

# INSPECTION REPORT

## **RUSSELL HALL PRIMARY SCHOOL**

Queensbury, Bradford

LEA area: Bradford

Unique reference number: 107433

Headteacher: Mr M Ford

Reporting inspector: C D Loizou  
18645

Dates of inspection: 16th – 19th October 2000

Inspection number: 187348

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:	Foundation
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing body
Name of chair of governors:	Mr K A Jenkinson
Date of previous inspection:	4 March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
C D Loizou (18645)	Registered inspector	English as an additional language Information and communication technology Physical education	How high are standards? How well are pupils taught? How well is the school led and managed?
M Roscoe (9884)	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?
D Matthews (18505)	Team inspector	Under fives Mathematics Design and technology Geography	
M Leyland (20864)	Team inspector	Equal opportunities English Art History	How good are the curricular and other opportunities offered to pupils?
M Roussel (22157)	Team inspector	Special educational needs Science Music Religious education	

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# REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
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	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>14</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>18</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>21</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>22</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>26</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is now an infant and junior foundation school (originally a grant maintained first school) situated in the town of Queensbury, in Bradford. The area that the school serves is a mixture of private and local authority housing. It has a nursery class managed by three nursery nurses under the supervision of the early years co-ordinator. There are 280 pupils on roll between the ages of 4 and 11 years, which is above average for schools of this type. The nursery admits up to 78 part-time children (39 full-time equivalent) who are three years of age during the school year. Approximately 40 per cent of the children transfer from the nursery to the school. The number of pupils eligible for free school meals is approximately 10 per cent, which is below average. There are 51 pupils on the special educational needs register (18 per cent), which is average and three have statements of special needs. At the time of the inspection most of the children in the reception class were under five years of age. Their attainment on entry to the school covers a wide range but is generally average.

### **HOW GOOD THE SCHOOL IS**

This is a good school whose motto *In the heart of the community* is a very appropriate description of all its work and achievements. The pupils make good progress in most subjects and very good progress in their spiritual, personal, social and moral development. The teaching is good overall with a significant proportion that is very good and excellent. Relationships throughout the school are excellent and behaviour is very good. The headteacher provides excellent leadership, his enthusiasm and commitment to the school, its pupils, parents and staff is exemplary. The governors provide very good and effective support. The school now needs to improve the standard of handwriting, spelling and punctuation further. The school must also put into effect procedures that assess risks and potential hazards. The parents think very highly of the school. The school provides good value for money.

#### **What the school does well**

- Standards in science, religious education, art and design, history, music and physical education are above those expected for pupils' ages.
- The pupils achieve well and make good progress because the teaching is good, relationships are excellent and the school is wholly committed to raising standards further.
- The provision for children under five in the foundation stage is very good.
- The personal, spiritual, moral, social and cultural development of the pupils is very good. The pupils try very hard, showing initiative and are very well behaved.
- The school provides a very good range of learning opportunities, tasks and activities.
- Links between the school, parents and the local community are excellent.
- The headteacher and management team provide excellent leadership. The headteacher's inspirational leadership, enthusiasm and devotion to the school are having a positive impact on the pupils, parents, staff and governors. Governors manage the school very well.

#### **What could be improved**

- Handwriting, punctuation and spelling.
- Procedures related to risk assessments and the control of hazards.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made good progress since the last inspection. It has developed schemes of work and curriculum policies for all National Curriculum subjects. Planning is much better with good systematic procedures in place so that teachers prepare effective lessons that have progression and continuity for the pupils. There are excellent and effective monitoring procedures in place, enabling the headteacher and staff to identify areas for improvement and act on these. The teachers make good assessments of the pupils work and this informs their planning, consequently the work provided for pupils matches their capabilities and is challenging.

## STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	1997	1998	1999	1999
Reading	A	C	C	D
Writing	C	D	D	D
Mathematics	B	C	C	C

Key	
well above average	A
above average	B
Average	C
below average	D
well below average	E

The results of the 1999 end of Key Stage 1 national tests for seven year-olds show that the pupils' attainment in reading and mathematics was average in relation to schools nationally. In writing, attainment was below average. Compared with similar schools, the standard in mathematics was average and, in reading and writing, it was below average. The 2000 test results show a significant improvement on the previous year because a greater proportion of pupils achieved higher than average results in reading, writing and mathematics. Indications are that standards have improved because the school has focused on raising the attainment of those pupils who have the potential to score higher levels of attainment for their age (Level 3). It is also significant that two pupils achieved Level 4 at the end of Key Stage 1 mathematics tests in 2000 which is well above the standard expected for their age. The results in all three subjects are close to the school's own targets. The trend in attainment over the last four years has always been above or close to the national average in reading, writing and mathematics.

Inspection evidence indicates that attainment in English and mathematics at the end of Key Stage 2 is average, and in science, it is above average. As the school has only just changed from a first school to a primary school no comparisons can be drawn with previous years for Key Stage 2. Attainment at the end of Key Stage 1 is above average in mathematics and science and average in English. English standards are depressed by the pupils' attainment in writing. There are weaknesses in spelling and punctuation and handwriting is inconsistent across the school. In mathematics, attainment at the end of Key Stage 1 is above average, reflecting the national test results. In Key Stage 2 the level of attainment in mathematics at the time of the inspection is average. Lower attaining pupils are less secure when handling fractions and division work. Attainment is in line with the school's own targets. In science, attainment is above average by the end of Key Stage 2 because the pupils have made good progress in investigative work and can draw conclusions from their findings. Attainment in religious education, art and design, history, music and physical education is above average. In all other subjects, including information and communication technology, it is in line with the standards expected for pupils' ages. In all subjects the pupils achieve well and make good progress, including those pupils identified with special educational needs (SEN). A significant proportion of pupils identified with SEN achieved the standards expected in national tests in 2000.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils try hard, are keen and interested in their learning.
Behaviour, in and out of classrooms	Very good. The pupils are polite, courteous and respectful. They help each other and co-operate well in lessons and at other times.
Personal development and relationships	Excellent. There is a positive and supportive working atmosphere throughout the school. Pupils show initiative and enthusiasm.
Attendance	Good. It is above average.

The pupils are polite and friendly towards each other. They are very well behaved and the excellent relationships help to create a positive and supportive working environment. Older pupils support and guide younger pupils acting as good role models. There are many opportunities for the pupils to show initiative and take personal responsibilities. Attendance levels are above average but registration procedures are inconsistent across the school.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	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 teaching is good overall with a significant proportion that is very good and excellent. In all the lessons observed there was no unsatisfactory teaching. It was good or better in seventy-seven per cent of the lessons observed. One in three lessons seen were very good or better and seven per cent was excellent. The quality of teaching has improved considerably since the last inspection. This high standard of teaching is having a positive effect on pupils' progress and achievement. The teaching in the nursery and reception class is particularly effective, resulting in the children making good progress in all areas of learning for the foundation stage. Good teaching was seen in all year groups and in Key Stage 2 some excellent and very good teaching enables the pupils to achieve well in most subjects. Literacy and numeracy are very well taught except that in writing the teaching has not sufficiently focused on improving punctuation, spelling and handwriting where there are inconsistencies across the school in the pupils' recorded work. The teaching is effective in using new technology to support and enhance learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is very good. Lessons are well planned with interesting, relevant and varied tasks and activities that are well matched to the pupils abilities. There is a very good range of extra-curricular activities.
Provision for pupils with special educational needs	Good provision overall and their progress is monitored well. The school identifies and provides for the pupils' learning needs early.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The ethos of the school promotes honesty, fairness and respect for the views of others. There are many opportunities for the pupils to reflect and share ideas. Pupils become independent and confident and learn about other cultures, beliefs and values.
How well the school cares for its pupils	The pupils' personal and academic development are monitored very well. There are satisfactory welfare procedures in place. Procedures for monitoring attendance are unsatisfactory.

The curriculum is well planned and organised. It is enriched with purposeful, practical and relevant activities that interest and motivate the pupils. Very good use is made of new technology, such as video recorders, cameras, tape recorders and computers to support the work that pupils do. Literacy and numeracy lessons are well planned and the pupils are grouped by ability in English lessons to enable the teachers to plan work that is closely matched to the capabilities of the pupils. Lunchtime clubs are varied and interesting and include sport, music, dance, drama, aerobics and a philosophy club. The pupils' academic and personal development is monitored closely and effectively but there are inconsistencies in the way registers are recorded and monitored.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and management team provide excellent leadership. They lead by example, reflected in the high standard of their teaching and their knowledge of the curriculum and learning needs of the pupils.
How well the governors fulfil their responsibilities	The governors support and manage the school very well. They are knowledgeable and effective in supporting pupils, parents and staff.
The school's evaluation of its performance	Excellent. The headteacher and staff effectively monitor lessons and attainment targets to improve the quality of teaching and learning.
The strategic use of resources	Good overall. There is a good ratio of staff to pupils and support staff are very effective. The school site is well maintained and presented but more could be done to identify health and safety risks and hazards.

The management of the school is very good with excellent leadership provided by the headteacher and management team. The staff work very hard to maintain a positive and supportive learning environment and there is a commitment to raising standards and monitoring progress. The headteacher's charismatic enthusiasm and devotion to the school and its pupils affects everyone associated with the school. The governors are respected and well known to parents and the recent fight to keep the school open has galvanised the school community. Curriculum co-ordinators are provided with time to monitor and improve their areas of responsibility. There are excellent management meetings where the staff discuss standards and the results of lesson observations to identify areas for further improvement. The school self-evaluates its performance so that the staff and governors have a clear picture of the strengths and weaknesses of the school. There are some health and safety issues, which are not always being monitored, and these have been made clear to the school by inspectors. Relationships between the staff, governors and the community are strong.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The behaviour of the pupils.</li> <li>• The school is helping their children to become mature and responsible.</li> <li>• The quality of teaching. Their children make good progress.</li> <li>• The information provided by the school.</li> <li>• The school expects their children to work hard and achieve well.</li> <li>• The school works closely with parents.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• The provision for homework.</li> <li>• The provision for extra-curricular activities.</li> </ul>

