

INSPECTION REPORT

Nessfield Primary School

Keighley

LEA area: Bradford

Unique reference number: 107285

Headteacher: Mrs S. Antcliffe

Reporting inspector: Mr P. M. Allen
OIN 17531

Dates of inspection: 8th – 9th October 2001

Inspection number: 186479

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, Junior and Nursery

School category: Community

Age range of pupils: 3 – 11

Gender of pupils: Mixed

School address: Nessfield Drive
Keighley
West Yorkshire
Postcode: BD22 6NP

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Appropriate authority: Governing Body

Name of chair of governors: Mr A. Sharples

Date of previous inspection: 15th January 1996

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6 – 9
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	10 – 16
WHAT COULD BE IMPROVED	16 – 18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20 – 23

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Nessfield Primary School is a large primary school serving a residential area in Keighley. The school, which is oversubscribed, draws its pupils from a mixed area of privately owned and rented accommodation. The school has grown significantly since local reorganisation when, two years ago, it became a through primary school, where previously it was a first school catering for children aged three to nine. As a consequence, nine new staff were relocated to the school from closing middle schools. At the time of the inspection, the school was coping with the difficulties caused by five temporary classrooms and a standstill on the planned extensive building programme. The Nursery caters for up to 60 children on a part time basis. In the main school there is an equal gender mix of 414 pupils who are taught in fourteen classes, two for each year group. The vast majority of pupils are of white ethnic origin. Eighty-two are on the special educational needs register, which is in line with the national average, although the number with Statements of Special Educational Need is above the national average. There are a very small number of pupils with English as an additional language. Nine per cent of the pupils are eligible for free school meals which is significantly below the national average. Attainment on entry to the school is broadly in line with what could be expected.

HOW GOOD THE SCHOOL IS

The school provides a good standard of education in difficult circumstances. Standards at the end of Year 2 and the end of Year 6 are good and above national averages. The quality of teaching is at least satisfactory, often good and sometimes very good. The headteacher provides good leadership with the backing of a conscientious staff and a supportive governing body. In light of the costs involved, the standards achieved and the quality of the education provided, the school gives good value for money.

What the school does well

- ◆ Standards are very good in reading across the school.
- ◆ Standards are very good in science at both key stages.
- ◆ There is good provision for spiritual, moral, social and cultural education.
- ◆ The provision for pupils with special educational needs is very good and they make good progress at both key stages.
- ◆ The curriculum is carefully thought out and well organised at both key stages.
- ◆ Through good leadership the headteacher has successfully steered the school through a difficult period.

What could be improved

- ◆ Standards in written work across the school.
- ◆ The Foundation Stage curriculum in the Reception classes.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Nessfield Primary School came into existence in September 1999 as a reorganised school and, as such, this is its first inspection. It has made very good progress in creating a team approach amongst the staff, many of whom were new to the school. Staff work well, supporting one another effectively. There is a strong commitment to improvement and a shared capacity to succeed.

STANDARDS

At the time of the inspection it was not possible to show the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests. Summer 2001 was the first time the school had Year 6 pupils.

The majority of the youngest children are in line to meet most of the nationally prescribed Early Learning Goals by the end of the Foundation Stage (Reception year), although a significant minority may not achieve the higher levels especially in communication, language and literacy and mathematical development. A significant minority are likely to exceed the goals. Standards at the end of Year 2 are very good in reading and mathematics, but are not as high in writing. Standards at the end of Year 6 are good overall in English, good in mathematics and very good in science. This reflects the pattern of attainment in the National Curriculum results of 2001. Standards in information and communication technology are sound across the school. Across the school most pupils achieve well relative to their abilities, although there is recognition that standards could be higher in written work. The school is setting clear targets to maintain and improve upon these results.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school. Most children work hard to achieve their best.
Behaviour, in and out of classrooms	Behaviour is usually good across the school. Pupils are polite and welcoming to visitors.
Personal development and relationships	There are good relationships between pupils and staff. During the inspection, pupils worked and played well together.
Attendance	Attendance is very good and consistently above national averages.

