

# INSPECTION REPORT

## **BAILDON C E PRIMARY SCHOOL**

ShIPLEY, West Yorkshire

LEA area: Bradford

Unique reference number: 107337

Headteacher: Mrs J Binns

Reporting inspector: Mrs P Raja  
6282

Dates of inspection: 5– 9 February 2001

Inspection number: 189813

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:	Voluntary aided
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Jenny Lane Baildon Shipley West Yorkshire
Postcode:	BD17 6RR
Telephone number:	01274 598540
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Appropriate authority:	The governing body at the above address
Name of chair of governors:	Mrs S Craven
Date of previous inspection:	30 September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
6282	P Raja	Registered inspector		<p>What sort of school is it?</p> <p>The school's results and achievements</p> <p>How well are pupils taught?</p> <p>What should the school do to improve further?</p>
9798	V Ashworth	Lay inspector		<p>Pupils' attitudes, values and personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
19709	J Fisher	Team inspector	<p>English</p> <p>Provision for pupils with English as a second language</p>	<p>How good are the curricular and other opportunities offered to pupils?</p>
20119	T Bell	Team inspector	<p>Mathematics</p> <p>Information and communication technology</p>	<p>How well is the school led and managed?</p>
19919	J Killeen	Team inspector	<p>Science</p> <p>Art and design</p> <p>Design and technology</p> <p>Music</p>	<p>Provision for pupils with special educational needs</p>
25574	J Fullen	Team inspector	<p>Geography</p> <p>History</p> <p>Physical education</p> <p>Provision for pupils in the Foundation Stage</p> <p>Equal opportunities</p>	

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London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Baildon Church of England Primary School, with pupils aged three to eleven, is bigger than the average primary school nationally. It serves the community of Baildon, a township near Bradford. Many pupils come from financially advantaged families living in owner occupied housing. Most of the children have some playgroup or nursery experience before starting school. Attainment on entry to the school has been above average since the last inspection. However, currently, about 40% of the children start the Reception Year with above average attainment, 55% start with average attainment and a small number of children with below average attainment. This was confirmed by baseline assessments and by the inspection evidence. Attainment on entry to the Nursery is average.

There are 425 pupils on roll (206 girls and 219 boys). These include 42 children who attend the Nursery part-time. The proportion of pupils eligible for free school meals (5.2%) is very low compared to the national average of 19.7%. The school has registered 45 pupils (11%) as having special educational needs, five of whom have a statement of need. This is below the national average of 23.2%. There are 12 pupils from different ethnic backgrounds, four of these pupils have English as an additional language but only one pupil requires additional language support. The school has been re-organised from a first school to a primary school with a Nursery. This has resulted in the school going through a prolonged period of considerable change. In September 2000, the school admitted 64 pupils from the two closing schools in the area. Children who started the Nursery and the Reception Year have come from a much wider catchment area. The school now has Year 6 classes and a nursery. The additional year groups and the nursery are housed in de-mountable classrooms. The school expects to move to the refurbished middle school building by the end of this calendar year.

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

The school achieves high standards in most of its work. Most pupils have very good attitudes and are very eager to learn. They work hard for long periods with sustained concentration. Most of the teaching is good and pupils are learning well. The school provides a good range of curricular opportunities, which meet individual needs of the pupils. It meets the needs of pupils with special educational needs effectively and enables them to make good progress in their work. There are good care arrangements and it has an effective partnership with parents. The school is appropriately governed. It knows what it does well, where its weaknesses are and how to improve them. The school has sustained high standards since its last inspection. It is led and managed in a supportive and caring way. The aims and values of the school are demonstrated in the very good relationships between staff and pupils. The purposeful and caring environment of the school and its policies and procedures to ensure equality of access enable pupils to take full advantage of the educational opportunities provided. The school uses its resources in a cost-effective way, providing at least satisfactory value for money.

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

- It enables pupils in Key Stage 1 to achieve well above average standards in English and mathematics and above average standards in science.
- It enables pupils in Key Stage 2 to achieve well above average standards in English, mathematics and science.
- Pupils are taught well.
- It makes good provision for pupils with special educational needs, who make good progress throughout the school.
- It provides a very good range of extra curricular activities, which contribute effectively to pupils' learning and personal development.
- It makes very good provision for music and pupils achieve high standards in the subject.
- It provides good support to pupils in maintaining good standards of behaviour and sustaining very good attitudes to work.
- It provides very well for pupils' social development and good opportunities for moral development.

### **What could be improved**

- Provision for, and systematic use of information and communication technology (ICT) across the curriculum.
- The strategies and organisation for the implementation of schemes of work for the foundation subjects.
- The role of the subject co-ordinators and further strengthening the role of deputy headteacher, taking account of the re-organisation to a primary school.
- Forward planning for the forthcoming changes and priorities in school development.

*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 satisfactory progress overall in addressing the issues pointed out in the previous inspection in 1996; it has made good progress in developing the assessment practice in school. Assessment of English, mathematics and science is particularly good but it is more variable in other subjects. The quality of teaching has improved to 75% being good or very good and only four percent being unsatisfactory, compared to 83% being satisfactory or better and 17% being unsatisfactory in the last inspection. Teachers use good questioning techniques and share their time well to give constructive comments and feedback, which improve learning. Teachers' planning is well focused on meeting the individual needs of pupils. The school has developed effective procedures for monitoring curriculum delivery and has introduced systems for checking pupils' progress but the development of formal procedures for monitoring teaching and learning in the classrooms is at an early stage. The school has developed the role of the subject co-ordinators as managers but the monitoring aspect of the role remains under-developed. The school is well on course to meeting its targets of 88.6% for eleven-year-olds reaching the nationally expected Level 4 or above for English and 83.7% reaching the Level 4 or above for mathematics in the statutory tests for 2001. The high expectations set for the pupils and its strategies for promoting high standards of attainment have a positive effect on pupils' work. The school is well placed to manage its own improvement further.



## STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1998	1999	2000	2000
Reading	A	A*	A	A
Writing	A	A	A	A
Mathematics	A*	A*	A*	A*

Key	
Very high	A*
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

The school will enter its first cohort of Year 6 pupils for the end of Key Stage 2 National Curriculum tests in 2001.

The 2000 test results for seven-year-olds show that attainment in reading and writing was well above the national average. In mathematics their attainment was very high. The picture is the same when compared with similar schools. Teacher assessments in science show that the proportion of pupils reaching Level 2 and those reaching Level 3 was above the national average. Inspection evidence shows that the school has maintained the high standards since the last inspection, pupils achieve well above average standards in English and mathematics. They achieve above average standards in science, music and art and design. Standards in geography, physical education and ICT are average. Due to insufficient evidence no judgements are made on standards attained in history and design and technology. Children in the Reception classes are making good progress and by the end of the year most children will have exceeded the early learning goals in all the areas of learning.

Taking improvement in line with the national trends over time, it has remained consistently high.

The inspection of lessons and pupils' work and discussions with pupils, show that the pupils in current Year 6 reach standards that are well above those expected for their age in English, mathematics, science and music. In art and design pupils attain above average standards. In geography, ICT and physical education pupils achieve average standards. Due to insufficient evidence no judgements are made about standards in history and design and technology. Most of the pupils in the three ability bands make good progress, which contributes very well to raising standards achieved by pupils. Pupils are provided with challenging tasks. Additional support is well targeted, pupils with special educational needs and those needing extra support are taught in smaller classes. Good teaching and often very good teaching of numeracy and literacy skills provides extra support for some of the pupils, who subsequently make good gains in basic skills development. Overall the quality of learning is enhanced greatly and pupils achieve good or very good standards.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning. They approach their work with high level of enthusiasm and enjoy the activities presented to them.
Behaviour , in and out of classrooms	Behaviour is good. Pupils listen attentively and behave well in classes. Behaviour at lunch and around the school is satisfactory.
Personal development and relationships	Pupils make very good relationships with each other. They work co-operatively. Pupils are eager to take responsibility and when given the opportunities they show initiative and independence in learning.
Attendance	Attendance is good.

The pupils who transferred from the two closed schools and pupils with special educational needs are very well integrated in the classes and the school. Pupils support and help each other during lessons and in other activities.

## 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 good quality of teaching contributes effectively to pupils' learning overall. The quality of teaching was very good in 26% of the lessons seen, it was satisfactory or better in 70% and unsatisfactory in 4%. Good teaching was seen in classes across the age range. The teaching of numeracy and literacy is good throughout the school; the quality of teaching is good in English, mathematics overall, and in most of the other subjects. Teachers have high expectations. Overall, teachers use good teaching methods and manage their pupils well, which results in pupils' good behaviour and good attitudes to learning. Teachers plan the work well and offer a range of challenging and stimulating activities. Pupils with special educational needs are taught well through the school. Good teaching generates enthusiasm and stimulates interest amongst pupils who subsequently work hard with sustained concentration for longer periods.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a wide range of stimulating and challenging activities. The activities throughout the school successfully meet the requirements of the National Curriculum.
Provision for pupils with special educational needs	The school provides well for these pupils and this is reflected in the good progress they make. These pupils are very well integrated in the school and their individual needs are met effectively.
Provision for pupils with English as an additional language	These pupils are well supported by the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' moral development and very good provision for social development. Opportunities for promoting spiritual and cultural development are satisfactory.
How well the school cares for its pupils	The school takes good care of its pupils. There are good systems for checking and promoting good behaviour.

The school has a productive partnership with parents, who have opportunities to be actively involved in their children's learning and in the life and work of the school. Parents are kept well informed about their children's progress and about the needs of the school. They contribute generously of their time and funds to improve the school environment and educational resources.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership is very effective in setting high expectations and raising standards of attainment. All who work in the school have a clear purpose and work as a team. There is a lack of a cohesive plan to meet the forthcoming changes in moving the premises, as well as forward planning for development over longer period.
How well the governors fulfil their responsibilities	The governing body fulfils all its statutory responsibilities. It is very supportive of the school.
The school's evaluation of its performance	Processes for monitoring the curriculum delivery and pupils' progress are in place. Effective structures enable staff to collaborate and share ideas with each other which underpins consistency in good practice but the overview of the school's performance lacks a sharp focus.
The strategic use of resources	The school makes effective use of its resources and applies 'best value' principles in spending decisions. It gives at least satisfactory value for money.