Inspectors support all of the positive views of parents. Homework is good and well organised. There is a very good range of extra-curricular activities, especially at lunchtimes.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. The results of the 1999 end of Key Stage 1 national tests for seven year-olds show that the pupils' attainment in reading and mathematics was average in relation to schools nationally. In writing, attainment was below average. Compared with similar school standards in mathematics were average and in reading and writing it was below average. The 2000 test results show a significant improvement on the previous year because a greater proportion of pupils achieved higher than average results in reading, writing and mathematics. Indications are that standards have improved because the school has focused on raising the attainment of those pupils who have the potential to score higher levels of attainment for their age (Level 3). It is also significant that two pupils achieved Level 4 at the end of Key Stage 1 mathematics tests in 2000 which is well above the standard expected for their age. The results in all three subjects are close to the school's own targets. The trend in attainment over the last four years has always been above or close to the national average in reading, writing and mathematics. Test scores dropped in all three areas since 1997 and the 2000 test results show that this has been reversed with a significant improvement on previous years.
2. The attainment of children who enter the nursery and reception class covers a wide range of ability and is average overall. They make good progress through the foundation stage and achieve the Early Learning Goals in all areas of learning. By the time they start Key Stage 1 in Year 1 their level of attainment is in line with that expected for their age although they make most progress in their mathematical, physical and creative development and in their knowledge and understanding of the world.
3. The pupils in Key Stage 1 make good progress in speaking, listening and reading. They make satisfactory progress in writing but the quality of handwriting varies. Some pupils are not provided with spelling aids resulting in some inconsistencies across the key stage in the standard of spelling and punctuation. There is a broad range of independent writing but the school has yet to adopt a more consistent policy to teach handwriting. In mathematics the pupils make good progress achieving above average standards by the end of Key Stage 1. The pupils use a variety of methods to calculate number problems but lower attaining pupils are less secure when using their knowledge of place value to with number operations involving division. In other areas of mathematics, such as shape, space, measures and data handling the pupils make good progress because the teaching provides plenty of hands on practical work.
4. In Key Stage 2, English standards are average and the pupils make good progress in reading and satisfactory progress in writing. The quality of handwriting varies from unsatisfactory to good. This is an indication of the school's inconsistency in the way it teaches handwriting. Speaking and listening skills are above average and this helps the pupils to use a broad vocabulary in their writing. Writing features prominently across a range of subjects, such as in history, where the pupils record their work, writing reports on what they see or where they have visited. Although the pupils can write extended sentences, including poetry and narrative, punctuation and spelling standards are unsatisfactory overall.
5. Standards in mathematics at the end of Key Stage 2 are average, this is the first year that the school has had Year 6 pupils so comparisons with previous years are not possible. They make satisfactory progress in all aspects of the subject although higher attaining pupils are making good progress in number work, division and fractions. As a result of some good focused teaching the pupils make rapid progress when attainment targets are set in each area of the mathematics curriculum. For example, Year 6 pupils are provided with open-ended

- investigations and problem solving tasks using different methods and ideas. They use a good range of mathematical vocabulary such as *factor* and *multiple*.
6. Attainment in science is average at the end of Key Stage 1 and above average at the end of Key Stage 2. The pupils make good progress because they have been taught to organise and plan their scientific investigations. The teaching is particularly effective in enabling the pupils to question and come to conclusions. Good assessment activities enable the teachers to monitor the progress the pupils make in science and these are incorporated in the teachers' planning. For example, at the time of the inspection, Year 1 and 2 teachers were planning an assessment activity related to the previous half-term's work on sound and light for Year 1 and electricity for Year 2. In Year 4 the pupils are able to make good predictions about the likely outcomes if changes are made in an electric circuit. In Year 6 the pupils can plan a scientific investigation when looking at the effects that forces have on objects. By the end of Key stage 2 the pupils make rapid progress because the teaching utilises the skills and knowledge gained by the pupils to provide them with more challenging investigations and experiments.
  7. Standards in information and communication technology are average at the end of both key stages. The school uses a range of new technology apart from computers. These include tape recorders, microphones in drama and music, video cameras when assessing pupils' performance in physical education for example and a whole range of other technology that supports and enhances the work done across a broad range of subjects. The new computer suite had only just been established at the time of the inspection. Every class has at least one computer and most have two. The pupils in the foundation stage and in Key Stage 1 make good progress and in Key Stage 2 the pupils make satisfactory progress. Word processing, graphics and data handling are used well to support the work that pupils do in other subjects. The pupils across the school are also using electronic mailing facilities very well to support their learning.
  8. The pupils make good progress in religious education and achieve standards that are above average in relation to the locally agreed syllabus in both key stages. The teaching is often very good and is particularly effective in teaching pupils similarities and differences between a range of world faiths and belief systems. Very good practical experiences and activities are planned, for example, the creation of a mock *Buddhist Shrine* to help the pupils improve their knowledge and understanding of Buddhism.
  9. The pupils make good progress in art, history, music and physical education and as a result achieve standards above those expected for their age by the end of both key stages. The school provides a very good range of topics, themes and educational visits enabling the pupils to develop a good understanding of these subjects and at the same time learn about their own local area and environment and make comparisons with other areas of the country. For example, in physical education the Year 5 and Year 6 pupils were preparing for their residential outdoor visit by working on team-building activities. The music curriculum is particularly effective with some very good opportunities for the pupils to perform and appraise music. There are also good opportunities for those pupils who have a particular talent in singing or music to perform in the school's *Blues Band*. The pupils make satisfactory progress in design and technology and geography and achieve the standards expected for their age in these subjects.
  10. The pupils with special educational needs make good progress in all areas of the curriculum. The school is effective in providing opportunities for these pupils to be included in all activities, providing good quality additional support when it is needed, enabling them to make progress in the basic skills of reading, writing and mathematics. This prepares the pupils very well for work being covered in all other subjects. Individual education plans set out their learning needs clearly and these are reviewed each term to ensure that the pupils are making progress. National Curriculum tests results in Key Stage 1 show that a significant proportion of pupils with special educational needs achieve the standards expected for their age. This is an indication of how successful the school's provision is for these pupils and also shows the good progress they have made from the time they were identified with learning difficulties.

## Pupils' attitudes, values and personal development

11. From the youngest pupils to the oldest, attitudes and behaviour in and out of class are very good. Occasionally they are excellent. An example was the pupils' stunning response to entering a Buddhist shrine during a religious education lesson. Here the pupils in Year 5 were respectful of the expressed beliefs of their peers. Some were overwhelmed by the experience of this simulated activity.
12. Pupils enjoy school and are very keen to learn independently, in pairs or in groups. The majority of pupils across the school apply themselves to the tasks provided and concentrate very well. Even the youngest pupils apply themselves thoughtfully, for example, a nursery child telling a visitor *not to go outside, as it wasn't safe without a coat*.
13. In most lessons, pupils work at a very good pace, and co-operate well with their peers to achieve what they set out to do. In a music lesson for instance, pupils in Year 3 composed fast and slow sounds successfully. Again, working well together, pupils in Year 4 joyfully *raised the roof* when they accidentally discovered that polarity affected the switch during a science investigation.
14. The majority of pupils show a lively interest in the activities and challenges presented to them because relationships are excellent, and they copy the personal examples of courtesy and care set for them by the staff. Examples of their sensitivity are seen in the pupils' willingness to listen and appreciate others' viewpoints during question and answer sessions. Parents are justified when they report that the school is helping their children to become mature and responsible. It was notable that pupils undertake responsible positions of care for others younger than themselves, for example, older pupils escort the reception class back to their lesson after school assemblies. In lessons children apply themselves very well and work hard to achieve their best.
15. Behaviour is always very good and sometimes excellent. Pupils are very polite and aware of the needs of others. They understand basic rules of taking turns and are respectful of others' belongings and personal space. Because pupils have a mature outlook they were consulted about the behaviour policy. Consequently they are very clear about what the school expects from them. Parents are encouraged to support the school's policy on behaviour through the home-school agreement that the majority signed. Pupils are trusted with many varied everyday tasks that serve to develop self-esteem and a confidence. In their everyday interactions with peers, pupils show that they understand well the impact of their actions on others. Kind deeds are done automatically, such as holding doors for others to pass safely, or making space in a crowded corridor for the *little ones* to get through.
16. Pupils play well together at break times making good use of the playground markings and spaces in their friendly games. At these times there are the clearest indications of strong relationships and harmony between pupils of all age groups and supervisory adults. No instances of bullying or racial tension were reported and there have been no exclusions.
17. Levels of initiative and personal responsibility amongst pupils are excellent because there is plenty of scope for these to develop across the school. Many pupils notice what needs to be done such as sorting lunch boxes or homework bags and they do these jobs well and without fuss. Some forty-five pupils in upper Key Stage 2 are termed *jobbers*. They effectively plan and negotiate their roles for administrative work or in a pastoral capacity when acting as prefects on duty points.
18. Attendance levels are good, reflecting the pupils' enjoyment of school. These levels are above the national average. In contrast, levels of unauthorised absence are just satisfactory. Parents receive regular reminders about the importance of notifying school should absences occur.

Registers do not conform to the statutory requirement to distinguish clearly between authorised and unauthorised absence by the close of the registration period. Registration practice is inconsistent across the school and the procedure for following up absences is under-developed.

## **HOW WELL ARE PUPILS TAUGHT?**

19. Teaching is good throughout the school with some very good and excellent features. In all the lessons observed there was no unsatisfactory teaching. It was good or better in seventy-seven per cent of the lessons observed. One in three lessons seen were very good or better and seven per cent was excellent. The quality of teaching has improved considerably since the last inspection. This high standard of teaching is having a positive effect on pupils' progress and achievement.
20. Good teaching was seen in all year groups and for older pupils in Key Stage 2 some excellent and very good teaching enables the pupils to achieve well in most subjects. Literacy and numeracy are very well taught except that in writing the teaching has not sufficiently focused on improving punctuation, spelling and handwriting where there are inconsistencies across the school in the pupils' recorded work. The teaching is effective in using new technology to support and enhance learning.
21. The teaching in the nursery and reception class is particularly effective, resulting in the children making good progress in all areas of learning for the foundation stage. Nursery nurses in the nursery manage and plan their work very well. They monitor the progress of the children carefully and provide a very good range of activities that incorporate all areas of learning. The nursery class displays a range of stimulating prompts, both words and pictures, which enable the children to develop language skills and make progress with their personal, social and emotional development. In the reception class, the teaching is particularly effective in developing basic skills, such as reading and writing. As a result the children grow in confidence because the teaching encourages them to question, explain and discuss their ideas and to share their thoughts with others in very focused discussion sessions. Teachers, support staff, parents, students and volunteers work very well as a team which is an indication of the effective planning in the foundation stage. Homework is good, the children regularly take their reading bags home and, together with their parents they bring them into school, change books and record how well the children have read at home in the homework diaries.
22. In the rest of the school good teaching was seen in all year groups. In Years 1 and 2 the teaching is very well planned with the pupils grouped by ability for English lessons. This enables the teachers to plan work, which is more closely matched to the needs and capabilities of the pupils. The school is considering applying this to mathematics in the future. Planning is good and effective, it incorporates assessment activities which help the teachers to prepare future work. Lessons are planned in a series of related topics or themes and then the pupils' work is assessed towards the end of each series. This information is used to set attainment targets, to prepare future work for specific groups of pupils, and to help the teachers modify their planning in line with the progress the pupils have made. Very good use is made of cameras and video recorders to analyse and assess pupils' performance or work. For example, in physical education lessons, Year 1 and Year 2 pupils observed a recording of Olympic gymnasts before going into the hall to practise their gymnastics sequences. The recording was used very well to help the pupils visualise good practice and improve their performance.
23. In Key Stage 2, the teaching continues to build on the good work done in Key Stage 1. The teaching is well matched to the abilities of the pupils. Lessons are well prepared and well planned. Resources are well used to support learning and to enhance the activities provided for the pupils. In English, the pupils are grouped by ability enabling the teachers to prepare and plan work, which is matched to their needs and abilities. This is particularly effective in enabling the teachers to measure the progress that each pupils makes in order to set challenging

attainment targets. Teachers prepare optional National Curriculum tests for each year group in Key Stage 2 and the results of these are analysed and act as benchmarks towards the pupils' agreed targets.