Good attitudes, behaviour and relationships all have a positive impact on the quality of learning.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery & 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 at least satisfactory, often good and sometimes very good. Most of the teaching seen was in English and mathematics. The skills of literacy are generally taught well, although there is a need to target raising standards of written work at both key stages. The skills of numeracy are taught well. The teaching generally meets the needs of all the pupils, including those with special educational needs, those who are higher attainers and those for whom English is an additional language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and inclusive curriculum. There is a very good range of extra-curricular activities. The time spent on literacy and numeracy in the Reception classes is not fully supporting the Early Learning Goals.
Provision for pupils with special educational needs	The provision is very good. The pupils are very well supported by the teachers and the support staff and this enables them to make good progress.
Provision for pupils with English as an additional language	The provision is good. Teachers make appropriate provision in lessons, enabling pupils to become confident and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for spiritual, moral, social and cultural development is good and has a very positive impact on the life of the school. Personal development is one of the schools strengths.
How well the school cares for its pupils	The school ensures the care, safety and protection of all its pupils.

The curriculum at both key stages is broad and balanced, carefully thought out and well organised. The school provides a good level of care and is helping the pupils to become mature and responsible.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, well assisted by the deputy and the assistant headteacher, is providing good leadership. All the many changes have been dealt with, enabling the school to move forward and develop.

How well the governors fulfil their responsibilities	The governing body is supportive of the school. It is beginning to take an active part in shaping the school's direction, with a growing understanding of its strengths and areas for development.
The school's evaluation of its performance	The school has made a very positive start in monitoring its performance with firm plans to develop this further.
The strategic use of resources	There is good strategic use of resources. The money the school receives is used well and resources are effectively deployed. Good consideration is given to the principles of best value.

There is a good team approach in monitoring the work of the school, in decision-making and in the day-to-day organisation. The accommodation is adversely affected by having five temporary classrooms some distance from the main building. The staff cope well with the difficulties which include having no proper staff room. The building programme has come to a standstill. The date for the start of the programme of extensions is not known. The headteacher has successfully steered the school through a difficult phase in its development with the support of a conscientious team.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ◆ The children like school. ◆ The children make good progress. ◆ The quality of the teaching. ◆ The way the school expects the children to work and give of their best. 	<ul style="list-style-type: none"> ◆ Some parents indicated that they would like to better informed about how their children are getting on. ◆ Although the vast majority feel that the school is approachable, a significant minority indicated that they did not feel that the school works closely with parents ◆ Some indicated that they would like more information on the expectations for homework.

The school makes good efforts to build up effective links with parents by providing a very good range of information in order to involve them in their children's learning at home and at school. The school provides good opportunities for parents to meet with teachers to discuss their progress, and the school welcomes parents, many of whom call in on a regular basis. The school gives appropriate information on the amount of homework expected. The inspectors do not endorse the negative views of a minority of parents. The school values the support which parents give to their children and to the school.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are very good in reading across the school

1. Reading is given a high priority in the school, with a tradition of very good standards. This focus starts in the Nursery class and continues throughout the school. Targets are carefully set for each year group in reading and the school has a good degree of success in achieving these targets. Progress is monitored by making annual use of standardised reading tests. In the National Curriculum reading tests of summer 2000, the school's results at the end of Year 2 were very high compared with all schools nationally and very high when compared with similar schools. Taking the three years from 1998 to 2000 together, the performance of the pupils in reading exceeded the national average for their age by a significant margin.

2. The results were not quite as high in 2001 when a lower attaining cohort took the test; a very high proportion reached the appropriate level 2, but fewer than usual reached the higher level 3. All the indications are that the results for summer 2002 will reflect the very good results of previous years. 2001 was the first year that the school had Year 6 pupils. In the reading component of the English tests, the results were very high, with over half the pupils achieving the higher level 5.

3. From the Nursery onwards, the routine is established for children to take books home on a daily basis. Good use is made of the home-school reading record and most parents are very supportive of this. In the Reception year, children have good access to a range of good quality picture books. They quickly learn the initial sounds of letters and soon begin to read simple, repetitive texts. The classrooms are full of language to read and children are given well-structured, individual help as well as opportunities for shared reading. This progress in reading continues through Key Stage 1. The staff have good technical competency in the teaching of letter sounds and make good use of the national phonic scheme. The pupils are heard to read on a regular basis and good support is provided by parent volunteers. Pupils develop good levels of fluency, accuracy and understanding thus giving them the competency to meet the reading demands of the National Curriculum. By the end of Year 2, most pupils can read independently, establishing meaning through appropriate strategies.