The school is well staffed with suitably qualified and experienced teachers and support staff. There have been many staff changes with nine teachers joined the school in the past two years. The school has managed these changes very effectively and all staff are valued members of the school community. The support staff are effectively deployed and make a good contribution to the pupils'

learning, particularly those with special educational needs. The school is generally well resourced. However throughout the school there is a general lack of resources to promote awareness and understanding of cultural diversity.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like coming to school.</li> <li>• Pupils make good progress.</li> <li>• Behaviour in the school is good.</li> <li>• Their children are well taught.</li> <li>• It is easy to approach the school with questions or problems.</li> <li>• Teachers expect pupils to work hard and achieve their best.</li> <li>• The school is well led and managed.</li> <li>• The school helps pupils to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents are concerned about not being kept as well informed as they would like to be.</li> <li>• Some parents would like the school to work more closely with them.</li> <li>• A few parents feel that not all the pupils have access to the range of activities provided outside lessons.</li> </ul>

The findings of the inspection confirm all the positive views expressed by parents. The school has altered the time for the parents' evening. Some working parents find it difficult to take advantage of the open afternoon session. The school encourages parents to make alternative arrangements with the class teacher. The school is considering extending the good practice in the Reception classes of making the medium term plans accessible to parents, to all the other classes. Inspection evidence shows that there is good take up of the extra curricular activities provided. The school is not in a position to offer these activities to all the year groups at the same time.

## **PART B: COMMENTARY**

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

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

1. Since the last inspection, on entry to the school most children started with above average levels of attainment. Currently children enter Nursery with average skills and children entering the Reception Year start with variable levels of skills; about 40% of the children show above average levels, 55% of average skills and a few are below average. The Nursery children are now well settled, they make satisfactory progress and most are on course to achieving the early learning goals by the time they are ready to start Year 1. In the Reception Year, good teaching and access to a broad and challenging curriculum ensure that most children make good progress through the Foundation Stage. By the end of the Reception Year most children will have exceeded the early learning goals for all the areas of learning. A few children are reading simple texts accurately, most recognise their names without support. Some children add numbers one to ten with growing accuracy and many sort, match and count objects to five.
2. In the 2000 National Curriculum tests for seven-year-olds in English the proportion of pupils reaching the expected Level 2 or above was well above the national average in reading and writing. In mathematics the proportion of pupils reaching the expected Level 2 or above was very high. In both reading and mathematics the proportion reaching the higher Level 3 was very high and within the highest 5% nationally. In the assessments conducted by the teachers at this age, the proportion reaching the expected level in science was above the national average at both Levels 2 and 3. When the average level reached by seven-year-olds is compared to that attained by similar schools at this age, pupils' performance in reading and writing is well above average and in mathematics it is in the highest 5%. Taking improvement in line with the national trends over time, it has remained consistently high.
3. Inspection evidence based on lesson observations, analysis of work in books and display and teachers' plans, shows that most pupils are working at or near their capacity and achieving well in terms of their earlier attainment. Standards are higher than in similar schools and work in lessons is demanding. Most pupils make good progress in developing their language and mathematical skills. Standards in reading, writing and mathematics achieved by pupils aged seven are well above average. Standards in speaking and listening continue to be above those expected nationally. Pupils listen attentively to instructions and explanations in lessons and contribute ideas willingly in class discussions. Pupils, from an early age learn to use a range of strategies for tackling new words and read regularly for pleasure. Standards in writing have improved since the last inspection. Pupils write for a range of purposes in different forms with growing competence. The higher attainers and average pupils write well. Most pupils understand simple mathematical language and recognise symbols such as plus and minus; most add and subtract to 20 and higher attainers work with numbers in hundreds and round them to the nearest ten or hundred. There has been good improvement in science. The focus on developing experimental and investigational skills has provided pupils with a good range of opportunities to apply their scientific knowledge to solve simple day-to-day problems. The consistent practical application of skills and understanding in science consolidates learning and generates enthusiasm for the subject, which enables pupils to achieve above average standards.
4. The school will enter its first cohort of eleven-year-olds for end of Key Stage 2 National Curriculum tests in 2001. The school has used pupils' prior attainment based on their Key Stage 1 results to set targets for this year and the next year. It has set achievable targets for 88.6% of the eleven-year-olds reaching the nationally expected Level 4 or the higher Level 5

in English and 83.7% reaching the expected Level 4 or the higher Level 5 in mathematics. The school is well on course to meeting its targets. It has set more challenging targets for the next year for 89% of the eleven-year-olds to reach the expected Level 4 or the higher Level 5 in English and for 90% of the cohort to reach Level 4 or above in mathematics. The standard of work seen in Year 5 indicates that the school is likely to meet these targets.

5. In lessons and work seen, eleven-year-olds attain well above average standards in English, mathematics and science and do much better than pupils in similar schools, especially in mathematics. The school's emphasis on literacy and numeracy, reduction in Year 6 class numbers by creating an additional Year 6 class and focus on specialist teaching has helped raise standards in line with its own high expectations. Pupils systematically question one another to improve the quality of their work and justify their ideas. They speak to large audiences confidently, adapting their style and speech accordingly. Pupils read a range of demanding texts from different sources with fluency, accuracy and understanding. They are able to appreciate the emotive content and metaphor style in poems and draw inferential meaning from texts. Most pupils write creatively and imaginatively, can sustain a story line and most make good use of punctuation. They have a good knowledge of language structure and apply it to improve their writing. In mathematics, pupils understand the idea of symmetry and area and are able to gather information and represent it in graph form. They form accurate predictions and use prior mathematical knowledge to solve problems. They record statistics, interpret them and draw mature conclusions. Eleven-year-olds show well developed numeracy and literacy skills. They apply these skills to the tasks set for them effectively which results in better than average standards. There has been good improvement in the standards of attainment in Key Stage 2. The good quality of teaching, well-designed curriculum and general improvements in the provision for science, have driven standards forward. In their discussions, pupils use scientific vocabulary to form hypothesis. They have extended their learning skills to include observation with precision, thinking with logic, concluding with accuracy and classifying against pre-determined criteria.
6. In music, where teaching is very good, pupils sing exceptionally well and achieve above average standards in Key Stage 1 and well above average standards in Key Stage 2. Throughout the school, in art and design standards continue to be above average. In ICT, geography and physical education pupils achieve average standards throughout the school. In design and technology and history due to insufficient evidence, judgements about the levels of attainment in both key stages are not made. There is no comparative data to show any differences in the attainment of girls and boys at Key Stage 2, and at Key Stage 1, boys' standards of attainment are rising slightly. Overall the performance of boys and girls is similar. The end of Key Stage 1 trends in attainment over the last three years show that attainment in reading, writing and mathematics has remained consistently high, with a slight variation in 1998 where results were still above average but not as high as in 1999 and 2000.
7. Pupils with special educational needs in both key stages make good progress in relation to prior attainment and within their developing capabilities. The pupils for whom a statement of special educational needs exists make good progress towards the targets set for them in their individual education plans. This is due to the good support by the support staff, focused teaching and effective use of the additional advice and support provided by the special educational needs co-ordinators. Pupils with English as an additional language are well integrated in classes and their language needs are addressed adequately.

### **Pupils' attitudes, values and personal development**

8. The consistently good standards of behaviour, pupils' very good attitudes towards school and the very good relationships make a significant contribution to their learning.

9. The personal, social and emotional development of the children in the Foundation Stage is good. They are confident, happy and secure and enjoy good relationships with each other and with adults. They work and play together in different activities. They are attentive and eager to learn. They co-operate, share and take turns. Their behaviour is good at all times. They are developing independence when selecting resources, choosing activities and taking responsibility for tidying up at the end of sessions.
10. Throughout the school pupils have very positive attitudes to learning. The pupils show high level of enthusiasm and enjoy coming to school. They are interested in their work and share and co-operate with one another. Most pupils show good levels of effort and concentration in lessons. They listen to instructions and explanations carefully and contribute well to discussions, using their time well. They are keen to join in the very good range of extra curricular activities the school offers to older pupils. The early morning gym club and lunchtime choir meetings are particularly well supported. The pupils want to learn and most persevere with their work. They show developing skills to study for themselves. Pupils in the top classes approach their work with maturity and work for long periods with sustained interest.
11. Standards of behaviour throughout the school are good, which has a positive impact on learning. There have been no exclusions since the last inspection. The pupils generally behave well in lessons and around school although very occasionally some pupils in upper Key Stage 2 become rather boisterous. Behaviour in the playground and at lunch times is satisfactory. Pupils are polite in conversation and respond confidently when asked questions. Throughout the school, pupils work well together, sharing resources and co-operating when necessary. Pupils with special educational needs are well integrated and treated with respect. There is little evidence of bullying or other oppressive behaviour in the school, but any reported incidents are quickly investigated and dealt with appropriately. Pupils are courteous, trustworthy and respectful of others. Parents are satisfied that pupils are well behaved at school and when they make educational visits.
12. Pupils take pride in their achievements and are able to evaluate their own and others' performance constructively and sensitively. They show due respect for the environment and take care of equipment and the school building.
13. Pupils' personal development is good. Relationships throughout the school are very good. The headteacher and staff provide good role models. Relationships between staff and pupils are effective in promoting the values of the school and the pupils respond well to their teachers. Pupils make good progress in their personal development. Pupils benefit from extra curricular activities and visits. When opportunities are provided most take increasing responsibility for independent study which includes homework. There are opportunities for the pupils to assume responsibility as class helpers, which greatly assists their personal development.
14. Attendance at the school is good and has been maintained at 95.8%. This is above the national average for primary schools. There is no unauthorised absence.