24. Throughout the school some very good and excellent teaching was observed. The most defining aspect of this high standard of teaching was the attention the teachers give to improving and challenging the pupils. For example, in an excellent music lesson in Year 4, the headteacher used the video recorder as a prompt for the pupils to compose their own music using tuned and untuned percussion instruments. In a Year 5 science lesson, the pupils discussed the consequences of drug and alcohol abuse and how chemicals and unnatural substances can change the way the body functions. In an excellent Year 5 religious education lesson, the teacher used a range of artefacts and prepared a very good simulation of a *Buddhist* shrine to help the pupils reflect on what they see and how they feel when entering this "different" place of worship. In an excellent Year 1 and Year 2 gymnastics lesson the teacher was alert to every pupil's performance and challenged them to improve their sequences, balances and movements. In all of these examples, and there are many more, the teaching is setting high expectations, provides realistic and meaningful activities, it is well matched to the needs of all the pupils and is improving their work and helping all pupils to achieve very well. Resources and new technology are used effectively to support the pupils' understanding and enriches their experience to the extent that they remain motivated and interested in what they do.
25. The pupils make good progress in speaking, listening, reading and numeracy lessons because the school has successfully implemented the national strategies for teaching the basic skills of reading, writing and numeracy. However, in writing the school has not adopted a consistent policy for teaching handwriting. This results in a lack of continuity from the very good start made in the foundation stage where children in the nursery and reception class use early writing skills to good effect. The school has included writing as a priority for improvement in its school development plan. The teaching has been successful in enabling the pupils to use a good range of forms of writing, such as narrative, poetry, factual and report writing but the teaching is unsuccessful when the pupils undertake extended forms of writing where the standard of spelling and punctuation is often unsatisfactory. Pupils' recorded work shows that progress in these aspects of writing is variable and unsatisfactory overall as the pupils ought to be achieving better results in writing given the good progress they make in speaking, listening and reading.
26. Support staff are well deployed and those pupils identified with special educational needs make good progress as a result. Teachers and teaching assistants plan together and this is very effective because it enables both the teachers and support staff to focus on specific groups of pupils during independent and group work.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

27. Areas for development mentioned in the last report have now been actioned. All subjects have been provided with helpful schemes of work that take appropriate account of the National Curriculum requirements. Teachers' planning takes account of pupils of differing abilities. Assessment is used well to inform planning. A very successful homework policy is in place, ensuring regular homework. The homework booklet is used by staff and parents as a very useful tool for communication between home and school.
28. A broad and balanced curriculum provides a very good range of learning opportunities, well designed to help pupils to make good progress towards the demands of the National Curriculum. The school provides a very broad curriculum for all subjects and it is enriched with lively and stimulating activities. Most activities and tasks are relevant and are drawn from the pupils' experiences. Very good use is made of the local area, its history and environment which serve to provide a broad and balanced curriculum that is meaningful and relevant to all the

pupils. The teachers have suitably high expectations and most lessons have practical, hands-on tasks, which motivate the pupils and provide the basis for life-long learning. Very good behaviour and excellent personal development and relationships ensure that lessons maintain the pupils' attention and involvement. The programmes of study for the foundation subjects are covered throughout the school using the Qualifications and Curriculum Authority (QCA) guidelines where they are available.

29. The school successfully promotes equality of opportunity. There is a strong ethos of respect and care for each pupil. The pupils have full access to the whole curriculum. Boys and girls work together equally in all subjects in the classrooms and sit together at lunchtimes. Teachers plan different activities for pupils of different abilities and in English lessons the pupils are grouped by ability which enables the teachers successfully to focus the work provided for them more specifically to their learning needs and development. There are carefully devised individual education plans for pupils with special educational needs. These are formulated by the class teacher and the special educational needs co-ordinator. The provision for pupils with special educational needs is good and is well managed.
30. The teachers' careful and detailed planning of literacy and numeracy is a strength of the school. They plan in detail what is to be covered each term in each year group. Each teacher uses the framework for literacy and numeracy to plan work for English and mathematics. Each lesson is planned with details of the learning objectives for that lesson and the different activities for pupils of different abilities. Each lesson is evaluated and these evaluations are used to inform future planning. The results of regular testing of the pupils' attainment and progress in English, mathematics and science are used to set overall school targets for improvement. The senior management team meets to discuss these targets every term and this helps to identify areas that need improving. The excellent leadership and management by the headteacher and senior staff ensures that the school maintains the standards expected of every pupil as well as being committed to raising standards further. There is a formal monitoring role by the senior management team and subject co-ordinators to see teachers' plans and review samples of pupils' work. There are effective strategies to ensure that there is continuity and progression in the foundation subjects. Assessment is used sufficiently to inform planning and teaching. Religious education meets statutory requirements. The pupils record their work carefully although the quality of handwriting, spelling and punctuation is inconsistent across the school across a range of subjects.
31. There is a very good range lunchtime clubs and extra-curricular activities. This is another strength of the school as the activities are so varied and interesting. These include a philosophy club, which is very well attended by both boys and girls at lunchtimes every week, the Yellow and Blues Band, which is led by the headteacher and includes pupils in Year 6. The band has an established reputation and tours the area playing rhythm and blues music. Other extra-curricular activities include an aerobics style keep fit class, run at lunch-time by two teachers and is very well attended by both boys and girls who enjoy dancing and moving in time to recorded music. There is an art club run by the deputy headteacher and as soon as the new computer suite is in full use the school intends to run a computer club. The lending library is popular with the pupils and every term the school successfully operates a book club. All of these extra-curricular activities help to create a purposeful and positive environment in which to learn and play. Adults and pupils share their experiences so that the school is an active and purposeful community where pupils, parents and staff come together because the school is, as the motto says, In the heart of the community.
32. The school successfully meets its aims to provide an environment committed to mutual care and there is an effective learning environment in and around the school. Pupils develop their capacity for thoughtful reflection, self-discipline and a respect for others. The school's provision for pupils' personal, including spiritual, moral, social and cultural development is very good.
33. The provision for pupils' spiritual development is very good. Pupils have many opportunities to reflect on important issues and on life's fundamental questions. The weekly philosophy club is

well attended by boys and girls discussing complex issues such as *How do we know that God exists?* Pupils are effectively encouraged to raise their own questions for debate. As a result one pupil asked, *Is a dream just a thought or a feeling after you've woken up?* These opportunities have a strong impact on pupil's personal development and their sensitivity to others. Daily acts of collective worship are of a Christian character, and some are enriched through contributions from ministers of a range of Christian traditions. They meet statutory requirements and they enhance the school's very good ethos by providing further opportunities for pupils to reflect on important issues. Parents are effectively informed of their right to withdraw their children from daily worship. Pupils who are withdrawn are provided with very good opportunities to discuss and to reflect on matters such as why people help each other. There is no long-term planning for daily assemblies to secure a balanced range of themes over a period of time.

34. The provision for pupils' moral development is very good. The school fosters pupils' understanding of group rules very well, for example by enabling them to contribute to the school's code of behaviour. This involvement has a very effective impact on their very good behaviour. Teachers use the very rare occasions of pupils' inappropriate behaviour to support their awareness of right and wrong. For example one teacher made it clear that excessive noise in the cloakrooms at home time is unacceptable. The whole ethos of the school effectively fosters the principles of honesty, fairness and respect for the truth.
35. The provision for pupils' social development is very good. Teachers strongly encourage pupils to become independent and self-reliant. From the time that children join the nursery, they are enabled to take strong steps towards independence. For example when they arrive in the morning they look for a *sleeping teddy* with their name on it and turn it round to reveal a teddy with open eyes. Teachers in Key Stage 1 enable pupils to take responsibility for living things, for example in caring for a gerbil. Older pupils effectively take responsibility for younger ones by escorting them from the hall or the playground to their classroom. Year 5 pupils contribute to the school community by carrying out jobs such as selling drinks and snacks at playtime. Assemblies effectively reinforce the importance of taking responsibility. The school plans provision for pupils' personal, social and health education and sets time aside in its timetable to enable teachers to focus on these important aspects. Parents are well informed about their children's personal development through discussions at open evenings and reports that indicate future personal development targets that have been effectively agreed with pupils. The school council enables pupils to participate in the management of the school, and pupils' membership of a sports council enables them to represent their own school in sporting activities and team games.
36. The provision for pupils' cultural development is very good. The school has an active approach in promoting pupils' awareness of their own culture and those of the wider world. The puzzles that children use in the reception class effectively depict people from a broad range of cultures, and the displays in the school foster pupils' growing understanding of other countries and lifestyles. For example the flags of the world effectively support the school's *Whole world* theme, and displays of religious artefacts extend pupils' awareness of other faiths and their associated customs. This is enhanced through the school's teaching of religious education that broadens pupils' knowledge and understanding of a range of faiths. In their geography lessons Key Stage 2 pupils learn about the lifestyles of people in other countries such as India and how these differ from the way they live. Music and art feature prominently in the school's curriculum and its extra curricular programme which also includes drama and a library club. Visitors to the school such as actors, musicians and puppeteers make a positive contribution to pupils' cultural development. The school effectively promotes the cultural traditions of its own area, for example through visits to places of historical interest such as *Shibden Hall* and through the study of local mills and the people who built them. Conversations about life in the past motivate pupils very well, and one continued long after the lesson ended.

## HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. Overall the steps taken to ensure pupils' welfare, health and safety are satisfactory with many strengths. However, there are some important weaknesses, which must be addressed. It is still the case as was reported in 1996 that the school is effective in promoting the welfare of its pupils within a secure happy environment, where relationships are now judged to be excellent.
38. Staff react quickly and positively when pupils need help in class. They successfully ensure disruption is minimised so learning isn't effected. They show pupils what is expected from them in and out of the classroom, such as preparing them well to enter the hall so that others are not disturbed. Pupils are encouraged to behave well and give of their very best. Oppressive behaviour of any kind would be a rare occurrence in this climate. Staff consistently reward pupils for good work and good behaviour. They speak kindly and courteously to pupils and encourage them to look after others. The impact of this work is that parents are satisfied with most aspects of pastoral care and report that their children like and enjoy school.
39. Because pupils are keen to get on, they respond well to the targets for improvement given to them and try hard to fulfil the objectives that teachers set for each lesson. There are very good procedures for monitoring and promoting good behaviour that are consistently applied. Pupils report that they feel secure and can easily turn to any adult for help should they need it. Inspectors find this to be the case.
40. Improvements are necessary where there are weaknesses in the breadth and depth of risk assessments and in the control of hazards within school. These comprise of some registration procedures, and first aid facilities, treatments and recordings. Procedures are under-developed for the logging of pupils on and off site during the school day. The school is not well placed to meet all the requirements of the Area Child Protection Committee (ACPC). The monitoring of attendance is unsatisfactory. These shortcomings will be reported orally in greater detail to the governing body.
41. It has been reported elsewhere that inappropriate adult to pupil ratios adversely affects the mid-day provision. The quality of supervision is good. Mid-day assistants are friendly, capable and support pupils in their play activities.
42. All the requirements for those pupils with special educational needs (SEN) are met, with the exception of publishing information for parents about the success of the school's provision and organisation for SEN.
43. Educational and personal support and guidance for all pupils is good. Teachers know pupils very well and maintain day to day files and records which show where accelerated learning occurs or where progress has slowed.
44. There is a good range of procedures in place for assessing pupils' academic attainment and progress in English, mathematics and science. The results of National Standard Attainment Tests are analysed and targets set for the next year. Pupils' in Years 3, 4 and 5 take the optional tests for English and mathematics. These results are used to guide long and medium-term curricular planning and to identify areas of weakness in teaching and learning in the core subjects. All pupils have individual targets set each year by their teacher and these targets are shared with pupils and their parents. Good systems are in place to record and monitor progress through the assessments that are linked to each subject and supported by national guidance. Short-term assessments, including teachers' marking are satisfactory and often good. Teachers use these assessments to plan future lessons. Assessment is also used to influence resources for additional support. Assessments are now much more accurate and used well by teachers in their day to day lesson planning.
45. Parents report that they find the school successful in helping their children to become mature and responsible. Inspectors agree and judge that the monitoring of pupils' personal

development is very good. As a result, written comments on pupils' annual progress reports are thoughtfully made and pertinent to each child.

