality and supports their learning well.

Teaching in the foundation stage is good. The teacher has a good understanding of how to work with young learners. Very effective use is made of information from daily observations of children to modify work. Appropriate opportunities are provided for children to explore and learn for themselves despite the restrictions of not having a separate outside play area. The quality of learning is at least satisfactory in all areas of learning.

Pupils with special educational needs learn well because they are given good support which enables them to meet the targets set for them.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Good. The curriculum meets national requirements. Pupils are provided with a suitable range of relevant learning opportunities. A good programme of extra activities and visits adds to the quality. |
| Provision for pupils with special educational needs | Very good. Pupils are involved in all of the school's activities and achieve well. Learning targets are very specific and teaching well focused. |
| Provision for pupils with English as an additional language | N/A. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good overall. There is a strong focus on the moral aspect, which contributes effectively to pupils' personal development and their good behaviour. However, more opportunities could be provided for pupils to take on responsibilities around the school. Greater attention is now being given to raising pupils' awareness of life styles within other cultures. |
| How well the school cares for its pupils | Good procedures are in place for child protection and for ensuring pupils' welfare. Pupils' personal development is well supported and monitored effectively. Assessment of pupils' attainment in English, mathematics and science is detailed. The information is used very well to improve standards. |

The school's partnership with parents is good and they are fully involved in their children's education.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher provides very good leadership. She is well supported by the deputy headteacher and all her staff. Their efforts have had a very positive effect on pupil's standards of achievement. |
| How well the governors fulfil their responsibilities | Governors fulfil all their legal responsibilities and have a good knowledge of the strengths and weaknesses of the school. They are effectively involved in setting priorities for the school. |
| The school's evaluation of its performance | Good. The school has correctly identified its priorities for development and brought in good systems for monitoring its performance. |
| The strategic use of resources | The strategic use of resources is good, overall. However, pupils do not make sufficient use of the library in order to research for information. Budget decisions are linked very well to the school's educational priorities based securely on principles of best value. Monies allocated to such areas as special educational needs are used very well. |

Staffing levels are adequate for the school's needs. There are now satisfactory resources overall for all subjects. Since the last inspection a considerable amount of money has been spent on improving the accommodation which provides a good environment for learning. However, outdoor provision for pupils in the foundation stage needs developing. Displays are impressive.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none">• Teaching is good.• The school is well led and managed.• Children are expected to work hard and do their best• Children like school and behave well. | <ul style="list-style-type: none">• The information they receive about how their children are getting on. |

The inspection team agrees with the parents' positive views. However, the team thinks that parents receive good information about pupils' progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Good progress has been made since the time of the last inspection in raising standards. As a result pupils' attainment in English, mathematics and science is above average at the end of Year 2. Inspection evidence indicates that pupils' achievements in English and mathematics are above average and well above in science by the end of Year 6. Standards in art and design are also above those normally found. Pupils of all attainment levels achieve well as a result of the good teaching they receive.

- 2 Children's attainment on entry to the school is generally average, with a few pupils who are higher attainers and a few who have learning difficulties. Children settle quickly on entry owing to the good preparations made for them and make satisfactory progress overall. Their personal, social and emotional development is good. They converse with ease and listen to others. Good relationships have been established and children play together well. They concentrate on tasks for an appropriate length of time. They make a good start to learning to read. Children present their work neatly and writing is legible and well formed. In number, they are beginning to count accurately and to recognise numbers. Higher attainers can tell the time. They are interested in the world around them and develop sound computer skills. In physical development, children learn good skills in how to balance but lack good quality outdoor learning provision. They make good progress in exploring colour and pattern in their creative development. Children work independently and make choices. They respond well to music. Indications are that by the end of the reception year most will attain the government's expectations in all areas of learning and a significant minority will achieve above the expected standard. It is not possible to make a judgement about improvements since the last inspection as the previous report made no reference to standards or provision for children of this age.

- 3 In the year 2001, National Curriculum Tests at the end of Year 2 showed an improvement over the previous years. The school's performance in reading, writing and mathematics was very high in comparison with the national average at level 2 and above. The proportion of pupils reaching the higher level 3 was well above the national average in reading, close to the average in writing and above average in mathematics. Teacher assessments for science indicated that attainment was very high in comparison with the national average at level 2 and above at level 3. When compared to schools with pupils from similar backgrounds, attainment in reading, writing, mathematics and science was very high. When comparing the proportion of pupils who reached the higher levels with those in similar schools, attainment was well above average in reading, average in writing and above average in mathematics and science.

- 4 On average, in the past three years, boys have performed better than girls in reading, writing and mathematics. Over the same period, girls failed to reach the national average for girls in reading and writing. The results in 2001 provided a significant step forward, with both boys and girls exceeding the respective national averages. This has been due to the very good use teachers make of assessment information to target groups and individuals.

- 5 Pupils achieved above average standards in the 2001 National Curriculum tests taken at the end of Year 6 in English, mathematics and science. In comparison with similar schools standards were above average in all three subjects. Overall, girls performed better than boys particularly in mathematics. However, no obvious reasons were noticed during the inspection for the difference in attainment. Boys and girls in both key stages applied themselves equally well and with interest in lessons.
- 6 There are more pupils with special educational needs in the current Year 2; as a result, pupils are not expected to do quite so well in the 2002 National Curriculum tests. However, expectations remain high and inspection findings indicate that standards are still above average in reading, writing, mathematics and science. The school has rightly identified writing as an area for development in order to improve on the percentage of pupils achieving the higher level 3. There are signs of improving progress in Years 3 to 6, especially in science and more pupils are expected to achieve the higher level 5 in the national tests. Inspection evidence indicates that standards are above average in English and mathematics and well above in science. The school is well placed to achieve the challenging targets of 81 per cent of pupils to achieve level 4 and above in the 2002 end of Year 6 tests in English and mathematics.
- 7 Pupils' writing, reading, speaking and listening skills at the end of Years 2 and 6 are mostly above average with some attaining more highly and a few not reaching the expectations. They read with good levels of understanding and expression. Older pupils express with confidence their views about the types of books they enjoy reading. In Years 1 and 2, pupils produce well-structured pieces of writing. In Years 3 to 6, they write for a good range of purposes including poems and book reviews. The school places considerable emphasis on developing speaking and listening skills and good progress is made. Pupils in Year 6 speak with clarity and confidence and use the appropriate vocabulary for a wide range of situations.
- 8 There are inconsistencies in the progress pupils make in developing writing skills across the curriculum. Though pupils have been taught good writing techniques in English, the work they produce in other subjects, such as history and geography, is not always up to the same standard. They know how to use contents and index pages to locate information in non-fiction books but do not make sufficient use of the library in putting their skills into practice.
- 9 Standards have improved significantly in mathematics since the last inspection, when they were found to be below average. Inspection evidence shows that standards are now above average by the end of Years 2 and 6. Significant contributing factors towards these above average standards are the successful introduction and implementation of the National Numeracy Strategy and the good quality of teaching throughout the school. Pupils' progress in developing their number skills across the curriculum is satisfactory. For example, opportunities are provided for them to produce graphs in science to show the best insulating materials and time lines are used well in history lessons.
- 10 Standards in science have improved since last year and are well above average by the end of Year 6. Key factors in this are the teachers' focus on the use of relevant scientific language and the provision of challenging practical activities that are deepening pupils' understanding of the scientific process.
- 11 In information and communication technology (ICT) pupils' achievements overall are similar to those found in most schools. However, in the modelling and controlling

strands of the subject pupils are not making the expected gains in learning. Information and communication technology is used well in some other subjects.

- 12 It was not possible to make an overall judgement about standards in music and physical education. Inspection evidence indicates that the majority of pupils are attaining expected levels for their ages in all other subjects and their achievements are appropriate and sometimes good. There are signs of improving progress, particularly in religious education, where standards are better than they were at the time of the last inspection. By the end of Year 6, standards are above average in art and design.
- 13 Progress of pupils with special educational needs is good and owes much to the efforts of the teaching staff to ensure that the work done in lessons matches pupils' prior attainment. The introduction of the National Literacy and Numeracy Strategies is also making a valuable contribution to pupils' progress because lessons focus on the teaching of specific and important skills. Good support is provided by classroom assistants and the pupils' individual education plans are clearly targeted to guide the teachers' planning and to help them meet the pupils' needs.

Pupils' attitudes, values and personal development

- 14 Pupils have good attitudes to school. Their enthusiasm is apparent in their good levels of attendance and in the interest they show in lessons and activities. This is one of the reasons why pupils learn at a good rate.
- 15 Children in the foundation stage enjoy coming to school. They behave well and are developing good levels of independence - for example, when developing their creative skills using potato printing. Pupils in Years 1 to 6 also enjoy coming to school and are keen to learn. In lessons, most pupils are eager to learn and work hard. In a Year 2 mathematics lesson, pupils maintained concentration and worked at a good pace as they were effectively challenged by their teacher to use all their mathematical skills.
- 16 Pupils' behaviour is good and has been maintained since the time of the last inspection. This is as a result of good teaching and systems of positive reinforcement, which are implemented effectively by all staff. Pupils understand the school rules and think that they are fair. For example, a pupil in Year 5 explained, *Rules are in place in order to keep everyone in school safe and to make sure that they can get on with their work.* Pupils of different ages play amicably and there were no incidents of bullying or racism during the inspection. There have been no exclusions from the school.
- 17 Pupils' personal development is good overall. As they progress through the school pupils become mature and sensible, with many of them able to maintain good levels of motivation when working without support or intervention from an adult. Pupils willingly take responsibility for a range of jobs within their classrooms and pupils in Year 6 act as lunchtime, library and physical education monitors. However, opportunities for pupils to take on added responsibilities are sometimes missed and this limits this area of their personal development. Relationships between staff and pupils are very good. As a result, pupils enjoy learning; they know that their work and effort will be valued. Pupils work well in pairs or in groups; they listen to the opinions of others and are confident to express their feelings. This was evident in a Year 5 religious education lesson where pupils were able to reflect on world issues and relate this to their own experiences. One pupil expressed his view stating, *If you are*

about to hurt someone, you should stop and think about how you would feel if someone hurt you.