4. This progress continues through Key Stage 2, where pupils read with enhanced understanding and expression. They become proficient at accessing information from books, from the Internet and through the use of the CD-Rom; they effectively access information from a variety of sources. They send and receive e-mails. By the end of Year 6, pupils are developing into enthusiastic and reflective readers, many of whom read for pleasure. The higher attainers are able to compare the merits of the different books they have read and demonstrate higher order reading skills, such as scanning and using inference and deduction; this is an aspect which the school wishes to develop further. In a Year 6 lesson on 'Carrie's War', there was clear evidence of expressive reading with very good levels of comprehension.

5. The part played by parents has a positive impact on the standards achieved. Most provide valuable support for their children in reading by encouraging them and hearing them read regularly at home. The school provides good quality support to pupils with special educational needs in order to help them in the acquisition of basic reading skills;

they receive regular and ongoing help in small groups, enabling them to make good progress.

6. The introduction of the National Literacy Strategy has had a very helpful impact on the development of reading resources. There is a very good range of picture books and reading scheme books, including sets of books. Good use is made of the local education authority's library loan services to provide topic books, class readers and reading materials for higher attainers. The school plans to significantly develop the non-fiction area with the inclusion of a reference library in the planned extension. The annual book fair, the involvement in World Book Day and in National Poetry Day all help to raise the profile of reading.

7. The very good standards in reading have a very significant impact on the quality of learning and the standards the pupils achieve and, as such, are a clear and significant strength of the school.

Standards are very good in science at both key stages

8. In the 2001 National Curriculum science tests for Key Stage 2, 98 per cent of the pupils taking the test achieved the expected level 4 or above. This is above the national average; furthermore 47 per cent of these pupils achieved the higher level 5, which is very good. These results cannot be compared with those of pupils in previous years, as this was the first year that the school has had Year 6 pupils. In the 2001 National Curriculum science teacher assessments for Key Stage 1, 97 per cent of pupils achieved a level 2 or above with 27 per cent achieving a higher level 3. Results in science at Key Stage 1 have been consistently high over a period of time. The standards seen in the work of pupils currently in Year 2 and Year 6 are above the national expectations for pupils aged 7 and 11. All pupils, including those with special educational needs achieve well in science.

9. The school has developed careful curriculum planning and organisation in science, which impact on the standards achieved. There is rigorous monitoring of the curriculum by the deputy headteacher and this ensures all pupils have their full entitlement to science and make good progress in the subject through the school. There is effective use of the national guidelines, supported by a commercial scheme, which provide teachers with clear learning objectives for the focused planning of lessons.

10. The science curriculum is planned to include all the required elements of the subject from Year 1 through to Year 6. This ensures full coverage for each year group and a progressive build up of knowledge and understanding along with scientific skills through the school. By Year 6, pupils have a very good knowledge and understanding of science. They learn about living things such as microorganisms; they study materials and their properties by looking at reversible and irreversible changes and develop an understanding of physical processes through, for example, experimenting with electrical circuits. Pupils are given many opportunities for investigative work in which they are asked to make predictions and draw conclusions. This is seen in Year 6 where pupils are asked to predict if a shadow will form when a light source is shone at objects made of different materials. The higher achieving pupils show a very good use of technical vocabulary in their recording. One pupil wrote, 'The boiler suit is opaque so that means you can't see through it and a shadow will form.'

11. Most pupils have a good understanding of fair testing. When carrying out an investigation on the conditions necessary for seeds to germinate, Year 5 pupils knew that

they could only change one factor at a time. All pupils are encouraged to develop enquiring minds by writing down what they already know about a scientific topic and what they would like to find out. For example, a Year 4 pupil wrote, 'Does a fish have a skull like our skull?' Pupils then research their answers, with the higher achieving pupils writing facts in a narrative form. Results of investigative work are recorded in a variety of ways, including the use of information and communication technology.

12. The teaching and learning seen in Year 2 and Year 6 was good. Both teachers demonstrated good subject knowledge; they used questioning skills to good effect and gave clear explanations. The pupils were well managed. The learning was investigative and enjoyable. In the Year 2 lesson, pupils had to jog for one minute and then measure their pulse rate to observe the effect of exercise on the body. The teacher ensured that a pupil in a wheel chair was able to join in the task. Homework on electrical heat sources was given as a follow up to the Year 6 lesson on electrical circuits. All these features have a positive impact on pupils' learning.