46. The school's quality of care for its pupils is good. The school takes a responsible approach to security issues and has very good procedures to track pupils' progress.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

47. The school's partnership with parents is strong and very effective. Parents are very satisfied and knowledgeable about the standards of teaching, standards of behaviour and the effectiveness of school management. They trust the school to work closely with them, reporting they are comfortable approaching staff with questions about their children's progress. The school feels that parents value its helpful approach and the findings in this inspection confirms this.
48. The majority of parents hold positive views about the school's work and what it provides for their children. A few parents expressed concerns about homework provision and a lack of activities provided outside of lesson times. There was concern also about the level of supervision at dinner times provided by five mid-day assistants when the school roll has increased. During the inspection it was seen that pupils in Years 4 to 6 enjoyed a wide range of club activities, generously provided by staff in their own time. Homework provision was good and relevant to class work. Additionally, questionnaire returns indicated that eighty-two percent of parents are satisfied with homework. Unfortunately, the levels of staffing at mid-day have not kept pace with recent increases in pupil numbers. Consequently, the adult to pupil ratio is not high enough at dinner times, and parental concerns are justified in this respect.
49. The range and quality of information provided for parents is satisfactory with both good and weaker elements. Reports on pupils' progress are of good quality, explaining where progress is slowing, and improvements need to be made. These are appreciated by parents, keen for their children to do well in school, because they support their children's education, particularly so in reading. Good quality reading diaries provide helpful hints to aid parents, encouraging literacy development at home. The school magazine *Hearsay* is a good device for keeping parents informed on general matters and the *Internet* site is well promoted.
50. There are areas where information needs to be improved, such as ensuring that published documents meet the required legal standard. The prospectus and annual report of governors to parents omit details about admission arrangements, appropriate information about provision for those children with or without statements of special educational need, absence and assessment data and the requirements of the Disability Discrimination Act.
51. Contrary to the advice of the Area Child Protection Committee (ACPC) parents are not informed about their specific role, should the school need to contact other agencies that deal with child protection issues.
52. A structured system is in place to judge the effectiveness of the school's relationships with parents. It can be seen from this that parents, as educators are valued because they are consulted when important decisions need to be made. Parents in return respond to polls about pupils' personal and social health provision and school uniform. Because links between school and home are excellent, parents feel able to contribute to reviews of the provision for pupils with special educational needs (SEN).
53. The impact of the active partnership is that parents know what is being taught and have good opportunities to share information about their children, particularly on induction to the school. Many parents contribute well to the life of the school, helping in class, raising funds, supporting social events and the popular home school agreement. Because of the school's standing in the community and its significant strengths, parents campaigned strongly and effectively for the

school to continue to exist. The majority of parents contribute consistently in many ways to the school's overall success because of the positive effects they see and appreciate in their children's' personal development.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

54. The headteacher, together with his management team of senior staff, provide excellent leadership. They meet regularly to discuss standards, pupils' attainment targets, the results of direct lesson observation undertaken by curriculum co-ordinators, the deputy headteacher or headteacher and curriculum planning. The headteacher leads by example in the classroom as he teaches music, drama, history and other subjects during the year to support the work being done in specific year groups and to provide expertise in those subjects. He is a well-respected and charismatic leader who has earned the respect of his colleague, the pupils, parents and governors. The management team have a very good understanding and a breadth of expertise across each phase of the school as well as a secure understanding of all National Curriculum subjects. These qualities enable the school to evaluate its work, using the expertise of the staff, and then improve standards and improve teaching. At the time of the inspection, a management meeting was observed, led by the headteacher. This meeting enabled the phase managers, representing the foundation stage, Key Stage 1, Years 3 and 4 and Years 5 and 6 in Key Stage 2, to present the attainment targets set for the pupils in each phase and to assess whether they were on course to achieve these targets. This is an excellent example of the school's commitment to self-evaluation and to raising the standard of teaching and learning.
55. Curriculum co-ordinators manage their respective subjects very well. They are competent and effective teachers who have the confidence to lead staff meetings, organise in-service training and professional development, and to update planning and monitor the progress that the pupils make in each subject. An in-service training meeting was observed during the inspection. Here the religious education co-ordinator led a whole staff meeting to review and adapt the new locally agreed syllabus for religious education. It involved the whole staff, including support staff, in the development of programmes of work, topics and themes, which would comply with the new syllabus and at the same time, provide sufficient depth for the pupils in each religious denomination. This session, along with others that take place during the year, are a clear indication of the thoughtful and effective way that the school devises and then adopts curriculum policies. Drawing on the staff's previous experiences the school challenges and re-evaluates current practice in order to improve teaching and learning further. In this respect the management of the school and its commitment to self-evaluation and improvement enables the school to build on best practice to raise standards further.
56. The governors and parents fought very hard to keep the school open when it was threatened with closure. The governors are experienced and knowledgeable, gaining much of this experience during the period when the school was Grant Maintained. Committees meet and minutes are kept with good plans in place to ensure that the governors' views are incorporated in the school development plan. The headteacher has ensured that the whole process of development planning involves all staff and governors as well as involving the pupils and parents. For example, the recent major building and refurbishment programme involved the pupils' council in developing ideas for the use of the hard play areas. Parents are often consulted and involved in decision making. As a result, the governors and staff work closely with the parents so that the school is seen as serving and responding to the local community. The annual report to parents presented by the governors and the school prospectus do not include all the statutory and recommended information as reported earlier in this report.
57. The management and control of the school's finances are very good. The secretary manages the day to day finances, orders and stock control efficiently and at the same time receives parents and visitors very well. The parents are particularly pleased with the way the office deals with any queries and welcomes them into the school. The school arranges for a bursar to attend to the school's finances and ledgers held on computer and these arrangements are effective in maintaining the school's budget. The governors' finance committee has appropriate

terms of reference and minutes of meetings. Large expenditure items are brought to the attention of the whole Governing Body for approval. There are good procedures in place as a result to ensure that the school gets value for money.

58. All staff are committed and hard working. The school has a sufficient number of teachers to meet the needs of the National Curriculum. Teachers in Years 5 and 6 are appropriately trained to teach this age group, and this has helped the school to make its smooth transition from a first school to a primary school. All teachers are suitably trained and many bring to their work good levels of experience, while some have been more recently trained. The training and experience of support assistants, together with their involvement in planning enable them to contribute significantly to pupil's learning. The nursery nurses in the nursery and the support assistant in the reception class meet regularly with the reception teacher to share plans. This enables all staff to share their skills and to have a clear view of how they intend the children to progress. Good levels of office staff contribute positively to the overall smooth running of the school.
59. The school's recent building programme has extensively improved the internal and external environment and has provided valuable new spaces that have the potential to enhance the quality of learning. The new well equipped information, communication and technology suite provides very good learning facilities and the recent addition of a spacious hall already allows for effective teaching of physical education. The school is kept clean, tidy and is very well maintained. There are some attractive displays that extend pupils' learning and understanding. Outside there is little vandalism or litter. However, the governors, headteacher and staff do not have systematic procedures in place to assess health and safety risks. This limits their capacity to control potential hazards and some of these have been brought to the attention of governors for immediate action.
60. The previous inspection found that there was little to foster constructive outside play. The school has taken effective steps to improve this situation. The provision of playground markings, and games such as dominoes and draughts, have enabled pupils to play imaginatively together. Children under five have already begun to use the open air space under the new hall for play activities. The management team has effectively set itself a target to *green the playground* as part of the school's development plan for the year 2001 to 2002. The school's library is not equipped or set out to enable it to be used sufficiently well to support pupils' learning. The range of both fiction and reference books is limited and some of the shelves are too high for pupils to reach. Some pupils have had little opportunity to use the library either for research or for enjoying books.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

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

**\* Raise standards in writing further by:**

- adopting a consistent policy for the teaching of handwriting to develop in all pupils a legible style of writing which is clear, well formed and well presented;
- improving the consistency of accurate punctuation in each key stage so that pupils learn that punctuation makes their writing more meaningful to the reader;
- improving the standard of spelling by using teaching techniques, spelling aids and resources to help the pupils spell common and unfamiliar words with increasing accuracy as their reading and writing improves.

(Paragraphs 3-4; 20; 25; 30; 75; 79; 92)

**\* Adopt effective risk assessment procedures to ensure that:**

- reasonable steps are undertaken to control potential hazards and that these are identified and acted upon as part of a systematic process involving all staff and governors;
- the school's health and safety policy is effective by incorporating these procedures;
- first-aid facilities are improved and arrangements at lunchtimes and at other times for the use of first-aid are in line with recommended good practice.

(Paragraphs 37; 40-41)

**Other less serious areas for development which should be considered by the school:**

- Ensure that attendance registers are completed consistently in order to clearly distinguish between authorised and unauthorised absences.
- Improve reading resources in the library and ensure that all books are more accessible to the pupils.
- The annual report to parents from the governors and the school prospectus must include all the prescribed information required in line with the recommended guidelines. These are clearly set out in the Department for Education and Employment's Circular 8/99.

(Paragraphs 18; 49-51; 56; 59; 83)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	31

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	30	40	23	0	0	0

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

### 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)	39	280
Number of full-time pupils eligible for free school meals	0	28

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	51

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

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	11

### Attendance

Authorised absence	%
School data	3.3
National comparative data	5.4

Unauthorised absence	%
School data	0.6
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	25	17	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	24	23
	Girls	15	16	16
	Total	37	40	39
Percentage of pupils at NC level 2 or above	School	88 (86)	95 (84)	93 (91)
	National	82 (81)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	23	23
	Girls	16	16	16
	Total	38	39	39
Percentage of pupils at NC level 2 or above	School	90 (84)	93 (89)	93 (93)
	National	82 (81)	86 (85)	87 (86)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	2
Pakistani	
Bangladeshi	
Chinese	1
White	248
Any other minority ethnic group	

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	11.4
Number of pupils per qualified teacher	24.6
Average class size	28

#### **Education support staff: YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	154.6

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	4
Total aggregate hours worked per week	98.4

Number of pupils per FTE adult	10
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
	£
Total income	529,830
Total expenditure	533,199
Expenditure per pupil	1,671
Balance brought forward from previous year	75,925
Balance carried forward to next year	72,556

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	319
Number of questionnaires returned	114

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	24			
My child is making good progress in school.	59	39	2		1
Behaviour in the school is good.	75	23	2		1
My child gets the right amount of work to do at home.	49	33	15	2	2
The teaching is good.	77	21			2
I am kept well informed about how my child is getting on.	61	35	3	1	
I would feel comfortable about approaching the school with questions or a problem.	73	27			
The school expects my child to work hard and achieve his or her best.	81	15	3		1
The school works closely with parents.	65	32	3		
The school is well led and managed.	75	23	1		1
The school is helping my child become mature and responsible.	69	27	1		3
The school provides an interesting range of activities outside lessons.	25	30	26	6	12

### Other issues raised by parents

Concerns about homework vary because some parents think there is too much and others feel that there ought to be more. Some parents believe this to be a high achieving and successful school. Some parents believe that the staff and governors are to be congratulated for the way that the recent major refurbishment and building programmes have been managed with minimum disruption to the work of the school.