- 18 Pupils with special educational needs work well within their classes. They have positive attitudes towards their work because they have appropriate and specific targets for which to aim. As a result pupils are able to persist with their tasks because the work is well matched to their individual needs. Pupils are well integrated into all aspects of school life and receive the necessary help they need to promote their learning. This is especially true of pupils who have statements of their special educational needs.
- 19 Levels of attendance are good and have consistently remained above the national average since the time of the last inspection. Unauthorised absence is low as a result of parents' understanding the need to inform the school of the reason for their children's absence. The school's ability to further raise levels of attendance are hindered by the number of parents who disrupt their children's education by taking them out of school for holidays in term time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 20 Inspection evidence shows that the quality of teaching is significantly better than at the time of the previous inspection. This is especially so in the teaching of mathematics. Teaching is good overall throughout the school and often very good. During the week of the inspection there was no unsatisfactory teaching. In the foundation stage, teaching was good in 60 per cent of lessons observed and in Years 1 and 2 it was good or better in 80 per cent, and in 20 per cent it was very good. In Years 3-6 just over 60 per cent of lessons were good or better; of these 33 per cent were very good and seven per cent excellent. Good and very good teaching from teachers, who are not part of the school's permanent staff, but who have specialist skills in physical education, music and information and communication technology, contribute significantly to the good and sometimes very good quality of learning that pupils of all ages experience. All teachers ensure that pupils acquire new knowledge and skills and allow them to develop their ideas and increase their understanding at a good rate. They are supported well by classroom assistants.
- 21 Teaching throughout the school has many strengths. The staff have coped well with the potential problems associated with classrooms being disrupted by building work brought about through the reorganisation of the school to accommodate a Year 5 and 6 age group. Lessons are well-organised and throughout the school pupils learn new skills and are given good opportunities in most cases to use them. All teachers have very good relationships with the pupils and work as a team with classroom assistants. Teachers' management of pupils' behaviour is good. Teachers are very clear in explaining to the pupils what they expect of them and deal quickly with problems. They praise the pupils for doing as they are asked and, as a result, there is a good, positive learning atmosphere. Teachers set appropriate homework that makes a useful contribution towards pupils' progress.
- 22 In the foundation class, the positive effects of good teaching are to be seen in the children's eagerness to learn. The teacher has good subject knowledge, and skill in organising activities which encourage children. Independence skills are well developed and children display good levels of behaviour. Through play and good direct teaching, numeracy and literacy skills are taught effectively. Good quality teaching

enables children to engage in questions about why things happen and how things work.

- 23 In all year groups teachers confidently implement the National Literacy and Numeracy strategies. The quality of teaching is good overall in both English and mathematics. During the week of the inspection some very good and excellent teaching was seen in English lessons. In these lessons the teachers' very good knowledge and high levels of enthusiasm had a very positive effect on the quality of learning. As a result pupils' produced writing of a high quality. Throughout the school reading is taught effectively but though pupils know how to find information from non-fiction books teachers provide only limited opportunities for them to use the library. In mathematics, teachers no longer rely on a *workcard approach*, as found at the time of the previous inspection. Commercial materials are now used effectively rather than just followed. Very good use of assessment information ensures that work is closely matched to pupils' needs. This results in a good level of challenge during lessons and a good quality of learning. For example, Year 2 pupils were challenged not to rely on number charts but instead to *work things out in their heads*. Satisfactory opportunities are provided for pupils to use their numeracy skills in other subjects but opportunities are missed for pupils to use their good writing skills, in a sustained way, in other subjects of the curriculum.
- 24 In science, the quality of teaching has improved since the last inspection. It is good in Years 1 and 2 and very good overall in Years 3-6. All teachers provide good clear explanations of what needs to be done and ensure that the correct technical vocabulary is introduced and its use consolidated. As a result, pupils know what they have to do and have a very good range of scientific vocabulary by the time they leave the school at the end of Year 6. In this class, very good use of assessment information and very good relationships with the pupils ensure that teaching is of a very high quality. The quality of learning for pupils with special educational needs is very good because of the high quality of support they receive from classroom assistants.
- 25 During the week of the inspection, music, information and communication technology lessons and some physical education lessons were taught by specialist teachers. In all three subjects teaching was consistently of a good quality. In all lessons observed the quality of learning was good because teachers used their subject knowledge well in providing useful prompts to help pupils improve. Expectations of behaviour and effort are high and pupils generally respond very positively. The information and communication technology suite is used well to develop pupils' skills but more needs to be done to develop the modelling and control aspect of information and communication technology. All teachers made satisfactory use of computers to extend pupils' learning in most other subjects.
- 26 The teaching of both art and design and design and technology is good overall in Years 3-6. No judgement can be made about the quality of teaching in Years 1 and 2. In Years 3-6 pupils are given the time and opportunity to practise their skills and teachers are careful not to interfere by over directing their work. As a result pupils experiment well and the quality of learning is good because pupils are able to increase their own understanding about all aspects of both subjects.
- 27 No judgements can be made about the teaching of history but religious education and geography teaching is satisfactory overall. Activities are matched appropriately to the different ability levels within classes. However, a scrutiny of pupils' work in history and geography shows that pupils are not given enough opportunities to use their writing

skills. The good quality of writing that is found in English books is not found in their exercise books in some other subjects. The previous inspection found that the teaching of religious education did not meet legal requirements. This has been rectified.

- 28 Pupils with special educational needs are supported very well by all teachers. The support staff play a vital role in managing the pupils and guiding them in activities. All have very good relationships with the pupils and they offer good support. Teachers have high expectations of the standards they want the pupils to achieve. For example, last year all pupils achieved level 2 in mathematics in Year 2 and level 4 in science in Years 6. Teachers usually spend extra time supporting pupils with special educational needs as they move around the class. Sometimes special activities are set but in general these pupils work on the same topics as the rest of the class but the work is usually presented at a level appropriate to their prior attainment. The progress of all pupils on the register is well monitored and all staff are very committed to the needs of the pupils.

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

- 29 The curricular opportunities offered to pupils are good and prepare them well for the next stage of their education. There is a coherent whole-school plan for the curriculum. The provision for children at the foundation stage is good, covering the recommended areas of learning. Medium-term planning is of a good quality. It is detailed and comprehensive and provides a good framework for lesson planning in all aspects of the foundation stage curriculum. Elements of the National Literacy and Numeracy Strategies are introduced and this helps to prepare children well for the work they are expected to do in Year 1. However, there is no designated play area to provide children with access to a range of planned outdoor activities. The daily acts of collective worship comply with legal requirements and provide very good support for pupils' spiritual and moral development.
- 30 The school provides a good range of learning opportunities for pupils in all years. The curriculum includes all the expected subjects of the National Curriculum. In the last inspection, religious education did not meet statutory requirements. This subject is now taught in accordance with the recommendations of the agreed local syllabus. Planning of the curriculum has improved significantly since the last inspection. There is an appropriate policy for each subject and the school has adopted government recommended guidelines for National Curriculum subjects. These ensure that learning opportunities build effectively on what pupils already know and can do.
- 31 The National Literacy and Numeracy Strategies are being implemented very successfully. Teachers' planning is consistently and securely based on these strategies. Medium and short-term planning is good in all subjects. This provides a consistency of approach that was lacking at the time of the last inspection. It is proving effective not only in improving standards but also in raising teachers' expectations of what pupils can do. In literacy, this is evident in pupils' competence in handling a broad range of written texts, and in numeracy, in pupils' ability to confidently apply their number skills when working out problems.
- 32 Provision for personal, social, and health education is very good. The curriculum, notably in literacy, science, and physical education, includes work that is continuous through all year groups. The very effective elements of health and sex education

include learning about the dangers of substance misuse. Specific lessons on personal, social, and health education and assemblies make a significant contribution to the sustaining of good behaviour and personal development. Pupils are encouraged to discuss issues and dilemmas. They are given essential facts and the necessary skills and knowledge to enable them to make informed decisions for themselves. The school's positive and inclusive atmosphere reflects the very good provision in this area.

- 33 The curriculum meets the requirements of all the pupils on the school's special educational needs register. Provision has improved since the last inspection. It provides very effectively for equality of access and opportunity for all pupils. The school has great success in involving such pupils in all aspects of school life. Effective teaching and support are major strengths of the provision. Pupils' individual education plans are well thought out, and their progress is reviewed regularly. These include appropriate targets for literacy, numeracy and behaviour. The needs of pupils with statements are met very well, and their annual reviews provide a good focus for further improvement. The school does not have a policy with regard to the identification of and provision for pupils who are gifted or talented.
- 34 The school provides a good range of extra-curricular activities. This is an improvement since the time of the last inspection. Several of the activities are available to all pupils and are used effectively to enrich and extend the curriculum. This is particularly evident in the subjects of physical education, music and information and communication technology. Activities include netball, rugby, football, athletics, table tennis, choir and computer club. Activities are well attended. The school successfully takes part in a variety of local inter-school sporting events.
- 35 The school's close links with the community and other schools have been maintained since the previous inspection and contribute well to pupils' learning. For example, the link between the school and the community police is used very effectively in promoting pupils' personal development, as was evident in an excellent lesson in Year 5 where pupils debated the effects of rules in society. The school extends the curriculum through visits to places of interest and by inviting experts into the school. For example, the visit of Raymond Otto provided pupils with the opportunity to extend their music skills as well as contributing to their cultural development. The clergy are regular visitors to the school and lead assemblies. This strong and active association with the local churches results in developing further pupils' understanding of Christianity and enhances their spiritual, moral and social development. Good use is made of the local area to carry out geography surveys. The school has effective links with other groups and organisations such as Leeds United. There are good links with other educational institutions. Year 6 pupils visit the local secondary school making use of their sporting facilities. These links make a very effective contribution to the pupils' learning and sense of community as well as aiding pupils' transfer to their next stage of education.
- 36 At the time of the previous inspection, the school successfully promoted pupils' spiritual, moral and social development but its provision for the development of cultural awareness was identified as less well developed. The school has remedied this and now the provision for all four aspects of this area of development is strong and is integral to all the school does.
- 37 The provision for spiritual development is good. The school gives pupils many opportunities to explore beliefs and how they affect people's lives. Acts of collective worship provide pupils with good opportunities to reflect on their feelings and to

develop an understanding of their own and others' beliefs. The assembly theme of *Today is the first day of the rest of your life* provided older pupils with opportunities to reflect on and appreciate special things in their lives. Likewise, an assembly for children in the reception class and Years 1 and 2 offered a genuine time for them to think about special things. A good example was when an egg shown to the children was described as precious because it was *nice and warm from underneath a hen*. Displays of work in classrooms and around the school show clearly how much the school values pupils' achievements. Posters, newspaper articles and prayers are strategically displayed to catch the eye. This encourages a sense of empathy and compassion, as, for example, when pupils in an assembly talked sensitively about some of the effects of world events such as the lion injured by a grenade in the Afghanistan conflict. The staff encourage the pupils to develop a sense of themselves and others through opportunities to share their feelings in *circle time* (a formal whole class discussion session) or religious education lessons. For example, pupils in Year 3 responded well to the story of *The Prodigal Son* as they talked about the boy being ashamed of what he had done and how he was forgiven by his father.