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

15. Pupils are organised in single age group classes throughout the school. The school has extended to Year 6 in this academic year. It has used its additional resources to create an extra Year 6 class to ensure smaller numbers in each class. Some pupils have recently transferred to most of the year groups in the current year. Some of the teachers who are new to the school provide specialist subject expertise and experience. In all the classes in Reception, Key Stage 1 and Years 3 and 4, class teachers are responsible for teaching all the

subjects except music and physical education in lower Key Stage 2; some support in art and design and design and technology is provided in Year 4. The deputy headteacher teaches music in all the classes. In Years 5 and 6, pupils are grouped by ability in three bands for English and mathematics, with the special educational needs pupils placed in the lower bands. The school is exploring the benefits of specialist teaching as a strategy to drive standards upwards and to take full advantage of the teachers' experience. Seven teachers work with Year 5 and nine teachers work with the Year 6 classes. Overall the quality of teaching and the subject specialisms offered by the teachers are contributing effectively in raising standards but some of the arrangements such as for physical education are unnecessarily complicated. For example, Year 4 classes are divided into three groups, that are taught on a rotational basis by three teachers in a single session. The issues related to monitoring progress in the foundation subjects are not addressed systematically at this stage.

16. The quality of teaching overall is good throughout the school with some being very good. The school has successfully improved the quality of teaching since the previous inspection when 17% of the lessons were judged to be unsatisfactory whilst 83% were satisfactory or better. In this inspection 96% of the teaching seen, representing 76 lessons, ranged from very good to satisfactory while four percent was unsatisfactory. The quality of teaching was very good in 26% of the lessons, good in 49%, satisfactory in 21% and unsatisfactory in 4%. The proportion of very good and good teaching and the proportion of unsatisfactory teaching are a marked improvement since the last inspection, particularly in Key Stage 1 where most weaknesses were identified. Good quality of teaching is generally evenly spread through the school. Teachers have good subject knowledge in what they teach and have developed confidence and expertise in teaching physical education since the last inspection.
17. The teaching of children in the Foundation Stage is good, with some very good teaching seen in the Reception classes. A calm purposeful and orderly environment is maintained. The good planning in the Reception classes is based on detailed plans that identify learning objectives clearly and links these well to activities including structured play for younger children. An appropriate range of activities is provided in the Nursery. The Nursery is working well towards establishing the Early Learning Goals curriculum and daily routines. Children use the setting of activities and tidying up times to practise sorting, matching, counting and recognising colours and shapes. Opportunities for extending understanding and developing skills are used appropriately, but very occasionally children are left to play on their own without adult support. In the Reception classes, teachers have high expectations of the children. Staff use their time efficiently to support individual and small groups of children; interaction with children is good. Good procedures are in place for assessing children's progress. Assessment data is used well to inform planning. Consequently children make good progress and a few make very good progress. In the Nursery, there is appropriate collaboration between the staff in the morning and afternoon sessions. Teachers, support staff and parent helpers work very well together to promote optimum learning. As a result children develop good attitudes to learning, form very good relationships, and feel secure and confident.
18. The quality of teaching is mostly good and some very good in Key Stage 1. Of the 16 lessons seen at this stage, teaching was very good in four, good in eight and satisfactory in four. Teaching is very good in music, it is good in English, mathematics, science and geography and satisfactory in ICT and physical education. No lessons were seen in art and design, history and design and technology. Teachers have good subject knowledge of what they teach and set very high expectations. This forms a good basis for effective planning of stimulating and demanding activities which generate enthusiasm and interest amongst pupils who work hard for longer periods and the lessons generally move at a brisk pace. The quality of content is maintained for most of the curricular areas. Teachers manage their pupils well and channel their energies into productive work, which results in good standards of behaviour. Teachers



make good use of open questioning to check prior learning and deepen understanding. They consistently make constructive comments and give on-going feedback to pupils, which improves their work. However, very occasionally the time taken by teachers to introduce activities and explain tasks is too long, and there are missed opportunities for interactive discussions. They work well with support staff and voluntary helpers who are kept well informed and subsequently make effective contributions to pupils' learning. Pupils with special educational needs are well integrated in the classes. Their individual needs are well catered for and they make good progress.

19. The quality of teaching is good in Key Stage 2. About a third of the lessons seen were very good. Teaching in the Year 6 classes is very good. Teaching is very good in music and good in English, mathematics, science, geography and art and design. Teaching is satisfactory in ICT and physical education. No lessons were seen in design and technology, and it was good in the one lesson seen in history. Teachers make good use of the opportunities provided for planning in year groups to collaborate with each other, which underpins the consistency in good practice. Teachers have good subject knowledge and have high expectations of the pupils. They effectively plan a range of challenging activities that are well matched to learning objectives. Teachers plan equally stimulating activities for different age and ability in sets and subject specific lessons to ensure that all work to their full potential. They take good advantage of smaller number of pupils by offering a varied range of work and give individual attention to pupils who need most support. They show respect and expect a high level of maturity in their discourse during lessons. This was clearly evident in lower set lessons. This motivates pupils, particularly those with special educational needs and maintains good standards of behaviour and very good attitudes to work. They present lively introductions and detailed explanations that make the tasks clear and extend pupils' knowledge. On occasions they demonstrate the ideas. For example, in physical education the teacher demonstrated the changes in the pulse rate by running on the spot. Pupils were full of wonder at noting the change in their own pulse rate after repeating the activity. The deputy headteacher effectively sets high expectations and high standards of teaching and learning by example and provides a very good role model of professional practice.
20. The school has successfully implemented the National Literacy Strategy across the whole school. This has had a positive effect on the quality of teaching and learning. Teachers have established confidence in teaching literacy skills. The school has targeted additional teaching support to further enhance the development of basic skills. This support is used in interesting and meaningful contexts. For example, teaching of phonics in the Reception class and reinforcing the sound and letter *t* through painting tigers and using the painting by Rousseau as a stimulus. Through Reception and Key Stage 1, pupils make good progress in decoding texts and are making good gains in developing their writing skills. In Years 3 and 4, pupils receive extra support in extending their skills in expressive writing. As pupils move through Key Stage 2, they continue to progress well and they work at a higher level than expected for their age. The opportunity for older pupils to work in smaller classes and the good quality of teaching and provision for a good range of curricular activities contribute effectively to pupils achieving higher standards than is expected.
21. The school is well launched into implementing the National Numeracy Strategy and uses the framework to guide development in mathematics and in particular, numerical skills. Throughout the school, pupils' numerical skills are developing well. Teachers provide well-planned work in all the classes. The introductory activities give due regard to pupils' mental and oral work and to developing mental calculation strategies. However, there are not as many opportunities for pupils to apply these strategies and their numerical skills in solving problems and carrying out investigations. Pupils throughout the school learn well and achieve good standards.

22. The quality of teaching provided for pupils with special educational needs is good. Teachers employ good teaching strategies. They ensure that pupils are included in discussions and in the main activities in the classroom. They keep themselves well informed of their specific learning needs and modify their questioning and response accordingly. The work is mostly well matched to their individual education plans. Good use of quality resources is made to support their learning. Teachers use encouragement and praise and give constructive feedback, which develops confidence and improves their work. Pupils are well managed, with appropriate strategies firmly in place, which leads to little inappropriate behaviour being displayed in the classrooms. The Learning Support Assistants (LSAs) are kept well informed and keep detailed planning and record files. Teachers and LSAs work closely together and collaborate well with special educational needs co-ordinators.
23. Teachers know their pupils well and use this knowledge to adapt their teaching and response to the different levels of attainment in lessons. Teachers use a range of methods to assess pupils' progress and use this information as a basis for future planning. Pupils' work is marked regularly and most books contain helpful comments on how they can improve their work. Homework is used appropriately in classes but it is used more effectively in Key Stage 2. Throughout the school, homework makes a good contribution to pupils' learning. Some ICT related work is planned in most subjects. However, this practice is not applied consistently in all the areas of the curriculum. There is need to ensure a systematic and progressive development of ICT skills and the use of these skills to support learning. Teachers rarely plan to develop pupils' awareness of the cultural diversity within the wider community.

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

24. The Foundation Stage curriculum for the under-fives provides for all areas of children's learning, and standards have been maintained since the last inspection. There is a recently opened Nursery class, which provides satisfactorily for the needs of these children. Overall, the curriculum continues to provide the children with a good education that promotes their intellectual, physical and personal development and prepares for the next stage of their education in the school. The planning meets the requirements for children who are under five as outlined in the Foundation Stage curriculum.
25. The quality and range of the curriculum are good. The school provides a rich and stimulating learning environment. The curriculum is broad, balanced and relevant, and meets the statutory requirements of the National Curriculum. An appropriate amount of time has been devoted to the teaching of English, mathematics and science. Extra time, which is at the discretion of the school to allocate, has been used in the successful introduction of French lessons for Year 6 pupils and the introduction of 'Circle Time' to enhance pupils' personal and social education. Year 5 pupils have more time spent on physical education than other classes because of the timing of their swimming session at Shipley baths. The provision of very good French lessons for Year 6 pupils and the very wide range of extra curricular activities enhance the curriculum. The school is conscious of the need to further develop curriculum and assessment opportunities in some of the foundation subjects in line with the revised curriculum. It is also aware of the need to take further account of the multicultural dimension in its planning cycles. Some of the foundation subjects such as history and geography are taught through topics.
26. There are policies for all subjects. Some of these policies, such as geography, design and technology and physical education, are due to be reviewed as a development priority within an appropriate timescale. Since the previous inspection, the school has adopted national guidelines for some subjects, with the addition of the local education authority guidelines in

subjects such as science. The school has a satisfactory overall curriculum plan that shows when each aspect of the different subjects of the National Curriculum will be taught to pupils, and is implemented consistently and effectively throughout the school. Planning builds steadily from term to term and year to year in English, mathematics and science. The school is at an early stage of developing progression and continuity in other subjects such as design and technology and ICT.