13. All work is marked on a regular basis, the most effective informing pupils how well they are doing and what they can do to improve further. An example of good marking was seen in a Year 3 book. The pupil had drawn a picture of himself detached from his shadow and the teacher commented, 'When we went outside to look at shadows was your shadow joined to your body?' This encourages the pupil to make a close observation of his work as well as pointing out a misconception, making a helpful contribution to the teaching and learning processes. There is clear commitment to inclusion for all pupils as well as to maintaining and building upon the very good standards in science which are a strength of the school.

There is good provision for spiritual, moral, social and cultural education

14. The school makes good provision for pupils' personal development within a caring environment. The aims give a clear commitment to the development of each pupil as an individual. There are effective procedures in place for ensuring that, where possible, the curriculum is inclusive for all pupils. Helpful individual records are kept of pupils' personal development.

15. Spiritual development is encouraged in daily acts of collective worship with time for reflection and communal prayers. Good links are made between assemblies, lessons in religious education and personal and social education, so that pupils have many opportunities for thinking about the way personal beliefs and the faiths of others affect the way people behave. English, history, art and design and music lessons offer opportunities for pupils to express their thoughts and feelings. Personal writing provides good opportunities to explore in words feelings concerned with fear, embarrassment, hopes and wishes. Some of this work was inspired by a recent visit from a local writer.

16. The school is an orderly community and pupils understand its rules very well. Great emphasis is placed on moral and social development. There is a very detailed behaviour policy with clear guidelines on how pupils should behave. Pupils are polite and welcoming. They are encouraged to value one another and to celebrate each other's successes; for example, through the weekly assembly which celebrates achievement and good work and also by encouraging pupils to write positive comments about each other's art and design work. Staff set very good examples through their own caring, supportive attitudes.

17. Being part of a group is an important feature of the school. Pupils are generally friendly with one another and work well co-operatively in lessons and also in school productions, musical events and the many clubs that are provided. Confidence and tolerance are encouraged through contact between pupils of different ages. The recently introduced Buddies scheme, where older pupils care for younger ones during playtimes and lunch times is proving very valuable. Pupils with special responsibilities take their duties very seriously as do those who sit on the School Council

18. Great emphasis is given to care for the wider community; for example, by fund raising for charities such as the British Heart Foundation and those for the homeless. This year's harvest appeal is for the families of firemen killed in the recent disaster in America. The school sponsors a child in Honduras, through World Vision. Pupils learn about people in history who have devoted their lives to caring for others, such as Florence Nightingale. Pupils are made aware of environmental issues and discuss features that enhance or spoil the environment. The school won an award for being one of the top ten animal friendly schools in the country.

19. Much of the curriculum contributes effectively to the pupils' cultural development. Pupils explore the local environment and areas further afield. They make comparisons between their own environment and that of others, for example, the fictitious Isle of Struay. They visit museums such as Eden Camp and East Riddlestone Hall and some pupils have been to a falconry centre. Recent work with a theatre group proved to be a valuable experience. Provision is extended and enriched by the wide range of extra-curricular activities and the regular French lessons for older pupils. Through stories from other cultures and religious education lessons, pupils learn about the customs and festivals of the world's major religions, deepening their knowledge of the multicultural society in which they are growing up.

The provision for pupils with special educational needs is very good and they make good progress

20. The school makes very good provision for pupils with special educational needs and this enables them to make good progress. The useful school policy details arrangements for ensuring that the requirements of the national Code of Practice are met. The special educational needs co-ordinator, teachers and classroom support assistants all work closely together to provide a coherent approach which raises standards achieved by the pupils. The school is fully aware of its obligation to all pupils and provides well for higher attainers and those pupils for whom English is an additional language. Every pupil's contributions and efforts are valued.

21. The school tries to identify pupils with special educational needs as early as possible and, in this process, there are very effective links with parents. The Nursery relies on information provided by the pre-school health service to identify pupils with significant needs. Teachers then use the school's assessments and standardised tests to identify pupils who are to be placed on the special educational needs register. The success of the early intervention and effective procedures in meeting the needs of these pupils is seen in the movement on and off the register.