- 38 The provision for moral development is very good and pupils develop a strong sense of what is right and wrong. All adults in school provide very good role models. They are respectful and understanding yet at the same time have clear expectations that pupils will respond appropriately. This is the basis for the very good relationships throughout the school. Good opportunities are provided in, for example, *circle times*, religious education lessons and assemblies for pupils to explore moral ideas. Outside visitors, such as the community police officer, talk to older pupils about some of the challenging decisions they might have to make in the outside world. Pupils are encouraged in many ways to think about the consequences of their actions. All classes have their own set of rules that the pupils have agreed amongst themselves and which place an emphasis on *the right thing to do*. Pupils are encouraged to take part in collecting for charities such as *Children in Need* and the *India Earthquake Appeal*.
- 39 The provision for social development is good. The school is a genuine community where everyone is valued. Pupils are helped to relate well to each other through, for example, the many opportunities provided for them to work together during lessons through sharing ideas and collaborating on projects. Through the school's very effective personal, social and health education programme, they are given the confidence to express their opinions on a variety of issues. In discussion, pupils in Year 6, said they really enjoyed these lessons because they helped them to understand themselves and to learn to listen to different views. Appropriate opportunities are provided for pupils to exercise leadership and responsibility through day-to-day tasks. For example, younger pupils take the registers to the office and older pupils act as librarians. However, more opportunities could be provided for pupils to take on a wider range of responsibilities around the school. There is good provision for pupils to take part in out of school clubs and pupils in Year 6 are given the opportunity to take part in a residential visit to the *Robin Wood Activity Centre*.
- 40 Provision for cultural development is also good. There are many opportunities for pupils to develop an understanding of their own culture and the diversity of cultural backgrounds within the wider community. The school's place in the village community contributes much to the good provision made. Regular visits to the churches in the area help pupils learn about aspects of the Christian faith and provide opportunities for them to take part in celebrations. Visitors to school play a significant part in presenting cultural perspectives in interesting ways. For example, an artist in residence worked with pupils throughout the school on a mosaics project

to depict the school and village life and highlight aspects of the local environment. The school provides many opportunities for the pupils to learn about the wider world. Assemblies and religious education lessons are carefully planned to help pupils explore the attitudes, values and traditions of their own and other cultures. A strength lies in the school's positive approach to raising the awareness of pupils about what is happening in the world today. This is particularly evident in displays around the school. Visitors from the *Interfaith Centre* and opportunities for pupils in Years 3 and 4 to learn greetings in a range of different languages are examples of the school's efforts in helping pupils to appreciate other people's ways of life. Visits also play an important role. A good example is the visit made by the *Twisting Yarn* theatre group to perform the multicultural, multilingual play, *The Honoured Guest* which was a celebration of food, language and beliefs from a range of different cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 41 The school continues to operate good procedures to ensure the health, welfare and safety of pupils. Health and safety procedures, including risk assessments and fire procedures, are well established and are regularly updated. The school records accidents to pupils and informs parents about injuries to their children. The head teacher is responsible for child protection and makes sure that the staff know what to do when concerns arise about a pupil.
- 42 Procedures for monitoring and supporting pupils' personal development are good. Although monitoring is mainly informal it is effective because staff know pupils well and treat them with kindness and respect. Teachers know when pupils are unwell or upset and pupils know who to go to if they need help or advice. Any concerns are effectively addressed through the school system of *circle time* and personal, social, health and citizenship education.
- 43 Procedures for monitoring and improving attendance are good. The school administrator monitors registers of attendance weekly and follows up any unexplained absence. As a result of these good procedures, and an effective partnership with parents, unauthorised absence is very low. Rewarding pupils with 100 per cent attendance helps to reinforce its importance. These judgements are broadly similar to those made at the time of the last inspection.
- 44 Effective procedures are in place for monitoring and ensuring good behaviour. These are based on praise and rewards. Each class displays a list of agreed rules and there are recognised and agreed sanctions for poor behaviour. As at the time of the previous inspection, the consistent use of these procedures in the management of pupils ensures that good levels of behaviour are maintained and pupils are able to learn without disturbance. There are also good procedures for monitoring and eliminating oppressive behaviour and as a result, incidents of bullying or racist behaviour are rare.
- 45 Procedures for the assessment of pupils' attainment and progress are very good in English, mathematics and science and for children in the foundation stage. The school makes very effective use of the information to improve standards. Since the previous inspection, when assessment arrangements were judged to be satisfactory, significant improvements have been made in procedures and in the use of assessment information.

- 46 The assessment of what children know and can do begins with an initial attainment profile in early reading and mathematics during the first few weeks following their admission to the reception class. This information is used very well to identify the learning needs of individuals and groups of children. Children are also assessed during and at the end of their year in reception to track the progress they are making. In addition, the reception teacher also monitors children's attainment regularly to find out how well they are doing in all of the six areas of learning in the foundation stage. A wide range of procedures is used and these help to provide a clear picture of individual children's achievements. For example, independent writing is assessed each term, work in books is carefully marked and three target groups are identified each half term for focused assessment.
- 47 Assessment arrangements benefit from a high level of consistency throughout the school. The school uses a range of standardised tests to assess pupils' attainment in English, mathematics and science in each year group. Regular assessments are also used to monitor attainment and progress when units of work and topics have been completed. Teachers in both key stages keep consistent ongoing records of attainment in English, mathematics and science. Appropriate records of attainment in most other subjects of the curriculum are also maintained. Assessment information is used to track each pupil's progress throughout the year and assessment opportunities are a part of medium-term planning for all subjects. At the end of each school year, pupils' attainment in all subjects, except religious education, is assessed against National Curriculum standards and transferred to the next teacher.
- 48 Pupils with special educational needs are very well supported. The school has good systems for the regular assessment of pupils with statements of special educational needs. Individual plans contain appropriate targets, which are informed by detailed assessment of pupils' difficulties. The information is used well to plan suitable work and has a positive effect upon pupils' good progress. However, the school does not have a policy to help with the identification and assessment of gifted and talented pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 49 Since the last inspection, the school has continued to develop an effective partnership with parents; this is one of the reasons why pupils have good attitudes to learning. Parents have very positive views of the school and would be confident to approach the school with any problems or concerns. Most believe that their children behave well and are expected to work hard. They feel that teaching is good and that the school is well led and managed. Inspection findings support the positive views held by parents.
- 50 Some parents expressed concern that the school does not provide them with enough information about how well their children are doing. Inspection findings are that parents' worries are unfounded and that the quality of information provided by the school is good. Parents' information evenings are held each term. The written annual reports to parents are good and contain detailed and informative comments on what children know and can do in all subjects and about their personal and social development. However, the targets given in reports for pupils' future learning are often general and do little to help pupils or parents to know what they need to do next.
- 51 The quality of other information provided to parents is also good. The school's prospectus and the booklet given to parents when their children begin school are detailed and provide good quality information about school routines and systems. Each term or half term parents are provided with a clear explanation of what their children will be learning in each subject. This, together with the school homework policy and homework diaries where applicable, enables parents to effectively support their children's learning at home and many do so.
- 52 As at the time of the last inspection parents' contribution to the work of the school is good. Some parents help out in classrooms and use their skills to extend the learning opportunities provided for pupils. For example, a parent with a good knowledge of local history shares this effectively with staff and pupils. Parents, friends and staff work together well to raise additional funds for the school and to create a caring atmosphere in which pupils are effectively taught to value learning.
- 53 Pupils with special educational needs who have individual education plans and statements of needs have regular reviews planned and most parents attend. The school works closely and effectively with all specialist agencies. Homework makes a satisfactory contribution towards pupils' progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 54 The overall quality of leadership and management by the governors, headteacher and key staff is good. The care of the staff and the clear direction for the school given by the headteacher were all recognised and highly valued by the parents at the meeting with inspectors. The school ethos is strong and evident in all aspects of its daily life. The leadership and management of the school have improved significantly since the last inspection, when a number of weaknesses were identified. All these have been successfully eliminated.
- 55 A significant strength in the leadership of the school is the very good direction provided by the headteacher. She has very high expectations of her staff and pupils and is effective in working with others to achieve them. The headteacher has been successful in forging a strong team of teaching and non-teaching staff who are

committed to school improvement. The deputy headteacher provides good support. Her knowledge of the pupils and their families, together with her willingness to do what is needed, have been key elements in the development of an effective partnership between head and deputy headteacher.

- 56 Very good improvements have been made since the school was last inspected in November 1995. The quality of teaching is significantly better and there has been yearly improvement in English, mathematics and science in Years 1 and 2. However, more needs to be done to improve the opportunities for pupils to use their good writing skills in subjects other than English and to develop their expertise in the control and modelling aspects of information and communication technology. The good provision for special educational needs has been improved and religious education is now taught in accordance with the recommendations of the locally agreed syllabus. The teaching of mathematics across the school is much better and this is reflected in the above average standards being achieved. Governors and staff are fully involved in the identification of priorities for inclusion in the school improvement plan and monitor and evaluate the progress made towards meeting the targets. Most subjects are well resourced and there is a wider range of cultural activities than at the time of the last inspection.
- 57 The school has recently established itself as a one-form entry primary school following its transition from a first school. Through careful planning all difficulties have been overcome and the benefits are apparent. Central to the success of the transition has been the influence of the headteacher. A good measure of her determination and effectiveness in maintaining a good quality of education, and also in initiating change, is seen in the improvements in pupils' achievements in Years 1 and 2 and the above average standards attained by pupils in their National Curriculum tests at the end of Year 6.
- 58 Through its committees, governors effectively fulfil their legal responsibilities and share information about the curriculum, standards and the building. This is an improvement from the previous inspection when the committees' powers had not been formally defined. The governing body receives regular reports from the headteacher about the work of the school, including the outcomes of monitoring and any training that has been undertaken. She helps governors to compare the school with similar schools and ensures that they use all available information to best advantage in deciding the school's priorities. This is particularly important as the school's free school meal percentage places it on the boundary of two benchmark groups and the loss of one or two pupils could significantly affect the standards the school attains.
- 59 Members of the senior management team hold responsibility for key stage and subject leadership. Their role has improved significantly since the last inspection, when it was reported as being underdeveloped. The procedures for monitoring the implementation of policies and the quality of provision are now good. The role of co-ordinators in the monitoring of standards and the quality of teaching and learning in their areas has improved. For example, they check teachers' medium-term planning to ensure that the curriculum is being planned in line with the agreed schemes of work and undertake work sampling to assess whether the children are covering the work planned. The school has put in place very good procedures for assessing pupils' achievements in English, mathematics and science and makes very effective use of all the information to plan strategies in order to improve standards.