## **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**

61. The nursery admits children who are three years of age during the school year. Children join the nursery in small groups of about six children to enable them to settle happily. A cohesive team of nursery nurses effectively led by the reception teacher ensures good provision for children in the nursery. The reception teacher oversees planning while incorporating the valuable contributions of the nursery nurses. She spends time working alongside the nursery nurses and she monitors their effectiveness well, providing useful support and guidance by identifying what works well and areas for development. Just under a half of the children in the nursery transfer to the reception class. From working in the nursery, the teacher knows the children well and she ensures that their transition is smooth. She assesses their attainment at the beginning and at the end of the reception year, and this gives a clear picture of their progress. The most recent assessments of children at the end of the reception year indicate that their standards overall were similar to what might normally be found for their age. However, evidence from the inspection indicates that the school is well placed to raise the attainment of children in the nursery and in the reception class. As a result, most of them are likely to achieve or exceed the Early Learning Goals that are suggested for children by the end of the Foundation Stage in the six areas of learning for this age group, particularly in mathematical development.
62. All nursery and reception staff plan carefully together. This results in good, well focused teaching across all areas of learning through a wide range of well planned activities that thoroughly engage the children and effectively promote their academic and personal development. The nursery staff begin to identify children with special educational needs at an early stage. They discuss their observations with parents and with the reception teacher and they subsequently monitor these children closely to assess what they can do to meet their learning needs. Recent national guidance sets out "stepping stones" that children are likely to achieve as they progress towards the Early Learning Goals at the end of the Reception Year. The reception teacher is aware of these suggested stages in children's progress and she appropriately uses them for guidance. The Foundation Stage staff are beginning to use the stepping stones to strengthen the system of assessing children's progress and guide their planning.

### **Personal, social and emotional development**

63. Children in the nursery are happy and settled and already they are used to the classroom systems. Most are confident and they show a good degree of independence in their response to activities and daily routines. On arrival they find the *sleeping teddy* with their own name on it and turn it round to reveal a teddy with eyes open. They independently choose activities and they put on the appropriate hat to show which they have chosen. When they finish painting they put their own painting on a drying rack with the need for little supervision. In the class group they respond appropriately to adults' questions. They are very well motivated to learn, settling to tasks and concentrating very well for sustained periods. Children co-operate well with one another, sharing equipment effectively in their group activities. Their behaviour is very good. Reception children are increasingly confident, and they respond enthusiastically to the adults' questions, for example about the different parts of the human body. They have good levels of motivation and respond well to a wide range of opportunities from imaginative movement in physical education to investigating the texture of mixtures such as cornflour and water. Children take turns when involved in class discussions and they patiently listen to what others have to say.
64. All the staff in the nursery and the reception class plan well for children's personal, social and emotional development, providing experiences and support that enable the children to develop

a positive sense of themselves. They are successful in providing a wide range of enjoyable activities that enable children to respond imaginatively and effectively to develop their independence. Constructive relationships between and amongst staff, children and parents ensure that the children have effective examples to follow.

### **Communications, language and literacy**

65. Children in the nursery quickly learn to enjoy books, picking them up independently and turning the pages to see what is happening in the story. In class groups most children express themselves appropriately with comments that are usually relevant to what is being discussed. They learn to grip writing tools such as pencils correctly, and they make marks when in the early stages of writing. By the time the children join the reception class, they recognise common words in reading books such as *come* and *it*. They mostly listen attentively in discussions, and they respond with developed speaking skills including improved vocabulary and better sentence structure that enables them to communicate effectively what they want to say. By the end of the Foundation Stage most children confidently link sounds to letters, naming the letters of the alphabet and most can write their own names.
66. Teaching in this area of learning is good overall. The well-equipped *X-ray clinic* in the nursery provides children with the opportunities to explore imaginative language in role-play. The reception class has a welcoming atmosphere including a role-play area. A sign tempts children to a part of the classroom where they are encouraged to enjoy books. While there are some appropriate books in this area, there is a shortage of books for children who recognise a limited range of words that have not been read to them by the teacher already. This detracts from an environment that is otherwise rich in stimulating opportunities for extending development across other areas of learning. Children are successfully introduced to the literacy hour, including a suitably modified form in the nursery.

### **Mathematical development**

67. Children in the nursery develop a sense of number, order and sequence through frequent opportunities that include sorting and matching under the supervision of an adult. As they count up to five toy animals, they touch each one and say the relevant number, and they are encouraged to look carefully at small human figures in order to put them into the correct set. Children in the reception class develop an early understanding of *one more than* and this effectively leads them on to accurate addition and other numeracy skills. By the time they reach the end of the Foundation Stage the higher attaining children already know the names of common two-dimensional shapes such as *rectangle*.
68. The teaching in both the nursery and the reception class fosters good mathematical development. The reception teacher uses very effective strategies that enhance children's motivation, enjoyment and understanding well. For example, the children were very interested in the homework challenge to fit five small objects into a matchbox and then to count them with their classmates. The teacher encouraged the children to join in with a story that featured finger puppets. This effectively fostered the understanding of adding *one more*. She used the overhead projector well to develop children's awareness of the properties of common two-dimensional shapes that they then drew in the air to consolidate their knowledge.

### **Knowledge and understanding of the world**

69. Children acquire an increasing knowledge and understanding of the world through a rich range of opportunities that help them to make increasing sense of the world. Nursery children freely explore information and communication technology equipment and make good gains in learning. They control the video player through opportunities to use the remote control handset, and they discover on the computer that the mouse controls what happens on the screen. One boy described the function of the mouse, using the word *click*. Children join pieces of

construction kits through trial and error, discussing their successes and failures. By the time the children leave the reception class most have a good knowledge of the main parts of the human body such as the head and the leg. Higher attaining children make very good attempts at using the word *torso*, though it sounds more like *tortoise*. Through their experiences, such as assembling puzzles that depict people from different origins, children in the reception class begin to be aware of a range of cultures.

70. The good teaching in the nursery and the reception class enables children to make good progress towards the National Curriculum subjects of science and information and communication technology. This is achieved through first hand opportunities for children to investigate and explore situations and equipment as well as direct teaching, for example of the correct terms for parts of the human body. Nursery and reception rooms have been developed into places where children's curiosity is stimulated and satisfied through listening, feeling and exploring.

### **Physical development**

71. The children in the nursery develop confidence and control in the way they handle tools and equipment. They learn to hold pencils correctly, to use the computer mouse effectively and to produce imaginative effects in paint using a range of implements. Children handle malleable materials safely while investigating the effects of different tools such as rolling pins. By the end of the Foundation Stage most children have met or exceeded the Early Learning Goals in this area of learning. Most move with confidence and safety, and they are particularly imaginative in their responses to challenges set by the teacher, for example when creating different body shapes and then maintaining these while travelling. Higher attaining children have good levels of control over their movements, and hold the body shapes that they make effectively in their physical education lessons.
72. Staff make good use of the space in the nursery to set up activities that effectively develop children's control of tools and equipment and they provide sufficient time for the children to benefit from these. A part-time teacher very effectively enables the children in the reception class to express themselves very imaginatively, and she encourages them to make good use of the space in the new school hall. Outdoor activities appropriately include the use of small-wheeled vehicles and newly acquired large apparatus such as a tunnel. Children have begun to use the sheltered outdoor space underneath the new hall for outdoor play.

### **Creative development**

73. Children develop good attitudes and skills in art through a range of activities including painting, printing, moulding malleable materials and investigating wet and dry sand. Children explore materials imaginatively. They enter into role-play in the nursery and the reception class appropriately. They sing songs, for example to the visitor who came to talk to them about X-rays. Children's completed work shows that they have taken care with the making process.
74. Strengths in teaching lie in the wide range of experiences that staff provide for children and the constant changes in focus. For example children paint with a brush, and they print with a sponge on the following day. Staff know and use the advantages of letting children experiment for themselves as well as teaching specific skills when appropriate.

### **ENGLISH**

75. By the end of Key Stage 2, attainment is in line with the national average and the pupils have made good progress. It is not possible to compare attainment with the previous inspection, as the school did not teach pupils of this age. By the end of Key Stage 1, pupils attain average standards. This has been confirmed by the results of the national end of key stage tests taken in 2000. Results show that at the end of both key stages, standards in reading, and speaking

and listening, are average, but writing standards, though showing a good improvement over the previous year (1999), are below average. Inspection evidence confirms that standards in English are average overall. Writing standards are average overall but there are inconsistencies across the school in pupils' handwriting, punctuation and spelling. As a result the standard of writing varies from below average to above average because of the inconsistent approach towards teaching handwriting.

76. Improving standards result from a higher standard of teaching, with the quality of teaching in over three-quarters of English lessons seen being good or very good and no lessons being unsatisfactory. The school has regularly analysed the results of assessments of the pupils' work and put into place strategies aimed at raising standards. The analysis has enabled the school to make an accurate record of each pupil's ability. Pupils are then put into classes for English, according to their ability, with individual targets for improvement. Better planning systems than those found in the last inspection ensure that each lesson has clear learning objectives, which meet the needs of pupils of differing ability. If these objectives are not achieved, teachers change their plans in future lessons in an attempt to improve achievement and progress.
77. By the end of both key stages, pupils' standards in speaking and listening are average. Pupils have a good range of opportunities to listen with care, in all lessons, to acquire new skills and to develop their understanding. Teachers use questions skilfully and form good relationships with the pupils. This encourages pupils to speak and gives them confidence to share their knowledge or opinions in an atmosphere of mutual respect. Pupils with less ability in speaking are given opportunities to talk in small groups where they feel more confident. When speaking to adults, pupils are very willing to give opinions. For example, members of the time capsule working party, express very clearly how their group was formed and what they expect to be the final result of their efforts.
78. Attainment in reading is average. Key Stage 1 pupils build up a range of strategies, which are acquired and practised regularly when the whole class is sharing a story. These include using picture clues, phonic clues and recognition of words, which become familiar as the story is repeated over the week. From an early age pupils memorise the alphabet, using both the names of the letters and the sounds they make. The majority of older pupils read fluently and with expression, gaining a great deal from regular practice and support at home and at school. They talk with interest about plot and character and give sensible opinions on particular authors or books. Pupils of higher ability in Year 2 have a good understanding of the use of index, contents and glossary, as do the majority of pupils in Key Stage 2.
79. Standards in writing are average by the end of both key stages but the quality of handwriting varies across the school. However, good progress is seen in lessons and analysis of school assessment records show that since the introduction of the National Literacy Strategy steady improvement has been made. The school is aware of weaknesses in spelling and punctuation and a lack of consistency in the teaching of handwriting. Staff in-service training has taken place to begin to find a remedy for these problems. Examples of a wide range of handwriting styles are found in the majority of classes, which makes it difficult for teachers to establish good practice, which is consistent across the school and will have a lasting effect on the pupils. In a Key Stage 1 lesson, pupils are not provided with spelling aids, such as lists or simple dictionaries, to help them to acquire and practise spelling skills whilst writing. In some lessons teachers do not intervene sufficiently when the pupils are writing, to promote a good standard of punctuation. Pupils are presented with a wide range of writing tasks and they write for various audiences and purposes. In KS1 an interesting story, *Charlotte in the Supermarket*, shows a chain of events very clearly and pupils of higher ability re-tell the story of the *Little Red Hen* in great detail. Good examples of the use of extended sentences to keep the narrative flow of the story flowing are seen in *My Worst Nightmare*, in Key Stage 2. The excellent choice of vocabulary, which evokes the atmosphere felt by a pupil in a church, is found in a poem, *The Church*.