22. Eighty-two pupils are on the special educational needs register of whom 12 have statements relating to their needs. Every effort is made to ensure that, where possible, these pupils have their curricular entitlement. Each pupil has an individual education plan which contains appropriate targets for learning. Teachers and support staff monitor

progress closely and keep informative records. Parents are well informed about progress. The school now intends to make learning targets more specific so that smaller increments of learning can be measured. Throughout the school, pupils benefit from a structured programme of challenging activities and a high level of good quality support from classroom assistants. The results of national tests last year show that the Year 6 pupils achieved the targets set for them and some in Year 2 exceeded them.

23. The school is well equipped with good quality resources. Provision for the pupils with physical disabilities is very good. Resources for these pupils include changing facilities, disabled toilets, a mobile hoist and wheelchair access to all parts of building and playground. Information and communication technology support is provided and furniture adapted to so that pupils can work alongside peers in class for the majority of the day. All support staff have appropriate training in helping these pupils and in the correct use of equipment. Due consideration is given to health and safety issues.

24. The co-ordinator works very hard. She has an excellent overview of the work in special educational needs through her support in classrooms and constant monitoring of teaching and learning. She has built up very good links with appropriate external agencies and values the very good support they give. The special educational needs governor is actively involved in monitoring the work of the school and her specialist knowledge is of great value.

25. The secure learning environment and the caring and sympathetic attitude shown by all adults in the school, combined with the close working partnership of all concerned with special educational needs pupils, ensures success in meeting their needs and has a very positive effect on the standards achieved.

The curriculum is carefully thought out and well organised at both key stages

26. The school provides a good range of worthwhile learning opportunities for its pupils in a rich curriculum which meets statutory requirements, it is broad and balanced and meets the needs of all its pupils. The curriculum is well planned to ensure equality of access and opportunity for all pupils. The school is well aware of its need to make the curriculum inclusive to all pupils, and acts accordingly.

27. The school has responded promptly and positively to the recent changes in the National Curriculum. Teachers are successfully incorporating the new initiatives into their planning. The school has successfully implemented the National Strategies for Literacy and Numeracy. The introduction of the National Literacy Strategy is having a positive impact on pupils' achievement and on standards in English; for example, the use of modelled writing is beginning to improve the quality of pupils' written work. The National Numeracy Strategy has helped to further raise standards in mathematics, especially in the pupils' quick responses to mental arithmetic where more is now expected of all pupils.

28. The curriculum is kept under constant review. The yearly planning of all subjects is very carefully considered to ensure that pupils, in all age groups, are given their full curriculum entitlement. The school has taken the initiative to introduce French as a foreign language to all pupils at Key Stage 2. This, along with 'Circle Time' and personal, social, health and citizenship education for all pupils, greatly enriches curriculum provision. At Key Stage 2, specialist teachers take French, music and physical education. Specialist

teaching in these subject areas has had the effect of extending curriculum opportunities and made a positive impact on standards in, for example, music.

29. The half term curricular planning focuses on what is to be taught in each subject. This joint planning between parallel classes is firmly rooted in the National Curriculum programmes of study and is successfully supported by guidelines that are based on national guidance. Consistency is good because both teachers' planning and overall curricular planning are rigorously monitored by the deputy headteacher and overseen by subject co-ordinators. At the time of the inspection, medium term planning was monitored by the deputy headteacher with special reference to investigative science and to check its progression throughout the school. The skills and knowledge to be taught in all subjects are clearly identified on a day-to-day basis as teachers plan the detail for lessons.

30. Curricular provision for pupils for whom English is an additional language is good. Provision for pupils with special educational needs is good and follows the recommendations of the nationally agreed Code of Practice. Individual education plans are readily available in classrooms and contain a good range of appropriate targets, which teachers use well in their planning. This is seen at its best in the work planned for small groups in literacy and numeracy lessons, which make effective use of the planning formats from the national strategies.

31. The school uses well the information gained from the analysis of test and assessment results and adapts the curriculum to meet the learning needs of the pupils. Extra help and support is offered to pupils through 'Better Reading', and literacy and numeracy 'catch up' sessions. Booster classes are organised for targeted Year 6 pupils prior to taking their National Curriculum tests. There are advanced mathematics classes for pupils with the potential to achieve a level 6. Initiatives to improve pupils' handwriting style and written expression have also been introduced. All these contribute positively to the standards pupils achieve, as is seen in the consistently high levels of achievement in national tests at Key Stage 1 and now at Key Stage 2.