- 60 The structure of the school improvement plan is much better than it was at the time of the last inspection. It is a well thought out document that deals with the issues facing the school and sets a clear path for development. It is appropriately focused on the raising of standards and based upon a thorough review of the strengths and weaknesses in the school's performance. All staff and governors have the opportunity to contribute ideas. It includes effective systems for monitoring, reviewing and evaluating the progress made towards targets. The appropriate priorities in the plan are linked to specific targets that have deadlines for completion and criteria by which to measure success. The allocation of responsibilities for taking the necessary action is clear. The plan guides spending and professional development.
- 61 The quality of financial planning and control are good. Financial procedures and regulations are clear and the recommendations of the last Local Education Authority audit have been acted upon. The finance committee monitors spending closely. There are clear systems in place for the ordering of goods and services and the school funds are managed properly. The governors are aware of the need to obtain value for money on all purchases and follow agreed procedures to ensure they get the best deal for the school. For example, the school has bought the services of a private company to look after its information and communication technology equipment because it judged that they gave the best value for money. The school does not receive any additional grants from local or national initiatives.
- 62 The management of special educational needs is very good. The school's approach is well organised and designated funds are used appropriately. The governors' annual report to parents complies with the regulations regarding special needs. All staff work closely with the co-ordinator, who is given half a day's non-teaching time to carry out some of her duties. The system works well. She is appropriately qualified and has attended a number of courses. Parents are kept well informed and invited to all reviews. Staff are well informed and have been made aware of all procedures. Very detailed records are kept of all assessments and any recommendations made in relation to annual reviews. Specialist support is managed and organised very well. Resources are effectively delegated and allocated in order to support pupils' attainment and progress. A designated governor oversees this aspect.
- 63 There is a good match between the numbers, experience and qualifications of teachers and education support staff and the needs of the planned curriculum. The school benefits from a staff with a range of experience and length of service. They work very well together as a team. Classroom assistants and lunchtime supervisors support teachers effectively and ensure the well-being of pupils. Good use is made of staff expertise - for example, in the teaching of information and communication technology, music and physical education. The school was fortunate to receive two experienced teachers for its new Year 5 and subsequent Year 6 class. The experience of support staff is used very effectively to support those pupils who have special educational needs. This is one of the reasons why their learning is good. The school has good procedures in place to introduce new teachers to the school. This enables them to settle quickly into routines and prevents interruptions to pupils' learning. The headteacher ensures that all staff have the chance to improve their teaching through training and a system of performance management.
- 64 The school's accommodation is satisfactory for the effective teaching of the curriculum, although children in the reception class do not have a separate play area. Improvements have been made since the previous inspection in order to accommodate the changing nature of the school. Classrooms provide attractive and stimulating areas for learning because of the effective displays of pupils' work and

bright, well-selected material to support learning. The school has created a suite of computers, which is used throughout the day. This contributes to the overall satisfactory standards attained in information and communication technology. However, the school library is currently underused by pupils to research for information to support their learning. There is no outdoor designated area to enable children in the reception class to have access to a range of planned activities.

- 65 At the time of the last inspection resources for learning were found to be barely adequate to meet the demands of the curriculum. There has been a significant improvement since that time. Resources to support learning are now at least satisfactory for all subjects and are good for science, music, physical education, religious education and information and communication technology. Visits and visitors enrich curricular provision.
- 66 Pupils make good progress over time from average attainment on entry and achieve well. They receive a good quality of education. The school is successful in managing pupils' behaviour and creating positive learning atmosphere. Teaching is good in all key stages. The school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67 In order to improve the quality of education the governors, headteacher and staff should:

- a. **increase the number of opportunities that pupils are given to use their good their writing skills in subjects other than English by;**
 - ensuring that planning in subjects such as geography and history clearly identifies appropriate opportunities to use their writing skills;
 - monitoring pupils' work to ensure consistency in practice across the school;
(See paragraphs 8, 23, 27, 56, 89, 113, 129 and 136 in the main report)
- b. **provide more opportunities for pupils to develop their expertise in the control and modelling strand of information and communication technology by;**
 - ensuring that staff have the confidence and competence to teach the control and modelling strands of the subject and how to apply them in other subjects;
 - providing opportunities for pupils to apply their information and communication technology skills in other subjects;
 - monitoring pupils' work to ensure consistency across the school;
(See paragraphs 11, 25, 56, 113, 138-139 and 143 in the main report)
- c. **provide more opportunities for pupils to use the school library to research for information;**
(See paragraphs 8, 23, 64, 86, 130 and 134 in the main report)

In addition the school should also

- develop the provision for outdoor play for children in the reception class;
(See paragraphs 2, 29, 64 and 73 in the main report)
- provide more appropriate opportunities for pupils to take on responsibilities around the school.
(See paragraphs 17 and 39 in the main report)
- develop and implement a whole-school policy with regard to the identification of and provision for gifted and talented pupils.
(See paragraphs 33 and 48 in the main report)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 47 |
| Number of discussions with staff, governors, other adults and pupils | 33 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 2 | 12 | 18 | 15 | 0 | 0 | 0 |
| Percentage | 4 | 26 | 38 | 32 | 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. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll

| | Nursery | Y R – Y 6 |
|---|---------|-----------|
| Number of pupils on the school's roll (FTE for part-time pupils) | N/A | 198 |
| Number of full-time pupils known to be eligible for free school meals | N/A | 20 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | N/A | 6 |
| Number of pupils on the school's special educational needs register | N/A | 32 |

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 | 14 |
| Pupils who left the school other than at the usual time of leaving | 8 |

Attendance

Authorised absence

| | % |
|-------------|-----|
| School data | 5.0 |

Unauthorised absence

| | % |
|-------------|-----|
| School data | 0.2 |

| | |
|---------------------------|-----|
| National comparative data | 5.6 |
|---------------------------|-----|

| | |
|---------------------------|-----|
| 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 | 15 | 10 | 25 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|----------|----------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 15 | 15 | 15 |
| | Girls | 10 | 10 | 10 |
| | Total | 25 | 25 | 25 |
| Percentage of pupils at NC level 2 or above | School | 100 (90) | 100 (90) | 100 (90) |
| | National | 84(83) | 86 (84) | 91 (90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | 14 | 14 | 15 |
| | Girls | 10 | 10 | 10 |
| | Total | 24 | 24 | 25 |
| Percentage of pupils at NC level 2 or above | School | 96 (93) | 96 (93) | 100 (93) |
| | 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 | 14 | 16 | 30 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|----------|-------------|-----------|
| Numbers of pupils at NC level 4 and above | Boys | 11 | 10 | 14 |
| | Girls | 14 | 13 | 16 |
| | Total | 25 | 23 | 30 |
| Percentage of pupils at NC level 4 or above | School | 83 (N/A) | 77 (N/A) | 100 (N/A) |
| | National | 75 (75) | 71 (72) | 87 (85) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|-----------|
| Numbers of pupils at NC level 4 and above | Boys | 11 | 11 | 14 |
| | Girls | 14 | 13 | 16 |
| | Total | 25 | 24 | 30 |
| Percentage of pupils at NC level 4 or above | School | 83 (N/A) | 80 (N/A) | 100 (N/A) |
| | 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 | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 161 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|-------|
| Total number of qualified teachers (FTE) | 10 |
| Number of pupils per qualified teacher | 19.8 |
| Average class size | 28.28 |

Education support staff: YR – Y6

| | |
|---|--------|
| Total number of education support staff | 7 |
| Total aggregate hours worked per week | 207.25 |

Qualified teachers and support staff: nursery

| | |
|--|-----|
| Total number of qualified teachers (FTE) | N/A |
| Number of pupils per qualified teacher | N/A |
| Total number of education support staff | N/A |
| Total aggregate hours worked per week | N/A |
| Number of pupils per FTE adult | N/A |

FTE means full-time equivalent.

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 0 |
| Number of teachers appointed to the school during the last two years | 2 |
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 2 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

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.

Financial information

| | |
|--|-------------|
| Financial year | 2000 – 2001 |
| | £ |
| Total income | 391141 |
| Total expenditure | 369041 |
| Expenditure per pupil | 1932.15 |
| Balance brought forward from previous year | 8005 |
| Balance carried forward to next year | 30105 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 197 |
| Number of questionnaires returned | 66 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 52 | 42 | 5 | 2 | 0 |
| My child is making good progress in school. | 52 | 38 | 5 | 2 | 5 |
| Behaviour in the school is good. | 53 | 41 | 3 | 0 | 3 |
| My child gets the right amount of work to do at home. | 41 | 45 | 9 | 2 | 3 |
| The teaching is good. | 59 | 38 | 2 | 0 | 2 |
| I am kept well informed about how my child is getting on. | 45 | 41 | 12 | 2 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 65 | 29 | 6 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 65 | 33 | 2 | 0 | 0 |
| The school works closely with parents. | 41 | 52 | 6 | 2 | 0 |
| The school is well led and managed. | 67 | 30 | 3 | 0 | 0 |
| The school is helping my child become mature and responsible. | 56 | 38 | 6 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 48 | 42 | 9 | 0 | 0 |

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

- 68 Provision for children in the foundation stage is good overall. It is not possible to make a judgement on improvement since the time of the previous inspection as the report did not make specific judgements on standards or provision for children in this age group.
- 69 There are 27 children in the reception class, all of whom attend full time. They are admitted in the September following their fourth birthday. Of this year's reception class, approximately half of the children will not be five until the summer term. Good links are established between the school and parents and children quickly settle into the routines of the classroom.
- 70 When the children start school, assessment evidence indicates that the knowledge, skills and understanding of the large majority of children are average for children of this age although most levels of prior attainment are represented. The large majority makes satisfactory progress during their time in the reception class in most areas of learning. Good progress is made in personal, social and emotional development, reading and aspects of physical and creative development because of the teacher's good teaching. Children with special educational needs make good progress as a result of effective learning support in lessons.
- 71 The quality of teaching observed during the inspection in the reception class was good overall and never less than satisfactory. Medium-term planning is of a good quality. It is detailed and comprehensive and provides a good framework for lesson planning in all six areas of the foundation stage curriculum. Elements of the National Literacy and Numeracy Strategies are introduced and this helps to prepare children well for the work they are expected to do in Year 1. Assessment procedures for recording what children have learned are of a very high quality, as they track attainment and progress in all six areas of learning. Information from these is used very effectively to identify the learning needs of individuals and groups of children. In addition to this, the children's progress is tracked during the year by use of a variety of assessment tests. The teacher and support staff work effectively together and this ensures that children are given the help they need during lessons.
- 72 Parents are provided with satisfactory opportunities to visit the school before their children are admitted. In addition, children make special visits before they start school to help them find out about their classroom and get to know their teacher and support staff.
- 73 The accommodation in the reception class has recently been improved to provide children with their own cloakroom, toilets and washbasin area. The reception class has timetabled access to the school hall for physical education, dance and other activities. The teacher also ensures, through planning, that the children have access to the school playground for other activities. However, outdoor provision needs developing as there is no designated outdoor space to provide children with frequent and flexible access to a range of planned outdoor activities. Resources for learning are adequate overall but no large toys or apparatus for use outdoors are specifically provided for children of reception age.

Personal, social and emotional development

- 74 By the end of the reception year, most children will have achieved many of the Early Learning Goals in this area. Teaching in this area of learning is good. The teacher and other adults working within the reception setting are effective role models and provide many opportunities for children to learn about themselves and how to relate to others in a range of situations. The children come into school happily. Routines are made clear and good relationships are firmly established. As a result, children are learning to listen to each other and wait until it is their turn to speak. Very good opportunities are provided through the range of carefully planned activities for children to develop independent learning skills. Children know what is expected of them because activities are carefully explained. As a result, most are able to concentrate for a good length of time and remain focused on what they have been asked to do. The children regularly take part in assemblies and learn about being part of a larger community.