80. There is no significant difference between the attainment of boys and girls. Pupils with special educational needs make good progress towards the targets in their individual education plans. Teachers and learning assistants give pupils of lower ability helpful activities to encourage them to improve their standards. For example, Year 5 and 6 pupils acquire good knowledge and understanding of rules for spelling plurals, through an activity which challenges them to find the rules themselves, guided by a learning assistant.
81. There is good use of literacy skills in history lessons when pupils produce very poignant letters, made interesting through very appropriate use of their background knowledge of life in *Queensbury*, the small town where the school is situated. The pupils' knowledge is reinforced and adapted through the helpful use of drama, with role-play helping them to imagine how it felt to work in the mill or quarry in the past.
82. The teachers' good knowledge and understanding of the National Literacy Strategy and their enthusiastic approach to lessons give the pupils confidence and stimulate their interest. Pupils respond very positively, paying careful attention in whole-class discussions and willingly supplying answers. Good planning provides pupils with activities appropriate to their differing abilities. This means they settle down to work quickly, with a good understanding of what they are expected to do. For example, a Year 4 class follows up a challenging session on word definitions with successful written work, using dictionaries that match each group's abilities. Teachers have a good range of successful strategies to motivate pupils' interest. In Key Stage 1 lessons, the teachers use puppets very effectively to gain the pupils' attention and to help them to learn a skill, such as finding rhyming words ending in "at." The teachers' management of pupils is good, it sets high standards of behaviour and produces a good working atmosphere in lessons. Pupils are supplied with tasks, which encourages them to apply much creative and intellectual effort, which is channelled into developing their ideas and understanding in order to improve a particular skill. Teachers use the session at the end of each lesson very constructively, to reinforce what has been learned and to give pupils an opportunity to share good quality work. New resources, such as the overhead projector, the large white board and the pupils' individual boards are used to good effect, stimulating learning and ensuring all pupils are involved in the lesson.
83. English is given a high profile in the school through the provision of such activities as *World Book Day*; visiting writers; drama club; book fairs; and library sessions at lunchtime. The school uses homework effectively, with regular reading and writing activities. The homework book is used as a good communication tool, between parents and teacher. The majority of parents give pupils full support, hearing them read, practise spellings and in many cases escort them to local libraries. All these activities encourage pupils to persevere in their work and thus help them to improve. The school has improved resources satisfactorily since the introduction of National Literacy Strategy. The stock of reading books and non-fiction books in the library, while offering a width of experience, is outdated in some cases. The library is centrally situated, but rather small with some shelves too high to be accessible to all the pupils.

## **MATHEMATICS**

84. Following the school's transition from a first school to a primary school, this is the first year that it has Year 6 pupils. Consequently there are no past results of statutory tests at the end of Key Stage 2 to indicate trends in pupils' performance. Inspection evidence indicates that the standards of attainment of current Year 6 pupils are likely to be in line with the national average by the time they leave the school. However, the effective implementation of the National Numeracy Strategy, combined with strengths in planning and teaching ensure that the school is well placed to raise pupils' performance further. These factors are already leading to above average standards at the end of Key Stage 1. Results of the 1999 and 2000 statutory tests at the end of Year 2 show similar numbers of pupils attaining the expected Level 2 and above. However, the number of pupils reaching the higher level (Level 3) and above increased

significantly in 2000, with almost double the 1999 figure. When teachers focus specifically on certain aspects of mathematics, providing pupils with meaningful tasks that match their levels of attainment accurately, pupils' knowledge and understanding develop rapidly. For example the current emphasis on shape, space and measures in Key Stage 1 is already enabling a significant number of pupils to attain the level expected of pupils at the end of Year 2 in this aspect of mathematics.

85. By the end of Key Stage 1 all pupils use mathematical names for common two-dimensional shapes and higher attaining pupils know the names of less common shapes such as *hexagon*. All pupils have a secure knowledge of the properties of common shapes such as the number of sides and corners. Higher attaining pupils have a developing knowledge of the properties of three-dimensional shapes, although a few are unsure about the difference between edges and sides. Some lower attaining pupils do not recognise right angles and they are not always accurate when adding one and two digit numbers in mathematical problems. All pupils have an understanding of the place value of digits and they use this when adding and subtracting two digit numbers. Higher attaining pupils know how to sequence numbers up to a hundred and beyond. They understand place value in numbers beyond a hundred, and they mentally add and subtract two digit numbers accurately. They discuss their work using appropriate mathematical terms. Some lower attaining pupils lack confidence when solving mathematical problems such as finding different numbers that add up to make twenty.
86. By the time the pupils leave the school at the end of Year 6 they know how to use and interpret bar charts, choosing scales carefully. They are less confident in using terms such as *mode* and *range* when handling data. Most pupils effectively group data in equal class intervals, for example when analysing attendance information in class registers. Higher attaining pupils have an appropriate knowledge of the approximate proportions represented by different fractions, and their equivalents. They use their understanding of the place value of digits when multiplying and dividing whole numbers by ten and a hundred, and they have a growing ability to undertake calculations involving decimals up to two places. When solving problems they seek a solution by trying out different ideas, and they have an appropriate awareness of mathematical terms such as *factor* and *multiple*. Although lower attaining pupils use their understanding of place value to multiply whole numbers by ten and a hundred, they are less confident when dividing decimal numbers.
87. The quality of teaching and learning overall are good, with particular strengths in some Key Stage 1 lessons. The very good lessons in Years 1 and 2 were characterised by teachers having good class control, good relationships and clearly explaining to pupils what they were expected to learn in each lesson. As a result, pupils listened well and they were keen to respond. In one very good lesson the teacher gave the pupils valuable opportunities to estimate, for example *When counting back four where will I land?* This fostered the understanding of subtraction well. In both of the very good lessons in Key Stage 1 the teachers had high expectations of the pupils in what they intended them to learn, and the tasks that they set the pupils accurately matched their differing levels of attainment. Consequently the learning in these lessons was very good. The previous inspection identified weaknesses in a small number of lessons that included poor classroom organisation, teachers' low expectations of pupils and inappropriate use of non-mathematical terms. These shortcomings have been effectively addressed. Mathematics supports learning across other subjects of the curriculum. For example, in history teachers refer pupils to *time lines* that enhance their awareness of time scales and sequences in time. Information and communication technology effectively supports pupils' tasks in mathematics such as when lower attaining Year 6 pupils produce frequency tables using a computer. Homework is used well to support pupils' learning. For example in Year 6 the teacher used homework well to introduce the use of different types of graph. Pupils have a developing sense of their own progress. Teachers clearly specify learning goals at the beginning of lessons, and when targets are met they are ticked at the front of pupils' books, giving them a clear view of their progress. Pupils have good attitudes to their work in mathematics. They were very good in the two very good lessons seen in Key Stage 1, because of the strengths in teaching.

88. The co-ordinator effectively analyses test results including the statutory tests at the end of Key Stage 1. This leads to the identification of common errors, so that teachers can focus their teaching more accurately on areas that pupils most need. Pupils in Year 2 who are felt to be under-achieving are identified and they receive a special focus, which is clearly set out in the school's development plan.

## SCIENCE

89. Standards are average by the end of Key Stage 1 and above average by the time the pupils leave the school at the end of Key Stage 2. Good improvement has been made since the last inspection, largely due to the good teaching throughout the school. Pupils with special educational needs make good progress.
90. By the end of Key Stage 1 pupils understand about light and sound and that light comes from a variety of sources. Evidence of this was gained during the week of the inspection when an assessment session was held for Year 1 pupils, to assess their knowledge and understanding of light and sound. This was a culmination of the previous half term's work and the information gained was used to set future targets. Pupils in Year 2 had been working on electricity and could explain what they had learned. They talked about safety and the care that must be taken where water and electricity are concerned. Pupils knew how to draw a diagram and construct circuits using a battery to light bulbs and set a buzzer off. They were using a good range of scientific vocabulary when talking about constructing circuits. For example, they referred to using crocodile clips, bulb holders and batteries and explained how they could connect a switch into the circuit to turn a bulb or buzzer on and off. They were able to explain the importance of a fair test when undertaking investigations.
91. This is the first year the school has had Year 6 pupils and they have made good progress with their learning in science. Most pupils know how to plan a scientific investigation. They know about prediction, fair testing, recording their results and how to come to a conclusion. For example, pupils were looking at forces and had undertaken investigations into unbalanced forces, which can change the speed and direction of an object. They understood about gravity and air resistance and how water exerts an upward force. Investigations had been carried out into the effects of air resistance on objects by adding paper clips to spinners and testing the times they take to fall to the ground. In addition, they suspended weights in water and measured the effects of the upward thrust of water with spring balances. Further work has continued in building on their knowledge and understanding of electricity by investigating conductors and insulators and how to make a switch. In Year 4, the pupils were predicting what they thought the effects of two bulbs would be in a circuit. After they had made their predictions they drew a circuit diagram, constructed and tested their circuits and recorded their results. They compared the results of the investigation against their own hypothesis and arrived at a conclusion. In this class they were using the computer to construct and test circuits on the screen. Pupils' understand what constitutes healthy living. For example, they understand about essential human needs for survival and the development of food chains. In Year 5 the pupils were learning about risks to health and how to keep healthy. They discussed the difference between prescribed drugs and illegal drugs, about addiction and the dangers of alcohol and smoking and how it can cause disease to body organs. In response to their learning pupils designed posters on health risks.
92. The quality of learning and progress are good. Evidence gathered during the inspection show that the rate of progress across the school is increasing, especially in the later years of Key Stage 2, due mainly to the good teaching. Apart from the one year where the computer was being used specifically for science, the use of information communication technology to support science work is as yet underdeveloped. For example, the use of computers for data collection and to produce graphs to support investigative work is limited. However, when the new computer suite is in action there should be further opportunities for whole class teaching that supports the cross-curricular links in science. The quality of pupils' work in presentation

and recording is inconsistent across the school. For example, where it is best, pupils use rulers to draw straight lines and take care with handwriting, sketches and annotated work. This standard was significant at the end of Key Stage 2. However, where it is unsatisfactory, work is poorly presented with significant mistakes in spelling and punctuation.

93. Pupils' attitudes to science are very good. They are enthusiastic, concentrate well and have developed excellent relationships with their teachers and each other. Behaviour is good overall and pupils are friendly and courteous to each other, adults and visitors.
94. The teaching is good and sometimes very good in both key stages. Where teaching and learning is effective, the lessons are well planned, conducted at a brisk pace and combined with high expectations, challenging tasks and teachers have a secure knowledge and understanding of the subject. Teachers ensure effective questioning to stimulate and challenge pupils' thinking, developing the key points and encouraging correct scientific knowledge. By the end of Key Stage 2 all these factors in teaching are highly developed and make a significant contribution to the rising standards in science.
95. The subject co-ordinator has been in post for seven weeks and has gained an initial impression of science development in the school. An action plan has been developed as a result of this early analysis and key areas for review have been identified. Areas identified include the subject policy, which is in urgent need of review and the introduction of the national guidance for teaching science. Learning resources are generally good across the school. Evaluation of national curriculum assessments are conducted in order to identify strengths and weakness and are effectively used to plan targets for future development. Amongst the educational visits pupils make, there has been the opportunity to visit the *Eureka Science Museum*.