32. Good provision is made for pupils' personal, social, health and citizenship education. The school has a good written policy and weekly lessons are taught effectively in all classes, with plans to further develop this area of the curriculum. The school nurse assists with sex education in a sensitive way by talking to the Year 6 boys and girls separately. Pupils receive appropriate information about the dangers of the misuse of drugs. The very caring ethos within the school demonstrates the importance that is placed upon these aspects of pupils' learning.

33. The school provides a wide range of extra-curricular activities to extend the curriculum outside the normal school day. Pupils enjoy choir, band, drama, chess, computer club, running, football, rugby, table tennis, gymnastics, rounders and an activity club for younger pupils. The school also offers music tuition, by local education authority teachers, in stringed, woodwind and brass instruments. Educational visits are planned to enrich the curriculum; for example, pupils in Year 6 visit Eden Camp to support their learning about World War Two. Residential visits are arranged for Year 5 to Buckden Hall and Year 6 to the Robin Wood Centre. These activities make a good contribution to pupils' learning and their personal and social development.

34. The school has developed successful links with the community, which contribute to pupils' learning; for example, the clergy, the RSPCA and the police service all visit the school to give talks and demonstrations to pupils. Oakbank Secondary School sends work

experience students to the school and the school has close links with Bradford and Ilkley Community College and regularly accepts students training to be teachers.

Through good leadership the headteacher has successfully steered the school through a difficult period

35. The headteacher, with the support of a conscientious team of teachers and other staff, has successfully steered the school through a difficult phase in its development. The good induction procedures have promoted the formation of an effective team. Two new year groups have been assimilated and care has been taken to ensure that their needs have been fully met. As part of the local reorganisation process, nine new staff were relocated to the school from local middle schools in September 1999. These members of staff have been welcomed into the team, becoming an integral part of it. Additionally, whilst some work on the accommodation has been completed, the planned extension has come to a standstill. This means pupils being taught in five mobile classrooms, set away from the school; the staff room is located in a temporary building.

36. The school has a strong commitment to maintaining high standards and has been most successful in creating a settled cohesive team and a climate for continual improvements. This has largely been achieved by the integration and induction of all new staff. Newly appointed staff have received very good support to help them settle into the school from the management and other staff. The careful pairing of teachers has helped them to overcome their individual difficulties. Year group partners are supportive of each other and work very well together. Relatively new members of staff were happy to tell of how they had been supported by their colleagues. The new members are now contributing well to the expertise available in the school and have developed an ownership of the school's ethos and the commitment to inclusion.

37. The training of new staff to deliver the National Literacy and Numeracy Strategies was rightly identified as being an important priority. Good use has been made of both in-school and outside expertise in successfully tackling this issue. In addition to this, appropriate focus on organising and planning the curriculum has contributed greatly to the development of a good range of learning opportunities for the pupils. All these factors have contributed to the very creditable results achieved in the school's first experience of end of Key Stage 2 tests.

38. Delegation of key responsibilities is balanced and efficient. The expertise of members of staff is well used; for example, the co-ordinators for physical education and music use their skills fully in teaching their subjects across the school. This allows the headteacher to allocate generous time to staff in order that they can carry out their management roles. As a result there is a good team approach in monitoring the work of the school, in decision-making and in the day-to-day organisation.

39. All staff, including the good number of support workers, are very hard working and the headteacher values their commitment and support. They have developed into a settled, cohesive team with a strong shared will for improvement and a shared capacity to succeed. The school is clearly moving forward in a positive way benefiting from the good leadership of the headteacher.

WHAT COULD BE IMPROVED

Standards in written work across the school

40. The school has identified standards of written work at both key stages as its main priority for improvement; this is clearly reflected in the school's documentation, including the school development plan. Although the proportion of the pupils reaching the appropriate level 2 in the writing test at the end of Year 2 is consistently higher than the national average, too few reach the higher level 3. In recent years the proportion of pupils at level 3 has only been broadly in line with the national average. There is only one year of National Curriculum results for Year 6 and this data indicates that whilst over 50 per cent of pupils achieved a level 5 in the reading component of the tests, less than 20 per cent achieved the same level in the writing component.