Communication, language and literacy

- 75 Most children are likely to attain the Early Learning Goals in listening, speaking and writing and standards are in line with expectations for children of this age. Standards in reading are above average because of the very effective skills teaching in this area. Teaching in this area of learning is good. Many opportunities are provided during class discussions and activities for the children develop the appropriate language. For example, key vocabulary to be learned is carefully planned and introduced during lessons. Most children listen attentively and teachers and support staff provide them with good opportunities to develop language. Speaking skills of the large majority of children are in line with national expectations for their age. When speaking to adults or other children, most use short phrases or sentences to answer questions or to talk about what they are doing. Higher attaining children use more complex sentences to explain what they observe and understand. For example, when asked where the animals were in his jungle picture, one boy explained, *That's the problem, I've got to draw the jungle first before the animals.* The children enjoy listening to stories and are provided with good opportunities to talk about what is happening in the pictures and to respond to the text. In a literacy lesson, the strategy of asking the children to jump each time they heard a word beginning with the letter *j* worked well because it was fun and encouraged the children to listen carefully.
- 76 The effective teaching of basic reading skills results in the large majority of children confidently reading the first books in the school's reading scheme. Many are able to read familiar words accurately and explain in simple terms what is happening in the story or in the pictures. Most children recognise many initial sounds in words. Higher attaining children have already attained the early learning goals in reading and are confidently tackling the early reading books in the school's scheme. Good opportunities are provided for the children to develop library skills through regular opportunities to borrow both fiction and non-fiction books. Standards of writing are in line with what is expected of children of this age. Most children use letter strings or simple familiar words as a means of recording. Higher attaining children write one or two sentences independently. The teacher has high expectations in relation to presentation of work. This is reflected in the work in the children's books, where writing is legible and well formed.

Mathematical development

- 77 By the end of the reception year, the majority of children are likely to attain the Early Learning Goals and some will exceed them. Teaching in this area is good, with a clear emphasis placed on sorting and counting, both in mathematics lessons and other planned activities. The children are interested in mathematics. Work done since the beginning of the school year indicates that the majority of children count and order number reliably to 10. Higher attaining children work beyond this and can add numbers to 5. Work in books indicates that the large majority are developing a good awareness of the concepts of *longer or shorter/lighter or heavier than*. The teacher's marking of work is used effectively to evaluate each child's response to individual tasks. During the numeracy lesson seen, the substantial majority of children were developing a secure understanding of time. The teacher made effective use of the story *Fly by Night* to introduce the idea of the sequence of time. By the end of the lesson, most children were able to identify and talk about things they do at different times of the day. Higher attaining children, working with the teacher, were able to recognise when the fingers of the clock said, for example, *three o'clock*.

Knowledge and understanding of the world

- 78 The children are interested in the world around them and their interest is promoted through the range of opportunities provided. As a result, most children are likely to achieve the early learning goals in this area of learning. Work in books shows that most children develop awareness of how they have changed since they were babies. They learn to use descriptive and technical vocabulary when describing texture, writing for example, *The stick feels, long, hard and rough*. The quality of teaching is good overall. Activities are well planned to build upon previous learning. The children are encouraged to work independently with appropriate intervention by adults. Most are developing satisfactory computer skills when controlling events on the screen using a mouse. Access to the two computers in the class provides flexible opportunities for individuals or pairs of children to explore the available programs.

Physical development

- 79 Most children are likely to attain the early learning goals in this area of learning. In the gymnastics lesson observed, the quality of teaching was good, particularly in the teaching of basic skills. During the lesson, children demonstrated good skills in balancing on different parts of the body and many were able to transfer these into simple sequences of movement across the apparatus. Some are developing skills in performing a forward roll and know they need to position themselves correctly. They take good care of their own and others' safety when moving around the hall and on the apparatus. However, there is no designated outdoor play area. Control skills in holding a pencil, cutting and sticking are broadly in line with expectations for children in a reception class.

Creative development

- 80 Most children are in line to achieve the early learning goals by the end of the reception year. Teaching is good and provides appropriate opportunities for children to work independently. Resources are carefully selected to provide children with choices. For example, when making irregular and spiral patterns, the children confidently chose wool or string and made their own decisions as to how they were going to arrange them. In one activity, a group of lower attaining children, with discreet adult support, made careful potato prints using a range of colours. The children try hard to solve problems as they make things. For example, one boy thought long and hard about how to use adhesive tape to stick the handle onto the basket he had made and was delighted when he discovered that twisting it worked. The large majority of children respond well to music. This was observed in a dance lesson as children moved around the hall to the 'Carnival of the Animals' music. They moved around the hall as 'elephants' imaginatively waving their trunks and greeting the other elephants.

ENGLISH

- 81 Standards are above the national averages at the end of Years 2 and 6 and most pupils achieve well in relation to their prior attainment.
- 82 In the 2001 National Curriculum tests taken at the end of Year 6, the percentage of pupils achieving the expected standard was above the national average and the average for similar schools.
- 83 In the 2001 reading and writing tests for seven-year-olds taken at the end of Year 2, the percentage of pupils reaching the expected standards was very high in reading and writing. Teacher's assessment of speaking and listening show standards to be above the national average. Boys performed better than girls in both reading and writing, though the gap is narrowing. No reasons were noticed during the inspection for this difference. There are a significant number of pupils with special educational needs in the current Year 2 class and this is likely to have an impact upon the percentage of pupils reaching the expected levels in the 2002 tests.
- 84 Standards of work seen during the inspection show that pupils are making good progress and achieving above average standards in speaking and listening, reading and writing. There has been significant improvement since the last inspection, when standards were judged to be in line with the national average.
- 85 In reading, pupils of all attainments achieve standards above the national average and make good progress. By the end of Year 2, pupils read with understanding and can predict with reasonable accuracy *what will happen next*. They know what authors and illustrators do and are able to identify the main characters and events in their reading books. Younger pupils read simple books with increasing accuracy and understanding. Higher attaining pupils use a variety of strategies to aid recognition of unfamiliar words, such as letter patterns and sounds, context and pictures. They know the difference between *fiction* and *non fiction*. All can read with expression. Parents support and encourage pupils' reading skills well.
- 86 Pupils continue to make good progress throughout Years 3-6 and by the end of Year 6 standards are above average. Most pupils read a range of texts fluently and accurately and with good understanding. Many express with confidence their views about the type of books they enjoy reading. For example, one pupil explained why he

was enjoying his present novel. *I enjoy this book as the characters are very unusual and do exciting things. In this book the teacher is a dog.* They are also able to discuss in detail their favourite characters. For example, they share their views about Harry Potter's friend Hermione and discuss the merits of his favourite teacher, Professor McGonagall. The good progress pupils make in reading is due largely to good teaching during literacy lessons and also to the way in which teachers express their own enjoyment of literature. This leads to an enjoyment of books. This was evident in the range of authors popular with older pupils. These included, J.K. Rowling and H. Carpenter. Pupils of all attainments are developing their independent research skills well. They know how to find information quickly from reference books by using an index or contents page and make good use of CD ROMS and the Internet to further their studies. However, in both key stages, pupils' independent learning skills are constrained by limited opportunities for using the school library for research purposes.

- 87 In writing, standards are above the national average by the end of Year 2 and pupils make good progress. By the end of Year 6, most pupils spell common words accurately and write using sentences which follow a logical sequence. Some are very creative and produce well-structured sustained pieces of writing. For example, one pupil caught the essence of an adventure to good effect in his introduction to an African escapade, making good use of adjectives and adverbs; *One fine sunny day a safari guide was snoring away in his large black car. He sneezed loudly. The elephant moved towards him...* Higher attaining pupils use question marks, apostrophes and speech marks to add interest to their stories. They are beginning to write for a variety of purposes. Their handwriting is generally well-formed and easy to read with presentation generally of a good standard.
- 88 By age 11, pupils progressively develop their ability to write for different purposes using a wide range of styles. Attainment for the majority is above average, with a significant number of pupils achieving high standards. Many pupils in the present Year 6 produce lively, well-structured pieces of sustained writing. High attaining pupils really know how to *grab the reader's attention*, using words and complex sentences very effectively to create interest. For example, a pupil vividly portrayed the anxiety of a thirteen-year-old in a family setting; *Elsa knew she should say no more, because her mother was in the room drinking tea through pursed lips. She set off for her grandma's house. Grandmother was horrible to her as usual. Elsa had a thought. I'll run away.*
- 89 Pupils write poems, book reviews, character portraits and letters. Many use paragraphs, correct punctuation, complex grammatical structures and high quality vocabulary to enrich their writing. Handwriting standards are generally high. As in earlier years, some opportunities are provided in classes for pupils to practise and develop their literacy skills across the curriculum. Written work in other subjects however, does not always match the good standards achieved in the English lessons. Information and communication technology is used effectively to improve the presentation of their work and they use computers to research and explore their ideas in school.
- 90 In Year 2, pupils speak clearly in both group and whole class sessions and standards are above average. The school places considerable emphasis on developing speaking and listening skills and as a result most pupils make good progress. By Year 6 a significant number of pupils speak with clarity and confidence and are able to access the appropriate vocabulary for a wide range of situations. Higher attaining pupils successfully express opinions and maturely discuss issues that concern them.

For example, pupils in Year 5 considered how class rules reflect society's rules and their role and responsibilities as individuals, putting forward sensible reasons for rules. Teachers have high expectations of the accuracy of pupils' replies. Questioning in lessons encourages extended responses rather than single word replies. Assemblies are effectively used to promote pupils' speaking and listening skills.

- 91 In Years 1-6 teaching is good, overall. Some very good and excellent teaching was seen. All teachers are confidently implementing the literacy hour. Teaching is carefully structured and well-planned to meet the needs of pupils of all attainment levels. Teachers share the learning objectives with the pupils, making sure that pupils are clear about what they are expected to learn. When teaching is very good or outstanding, expectations are very high and teachers' enthusiasm, explanations and knowledge of the subject have a very positive effect on pupils' attainment, progress and attitude to the subject. For example, in an excellent lesson in Year 5, on developing writing skills, the teacher skilfully involved pupils in discussing the setting, characters and other features of *fable* narrative. She then raised the level of the lesson by involving the pupils in identifying metaphorical language in other forms of descriptive writing they had studied. It was a special moment. Pupils of all attainment levels enthusiastically and knowledgeably provided examples from a range of authors and poets. This quality of teaching resulted in highly motivated learners with many pupils producing good quality sustained writing. Other characteristics of high quality teaching are where pupils are reminded of important practises to improve their work, such as good handwriting, spelling and correct punctuation. Pupils with special educational needs are well supported by teaching assistants and make good progress.
- 92 Teachers assess pupils' progress very closely and effectively in lessons. This helps them to set challenging targets for improvement for individual pupils and groups of pupils. For example, one teacher's planning provided very accurate evaluations of pupils' progress, with written comments about additional support required. Marking of work focuses clearly upon what is needed to improve standards and frequent reference is made to pupils' individual targets.
- 93 The previous inspection identified some weaknesses in English. These have all been addressed rigorously and effectively. The way in which test data are analysed has helped the school identify very accurately just what needs to be improved. Monitoring of teaching and planning effectively takes place and staff are given very good feedback on how to improve the quality of learning. Opportunities are provided to help teachers develop their professional skills. This has been followed by well-designed strategies to raise standards in both key stages. Challenging teaching ensures that they achieve well, with some being able to attain standards more commonly associated with older pupils. Overall higher attainers are now making good progress, a substantial improvement compared to the weaker performance identified at the last inspection.
- 94 The number and quality of books has improved, helping to stimulate pupils' interest in reading. The subject co-ordinator works closely with all the staff. This is a very productive partnership resulting in a strong and effective focus on improvement throughout the school, which is having a significant impact upon raising standards.