27. The National Literacy and Numeracy Strategies are well established. Good strategies support the teaching of these skills. These have raised standards of teaching and learning and also have been successful in endorsing the setting of pupils' personal targets. There is a strong emphasis on classroom support in literacy and numeracy. Good organisation of guided reading and writing enhance this work and the intended introduction of the booster classes in the second half of the spring term is intended to have a beneficial impact on pupils' work. In these lessons, the provision of sensitive and skilled support to all pupils in the classes has a positive effect on pupils' learning, and in particular on those with special educational needs.
28. A wide range of educational visits and a very good range of extra-curricular activities enrich and support the curriculum. Pupils of all ages gain valuable historical, geographical, scientific, musical and cultural stimuli and experience that cannot be afforded within the classrooms from visits locally and further afield. These include visits to working colleges, museums and historic houses, which particularly enhance learning in design and technology and history. Orienteering on Baildon Moors provides for outdoor and adventure activities in geography and physical education. Visits to theatres and concerts at local venues stimulate pupils' creative and cultural development. These visits not only enhance the education curriculum, but also give valuable opportunities for pupils to learn necessary inter-personal and social skills. In celebration and commendation assemblies, pupils share a range of their work with the rest of the school. For example, in one school assembly, Year 6 pupils gave a very successful gymnastics demonstration, exhibiting confidence and a high level of expertise. Visiting musicians and theatre groups enrich the school's provision with presentations such as 'Travelling by Tuba', 'Science Kinetics', and 'Moon Rock Sampling'. A very wide range of after school clubs is available for pupils and the majority of pupils take part. Ninety-seven pupils receive expert musical tuition from peripatetic teachers and there are very good opportunities within school to play tuned and untuned instruments. Activities include team games of football, badminton, cross-country running, and strategy games of fantasy football, chess, Monopoly and computer board games. Gymnastic, art and design clubs cater for pupils' creative and imaginative skills. Football and rugby benefits from the assistance obtained from the Bradford City Football and Bradford Bulls Rugby clubs. Pupils also take part in the usual inter-schools matches and tournaments.
29. The provision for pupils with special educational needs is good. It is very good in Key Stage 1. The school fully implements the national Code of Practice. Focused analysis of specific individual needs is reflected in their individual teaching and learning programmes and pupils are well supported by LSAs. These pupils make good progress. The inclusion of pupils with special educational needs in a wide range of activities reflects productive relationships with outside agencies.
30. The school continues to be fully committed to equality of access and opportunity for all pupils and has regard to all statutory requirements. There is no pupil in school for whom English presents a difficulty. Procedures for assessing and supporting these pupils on entry to the school are in place and used effectively.
31. The school has established very good links with the local and wider community. Members of the parish and pupils' families and friends attend social and fundraising events. Many parents donate items to sell, as seen in the monthly sale of cakes to support individual classes. The

local environment and museums are used well as additional resources and pupils take part, successfully, in local events, such as the Baildon Musical Festival and the local church pantomime. They perform at the local nursing home, the Mothers' Union community centre, the playgroup crèche and church festivals. Pupils support a range of charities. Constructive links with local business and industry contribute to pupils' learning. For example, pupils in Year 1 spend time at Keighley College as part of their study on 'Materials'. The school has yet to exploit the potential of the Internet to establish links beyond the immediate community. The school has established effective links, mainly sporting, with other local primary schools. Links with the high schools are well established to ensure a smooth transition for pupils on transfer.

32. The programme for personal, social and health education offered to pupils is good. Assemblies are used very well to give pupils opportunities to explore a variety of issues of how to develop themselves and deal with difficult situations and issues that arise in their lives. Teachers are good role models through their sensitive approach and very good strategies. The school has a comprehensive sex education policy, which is implemented consistently, throughout the school. External health providers support the delivery of health education, for example, a school nurse visits to talk about personal hygiene and discusses issues regarding growing up with older pupils. The police come into school to talk to pupils about drugs awareness and 'Stranger Danger'.
33. The contribution of the community to the pupils' learning is very good. A number of visitors come into school to support and enhance learning in the school and promote pupils' awareness of their role in the local community. The local vicar's representative regularly takes assemblies, the nurse and police come into school to talk about a range of issues. At the time of the inspection the Moravian Minister spoke in assembly about under developed countries and man's exploitation of the environment. Pupils learn about citizenship, which is reinforced by the visit of the local Mayor. Subsequent to the school's re-organisation, links with the local high schools are well established. This ensures a smooth transition for pupils on transfer.
34. Overall provision for the spiritual, social, moral and cultural education of all pupils is good. The aims of the school in the school prospectus state clear principles that relate to the preparation of the pupils for the opportunities, responsibilities and experiences that they will face in their lives. Since the previous inspection, social development has improved and is now very good.
35. The provision for pupils' spiritual development continues to be satisfactory. The 1996 report found that occasions and opportunities were missed for developing spiritual awareness in the wider sense. This is now being addressed by the very good Christian ethos and provision and practice in personal, social and health education. The recent introduction of 'Circle Time' gives pupils opportunities for quiet reflection and enables them to understand the consequences of their actions on others. In assemblies and in lessons, pupils gain an understanding and appreciation of the main beliefs and principles of the major world religions. During assemblies the topics chosen are relevant to pupils' everyday lives and raise awareness of issues such as caring for others and helping those, less fortunate than themselves. Visiting speakers in assembly ask pupils to reflect on the exploitation of the world's natural resources.
36. The provision for pupils' moral development is good. It has improved significantly since the previous inspection when it was judged to be unsatisfactory. Moral issues are discussed in assemblies and in lessons. The consistent application of the school rules by all the staff ensures a good framework for the pupils' moral development. The school provides clear teaching on what is right and wrong. Pupils are encouraged to understand the consequences

of their own actions, to be honest and contribute to the welfare of others in the immediate and wider communities. Pupils are encouraged, also, not only to empathise, but also to practically support less fortunate people through charitable appeals such as Christian Aid and Christmas appeals. During assemblies, pupils explore issues such as the exploitation of people in other countries and people's effect on the environment. Adults provide good role models. They are both professional and caring towards the pupils in their classes. Parents recognise that these values have a positive effect on their children and believe that pupils generally show high standards of behaviour.

37. The provision for social development is very good and has improved since the previous inspection. The inclusion of pupils with special educational needs is reflected in a high degree of consideration and empathy shown to them by others. This is reflected in the very good relationships around the school. Pupils are encouraged to help each other in class, support each other in team games and applaud other pupils' efforts. Tasks set in class provide opportunities for pupils to co-operate with each other. There are very good opportunities for pupils to learn guitar, keyboard, brass and woodwind instruments and use these skills at community events. There are many fund raising and social events and school visits. For example, during school visits, inter-school competitions, and in-school pupils' demonstrations, such as gymnastics in assemblies, pupils learn valuable inter-personal and social skills as well as curriculum coverage. Confidence is gained through the many social and competitive events pupils attend to sing and play to various members of the community.
38. The cultural development of pupils continues to be satisfactory. The curriculum offers a satisfactory range of activities to develop pupils' local knowledge and cultural awareness. Knowledge of local culture is developed through subjects such as design technology and geography for example, through pupils' work on 'Materials' at Keighley College and orienteering on Baildon Moor. The school has links with an Emerald school in Melbourne, Australia to study a contrast of culture, but this does not generally extend to raising awareness and understanding of cultural diversity. Pupils study the customs and traditions of other major world faiths such as Islam and Hinduism in religious education lessons, but no member of these faiths visits the school.

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

39. The good provision for pupils' well being, health and safety has been successfully maintained since the last inspection. The school continues to take good care of its pupils and has established an ethos of caring, which offers pupils good opportunities to do their best. There are effective measures in place to ensure support and guidance for all pupils. The headteacher provides good leadership in this area and is knowledgeable of individual pupils.
40. The school has thorough policies for health safety and child protection. Procedures for child protection are established and effective. There is a trained designated person responsible for child protection, and staff are well aware of the procedures to be followed. Good working arrangements are maintained with appropriate agencies. Systems are in place to check on the safety and well being of all and are monitored regularly. Risk assessments of the school site are made and identified hazards are responded to appropriately. Both the school and parents have expressed anxiety about the traffic conditions outside the school gates. The school is aware of the hazard, particularly at the end of the school day. Reminders are sent out regularly but this still remains an area for concern. The school is particularly caring of those with special educational needs.
41. Procedures for monitoring and maintaining good attendance are good. The school actively encourages attendance by ensuring that pupils enjoy coming to school. The interesting lessons, good teaching, very good relationships and caring ethos have a positive effect on

pupils' attendance. Excellent attendance is rewarded with certificates. These are presented at special congratulatory assemblies at Key Stage 1. Attendance and punctuality contribute substantially to the attainment and progress of the pupils. Registers are monitored weekly by the headteacher, and consistency of marking is maintained across the school. Pupils with low or erratic attendance receive appropriate support to attend regularly.

42. Procedures for promoting and monitoring pupils' behaviour are good. Pupils are encouraged to act responsibly in the classroom, at lunch and in the playground. A few parents expressed concern over the lack of sufficient supervision in the playground which they feel leads to boisterous behaviour. This was evident on two occasions. Parents are generally aware that this is a temporary feature due to numbers resulting from re-organisation. The behaviour and bullying policies are implemented effectively across the school. There are clear guidelines and procedures for promoting and rewarding good behaviour and systematic approaches for dealing with any disruptive or unsociable behaviour or bullying. Pupils are well aware of the code of conduct and school rules and respond positively to them. The school takes any reports of bullying seriously, and parents and pupils are confident that should incidents occur, they would be dealt with promptly and effectively.
43. Monitoring and supporting of pupils' personal development is satisfactory. Teachers know their pupils well and pupils know they can turn to them or to the headteacher for support. The school has introduced formal lessons for personal, social and health education in the older classes and Circle Time in other year groups to provide regular opportunities for pupils to discuss personal, social and moral issues. It is also in the process of developing a school policy for this area. Praise and rewards are used appropriately to encourage effort and good behaviour, and significant achievements are celebrated in a variety of ways. Support for pupils with special educational needs is good.
44. There are effective procedures throughout the school for monitoring and recording pupils' academic attainment and progress. The school uses a number of national assessment procedures. The deputy headteacher analyses the data to pinpoint where extra support is needed in order to enable both girls and boys to achieve the next step in learning. This information is available to other teachers on request but is not communicated as part of a procedure. Pupils are tracked effectively, and their progress recorded year on year, which satisfactorily informs teachers' future planning. Assessment practice is well developed in Key Stage 1, the school is on course to developing the same standard of good practice in Key Stage 2. The good assessment procedures in English, mathematics and science are used effectively to inform future teaching and learning and have improved significantly since the previous inspection. The school is conscious of the need to apply this rigour and consistency of approach to other subjects. Academic and personal development records are kept which are used to inform the annual reports to parents. Development is monitored from entry to the school through to the end of Key Stage 2. Records of achievement show pupils' progress over the years and examples of their work, such as writing, show pupils' ability and progress over time.