41. The school's analysis of all the available data informs its target for writing results to improve so that the gap between reading and writing results falls by 15 per cent. Having identified writing as the key area for improvement throughout the school, strategies are being put in place, most clearly in Year 6, to enhance pupils' skills and increase the opportunities for writing, with higher expectations of what pupils can achieve.

42. Work scrutiny at Key Stage 1 shows some good opportunities for writing such as descriptions of family members, for example, 'My Sister', creative writing such as 'The Sick Dragon' and historical writing about Florence Nightingale and 'My Gran's School'. Sometimes in subjects such as history and geography, more opportunities could be given to develop writing with more challenging work for the higher attainers; there are times when expectations are insufficiently high. There is little evidence of extended writing, although a visit to the Falconry Centre at Settle inspired pupils to write in detail.

43. There is evidence of pupils having more opportunities to develop writing skills at Key Stage 2, especially towards the end of the key stage. Pupils write 'Jack and the Beanstalk' as a play and imaginative stories such as 'Trapped' and 'The Christmas Genie 2088'. Pupils are able to write letters and newspaper articles and an autobiography entitled 'The First Decade'. There are occasions, for example, in writing on 'My Favourite Moment' and 'A Special Journey', when more detail could have been encouraged. The work is benefiting from discrete time being allocated to extended writing and from some detailed marking. In Year 6 clearer targets than in other year groups are created to improve writing, although this aspect is relatively underdeveloped across the school.

44. There are often times in English and in the foundation subjects when the work requires a limited response. This is sometimes, but not always, matched to the needs of the pupils; significantly more could be expected of the higher attainers. A positive start has been made, but the school needs to continue to raise the profile of writing, including the promotion of extended writing and the development of detail. More writing tasks need to be built into work across all areas of the curriculum. Pupils' writing skills will benefit from more opportunities to write for a wider variety of purposes and audiences with higher expectations and clearer targets. More of the school's higher attainers can achieve better results and improvement in written work can impact on standards across the school.

The Foundation Stage curriculum in the Reception classes

45. The national Early Learning Goals establish expectations for most children to reach by the end of the Reception year (the end of the Foundation Stage). This relatively new curriculum for young children prescribes ways of working which involve children learning through structured play and practical experiences. During the inspection, although time was being given for high quality, purposeful learning through activity, too much time was being given to elements of the literacy and numeracy hours. Most of the children were not ready for this degree of formality and gained very little from it. At the time of the inspection the children had been in main school for less than a half a term, virtually all having spent a year in the school's nursery. A number of the children are summer born and some are barely four years old. As the children's skills develop and they become more mature, they will be ready to assimilate aspects of the two national strategies, but this needs to be later on in the year.

46. The children in the Reception year make a positive start to their schooling. They benefit from the hard work of the teachers and the classroom assistants. A lot of thought goes into planning the work and there are good procedures for assessing and monitoring. These are undertaken on a shared basis by the two teachers who are very conscientious and very committed to the children and their well being. Staff are warm and caring and value the children as individuals. The supportive relationships enable the children to feel secure and happy during their introduction to school life. The work planned for the children provides a solid base for Key Stage 1 of the National Curriculum but needs to focus more on the experiential aspects of the new learning goals. Currently there needs to be less time given to sitting on the mat for literacy and numeracy and more given to opportunities to explore, investigate, discuss, create, practise and consolidate their developing knowledge, skills and understanding. Children need more opportunities to increase their creative and physical skills and their knowledge and understanding of the world.

47. During the inspection a session was observed which started with a literacy session in one side of the area for one of the classes and a numeracy session on the other side for the other class. The targets for this work were very optimistic and a significant number did not have a clear understanding of the questions asked which led to some restlessness. A smaller number of higher attainers were able to follow the lesson. Subsequent to two focus groups working on formal activities related to the work, the children from both classes were able to choose activities (with some element of direction) from a wide range, including role-play, water, sand, paint, play dough, cutting and sticking, outside play and a 'reading and listening' activity.