MATHEMATICS

- 95 Very good improvements have been made in standards of attainment in mathematics since the last inspection when they were judged to be below average in both key stages. Inspection evidence shows that standards are now above average by the end of Years 2 and 6. Pupils, including those with special educational needs make good progress. Significant contributing factors towards these above average standards are the successful introduction and implementation of the National Numeracy Strategy and teaching that is consistently of a good quality throughout the school.
- 96 Planning in both key stages ensures that work is well-matched to the needs of all ability groups including higher attaining pupils. Additional classroom support throughout the school effectively provides focus groups of pupils with the help they need. For example, strategies such as Springboard Mathematics have been successful. Special educational needs pupils benefit from work being provided that is matched well to their needs with good support readily available from classroom assistants when necessary. As a result pupils make good progress.
- 97 The results of the National Curriculum tests at the end of Year 6 in 2001 show that the proportion of pupils attaining the expected level 4 was close to the national average. The proportion reaching level 5 and above was also close to the national average. When the school's results are compared with those found in similar schools they are above average. There was no difference between the results of boys and girls. This was the first year that the school had had Year 6 pupils.
- 98 The 2001 Year 2 results show that the proportion of pupils attaining level 2 or above was in the top five per cent in the country. It was well above the national average at level 2B and above. There had been an upward trend in the school's results over the last five years. Inspection evidence shows that standards are above average but will be adversely affected this year by the higher number of pupils with special educational needs in the age group. Pupils enter Year 1 with average skills and leave Year 2 with above average skills. This represents good progress. There is no significant difference between the results of boys and girls.
- 99 Many pupils are working successfully at tasks that are at a higher level than expected for pupils of this age. They can count in fives and tens forwards and backwards to one hundred. They have a good grasp of odd and even numbers. Higher attainers are able to add two-digit numbers mentally. Pupils are developing good problem-solving skills. This was apparent in Year 1 when pupils were working out accurately the price of two items in the class shop. A scrutiny of previous work indicates that a large majority of pupils recognise a number of two-dimensional shapes, understand simple fractions and can double and halve numbers accurately. Higher attaining pupils understand simple analogue and digital time and can use their knowledge of number to solve problems.
- 100 Pupils currently in Year 6 are confident in applying their number skills and can quickly recall multiplication facts. When asked to work out mathematical problems they use their mental skills well - for example, in working out the price of the cheapest telephone call from a range of different company tariffs. Pupils use effectively their knowledge of number and mathematical formulae to mentally work out the areas of squares and rectangles. Lower attaining pupils are developing strategies for halving and doubling two-digit numbers. Most pupils have a wide repertoire of mathematical vocabulary that is used appropriately. Pupils in Year 3 enjoy the mental challenges of, for example, *Start with 39 and add on 9 and then another 9.*

- 101 The scrutiny of work and discussions held with pupils indicate that most have a good knowledge and understanding of rounding numbers up and down; equivalent fractions; bridging larger numbers in addition; and the use of the four number operations in a range of mathematical contexts. Pupils have a secure understanding of the relationship between decimals, fractions and percentages.
- 102 Pupils' response to the subject is good overall. Pupils work hard, are confident and willing to explain their reasoning. They persevere with challenging tasks and demonstrate pride in their work. These good attitudes help to raise the standards most pupils achieve.
- 103 Satisfactory opportunities are provided for pupils to use their skills in other subjects - for example, in science to produce graphs to show the best insulating materials. Time lines are used appropriately in history lessons. Information and communication technology is used effectively to help pupils work out number problems, record data or to produce tessellating patterns.
- 104 The quality of teaching is good overall in both key stages. Teaching is particularly strong in Years 5 and 6. Teachers have a good understanding of the subject. Expectations are high in most lessons and teachers plan very effectively within the framework of the National Numeracy Strategy. All lessons are well-prepared and organised. Good account is taken of the needs of all ability groups and work is appropriately matched to the range of attainment in each class. Where teaching is at its best, clear objectives are set and shared with the class; tasks are closely matched to pupils' prior attainment; lessons are efficiently organised and relationships are of a high quality. Very good use of resources in some classes helps to make mathematical processes clearer. For example, in Year 3 the teacher used arrow cards well to show how numbers such as 67 split into 6 tens and 7 units. The teachers' investigative approach to the work is effective in getting pupils to think mathematically. They are good at encouraging pupils to *work things out in your head* and *explain how you came to that answer*. Appropriate homework is regularly set.
- 105 The school has successfully rectified the weakness identified in the previous inspection when it was found that there was an overuse of workcards. Commercial materials are now *used* rather than *just followed*. Long and medium-term planning provide an effective framework for teaching and learning. The school is successfully implementing the National Numeracy Strategy. Assessment procedures are very good and provide a consistent record of individual pupils' progress. At the time of the last inspection assessment information was not being used effectively. This is not now the case. The school is using this information very well to track the progress of groups and individual pupils and to inform future planning.
- 106 The co-ordinator is very experienced and knows the school well. She regularly monitors and evaluates all aspects of the subject. Since the previous inspection effective staff training has been implemented to take account of the National Numeracy Strategy and this has been effective in raising standards. There are good resources for the subject. Equipment is of good quality, is well-organised and efficiently used. The school exceeded its target for mathematics last year and inspection evidence shows it is well on course to meet its challenging target this year.

SCIENCE

- 107 Standards are above average by the end of Year 2. Most Year 2 pupils are attaining the level expected for their age and a significant minority is doing better than this. The school's performance in the 2001 teacher assessments in science was very high in comparison with the national average. There are more pupils with special educational needs in the current Year 2 and so the percentage of pupils anticipated to achieve the expected standards in 2002 is not as high. However, teachers' expectations remain high and all pupils are being appropriately challenged. These findings are broadly similar to the judgements made at the time of the last inspection.
- 108 The school was formally a first school and 2001 was the first year that pupils took part in National Curriculum tests at the end of Year 6. The school did particularly well in science, with all pupils achieving the expected level 4. Standards have improved this year and more pupils are expected to achieve the higher level 5. Key factors in this are the teachers' focus on the use of relevant scientific language and the provision of challenging practical activities. As a result, pupils have a good understanding of how to carry out an investigation and use appropriate terms in both their oral and written responses.
- 109 All pupils make good progress, including those who have special needs. The above-average percentage of pupils achieving Levels 3 and 5 shows that the higher attainers are also being appropriately challenged. Throughout the school there is no noticeable difference between the performance of boys and girls.
- 110 By the end of Year 2, pupils have a good knowledge and understanding of the topics covered and what makes a test fair. They make simple predictions of what they think they will find and comment on what they observed. For example, they wanted to find out which was the hottest place in the school. They positioned an ice cube in the corridor, the hall, the classroom and the office. The pupils observed which ice cube had melted the most after a certain length of time. They were able to conclude that the office was the warmest place in the school. They can describe how water changes into steam when it is heated and then revert back to its original state when cooled. Pupils know about healthy eating and record their knowledge using their own words. One child noted, *If we don't drink or eat we will die. Buns and cakes are bad for you.* Skills are appropriately being developed alongside knowledge. In one investigation in Year 1, pupils had to find out for themselves which objects were magnetic and which were not. Some interesting observations were made. A good example of this was when a girl noticed that only part of her scissors was magnetic. The plastic handles were not.
- 111 Pupils in Year 6 display a very good understanding of how to carry out a scientific investigation. In one lesson they were presented with eight tubs containing a mystery substance and were challenged to find out which were soluble and which were insoluble. A scrutiny of work completed this year shows that pupils are expected to draw conclusions from their experiments. For example, a pupil in Year 6 recorded, *I have learnt that all metals except for aluminium attract a magnet. My predictions were right except for a coin that I thought would attract but it didn't. The tin foil did not attract either.* Pupils have a good grasp of the need for fair testing and how to important it is to compare like with like. This was very much in evidence in Year 4 when they were using ice cubes in an investigation to find out which material was the most effective insulator and a child asked, *How do we know that the ice cubes are the same?* Much of the work they explore is at a high level of challenge. For example, they use identification keys well to sort animals into groups and understand food chains.

- 112 Throughout the school, pupils acquire a good bank of knowledge in all aspects of science. They are provided with appropriate opportunities for predicting, questioning and testing ideas. As a result, pupils develop a good understanding of the steps in scientific enquiry.
- 113 Pupils make sound use of their literacy and mathematical skills in science. They are encouraged to discuss ideas, use the correct terminology and write up their own accounts of investigations. However, more use could be made of the subject in order to develop further pupils' good writing skills. For example, a pupil in Year 2 used her knowledge of adjectives well when writing an imaginative account of the life cycle of a butterfly. She wrote, *The caterpillar comes out and eats some juicy green leaves. The caterpillar wraps himself in a silky cocoon.* The use of information and communication technology is a developing area. Pupils use the computers appropriately to input data and print out graphs to show, for example, the rate of evaporation. More use could be made, however, of information and communication technology equipment to reinforce pupils' learning.
- 114 The pupils' attitudes to science are good in Years 1 and 2 and very good overall in Years 3-6. Throughout the school, pupils are enthusiastic about investigations. Most are sensible in how they approach the work, how they share and use equipment and how they discuss their findings with one another. Only occasionally do some pupils in Years 1 and 2 become distracted when they are not under the direct control of an adult. All pupils are keen to answer questions and record their findings neatly. The strong emphasis placed upon investigations makes a valuable contribution to the pupils' social development; some of the topics they study, for example healthy living, make a good contribution to their moral development.
- 115 The quality of teaching has improved since the last inspection. It is good in Years 1 and 2 and very good overall in Years 3-6. Teachers have a good knowledge and understanding of the subject and use well the scheme of work to present interesting investigations. All teachers use relevant scientific terminology and explain tasks clearly at the beginning of the lesson. This ensures that pupils understand what is expected from them and as a result the quality of learning is better. Teachers plan and prepare science lessons carefully and have good strategies to manage practical activities so that all pupils are given the opportunity to be involved. They use support staff well to ensure that pupils with special needs are provided with the same opportunities as the rest of the class. The quality of this provision is very good and was a key factor last year when all the pupils on the special needs register in Year 6 achieved the expected level 4. However, teachers could give the higher attainers more opportunities to set up their own investigations.
- 116 Where teaching is very good in Years 3-6, the teacher makes very good use of assessment to move learning on and deepen pupils' understanding. For example, the teacher in Year 6 remarked that she was not happy with the way pupils were recording the work because they were cutting corners by not explaining why the test was fair. They were challenged to draw conclusions by being asked, *What theory can you come up with? or Is there a pattern to your results?* A common strength is the very good relationships between adults and pupils, who are eager to show and share what they have seen and found out. The teachers use opportunities well to emphasise health and safety issues. They mark pupils' books conscientiously and there are some good examples of teachers extending the pupils' thinking by what they write. For example, one teacher commented in a pupil's book, *Now try to think of a reason/pattern for these metals attracting a magnet.*

- 117 The quality of subject leadership and management is very good. The co-ordinator has a good knowledge of what needs to be done to raise standards through her monitoring of teaching, planning and scrutiny of pupils' work. Assessment procedures are very good and effective use made of the information. The scheme of work takes account of recent statutory changes and draws on national guidance as to what each year group should be learning. Resources are good overall, well organised and easily accessible.