## ART

96. The level of attainment in art is above that of pupils of the same age at the end of both key stages and the pupils have made good progress. This is a good improvement on standards at the last inspection when pupils in Key Stage 1 were attaining average standards. The rise in standards is due to the school's appropriate use of the scheme of work. This has evolved since the school adopted the Qualifications and Curriculum Authority guidance. The good quality of the teaching is also having a positive effect on art standards across the school. The staff are succeeding very well in introducing pupils to a range of skills based on the demands of the National Curriculum programmes of study for art and design.
97. Pupils in Key Stage 1 classes show a good use of the imagination in their arrangements of a variety of materials from the environment. They use such materials as pebbles, leaves, cones and feathers to produce attractive images. Pupils compare their work with the arrangements of others and give sensible views on differences or similarities. They use paper in interesting ways to form sculptures of their own design. Still life drawings and abstract designs from Christianity demonstrate the pupils' increasing control of pencil, crayon and paint. Good cross-curricular work is produced when gummed-paper shapes from mathematics are used resourcefully to make animal pictures as part of their work on tessellation.
98. In Key Stage 2, displays in classes and corridors show that pupils have used a wide range of materials and tools to great effect, producing attractive and stimulating paintings, sketches and designs. Pupils work to a good standard, recording their ideas for making a chair for the headteacher in Year 4 and investigating the suitability of different materials with imagination. Their paintings of the new hall show confident use of strong, vivid colours. Sketchbooks are used well, with good examples in older Key Stage 2 classes of experimentation in tone, shape and shading, later to be used to good effect in still life pencil sketches. Pupils express ideas confidently on the arrangement of objects to produce a particular effect, for example when using *Russell the Bear*, the school's toy mascot, with sports equipment.

99. The quality of teaching is good, with three-quarters of lesson seen being good, and none unsatisfactory. Teachers plan lessons carefully to give pupils work that helps them to acquire basic skills and to develop their own ideas and understanding. Pupils are encouraged to evaluate their own work, through helpful questioning by the teacher. There is a good response to the enthusiasm of the teachers who have built up excellent relationships with the pupils. Teachers use praise well, which encourages pupils to participate in discussions, paying careful attention and volunteering readily to give opinions. Teachers generally introduce lessons well, using pupils' previous work, such as sculptures, to explain how their work should develop. If this discussion session is too lengthy, some pupils lose interest and become inattentive. Pupils are challenged to think for themselves and to use their imagination when choosing materials or ways of arranging them. Teachers ensure that they are actively engaged in applying their creative effort and, as a result, behaviour is good. Resources suitable for the task are made readily available by teachers, encouraging pupils to make suitable choices. Pupils share resources unselfishly and collaborate well when taking turns to use glue or a particular tool. Teachers ensure that pupils are fully aware of the learning objectives of the lesson. Pupils thus know what they are expected to do and evaluate their own progress towards these objectives by the end of the lesson.
100. The new co-ordinator is looking forward to supporting colleagues, reviewing the policy and forming a helpful subject development plan. This will follow monitoring of work on display and checking on resources. Teachers are using the scheme constructively and planning is organised well in both key stages. The lunchtime art club offers older pupils a good opportunity to develop their creative skills through collaboration with others on particular projects.

## **DESIGN AND TECHNOLOGY**

101. During the inspection only two design and technology lessons were observed. These lessons, teachers' planning and discussions with pupils indicate that standards achieved by pupils are in line with expectations for their ages by the end of each key stage and the pupils have made satisfactory progress. These findings reflect those of the last inspection.
102. Pupils build their skills appropriately as they work with different materials and techniques through Key Stage 1, though on a few occasions the range of joining techniques is restricted, for example to an over-reliance on Sellotape. By the end of the key stage, pupils use pictures and words to explain their designs. Higher attaining pupils write in detail about what they intend to do and what materials they will use. Pupils explain their choice of joining methods, for example in terms of the strength of glue compared with that of tape. They thoughtfully evaluate their own work and that of others, suggesting improvements to model buildings such as *add an aerial*. Higher attaining pupils effectively plan improvements from their evaluations, such as improving a door hinge. Year 2 pupils use a range of tools appropriately, though they have limited skills in using some, such as saws. In Years 3 and 4 they design chairs and make them effectively, though with a limited range of materials. By the time pupils leave the school they have appropriate skills in representing their ideas in design form, such as that for a cushion cover, and they modify their designs as it becomes necessary. Their skills in making are appropriately developed through using a range of materials including clay, textiles and wood. Although satisfactory overall, the limited range of certain resources sometimes restricts pupils' progress in Key Stage 2. For example suitable wood wheels are not always available for pupils to meet their own intentions effectively when making a vehicle. The previous inspection identified that many pupils in Key Stage 2 were under achieving because they lacked knowledge and experience of materials. This weakness has yet to be fully addressed by ensuring that pupils always have access to a range of suitable materials.
103. Insufficient teaching was observed to make a judgement about its overall quality, but there were significant strengths in one of the two Key Stage 1 lessons seen. The lesson was very well structured to develop pupils' skills in evaluating the end product well. This was achieved

through a range of very effective strategies that included the use of a puppet to draw out pupils' evaluations and suggestions for improvement, enabling pupils to discuss in pairs and opportunities for careful recording of evaluations. The use of a video camera to record pupils' spoken evaluations developed their skills very well, in addition to capturing their interest successfully. Pupils in both lessons showed good attitudes to the subject, reflected in one boy's homework, which was a carefully made and detailed building that he had made with the help of his brother. In both lessons, teachers did not always ensure that pupils evaluated their end product against clear agreed design criteria.

## GEOGRAPHY

104. Standards in geography are broadly in line with those found nationally at the end of both key stages. By the time they leave school, pupils have satisfactory geographical knowledge, understanding and skills. This reflects pupils' attainments at the time of the last inspection. As they move through the school, pupils develop an appropriate understanding of their own locality and other countries of the world. This is achieved in Key Stage 1 through a range of effective activities including walks in the locality and sending Barnaby Bear to countries such as Canada. Pupils in Key Stage 2 extend their knowledge, understanding and skills through a study of life in India and by learning about rivers. Through a valuable residential visit to the Yorkshire coast pupils appreciate the features of a locality that contrasts with their own, and they understand, first hand about the effects of the sea's powers of erosion.
105. By the time pupils reach the end of Year 2 they have appropriate mapping skills from such opportunities as drawing their route from home to school. They can describe some of the physical features of *Queensbury* and their effect, such as its height and the fact that because rain drains away from the area *it will never get flooded*. Through an appropriate use of maps they know about countries such as Brazil. Although they talk about drivers travelling too fast, their evaluations of their immediate environment are limited. By the time they leave the school, pupils in Year 6 know about a range of rivers such as those in Britain and Egypt. Higher attaining pupils clearly understand some of the effects of natural features on humans. For example, they describe how *Egyptians* have ambivalent feelings about the *Nile floods* because they bring fertility but they also bring problems. Most pupils have strong feelings about their environment and they describe in animated ways how people can damage it through pollution, vandalism and litter. They know how the ozone layer can be damaged.
106. Because of the way the curriculum is planned, no geography teaching was seen during the inspection. However, planning for geography fosters pupils' understanding well through meaningful first-hand experiences. From talking to pupils, they are clearly motivated by these opportunities, describing their enjoyment of the subject. Some Year 3 pupils spoke of geography as their favourite subject. The school is aware that information and communication technology is not used sufficiently to enhance pupils' learning in the subject and it plans to use it to further raise standards. Effective links with history help pupils to build their understanding well. For example pupils study how local buildings have changed over the years, and they learn how and why certain houses radiate down to the local mill.

## HISTORY

107. The pupils achieve standards in history, which are above those expected for pupils' ages by the end of both key stages. There has been a good improvement since the previous inspection when standards were average. Improving standards are the result of good quality teaching, based on joint planning in key stage groups. Pupils' work is based on clear learning objectives from the Qualifications and Curriculum Authority scheme of work.
108. Due to timetabling arrangements no work was seen or lessons observed in Key Stage 1 classes, although evidence is drawn from an analysis of previous work. Pupils in Key Stage 2 benefit from the historical resources, particularly photographs, showing life in *Queensbury*

approximately one hundred and fifty years ago. Pupils have a good awareness of the changes which have occurred in housing, transport, education, clothing, work and other aspects of life, from their study of photographs. They identify successfully aspects, which have not changed fully, such as houses and churches. Pupils show a satisfactory understanding of chronology when explaining a time-line of *Queen Victoria's* life. Younger pupils raise interesting questions about the past when studying photographs, but are less confident when interpreting why changes have occurred. Pupils of higher ability among the older pupils interpret the past very skilfully when composing letters, supposedly written in the middle of the nineteenth century. As well as being quite poignant, the best letters demonstrate what a good grasp the pupils have of the dangers of work in the quarry and the mill. Members of the time capsule working party have a clear understanding of how chosen objects could provide good evidence for future historical study.

109. The quality of teaching is good, with half of lessons seen being very good. The use by teachers of good quality photographs as learning resources stimulates a keen interest among the pupils. They respond positively to the challenging questions of the teacher and develop their own ideas and understanding well by listening carefully to the opinions of others. Behaviour is good, due to consistent pupil-management strategies being used by teachers. The resulting calm working atmosphere encourages pupils to concentrate on their work and to acquire new skills. Pupils produce good work when the teacher intervenes with further questions and when necessary, prompts them to apply themselves fully to the task. Teachers display a good knowledge of local history, enabling them to show successfully how the past can be interpreted in different ways. Very good use is made of story telling in some lessons, bringing to life a fictional character from the past, which completely engages the pupils' interest in the character as a real person. The result is a good increase in understanding of how different life must have been, when lacking so many amenities, which we take for granted. An excellent discussion is organised by the teacher in an older class, in which pupils decide that many of these luxuries are irrelevant, compared with a happy and healthy family life, both today and in the past.
110. The head teacher shows very good leadership as the co-ordinator of this subject. Teachers and pupils benefit from lessons in which his passion for drama, story telling and role-play make the past come alive. Teachers respond very positively to this example and show a great willingness to interpret the scheme of work meaningfully for the benefit of the pupils.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

111. Attainment in information and communication technology is in line with the standards expected for pupils' ages at the end of both key stages. The school has just set up its new computer suite and, together with the current range of new technology being used across the school, it is well placed to raise standards further. The pupils make satisfactory progress in their development of computer skills. This is an improvement since the last inspection because computers and other new technology are being successfully used to support the work that the pupils do across a range of subjects.
112. In Key Stage 1 the pupils are able to use basic word-processing skills and a graphics program to produce words and pictures. They can save and print their work and are able to control the computer's pointing device when clicking and pointing at items presented on a menu. Very good use is made of cameras and the school's video recorder to support the work that pupils do. For example, in two physical education lessons in Years 1 and 2 the teachers use recordings of the pupils gymnastics work to help them model best practice and improve their performance. In a Year 2 gymnastics lesson the teacher made very good use of the video player before the pupils entered the hall. She asked the pupils to watch a recording of the recent Sydney Olympics gymnastics events to provide the pupils with good images of gymnasts and their posture during performance.