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

45. The school continues to maintain strong links with parents. Parents are supportive of the school and most have expressed a high level of satisfaction about the work of the school. However, a few parents at the meeting and about a third of the parents from the parents' questionnaire returns have expressed some concerns about some aspects of the school's work. They are concerned about how well the school keeps them informed about their children's progress, about the school working closely with them and about the provision of a range of activities outside lessons. However, most felt comfortable about approaching the school with any problems and have done so. Inspection evidence shows that the school is not

in a position to offer extra curricular activities to all the year groups at the same time. The school keeps parents well informed about their children's progress and is going to make information about the class topics more accessible to parents and tries to involve more parents in its work.

46. Parents are provided with good quality information about the life of the school and about the progress that their children make. The prospectus is very clear about the attitudes and values that the school promotes and includes a range of information about school life and the curriculum provided. All parents have received a Home School Agreement brochure that sets out what can be expected of the school, parents and pupils. Nearly all parents have signed these agreements. Written reports are of good quality. Annual reports to parents are sufficiently detailed and give parents a clear account of their children's progress and include targets to aid further progress. This forms a good basis for discussion with the class teacher at the following parents' evening at the beginning of the academic year. The school provides formal consultation sessions for parents to discuss their child's progress twice a year. The timing of the second session has recently been changed at the parents' request to ensure that they have further opportunities to address any concerns during the spring term rather than towards the end of the year. The school also offers an open afternoon session for parents to see their children at work and look through their books. Parents have found this practice very useful. Some working parents feel that they miss this valuable opportunity. The school encourages all parents to make alternative arrangements with the teachers. Some parents would like more information about the current topic being covered in their children's class. The school has taken this idea on board and is planning to extend the good practice of displaying teachers' plans in the Reception classes to other year groups. The vast majority of parents are satisfied with the information about how their children are getting on. Parents feel that the school is open to requests for additional meetings with staff as necessary. Day-to-day communications between parents and teachers are good.
47. The school made effective arrangements to ensure that newly transferred pupils were made welcome in the school and took steps to provide a smooth transition between schools. Appropriate communication systems were set through letters, meetings with parents and visits to the school. A few parents held strong views about the decisions regarding the closure of the schools of their initial choice and subsequently appeared to have experienced some difficulty in adjusting to a new regime. However, the school has managed to deal effectively with any issues that have arisen.
48. The school, in collaboration with the Parents Association, provides a good range of opportunities to visit and these are generally well attended. Parents are well involved in the life of the school and make a good contribution towards supporting their children's learning by helping with reading and other homework, and attending school events. From the Reception class onwards pupils take reading books home. Several parents provide additional well-structured help in classrooms. Parents are welcome in school, particularly in the Nursery, where there is a calendar for parents to complete, showing their availability to help in the classroom. Parent help is available in the Reception class and on school trips, and a former librarian assists with Year 4 readers. The school greatly appreciates this help. The school pianist is a former teacher and a grandparent of a pupil, voluntarily provides a valuable service to the school. Parents make valuable contributions by giving of their time and gifts to support events. For example, parents bake buns for their children's class once a month, these are sold in the school and the funds raised are used by the class for additional resources.

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

49. The overall quality of leadership and management is satisfactory. The headteacher, staff and governors have a strong commitment to maintaining high standards of achievement and providing quality education for all the pupils in the school. They have successfully established high expectations in the school. The headteacher knows where the school is heading but this is not clearly communicated to the school community. The headteacher, in close collaboration with the staff and with support from governors, is effective in creating a caring and purposeful environment. The school is successful in fostering a positive ethos, which is reflective of its aims and values, resulting in very good relationships throughout the school. Since the re-organisation to a primary school, it has effectively amalgamated the middle school and other re-deployed staff and pupils who transferred. They are well integrated into the life of the school. A strong Christian ethos permeates the life of the school. The individual is valued highly and the school is proud of its aim to promote an equality of opportunity.
50. The headteacher effectively monitors curriculum provision by reviewing teacher planning. The successful implementation of the National Literacy and Numeracy Strategies have, impacted well on improving the quality of teaching in the school. Good systems are in place for teachers to plan together in year groups and there is good collaboration and sharing of ideas amongst teachers and support staff. This underpins the consistency in good practice in the school. Some monitoring of teaching and learning has taken place as part of the performance management pilot in school. The role of the subject co-ordinators in monitoring teaching and learning in their subjects continues to be under-developed.
51. There are effective procedures in place for monitoring pupils' progress. A clear management process is in place for reviewing pupils' performance and setting targets. The school has set realistic targets and progress in meeting these targets is monitored efficiently by the deputy headteacher. The data the school accumulates through its assessment procedures is carefully analysed and the information is used constructively in setting targets for pupils' performance in the national tests. The school has recognized the need to make some of its data more accessible to all classes, so that targets can be reviewed on a regular basis and adjusted to ensure that they provide an appropriately high level of challenge.
52. The roles and responsibilities of all the staff are defined and updated job descriptions are in place. The range of additional responsibilities allocated to all the teachers and the deputy headteacher lack clarity in some areas. For example, the monitoring aspect of the subject co-ordinators' role is not specified. The deputy headteacher contributes effectively in the day-to-day management of the school and in providing pastoral support to the staff and pupils. She sets high standards in teaching and learning through her teaching of music throughout the school and providing additional support in Key Stage 2, and is instrumental in setting high expectations by example. However, the deputy headteacher as senior management team member needs to be more closely involved in shaping the direction of the school and actively participate in the decision making process, particularly with reference to the management of change within the school and implementation of policies and practices.
53. The school development plan covers a one-year period only to take account of the anticipated changes that the school expected to manage as part of the re-organisation programme. The outline framework for the development planning is sound, but at present it lacks detail and rigour. It does not include any information about school evaluation of improvement and progress. Nor does it draw together other strategic plans, particularly for curriculum development and the move to the new school. There are few time-scales for reviewing progress towards meeting planned targets and no measures for evaluating their success. Links to appropriate staff development and the impact of decisions on financial planning are not clearly identified. Subject development plans lack the same rigour and are not closely linked to the school development plan. The headteacher and staff are aware of the key



priorities for improvement and the issues resulting from the organisation to a primary school through formal and informal discussions, but this information is not documented. The strategies for addressing these aspects of the schools' work are not clear at this stage.

54. The governing body, which has a clear committee structure and terms of reference, is very supportive of the school. Governors meet their statutory responsibilities. Governors work with the staff and several are regular visitors to the school. A foundation governor, for example, works in the school twice each week, and the chair of governors meets with the headteacher on a regular basis. Governors are kept well informed and are well aware of the strengths and areas for development in the school. The management of special educational needs provision is good. The funds made available to the school for special educational needs are used efficiently for the benefit of these pupils. Equality of opportunity for all who learn and work at the school is strongly emphasised.
55. Since the last inspection the headteacher has led the school's development and this has brought about several improvements. The weaknesses in assessment and the quality of teaching identified in the last inspection have been addressed successfully. The school has maintained the high standards since the last inspection and extended these to the upper Key Stage 2, classes effectively. The National Literacy and Numeracy Strategies have been fully implemented and are well established within the curriculum. Effective action has been taken to meet the targets set by the governors. Teachers who have management responsibilities have played their part in improving the school and the team spirit and commitment to improvement that exists within the staff and governing body is good.
56. Financial planning supports the school's educational priorities appropriately. For example, there is clear forward planning to use the reserve fund (accumulated through taking advantage of the additional support given by the local education authority for re-organisation) for additional teaching time. The governors' finance committee, the headteacher and staff work together to ensure that available finances are used effectively and spending decisions are for the benefit of pupils. Grants received are used well to ensure that money spent is targeted at improvements in standards. Financial planning, monitoring and control are satisfactory and there is prudent management of resources. The headteacher works hard in ensuring that the school gets the maximum benefit from fund allocations. Systems for financial administration are unobtrusive, efficient and responsive to the needs of the school. The school bursar and secretary play important roles in the management of day-to-day finances. These are efficiently maintained and routine procedures are well established. There has not been an audit of the school's financial administration procedures since the last inspection but issues raised at that time have been addressed. The bursar maintains an overview of spending and monitors systems to ensure that appropriate procedures are in place. The headteacher and the governing body are very aware of Best Value principles. Formal tenders are invited for all major contracts and different sources of supply considered when equipment is purchased.
57. The school is currently well staffed with well-qualified and suitably experienced teachers to meet the demands of the National Curriculum. This takes account of the additional allocation of one full time post for a year to support the school in managing the change to a primary school. There have been recent changes in subject leadership. The school is effectively exploring ways of making the best use of the subject expertise and the experience of the new staff. Subsequently many subjects have more than one co-ordinator and in a few areas there are at least three co-ordinators. The school is aware that there is some lack of an overview of the development in the subject and that as a result insufficient whole school understanding of and contribution to school improvement issues. The significant number of new staff, are well integrated into the school and make a worthwhile contribution to the quality of teaching and learning, particularly with the older pupils.

58. The headteacher reviews the teachers' progress made towards their individual targets and assesses future personal development needs in one-to-one discussions annually. The school is beginning a formal, structured system for appraising teachers' performance as part of the performance management requirements. It is unclear at this stage how the school plans to support the First school and the Middle school staff in extending their understanding of the pupils' needs in the upper Key Stage 2 and the early years respectively. There is an appropriate number of support staff to cater for the needs of the younger pupils and those who require extra help with their learning. The support staff make valuable contribution to pupils' learning.
59. The accommodation is unsatisfactory, since it was designed to cater for first school pupils only. The extra classes and the Nursery are housed in a number of de-mountable units. One of these is old and it lets in water on rainy days, as does the music room. The school hall is small and has several uses. Apart from assemblies, it is used for physical education lessons and as a dining hall area. Staff and pupils have to go through the hall to other rooms and this disrupts teaching in this area. The stage has to be used for group work and administration. Small rooms, which have limited space and no access to computers, have to be used for music rehearsals and group work. The school is kept tidy and clean, and staff make good use of pupils' work for display purposes. Outside there are hard play areas. However, these are inadequate for the number of pupils. The school does very well in making the best use of limited space.
60. The school has successfully introduced some new technology into its practices. Computers and communication systems have improved the routine work of the office, with new skills being developed. These skills are not yet as established in other areas of the school. For example, ICT resources, enabling teachers to take full advantage of the potential offered by computers, are improving but not yet fully developed. There are insufficient computers in classrooms and access to a small suite of computers is limited due to a lack of suitable accommodation. This situation should be resolved when the school moves to its new premises.
61. There are adequate supplies of learning resources that allow the curriculum to be taught effectively to the number of pupils currently on roll. Some of the resources are good, particularly in art and design, music, early years and physical education, though access and storage is sometimes a problem.
62. Pupils until this academic year enter school with above average attainment, they have generally come from advantaged backgrounds. Pupils are taught well and make good progress both academically and personally. Taking these factors into account, the school provides at least satisfactory value for money.