ART AND DESIGN AND DESIGN AND TECHNOLOGY

- 118 No lessons in art and design and design and technology were observed in Years 1 and 2 during the inspection. However, a range of evidence, including scrutiny of pupils' work, displays and discussion held with the co-ordinators enable judgements to be made about pupils' standard of achievement. By the end of Year 2, attainment in art is typical for the age group and pupils make satisfactory progress. Good progress is made during Years 3-6 and pupils achieve better than expected for their age. In design and technology, achievement is similar to that found in most schools. Pupils with special educational needs receive good support and make similar progress to their peers. At the time of the last inspection, standards in art were judged to be average by the end of both key stages. By the end of Year 2 standards in design and technology were found to be satisfactory but there was insufficient evidence to make a judgement about standards by the end of Year 6.
- 119 By the end of Year 2 pupils are able to work with a range of appropriate media and materials including pastels, pencils, paint and fabrics. They develop their skills to a satisfactory level in using techniques such as painting and observational drawing. Work in art is often closely linked to other areas of the curriculum such as science. For example, last term pupils in Year 1 had a special day out at *Eureka*. They kept a record of the visit by painting pictures of the bus they travelled on and the play area attached to the museum. Pupils in Year 2 make observational drawings and rubbings of different leaves. The work is of a satisfactory standard.
- 120 Pupils in Year 6 produce work that is better than that found in most schools. Some work with clay to produce detailed African masks and, after firing them in the school's kiln, they carefully paint them using red and black acrylic paint. The finished products are very realistic. Other pupils work in pairs to make paper masks while the rest of the class are busy working on their individual African wall-hangings. Last year, pupils were able to work with an artist in residence. They made designs to represent different aspects of the village and the school and used them effectively to produce mosaics of a very good quality, which are displayed appropriately in the school hall.
- 121 In design and technology, pupils develop satisfactory skills in planning, making and evaluating products as they move through the school. By the end of Year 2, they can assemble, join and combine materials in different ways to produce work of a sound quality. For example, pupils use a variety of techniques, including sewing and gluing, to make puppets. In Year 1, they found that simple levers and sliding mechanisms can be used to create movements and went on to make their own clown faces with hats that move up and down.
- 122 Satisfactory progress continues to be made in Years 3-6. As with art and design, some appropriate links are made with other subjects of the curriculum such as history. For example, pupils in Year 6 studied different types of shelters and used a variety of materials and techniques to produce large, group models of Greek temples.

The pupils had to work on an individual task first to find out which type of columns were the strongest. Their outcomes were evaluated and the strongest column design used in the subsequent group activity. The pupils discovered that cardboard tubes were a suitable material from which to make a framework which they subsequently strengthened using triangulation. The resulting models were of good quality and showed that the pupils had developed an appropriate range of skills.

- 123 Pupils enjoy their art and design and design and technology lessons. They are keen to show their finished products and to talk about the techniques they are using. Pupils take care of resources. Teachers show that they value the pupils' efforts by carefully displaying work in classrooms and in the school hall. This creates a stimulating working environment and helps to raise the expectations of other pupils.
- 124 There are several strengths that typify the good quality of teaching observed in both subjects in Years 3-6. Lessons are carefully planned and teachers provide pupils with good opportunities to develop and practise their skills. They are not over-directive but allow pupils to experiment in order to increase their understanding of the possibilities of materials and techniques, for example, when using clay. Teachers make it clear to pupils which skills they are to use and what they are expected to do. They provide good quality resources and by insisting on good behaviour create a friendly working atmosphere that enables the pupils to concentrate and produce their best work. Sometimes teachers make good use of information and communication technology in the subjects. For example, pupils in Year 4 were designing and making a type of light that could be controlled and satisfied a need such as a lighthouse. They were able to simulate their circuits using a piece of appropriate software (*Crocodile Clips*). If they found that the circuit did not work, they were able to amend their design on the screen until they rectified the problem.
- 125 Both subjects are well-managed and the co-ordinators have a good overview of provision. They monitor planning but have not yet observed teaching. Planning has improved since the last inspection and is based on national guidance. It is effective in ensuring that skills are being developed as pupils move through the school. The art curriculum appropriately includes work from other cultures, which it didn't at the time of the last inspection. The systems in place to record pupils' attainment and skills development as they progress through the school are satisfactory. Resources are adequate in both subjects.

GEOGRAPHY

- 126 During the inspection only one lesson was seen in geography in Years 1 and 2 and 2 in Years 3-6. However, evidence from pupils' workbooks, displays, discussions with co-ordinators and an examination of teachers' planning provides sufficient evidence for judgements to be made about standards and progress.
- 127 By the end of Years 2 and 6, pupils' attainment in geography is similar to that found in most schools. All pupils, including those with special educational needs, make satisfactory progress in the development of geographical knowledge of people, places and environments. These findings broadly reflect the judgements made at the time of the previous inspection.
- 128 As at the time of the last inspection, teachers make good use of the school and the local environment to develop pupils' knowledge and understanding of their own locality. As a result, pupils in Year 2 talk confidently about Cross Roads and other

local villages and discuss what they would see on their walks around the school. They can contrast the features of seaside places with those of their home area using appropriate geographical vocabulary. Pupils make recognisable picture maps using simple symbols to show how they come to school. They know about the different kinds of weather and the effects that weather can have on economic activity. Many of the pupils are well aware that the world extends beyond their locality. For example, pupils gain a satisfactory knowledge of and understanding about areas such as Polar Regions.

- 129 By Year 6, pupils look carefully at the school environment noting features of the school buildings which they like or dislike. They think about wider environmental issues as they study aspects of pollution. Pupils have learned how to use a range of maps confidently and to draw their own. They are developing a good knowledge of physical features. In their studies of rivers pupils know that the estuary is where the river enters the sea. They use appropriate geographical vocabulary such as *source*, *estuary* and *tributary*. Pupils understand the term *gradient* and make good use of their mathematical knowledge to compare the gradients of different rivers from known statistics indicating the steeper gradients nearer to the source. They understand nature's continuing effect on the earth, such as coastal erosion and the formation of deltas. However, pupils' written work sometimes does not reflect their good writing skills.
- 130 Pupils are developing satisfactory research skills. Throughout both key stages information and communication technology is used effectively to support their work in geography. For example, pupils in Year 6 used the Internet to improve their knowledge and understanding of Eritrea. However, the use of the library for research is underdeveloped.
- 131 The quality of teaching and learning is satisfactory. Lessons are carefully planned and activities matched to the different ability levels within the class. In the lessons observed teachers skilfully revised work previously covered before focusing on the next stage of pupils' learning. For example in Year 3, the pupils revisited key words in their *investigating maps* topic. The teacher constantly challenged the pupils to use precise geographical terms such as *grid reference*, *key* and *coordinates*. This resulted in sound learning and a sustained interest in the topic. Pupils used these terms correctly and developed their understanding of how to use four-figure grid references accurately. However, the level of learning was constrained by the resources not always matching the pupils' varying levels of attainment. For example, some maps were too complex for a few pupils.
- 132 The subject has a clear policy and the scheme of work takes account of national guidance. The co-ordinator checks teachers' medium-term planning against the intended curriculum. Teaching and learning is evaluated against key learning objectives. Assessment procedures are satisfactory and resources are adequate.

HISTORY

- 133 Only one lesson was observed in history during the inspection. However, an examination of pupils' work and discussions held with the co-ordinator provide enough evidence to allow judgements to be made. In Years 1-6, pupils, including those with special needs, make satisfactory progress in history and standards are similar to those found in most schools. By the end of Year 2, pupils develop a sound sense of chronology and understand how things can change over a period of time. They know

about significant people such as Mary Seacole and Harriet Tubman, who played a prominent part in the abolition of slavery in America. They also learn about how their own life is different compared with the past by asking their parents how they came to school and which toys their grandparents played with. Overall, there is evidence that pupils develop a deeper understanding of how people, places and attitudes change over time.

- 134 By the end of Year 6, most pupils gain a greater awareness of the significance of historical events and the contributions made by people and developments in the recent and distant history of Britain and other countries. Some good work has been done on Ancient Greece and pupils also have very good knowledge of events and aspects of life during the Tudor period and the Victorian era. They use their knowledge of social conditions in Victorian times to compare and contrast them with their lives today. Pupils develop a satisfactory understanding of the different ways of gathering evidence and distinguishing between fact and opinion. Most understand what is meant by primary sources of evidence. For example, pupils in Year 6 have been studying life in Ancient Greece and know that archaeological remains, drawings and artefacts provide clues about aspects of the past. Links with other subjects are a feature in some classes, particularly literacy, science, art and information and communication technology. Visits to places of historical interest, such as the *Danelaw Viking Village* at Murton Park improve the quality of learning. At the time of the last inspection it was found that pupils could not consistently use the contents or index pages of a reference book to retrieve information. Though most pupils are now able to do this competently, they do not make sufficient use of the library for research purposes.
- 135 There is no significant difference between the achievements of boys and girls. Pupils' attitudes to history and geography are good. They show interest in all topics studied particularly when there are opportunities to act out parts.
- 136 It is not possible to make an overall judgement about the quality of teaching in history. The pupils in Year 2 thoroughly enjoyed their lesson on American slavery when they took on the role of slaves and plantation owners. This experience was most effective in consolidating their knowledge of some aspects of eighteenth century American culture and increasing their interest in history. However, teachers do not make sufficient use of the opportunities in the subject for pupils to use their good writing skills.
- 137 The history policy is supported by an appropriate scheme of work that takes account of recent national guidance. The co-ordinator checks teachers' planning. Assessment procedures are satisfactory and resources are adequate.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 138 Standards overall by the end of Years 2 and 6 are in line with those found in most schools. These findings are similar to those made at the time of the last inspection. Inspection evidence shows that very good use is being made of the information and communication technology suite to develop pupils' skills in most aspects of the subject. However, the modelling and controlling strands of the subject are not yet being consistently developed. All classes have weekly timetabled lessons in the information and communication technology suite and sound progress overall is made throughout both key stages. Pupils with special educational needs receive good

support from other pupils in their class and from classroom assistants and as a result make satisfactory progress.