48. In this second part of the session, the quality of teaching and learning across the Reception area was very good. The children moved into activities purposefully, usually staying on task and learning to co-operate with others. The adults were effectively intervening, asking questions, extending the learning and modelling language. Relationships are very good and staff show good knowledge of individual children and their needs. A good number of adults provide good levels of support in which the children's personal, social and emotional development is being promoted all the time. The adults are enabling the children to make choices, co-operate and become engaged in purposeful activity. The children's pleasure in learning is clear to see and the activities run through the designated break time.

49. Overall, the time allocated to activities gives an imbalance between the formal adult-led activities in literacy and numeracy and the time spent in having opportunities to learn through structured activities which support the Early Learning Goals. Time given to the formal elements will be more effectively used when the children are ready.

50. The classroom setting is an attractive, secure place to be and the teaching and learning have many good features. The good features in place can be built upon to provide a richer and more varied curriculum for the Reception children, adding to the quality of education provided, enabling the curriculum for the Reception children to be more appropriate to their current needs and to more clearly support the Early Learning Goals.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors' action plan will set out how the areas for improvement identified during the inspection are to be addressed.

In order to further raise the standards and the quality of education provided, the governing body, headteacher and staff should:

- ◆ further develop and improve written work by:
 - *raising the profile of writing in the school;*
 - *raising expectations of what the higher attainers can achieve;*
 - *maximising opportunities for extended writing including the development of detail;*
 - *creating more opportunities for pupils to write for a variety of purposes and audiences;*
 - *giving pupils more opportunities to write and make a personal response in the foundation subjects;*
 - *developing detailed target setting based on National Curriculum level descriptors;*

- ◆ improve the Foundation Stage curriculum in the Reception classes by:
 - *reviewing the times allocated for literacy and numeracy sessions;*
 - *reducing the lengths of time given to children sitting down, listening as a whole class;*
 - *making more use of the support staff for group work in speaking and listening;*
 - *extending the opportunities for children to make choices and take part in practical and creative work.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	15	11	0	0	0
Percentage	0	10	52	38	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	414
Number of full-time pupils known to be eligible for free school meals	0	37

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	12
Number of pupils on the school's special educational needs register	7	75

English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
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	29	30	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	28	27
	Girls	29	28	28
	Total	55	56	55
Percentage of pupils at NC level 2 or above	School	93 (96)	94 (98)	93 (98)
	National	84(83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	27	29
	Girls	28	28	29
	Total	55	55	58
Percentage of pupils at NC level 2 or above	School	93 (96)	93 (98)	97 (100)
	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	31	29	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	23	30
	Girls	26	24	29
	Total	53	47	59
Percentage of pupils at NC level 4 or above	School	88 *	78 *	98 *
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	27	28
	Girls	25	27	28
	Total	44	54	56
Percentage of pupils at NC level 4 or above	School	73 *	90 *	93 *
	National	72 (70)	74 (72)	82 (79)

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

* 2001 was the first time the school had Year 6 pupils therefore there are no previous results to report.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	4
Bangladeshi	0
Chinese	0
White	349
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)	18
Number of pupils per qualified teacher	23.7 : 1
Average class size	29.6

Education support staff: YR – Y6

Total number of education support staff	18
Total aggregate hours worked per week	409

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30 : 1
Total number of education support staff	3
Total aggregate hours worked per week	66
Number of pupils per FTE adult	7.5

FTE means full-time equivalent.

*A significant proportion of the carry forward has been earmarked for improvements in the development of the playground at the end of the building programme.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
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)	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	2	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	2000/01
	£
Total income	857,165
Total expenditure	853,946
Expenditure per pupil	1,919
Balance brought forward from previous year	43,344
Balance carried forward to next year	*46,563

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	470
Number of questionnaires returned	198

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	38	6	0	1
My child is making good progress in school.	44	47	4	1	4
Behaviour in the school is good.	30	56	5	1	8
My child gets the right amount of work to do at home.	25	58	12	1	4
The teaching is good.	46	46	2	0	6
I am kept well informed about how my child is getting on.	18	50	25	3	4
I would feel comfortable about approaching the school with questions or a problem.	46	42	10	1	1
The school expects my child to work hard and achieve his or her best.	56	36	2	0	6
The school works closely with parents.	24	46	25	2	3
The school is well led and managed.	34	44	13	2	7
The school is helping my child become mature and responsible.	37	50	5	1	7
The school provides an interesting range of activities outside lessons.	48	38	4	3	7