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

63. There are no significant weaknesses in the school but to improve further the school should:
- i. Secure the development of ICT throughout the school by:
    - Improving the hardware and software resources.
    - Implementing the scheme of work.
    - Mapping of the ICT skills to ensure full coverage of the programmes of study
    - Establishing procedures for the systematic monitoring of pupils' progress
- (see paragraphs 23, 60, 103, 137, 138)*

- ii. Develop a rolling programme for implementing the schemes of work for the foundation subjects starting with design and technology by:
- Modifying these schemes to suit school needs.
  - Devising strategies for the implementation.
  - Establishing monitoring procedures to evaluate the effectiveness of outcomes.
- (see paragraphs 26, 120, 125, 150)*
- iii. Develop the role of the subject co-ordinators and further strengthen the role of the deputy headteacher, taking account of the school's re-organisation to a primary school to ensure:
- Subject co-ordinators have the oversight of the subject across the age range.
  - Subject development priorities are closely linked to financial planning and co-ordinators are involved in spending decisions.
  - The role of the deputy headteacher is further strengthened in the management of the re-organisation and curriculum development.
- (see paragraphs 50, 52, 53, 57, 102, 110, 117, 120)*
- iv. Devise a longer-term school development plan which establishes the objectives to be achieved in the next two years and the tasks related to the forthcoming changes as part of the re-organisation.
- (see paragraph 53)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	76
Number of discussions with staff, governors, other adults and pupils	45

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	26	49	21	4	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

	Nurser y	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	21	383
Number of full-time pupils eligible for free school meals	n/a	21

FTE means full-time equivalent.

#### Special educational needs

	Nurser y	YR – Y6
Number of pupils with statements of special educational needs	n/a	5
Number of pupils on the school's special educational needs register	n/a	45

#### 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	64
Pupils who left the school other than at the usual time of leaving	12

### Attendance

Authorised absence	%
School data	4.1
National comparative data	5.2

Unauthorised absence	%
School data	0.1
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	25	1	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	23	24
	Girls	16	17	17
	Total	39	40	41
Percentage of pupils at NC level 2 or above	School	93 (100)	95(100)	98 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	24	24
	Girls	16	17	17
	Total	39	41	41
Percentage of pupils at NC level 2 or above	School	93 (100)	98 (100)	98 (100)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year (ie 1999).

**No Key Stage 2 data available.** With the change of school from a First to a Primary there have been no Year 6 cohorts given Key Stage 2 tests to date.

#### Ethnic background of pupils

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

This table refers to pupils of compulsory school age only.

#### Exclusions in the last school year

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

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

### *Teachers and classes*

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

Total number of qualified teachers (FTE)	20
Number of pupils per qualified teacher	20:1
Average class size	26

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

Total number of education support staff	13
Total aggregate hours worked per week	256

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20:1

Total number of education support staff	2
Total aggregate hours worked per week	25

Number of pupils per FTE adult	10:1
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*FTE means full-time equivalent.*

### *Financial information*

Financial year	1999-2000
	£
Total income	499432
Total expenditure	497000
Expenditure per pupil	1639
Balance brought forward from previous year	29719
Balance carried forward to next year	32149

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out

405

Number of questionnaires returned

218

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	33	7	1	
My child is making good progress in school.	47	45	5	1	3
Behaviour in the school is good.	41	49	4	4	3
My child gets the right amount of work to do at home.	33	45	12	5	5
The teaching is good.	53	38	1	1	7
I am kept well informed about how my child is getting on.	28	38	28	5	3
I would feel comfortable about approaching the school with questions or a problem.	57	30	9	3	1
The school expects my child to work hard and achieve his or her best.	48	46	4	7	3
The school works closely with parents.	24	46	17	10	3
The school is well led and managed.	35	45	7	3	10
The school is helping my child become mature and responsible.	41	46	3	2	8
The school provides an interesting range of activities outside lessons.	29	32	15	10	14

## **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**

64. Since the last inspection the school has worked hard to further improve its provision for under-fives. Standards have improved and the higher attaining children are challenged well. Since the previous inspection, on entry to the Reception classes, children have generally demonstrated above average skills. However, currently the Reception children were admitted from a much wider catchment area. Baseline assessments show that 40% show above average skills, 55% show average and a few children show below average skills.
65. A Nursery was established on site in September 2000. The school now admits children who will be four before the end of the academic year on a part-time basis. Eleven four-year-olds and 10 three-year-olds attend the morning sessions. The afternoon class consists of 4 four-year-old children and 17 three-year-olds. The morning and afternoon sessions are staffed separately by a teacher and nursery nurse. Children enter the Reception classes as full time pupils in the autumn term prior to their fifth birthday. The school operates a staggered intake in the autumn term to allow time for younger children to settle in. Both Reception classes are organised to achieve an equal balance of boys and girls. Children are assessed on entry to the Nursery and into the Reception classes using performance indicators in primary schools and Bradford local education authority baseline assessment.
66. On entry into the Nursery most children demonstrate average skills in their personal, social and emotional development, language and literacy, mathematical development, knowledge and understanding of the world, creative and physical development. Although space is very limited in the Nursery, provision is satisfactory. The accommodation for the Reception classes is good. Outdoor facilities provide a wide range of opportunities for collaboration, experimentation as well as physical development.
67. The quality of teaching in the early years is good. Teachers in the Nursery and the Reception classes have good understanding of how young children learn. A secure and stimulating environment is provided in which children can express themselves and relate well to adults and other children. A wide range of activities is planned to combine learning objectives in imaginative ways, which show high expectations. Staff in the Reception classes work hard to make the environment attractive and plan activities together to ensure all children have equal opportunities to work towards early learning goals. The curriculum is taught through a balance of direct teaching, structured play activities including role-play. There are opportunities for experimentation through sand and water play, use of construction kits and creative activities. The work of support staff is well planned to provide opportunities for children to extend their ideas and understanding and well targeted to provide additional support where it is needed. Resource provision in Reception classes and Nursery is good.

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

68. The teaching and provision for the children's personal and social development is good. By the time children are ready to start Year 1 they will have exceeded the early learning goal. Routines are well planned and children know what is expected. For example, Nursery children know how to register themselves at the beginning of each session. Relationships between staff and children are very good. A calm atmosphere pervades in which children feel valued and secure. Children can select activities and put resources away carefully when they have finished. They show responsible attitudes during tidying up times. Children understand right from wrong. They are sensitive to the needs of other children. They



co-operate well and share resources with each other. During class discussions, children listen carefully to each other and to the class teachers. Opportunities are provided for pupils to work together to solve problems. For example, while designing a bird feeder, they discussed their plans with each other and explained why they had decided upon a particular design. Adults are deployed well and encourage the children to interact by providing good levels of support. This level of intervention promotes good progress in the children's listening skills. Celebration assemblies provide opportunities for individual achievements to be acknowledged.

### **Communication, language and literacy**

69. The provision and quality of teaching in language and literacy is good. By the end of the Reception Year most children will have exceeded the early learning goal. Time is set aside each day for the direct teaching of language and literacy. Phonics is taught systematically. The proportion of time increases as children move from Nursery to Reception and as they move towards Key Stage 1. In the Nursery and both Reception classes children are given opportunities to sing and recite rhymes, listen to stories and poems and listen to factual reports. Children listen attentively and are confident speaking to adults and to the whole class. Role-play is used effectively to develop children's communication skills. For example, a shared area in the Reception classes was imaginatively transformed into a Winter World where children could enter an imaginary world away from the class and interact with peers whilst exploring possibilities. They explored the topic-related vocabulary in imaginative contexts, which contributed effectively to developing their language skills. A range of opportunities is provided for children to talk about their own experiences.
70. Children show interest and enjoyment in books and shared reading sessions. Parents are involved in supporting their child's reading at home through books taken home from school and they write comments in a reading diary. Children experiencing difficulty with reading are well supported and encouraged with suitable materials so they can experience success. The children in the Reception classes progress well towards learning initial sounds of words. Most children recognise their own names and some familiar words in simple texts. A few use their knowledge of letters and sound-symbol relationships in order to read words.
71. Classroom assistants plan opportunities to develop communication skills while working with groups. For example, while making bird cakes, the class assistant asked questions, "Why do birds find it difficult to find food in winter?". Some children write unaided and are given appropriate opportunities to extend their skills. They show awareness of full stops and capital letters. They compose poems about winter. Many write invitations, communicating meaning through words and phrases. A mark making area provides opportunities for children to write with support from a word bank. Many children form letters that are generally clearly shaped. Some children are well supported in developing their writing skills, they draw writing patterns, practise writing own name, using upper and lower case letters, and copy sentences written by the teachers.

### **Mathematical development**

72. The quality of teaching and provision for children's mathematical development is good. By the end of the Reception Year most children will have exceeded this early learning goal and a few will be well launched into the early National Curriculum. Time is set aside each day for the teaching of mathematics. In the Nursery, children are given opportunities to recognise numbers in practical contexts. For example, after buns had been baked, children had to decide how many they would take home. Cardboard buns were held up with numbers and children were asked to identify various numbers, related to the number of buns that were put

into a bag. Combinations were used to cover numbers to 10. Children enjoy playing number games. They recognise simple patterns and some repeat patterns with two or three colours.