- 139 Pupils in Year 2 have satisfactory word-processing skills. Most can manipulate a mouse with increasing accuracy. They use the shift key to locate capital and lower case letters and use the icon to print their work. They know that computers can be used for different purposes. Pupils in Year 1 are developing skills, with adult support, in changing the colour and size of font. By the end of Year 6, pupils type directly to screen. They can use text and colour to produce their own Christmas poems. Pupils are able to load, save work, print and choose from a menu. However, pupils' progress in controlling, monitoring and modelling need developing. There is little evidence, for example, of pupils being able to programme simple movements around the screen.
- 140 Information and communication technology is used well in some other subjects. For example, in design and technology pupils in Year 4 utilised their skills well to check whether the circuits they had designed would work. Pupils' ability to handle mathematical information is apparent. The program *Flexitree* has been used successfully to produce a branching database for sorting and classifying shapes.
- 141 Pupils' attitudes to the subject are positive. They show application and persevere with tasks. They listen carefully to instructions. Pupils are keen to work on computers. Behaviour is good overall and they share equipment sensibly.
- 142 It is not possible to make an overall judgement about the quality of teaching in the school because a teacher who is not a permanent member of the school staff led most lessons. The overall quality of these lessons was good. For example, in teaching pupils how to import a picture into their work, a confident delivery really ensured that pupils knew how to use the insert key. Learning was made relevant because the work they did linked to work in geography. Useful opportunities were provided for pupils in Year 2 to develop their research skills in using a CD-ROM to investigate famous people. Good use of direct teaching methods ensures that pupils of all levels of attainment make progress in developing most key skills. In these lessons the quality of learning is good overall. Pupils are given clear instructions, time to try out new skills and individual support if they need it. As at the time of the previous inspection pupils are well-motivated.
- 143 The co-ordinator is very aware that more attention needs to be given to developing pupils' control and modelling skills and new equipment has just been purchased for these aspects. She is enthusiastic and keen to improve standards. All teachers have undertaken training and are benefiting from working alongside the visiting temporary teacher. There is an effective whole-school approach to the recording of pupils' progress.
- 144 All information technology hardware and software is well-maintained. The school has created the computer suite in the school hall which, whilst not ideal, is readily accessible from all classes. The school appropriately tries to avoid physical education lessons taking place in the rest of the hall when pupils are using the computers because of the potential distractions that might be caused. Pupils are able to use the equipment during their lunch breaks and after school can work with parents or friends of the school to help them develop their skills. National Curriculum requirements are met.

MUSIC

- 145 During the week of the inspection the lessons observed were focused mostly on pupils' singing skills. As a result, no overall judgement can be made about standards in music. Evidence from the lessons show that by the end of both key stages standards in singing are in line with those found in most schools. Teachers' planning shows that throughout the school pupils have appropriate opportunities to develop their musical skills. The last inspection found that the quality of singing varied. Inspection evidence shows that singing is now of a consistently satisfactory quality in both key stages. Pupils benefit from being able to join the school choir. Last year, the school was the only one from Keighley to take part in the Bradford Music Festival.
- 146 Pupils are given opportunities to learn an appropriate repertoire of songs. Pupils in Years 5 and 6 demonstrated good skills in singing, *Have you seen the ghost of Tom ?* Pupils in Year 1 were enthralled by the sounds produced by the class teacher playing the euphonium. During assemblies, pupils listen to and appreciate a variety of music. Older pupils understand how mood can vary with different styles of music. Singing in assembly is tuneful. Pupils are given very good opportunities to learn to play instruments. Those who do learn to play a range of instruments, including brass, achieve a satisfactory standard for their age.
- 147 As at the time of the last inspection, pupils' learning is good overall. One example of good learning occurred in Year 1 when pupils were enjoying trying to play African drums. Pupils in Years 5 and 6 were given good learning opportunities to sustain their part in the singing of a round. They demonstrated good phrasing, tone and diction. Pupils concentrated on their part and listened well. In discussion afterwards they analysed how they had interpreted the moods of music. One pupil commented, *The notes should be held for a bit longer.*
- 148 In both key stages pupils' attitudes and behaviour are good. They concentrate well and listen with attention to detail as they become totally focused on the tasks.
- 149 The teaching during the week of the inspection was good overall. A temporary teacher, not employed directly by the school, took most lessons during the week of the inspection. His very good musical knowledge and good evaluative skills had a positive impact on the quality of learning. For example, at the end of a song he picked up on a point for development linked to the dynamics. He made sure that the pupils understood what the technical term *dynamics* meant. Time is used well and very good use is made of the skills of a peripatetic pianist. However, there is no evidence of information and communication technology being used to develop musical skills.
- 150 The music scheme of work is based on national guidelines. It covers all areas of the curriculum. Resources are of a good quality overall but the library is not well stocked with music books. The co-ordinator organises a choir club during lunchtimes. She is keen to develop the subject further. For example, her action plan identifies the need to improve the confidence of some teachers in teaching the subject.

PHYSICAL EDUCATION

- 151 Standards in physical education by the end of Years 2 and 6 are in line with national expectations in most areas. During the inspection, it was not possible to observe all aspects of the subject, although these are fully covered in the scheme of work and in

planning. Pupils in Year 5 take part in swimming for one and a half terms in the school year. Discussion with the co-ordinator for the subject indicates that by the end of Year 6 the large majority of pupils will have achieved the minimum standard in swimming and a significant minority will exceed it. Standards have improved since the time of the previous inspection, when pupils in Years 3 to 4 were reported as underachieving. Pupils with special educational needs are fully included in all aspects of the subject and make good progress.

- 152 In the gymnastics lesson observed, pupils in Year 2 listened carefully to their teacher and followed instructions well. They are beginning to develop an awareness of the effects of exercise on their bodies and talk about it making their hearts *pump quicker*. Effective management and organisation and well-established routines promote responsible behaviour and pupils demonstrated a good awareness of their own safety and that of others as they moved around the hall and apparatus. Pupils concentrate and work hard. They learn how to balance using different parts of their bodies and extend this into their work on the apparatus. The school employs a coach to teach pupils a range of games skills. During the inspection, pupils in Years 1 and 2 responded very well to the very good quality of teaching. As a result, pupils made substantial gains in the development of ball skills including dribbling, shielding and guarding strategies. By the end of both lessons, pupils demonstrated that they could perform a number of basic ball skills with appropriate levels of accuracy.
- 153 By Year 6, boys and girls demonstrate satisfactory skills in dribbling, passing, attacking and defending in football. However, during the lesson observed on the playing field, opportunities for pupils to develop rather than consolidate their skills were limited because the pitch became very muddy. Pupils follow the rules of the game well and are able to organise themselves when the teacher is working with another group of pupils. In the lesson observed, most pupils showed good levels of sportsmanship but a very small number of pupils did not have such high standards when the *space invaders* game was played, hiding footballs so that the other teams could not capture them.
- 154 Teaching was good, overall, and never less than satisfactory. Some very good teaching by the specialist coach was observed. Teachers have good subject knowledge and use it well to teach specific skills. Expectations of behaviour and effort are high and pupils generally respond very positively. Satisfactory opportunities for pupils to watch others demonstrate their skills help them towards an awareness of how they might improve their own performance.
- 155 The co-ordinator has a high level of expertise and a good overview of the subject. She monitors teachers' planning and has introduced a system of assessment for use across the school. The subject is well-resourced. Apparatus and equipment are of a good quality and well-maintained and organised. Pupils in both key stages are given the opportunity to take part in a good range of after school sports clubs. Older pupils are able to represent the school in a range of competitive sports. These include athletics, football, rugby, swimming, table tennis, netball and rounders. Pupils in Year 6 take part in a residential visit to Robin Wood Activity Centre. Physical education makes a good contribution to spiritual, moral, social and cultural development through the promotion of teamwork, individual endeavour and sportsmanship.

RELIGIOUS EDUCATION

- 156 The school has maintained the standards identified in the last report. Inspection evidence, which includes lesson observations in Years 3,4 and 5, samples of pupils' work, discussions with pupils and observations of displays, indicates that by the end of both key stages, pupils achieve the objectives set out in the Bradford Agreed Syllabus for Religious Education. At the time of the previous inspection, the school did not comply with the requirements of the agreed syllabus in its provision for the study of world faiths. The school has fully remedied this and the subject now meets statutory requirements.
- 157 Much work in Years 1 and 2 is done orally. During the inspection it was not possible to observe any lessons in either of the two classes but evidence in books indicates that pupils have satisfactory opportunities to write independently about what they have learned. Pupils in Year 2 write their own prayers thanking God for food and the precious things in their lives. They write sensitively about *Joyful Jim* and why he lost his feeling of happiness. Pupils develop a good awareness of feelings. For example, one child wrote, *When I feel scared or sad, it is good to go to bed*. Planning indicates that they learn about Christianity and other major faiths. Work in books shows a satisfactory understanding of the meaning of Shabbat and how it is celebrated in Judaism. Moral aspects are often taught appropriately through stories from the Bible or accounts of the lives of famous people. For example, pupils' work shows that they know about the main events in the lives of Harriet Tubman and Mary Seacole.
- 158 By the end of Year 6, pupils identify and explain the principal aspects of Christianity, Judaism and Islam. In a Year 3 lesson, after listening very attentively to the story of *The Prodigal Son*, many demonstrated a good understanding of the main points of the story, with some pupils showing an awareness of the meaning behind the story. In the lesson observed in Year 4, good opportunities were provided for the pupils to reflect on their understanding of keeping a resolution through considering how Jesus wanted people to behave towards each other. As a result, pupils shared thoughtful ideas about the impact of their behaviour on others. Pupils in the Year 5 class made good gains in learning how they can make the world a better place through reflecting on their own behaviour. As a result of the teacher's good subject knowledge and sensitive approach, pupils worked together effectively to draft well-thought-out ideas onto a *global caring* chart. Discussion with pupils in Year 6 and a scrutiny of work in their books indicate that they are developing a satisfactory awareness of the celebrations and customs within Christianity, Judaism, Islam and Hinduism. Accounts of a visit to a church show a clear understanding of its importance to Christians for prayer, celebration and ritual. Pupils know the relationship between the Torah and the Old Testament and talk about how the Torah is carefully stored and that the pages are not handled but read using a *special pointer*. Work in books also shows a developing spirituality. For example, one pupil wrote *If you respect something, you care for it and will not let it get damaged*.
- 159 No teaching was observed in Years 1 and 2 or Year 6. Teaching in Years 3, 4 and 5 was satisfactory, overall, with some teaching that was good. The majority of teachers provide satisfactory opportunities for pupils to record what they have learned. However, limited evidence of written work was found in Years 3 and 4. Teaching is most effective where a lively and well-informed approach to the subject and very good relationships with pupils combine to hold their attention and encourage positive responses. Teachers have good skills in introducing lesson themes and provide pupils with many opportunities to respond to issues and ideas through discussion. Limited use is made of information and communication technology to enhance learning.

- 160 Management of the subject is good. Planning follows the Bradford Agreed Syllabus for Religious Education. It makes clear links with assembly themes and provides a good framework for a consistent approach to teaching and learning within the subject. The school is preparing to adopt the revised Locally Agreed Syllabus for religious Education in time for the beginning of the next school year. There are currently no agreed procedures in place for recording what pupils have learned to help teachers plan the next steps in learning.
- 161 The school has a good collection of religious education books and artefacts to support teaching and learning in all aspects of the Agreed Syllabus. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development through its studies of Christianity and other world faiths and opportunities for pupils to reflect on a range of issues.