113. In an excellent Year 3 and Year 4 music lesson the video player was used to provide moving images of animals as a stimulus for music playing. In Key Stage 2 the pupils extend their knowledge of word-processing by adapting text and fonts as well as adding illustrations and images to their work. Some very good examples of poetry are displayed using printed computer work and the pupils have clearly put a lot of thought in the way that their work is presented with some imaginary use of simple desk-top publishing skills. The school makes very good use of electronic mailing (*e-mail*), as older pupils are able to send messages to pupils in other schools. For example, the school's sports council (which consists of pupils interested in establishing competitive sporting events with other schools) has used the *e-mail* to set up rules and regulations with other schools.
114. Most of the teachers have a good understanding of how computers and other technology can be used to support pupils' learning. The teaching is satisfactory with some good and very good features. Very good use is also made of modern electronic musical equipment to enhance musical performance. For example, the pupils use microphones, tape recorders, compact disc players, amplifiers when playing music (the schools *Yellow and Blues band* for example) and cameras when observing artefacts or taking part in educational visits in history or geography lessons. The new computer suite is an excellent resource, which will further enhance the quality of teaching and learning. Teachers keep records of computer use in every class and as a result information and communication technology is used effectively to support the work being done across the whole curriculum.
115. The school has given some thought to the future development of information and communication technology. The headteacher has always maintained that if teaching and learning are to improve further then the resources must be of the highest standard. He has rightly focused on improving the subject further by enabling the teachers and pupils to use information and communication technology naturally to support the curriculum and enhance the activities the pupils undertake. As a result of this evolutionary approach teachers have become very skilled at using a range of technology when planning their lessons. Consequently the pupils have benefited because they have had time to experiment and apply their computer skills in a range of contexts. The school is now well placed to improve areas of the information and communication technology curriculum, which are difficult to implement if the resources are not available. For example, control technology is an area the school has set out as an area for further improvement. The school has successfully adopted a process of school improvement, which is based on evaluating best practice. From this experience the school can establish what works and is most effective for its pupils. There is no doubt from the evidence of previous work and the way that information and communication technology and other technology is being used and has evolved, that the school is improving the standards the pupils achieve and raising the quality of teaching.

## **MUSIC**

116. Standards are in line with pupils of a similar age in Key Stage 1 and above average by the end of Key Stage 2. Pupils' make good progress overall, as do the pupils with special educational needs. The quality of music has improved since the last inspection.
117. Pupils are introduced to music in their early years in school and as they progress through the school further opportunities are offered for them to develop their musical talents and experience. They can join a recorder group, sing in the choir, learn to play brass instruments and some pupils are able to extend their talents through performing in the school's *Blues Band*. The singing in assemblies is warm in tone, well pitched and clear in diction.
118. Pupils in a Year 1 and 2 class were observed at a special event when a visitor came to demonstrate instruments that are blown. These instruments were a range of instruments from across the world and gave the pupils valuable experience in music from other cultures. For example, the visitor played the aboriginal *didgeridoo* and explained to pupils about circular

breathing, encouraging them to try themselves by blowing down a plastic pipe. Two older pupils came to the music session and demonstrated the recorder and the cornet. A group of pupils rehearsed with the special visitor and performed an aboriginal story that included sounds at various pitch. Overall the afternoon was a huge success.

119. In Key Stage 2, pupils further develop skills in listening and appraising, and composing and performing. For example in Year 4 pupils were looking at how they could use sounds in music to describe animals. After singing *The Tortoise and the Hare* they compared the tempo of slow and fast to the *Tortoise and the Hare* using rhythms and tempo to tap and follow a beat. They followed this with *Going to the Zoo* to reinforce pitch with high and low sounds. By this time pupils were ready to watch a video showing dinosaurs and other animals in movement across a landscape to stimulate their creative ideas. Working in groups pupils compared the rhythm and tempo that they thought *dinosaurs*, *snakes* and *ants* would create in a musical composition using percussion instruments. In Year 6 pupils focused on singing and listening and successfully sang a round in two parts, accompanied by a repeating ostinato played on keyboards.
120. A small sample of teaching was seen and the quality of teaching was never less than good and often very good. The music co-ordinator took over the post in September, making a positive start by finding out what each class is doing in music, looking at resources and writing an action plan for music development. The music policy is in urgent need of review. However, the school is following national guidance on the teaching and learning of music and fully meets the requirements of the National Curriculum in music. Overall music resources are good and are sufficient to support the teaching and learning of music.
121. The pupils attitude to music are enthusiastic and overall the behaviour is very good. Pupils' have developed very good relationships with teachers, each other and with other adults. These relationships are evident through the extra-curricular activities and the enthusiasm that they bring to these activities
122. There is an *African Drums club* that is led by the subject leader, a recorder group, a choir and small brass band taught by an ex-teacher of the school who is highly experienced in the field of brass bands. Each activity gives pupils further opportunities to develop their musical knowledge and skills with the possibility of being invited to join the *Yellow and Blues Band*. This band enjoys a high profile in the school and in the local community. They are taught by the headteacher who is himself a guitar player and have recently undertaken a tour of local primary schools. The school has also worked with the *Northern Orchestral Enterprise* this year.

## PHYSICAL EDUCATION

123. The school provides a full programme of physical education and standards are above those expected for pupils' ages at the end of both key stages. The pupils achieve very well and make good progress in all aspects of physical education, including swimming, games and outdoor adventurous activities in Key Stage 2.
124. In Key Stage 1, the pupils make good progress in dance and gymnastics. Year 1 and Year 2 pupils can use a good range of movement, adapting and controlling their bodies to produce sequences, body shapes and a variety of balances. In an excellent Year 1 and 2 gymnastics lesson, the pupils focused on one continuous movement when putting together sequences that involved rolling, balancing, moving and holding a body shape. In a very good gymnastics lesson, Year 2 pupils could visualise their movements by looking at recordings of their sequences on a video player and then adapting body shapes to improve their performance. In all the lessons seen in Key Stage 1 the pupils were achieving very well, improving their sequences and thinking about their balances, movements and posture.
125. In Key Stage 2 the pupils continue to make good progress and achieve well. In an excellent Year 5 lesson, where the teacher was preparing the pupils for a visit to an outdoor education

centre, the pupils were improving their team skills using a range of thought-provoking tasks. In preparation for outdoor team building activities, such as orienteering and map work, the teacher asked the pupils to work in pairs and small groups using some challenging confidence building tasks. For example, in a *follow the leader* type activity, one pupil would move his or her arms and hands and their partner would follow. The activity becomes more challenging when one pupil leans against the other and the *leader* moves towards and away from their partner. As in Key Stage 1, teachers use cameras and video recorders to help the pupils visualise their movements. The pupils respond well to the challenges of the lessons, showing enjoyment and enthusiasm. In both the Key Stage 2 lessons seen during the inspection the teaching was alert to safety points and the pupils were thoroughly prepared having been taken through some challenging warm-up activities. All of the pupils in Year 6 are able to swim 25 metres unaided and with confidence.

126. The teaching is good with some very good and excellent teaching seen in both key stages. The lessons have clear learning objectives, which build up during each series of lessons. The tasks and activities are varied and challenging. Very good assessments are made of the pupils' performance using new technology as described above and this enables the teachers to improve the pupils' performances by focusing on specific areas for improvement. The pupils respond very well to this good standard of teaching, trying hard and always giving thought to others around them, adapting their body shapes and movements with increasing skill and endeavour. This is the first year that the school has had Year 6 pupils and with the increase in pupils numbers it is anticipated that the school will become more involved in competitive outdoor sports with other schools in the area.
127. The school does very well to integrate those pupils with physical disabilities, for example, there are good arrangements in place to enable two partially sighted pupils in the nursery to participate in physical activities. Pupils with special educational needs make good progress and are fully involved in the full programme of physical education.
128. Resources have improved significantly since the last inspection. The parents association has also made a significant contribution towards the purchase of new equipment. The new school hall is an excellent facility, which also has changing rooms and shower facilities for the pupils. The co-ordinator manages the subject very well and in keeping with the style of management adopted by the school she regularly consults the staff for ideas and suggestions to develop the subject further. The school development plan indicates that the subject is due for review in 2001 so that the new resources and hall can be used more effectively. The pupils are very well served by the school's physical education curriculum as well as the very good range of extra-curricular lunchtime activities. These include a *keep-fit aerobics* style session run by two enthusiastic teachers. The school's council is currently *e-mailing* other schools to establish rules and regulations for forthcoming competitive games of football, rugby, netball and basketball.

## RELIGIOUS EDUCATION

129. Standards of achievement for all pupils, including those with special educational needs, are good and often very good in relation to the locally agreed syllabus for religious education. Pupils have a good knowledge and understanding of the Christian faith, of other major world faiths and of their celebrations and festivals. This represents a significant improvement in the quality of teaching and learning from the previous inspection.
130. During the week of inspection pupils from both key stages were keen to talk about their own knowledge and understanding of Christianity and other major world religions. For example, pupils in Year 6 described their experiences during a recent visit they made to the nearby church. They talked of their feelings of peace and stillness inside the church, of the dim light, but of the colours of stained glass that appeared to illuminate the church. One child wrote a very moving poem about the visit, which has been displayed within an excellent display of

illustrations, books and artefacts of the major religions. In Key Stage 1 they learn about Christianity and are introduced to Judaism and Islam. For example, in a Year 1 and 2 class pupils were looking at journeys as an important part of some religions. They discussed Christian journeys and Muslim journeys and engaged in role-play on what they would need for their own journey. In Key Stage 2 pupils have continued with their understanding of the Christianity Judaism, Islam, Buddhism and Hinduism. In a recent staff meeting, led by the religious education co-ordinator, it was decided that the school would spend more time concentrating on two religions each term, to aim for depth in knowledge and understanding for each religion. The school had identified this weakness in their provision for religious education and made a corporate decision to aim for depth rather than breadth. In Key Stage 2, a lesson led by the subject co-ordinator, on places of worship, concentrated on a mock *Buddhist Shrine*, created in the school hall, demonstrating the depth of knowledge and understanding the school is now aiming for. Pupils were learning about reverence, respect for others values and for a religion that is not their own. In the thinking time pupils the teacher ensured the pupils made connections between major world faiths by explaining where traditions meet.

131. Teaching is good and often very good. The subject is well led by the subject co-ordinator who has ensured a wide range of literature and artefacts to support the teaching of religious education. Links with the *Interfaith Centre* in Bradford and the local education authority religious education advisor have also added support to the school with advice and resources. The subject policy is in line for review. However, with the guidance of the locally agreed syllabus and national guidance for religious education the school has ensured good progression and continuity of the subject across all years.
132. Relationships and behaviour are very good and pupils responsive and attentive in their lessons. Pupils' spiritual development is very good and assured through their religious education lessons and the significant ethos of the school. The school has a daily act of collective worship and parents have the opportunity to choose whether their child attend the assemblies or a secular discussion group.
133. The subject is very well resourced and the use of the colourful display of the major faiths in the world enhances pupils' knowledge and understanding of the diversity in religion.