73. In Reception class, children experience putting seven Eskimos into an igloo while exploring different ways of making seven. For example, there could be three in and four outside. After using cardboard Eskimos, children were asked about different ways seven could be made. The responses showed that they clearly understood using mathematical language, including zero. Good use is made of registration time to reinforce the teaching of number. Children are asked various questions about the day, month and year. They count up to twenty and have explored the properties of shapes and can speak confidently about hexagons, squares, circles and triangles. Opportunities are provided with sand and water to use make comparisons using appropriate terms, such as *more than*, *less than*, *heavier than*, *lighter than*. Action songs are used to good effect to aid understanding of subtraction. Good use is made across curriculum areas to support the teaching of mathematics. There is a good range of equipment to engage children in mathematical activities.

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

74. Provision and the quality of teaching in knowledge and understanding of the world is good. By the end of the Reception Year a few will be well launched into the National Curriculum study units for science and most will have exceeded the early learning goals. A good range of activities is provided to develop children's knowledge and understanding of the world. It lays good foundations for the future history, geography and design and technology related learning. They have opportunities to explore sand, water, colour, shape and texture. Most children observe carefully, ask suitable questions, predict outcomes and test out their ideas. They explore changing materials by baking, dissolving and melting.
75. Good use is made of visits out in the school grounds, the immediate locality and other places of interest to extend their knowledge and understanding of the world. Children use their experiences and knowledge to design and make bird feeders and musical instruments. Children are able to use simple computer programs. They explore various aspects of winter, which provides experiences such as freezing materials, learning about Eskimos, making bird cakes and making models of winter scenes. They are aware of other languages and respond to the register in different languages on different days. For example, instead of saying "good morning" they may say "bonjour", on one occasion they responded in Chinese. Good use is made of daily routines to develop a sense of time and sequence and to raise awareness of the changes in weather conditions. For example, during registration, children are invited to choose a weather symbol to represent the conditions outside.

### **Creative development**

76. Good teaching and provision ensures that the children make good progress in their creative development. By the end of the Reception Year most children will have exceeded the early learning goals and some will be well launched into the National Curriculum units of study for art and music. In the Nursery, the children have daily opportunities to become engaged in creative work. They paint, print, draw and make music using a variety of natural and man-made materials and equipment. They are taught a range of techniques in art and explore colour mixing to create a variety of shades. They are provided with real paintings as a stimulus for creating pictures in similar styles. They imitate simple rhymes and listen attentively to short pieces of music. They enjoy singing songs from memory and moving to music. They use their developing skills and a sense of rhythm to create their own music. For example, Reception children used instruments they had made to develop a story through sounds. They were encouraged to describe the sound their instrument made which contributed to the class story. Children's imaginations are developed well through the use of

the role-play, such as the café in the Nursery and the creation of the 'Winter World' in the Reception. However, on occasions there are missed opportunities of using questions that challenge the children to explain and justify their choices and personal opinions in order to extend their initial ideas.

### **Physical development**

77. The quality of teaching and the quality of provision for physical development are good. By the end of the Reception Year most children will have exceeded the early learning goals. Attention is given to developing fine motor skills by providing a variety of activities and a range of small equipment. Children are developing their skills in handling paint brushes, pencils, and scissors. They use large and small construction kits imaginatively. The Nursery is well equipped with a variety of small and large toys for outdoor energetic and imaginative play. There are very good opportunities for children to run, jump, pull and push trolleys. The physical education lessons are well planned to make good use of the resources available. Children demonstrate their ability to move in different ways and jump from a height with controlled landing. Gross motor skills are developed systematically. Children are able to explore various ways of using equipment. They can combine movements to develop a sequence of moves. In the school hall, children showed an awareness of space. Children use apparatus with confidence. Resources for physical development are very good.
78. There has been good improvement in this area since the last inspection. The higher attainers are challenged and children make good progress. The quality of teaching has improved and this has a good impact on raising of standards.

### **ENGLISH**

79. By the age of seven and eleven pupils attain standards well above average. By the age of eleven, most pupils are on course to meet the Level 4 standard expected of eleven-year-olds and a significant minority are on course to meet the higher Level 5. A small minority of pupils will be below the expected level because of their low attainment and special educational needs. No comparison can be made with the previous tests for eleven-year-olds, because of the local education authority's re-organisation of school phases, but since admittance to Baildon school pupils are making good progress. This is due to the successful amalgamation of the school staff, the level and use of their expertise and the school's professionalism and determination to succeed. The successful implementation of the National Literacy Strategy has contributed well to the quality of teaching and learning. In both key stages boys and girls do equally well. Throughout the school, pupils with special educational needs make good progress and there is no pupil for whom English presents a significant difficulty.
80. By the age of seven, most of the pupils in the current Year 2 are making good progress and the standard of work is above that seen in similar schools. Pupils attain well above the national standard in reading, that is Level 2, with a minority attaining at the higher Level 3. Writing is above the national standard because of the successful implementation of the National Literacy Strategy and the improved good quality of teaching. Spelling and English conventions are taught clearly, and there are regular opportunities for pupils to practise these. This practice, which begins early, instills a consistency of approach in pupils, raises standards and inspires a personal competitive element, which they enjoy. Results in the National Curriculum tests have consistently remained well above the national average during the last four years. Inspection findings are broadly similar to the 2000 test results.
81. The school has successfully implemented the National Literacy Strategy and this has helped to ensure a consistent approach to planning and teaching which is having a positive effect on

pupils' learning and enhances work in phonics, spelling, vocabulary and grammar. By the end of both key stages, pupils attain well above average standards in their literacy skills. Teachers are confident and effective in teaching literacy and provide good opportunities for pupils to apply and improve their skills in other subjects for example, in music lessons, where pupils listen and interpret the sounds of *The Planets* by Holst in their creative writing. This has made a significant contribution to raising achievement in other areas of the curriculum. The school's agreed priorities and procedures for raising standards includes setting challenging, measurable targets for improvement for small groups and year groups.

82. Throughout the school, standards in speaking and listening continue to be above those expected nationally. Most pupils speak and listen well to their teachers, to visitors and to one another, and do so with humour, sensitivity and increasing confidence. They include relevant detail and explain their ideas fairly clearly. By the age of eleven, pupils listen with increased attention, sustain longer conversations and make mature contributions to class discussions. Pupils have a good understanding of the protocol of discussion and debate and are selective and sensitive in the evidence they present to support their points of view. Teachers expect pupils to use appropriate specialist vocabulary and this enables pupils to express themselves accurately. All pupils have opportunities to take part in drama and role-play in a range of activities. They listen attentively and with appreciative humour to poems such as *The Reader of this Poem* by Roger McGough. Pupils perform publicly in poetry competitions and school productions, which offer valuable opportunities for pupils to use spoken language.
83. By the age of seven and eleven, standards of attainment in reading are well above the national average. The very high standards in Key Stage 1 have been maintained because of the successful implementation of the National Literacy Strategy, good teaching and pupils' efforts and enjoyment of reading. The school continues to place emphasis on individual reading as well as the opportunities presented in the literacy hour. All pupils have their own personal reading diaries dated at the time of loan and return, but older pupils do not use them as critiques of the books read. All pupils, including lower attainers have favourite books and talk of their enjoyment of books at home and at school. By the age of seven, higher attainers read with fluency, accuracy, and with growing understanding. They talk knowledgeably about the characters in books such as *The Railway Cat* by Phyllis Arkle. They have a range of strategies for reading new words, as they become more confident they self-correct and re-read passages to work out their meaning. They read books for pleasure and for information, for example, finding out about the planets and dinosaurs. Average attaining pupils are able to segment words and use the structure of the sentence to determine the type of word needed to make sense. Lower attainers read with some degree of accuracy and try hard when sounding out words. By the age of eleven, most pupils read appropriate books, confidently, accurately, fluently and with good expression. Higher and average attainers read with expression, identify themes and characters, and respond to the content with appreciative humour. They appreciate the emotive content and metaphor style in poems such as *Daffodils* by William Wordsworth. Most use good phrasing when reading aloud and use their comprehension skills well to deduce information and ideas from texts such as in *Good Night Mr. Tom*. Lower attainers make good attempts in their reading skills. They read fluently, more hesitantly but fairly accurately and generally understand the main points of what they have read. Most pupils use a dictionary or thesaurus to locate words or replace them with similar meanings. Parents give valuable support by reading regularly to their children and this has a positive impact upon standards.
84. Pupils' independent research skills are satisfactory overall, but due to lack of space, the main library is neither used regularly nor frequently by individual pupils to enhance their research and retrieval skills. Pupils are aware of the colour coded library system but some are unable to explain clearly how it is used. In the classrooms, there are opportunities for pupils to select

books from a limited range and use appropriate referencing skills to find information from non-fiction books.

85. By the age of seven, standards of attainment in writing are well above those in other schools and pupils are making good progress. This is an improvement since the previous inspection when writing was satisfactory and progress was inconsistent. The school acted appropriately upon the issues found through the implementation of a systematic literacy plan to improve the quality of challenge for all pupils. There are very good opportunities for pupils to experience writing, handwriting and the correctness of English language. Pupils use a wide range of writing. They write letters, lists, instructions, make up their own imaginative stories and legends, compose poetry and write up science experiments and book reviews.
86. The most able and average seven-year-olds write well. They are beginning to write simple plans before they embark on their story writing. They write about characters of their own choice and extend their ideas logically into a short story, and sentences are usually demarcated by capital letters and full stops. Some pupils understand the use of question marks and exclamation marks. More able pupils work independently and refer to a personal wordbook, but less able pupils need support from adults. Spelling is very good and pupils use their growing knowledge of different letter combinations to write short sentences and pieces of work. For example, they write instructions on how to keep a pet healthy and rules for using electricity safely. Handwriting presentation in most books is good and letters are evenly formed. A few less able pupils have yet to learn to write with consistency and fluency. By the age of eleven, pupils' standards of attainment in writing are good. Pupils build upon their early skills and make good progress. This is because of very good group teaching in shared reading and writing lessons. Pupils plan, draft and edit their work carefully. Pupils write in a variety of forms for different purposes and their writing is varied, interesting, empathetic and imaginative, as in *My Special Place*. They write factual reports such as on the life of Queen Victoria, record science experiments and compile book reviews for example, *Candle in the Dark*. Pupils use imaginative vocabulary to respond imaginatively to poems, such as *Winte* and they appreciate the humour of limericks such as *There Was A Young Lady From Leeds*. Year 6 pupils describe and evaluate different styles of poems such as a haiku, a calligram and a monologue. Pupils' writing is well organised into paragraphs and punctuation and spellings are generally correct. Higher attainers and average pupils use grammatically complex sentences, and their work is well presented in a joined, fluent style. Less able pupils produce shorter pieces of work and punctuation is not always used accurately nor consistently. Most common words are spelt correctly but handwriting is not always well formed. The standard of spelling and grammar has risen with the systematic approach adopted through the National Literacy Strategy and the improved teaching. These conventions are taught, clearly, and there are many regular opportunities for pupils to practise these. Most pupils' books are neat and well presented, reflecting effort, and an interest and enthusiasm for handwriting. There are extra-curricular activities for English by way of theatrical productions and poetry festival competitions. Computers are used to enhance pupils' writing for example, Year 3 pupils' publishing of *Poinsettia* poems.
87. Teaching is good across the school, with variations in the lessons seen. Over 86% of the lessons seen were good and some being very good, 7% being satisfactory and another 7% being unsatisfactory. Teachers have taken account of the National Literacy Strategy in planning and apply the principles well. They have a secure knowledge and understanding of the subject and make clear to pupils what they are expected to learn and what they should do to improve. Large print texts are used effectively to demonstrate teaching points. All pupils are expected to work hard and most do. Teachers use skilled questioning to assess pupils' knowledge and to help them make connections across subjects. For example, the writing by Year 1 pupils showed not only an ability to put sentences in the correct order to compose a sequence of events, but also their knowledge and understanding of building materials. Year 5

pupils demonstrated their ability to read for information and also gained insight into the Inca civilization. Group work is matched well to pupils' differing levels of ability and special educational needs pupils are well supported. Spelling and grammar conventions are clearly taught and are reinforced well in lessons by the use of appropriate, regular tests. A period of time is used at the end of each lesson to review, consolidate and extend pupils' learning. These consistent features of high quality teaching are significant factors in enabling pupils to extend their learning. In the best lessons, pupils are motivated by the teachers' good organisational and management expertise, the challenging but appropriate work conducted at a lively pace, and the very good relationships which exist between pupils and the teachers. There are good opportunities for pupils to work alongside one another in a co-operative manner. Where teaching is not as successful, pupils become restless, disinterested and do not complete their tasks. Many extra-curricular activities, visits, charity events, and social activities such as the participation in the Wharfedale Drama festival widen pupils' understanding. The shared text reading and writing contributes effectively to pupils' social and moral development.

88. Day-to-day assessment procedures for monitoring pupils' progress in English are good and pupils are tested regularly. Samples of pupils' writing are periodically assessed according to national criteria. Regular homework is set in most classes to reinforce and extend what is learned in school. Pupils also take reading books home regularly and learn spellings, and most pupils enjoy the competitive element. Parents are generally supportive of homework. Pupils' books are marked regularly. Most contain helpful comments on how they can improve and some include the degree to which they are achieving their individual targets.
89. Overall, attitudes to work and standards of behaviour continue to be very good. The majority of pupils clearly enjoy their lessons and work hard for an appropriate amount of time when actively engaged in reading, writing or discussions. Most pupils work purposefully on their own when the teacher is engaged in group work with other pupils, and are conscious that work has to be completed in an appropriate length of time. All pupils show pride in the presentation of their work. On the rare occasion, when there are inappropriate management strategies, the sense of purpose is lost, work is not completed and pupils become disinterested and restless.
90. Appropriate work is planned for English and the literacy hour for pupils with special educational needs, and they receive good assistance from the support staff. Pupils are either given support in class or are withdrawn for individual help and this contributes effectively to the good progress they make towards their individual learning targets.
91. The co-ordination of English and literacy across the school has been modified to take account of the school's re-organisation and the national changes occurring in the Foundation Stage. Three teachers are responsible for the co-ordination of English and literacy in the Foundation Stage, the lower and the upper Key Stage 2, respectively. Presently Key Stage 1 does not have a co-ordinator, but the school's action plan shows that this is to be addressed. The strengths and areas for development in the English curriculum are laid out in an action plan. The school is not complacent, despite its high standards in English, and is working to enhance pupils' descriptive and imaginative writing. The inspection findings concur with these. Art displays, well linked to traditional and modern authors, are well displayed throughout the school. Resources are good overall and have improved since the previous inspection. There are sufficient literacy books in the classroom libraries and non-fiction in the school library, some of which are ready for renewal. The range and quality of non-fiction books in the school library is generally adequate, but classrooms lack a range of dictionaries and thesauri suitable for pupils with differing needs. Pupils use their word processing skills in writing stories and poems and some use the CD-ROMs for research. The new computer suite, when fully established, should offer increased opportunities.

## MATHEMATICS

92. In tests at the end of Key Stage 1, pupils are attaining results well above national average. When compared to similar schools, the results are well above average. There has been a steady improvement in results over the past four years in line with national trends.
93. By the end of Key Stage 2, teacher assessments and inspection evidence indicate that pupils are likely to maintain this high standard and achieve results which are well above national standards. There are no significant differences between boys and girls in both key stages.
94. In the work seen during the inspection, pupils aged seven are attaining levels well above average for their age. In number, most pupils show confidence with whole numbers. They write numbers in words and add and subtract numbers to twenty. Higher attaining pupils work with numbers in hundreds and round them to the nearest ten or hundred. Pupils demonstrate good knowledge of shapes and their properties and sound measuring skills. High attainers know the name of complex two-dimensional shapes and tell the time accurately to the nearest five minutes. Lower attainers know the names of the common two-dimensional shapes and can draw and measure short lines in centimeters.
95. In lessons and in the work seen, pupils at the age of eleven are achieving standards that are well above average. They use number effectively when solving problems. Higher attaining pupils in Year 4 use mental calculation strategies to multiply decimals and evaluate their answers for reasonable accuracy. They work confidently with fractions, decimals and percentages when solving problems and find the areas of shapes by calculation. Lower attaining Year 6 pupils show good skills in estimating. Many are able to estimate short distances accurately in metres.
96. Pupils are able to draw graphs in different forms, look at what they show and draw conclusions. Attainment has improved steadily since the last inspection. Pupils achieve well above the national average.
97. Pupils in both key stages and of all abilities make at least satisfactory progress. In some lessons observed, progress is good and sometimes very good, where teaching is of a high standard and where pupils are keen and hardworking. Pupils continue to make progress appropriate to their ability, throughout both key stages. Higher attaining pupils develop a high level of competence with number. By the end of Key Stage 1 almost all can add and subtract mentally to twenty and beyond, count in tens to one hundred and are learning formal methods for adding and subtracting. They are familiar with the common two-dimensional shapes and their properties. Good teaching continues this progress so that by the end of Key Stage 2, pupils are using fractions, decimals and percentages to solve problems, can draw different types of graphs of information and comment about what they show. They understand the properties of shapes and are able to find areas of complex shapes. Lower attainers and pupils with special educational needs develop their skills with number so that by the end of Key Stage 2 they all know up to their ten times tables and know the names and properties of many two-dimensional shapes. They can solve money problems and measure and estimate competently. Pupils at the end of both key stages achieve well above average numerical skills. Pupils with special educational needs and those with English as an additional language achieve standards that are in line with their capabilities.
98. The quality of teaching is good overall and is a significant factor in raising standards in mathematics. All but one lesson observed is satisfactory or better, with the great majority being good or better. In the better lessons, teachers are confident and competent in delivery of lessons based on the guidelines of the National Numeracy Strategy. They question pupils

to ensure they understand the work and include all pupils in the introductory activities. Lesson objectives are clear, and are designed to cater for the range of attainment within the class. More difficult work is planned to challenge higher attaining pupils and support is given to pupils who need extra help. Lessons have a brisk pace and good individual monitoring and support during the main activity ensures pupils waste no time and make good progress in their work. Management of pupils is good. Pupils are trained in classroom routines. For example, there is a seamless transition from one activity to the next with a minimum of fuss. Good use is made of support staff to help lower attainers with their work. Important emphasis is placed on the development of mental mathematics skills. Homework is used effectively, particularly in Key Stage 2, to support work in class. Marking in almost all books is thorough, with constructive comments on ways to improve both their content and presentation. Where a lesson is less effective, pupils are not managed effectively and time is wasted when, for example, a minority of pupils distract others trying to work, or work is not matched to the range of attainment of pupils in the class. In Key Stage 2 there are insufficient opportunities for pupils to develop their problem solving and investigational skills.

99. The teaching of pupils with special educational needs is good. Important emphasis is placed on the development of language skills and support is well targeted to individuals.
100. The quality of teaching of basic skills is satisfactory, with some strengths. Numeracy is taught effectively through the National Numeracy Strategy. Number skills are reinforced and developed in other subjects. For example, in music they sing number songs in Key Stage 1. In geography and history, they draw graphs or comment on information displayed in graphs and tables. In science, they use metric weights and measures. Speaking skills are developed in most lessons, where pupils have to explain their methods, using appropriate mathematical terms. There is only one computer available in most rooms, so as a result there are few opportunities for pupils to use computers to enhance their lessons or develop their ICT skills.
101. Pupils' attitudes to learning are usually good and often very good. They show good levels of concentration and interest. They are keen to answer and enthusiastic, obviously enjoying their work. Assessment is used to measure attainment and progress over time and good use is made of information from national testing to set targets for the school. However, structures for assessing and recording attainment and progress of pupils in lessons are inconsistent.
102. Leadership and management are shared between two co-ordinators. As a result, no one person has a clear overview of teaching and learning in mathematics across both key stages. Roles need to be further clarified in order to focus effectively on the action needed to address subject issues. Both co-ordinators have had insufficient opportunities to monitor the teaching and learning in mathematics to ensure consistency of approach across the school. Development planning lacks structure and long-term vision.
103. There has been satisfactory improvement since the last inspection. Standards of attainment have improved. The National Numeracy Strategy has been implemented successfully and the quality of teaching has improved. High attaining pupils are challenged. However, there are still insufficient opportunities for pupils to develop their problem-solving and investigational skills. ICT is not used effectively to enhance teaching and learning.

## **SCIENCE**

104. At the time of the last inspection, in 1996, attainment in science was found to be satisfactory. With the educational standards achieved by most pupils in line with the national average. Most pupils made satisfactory progress. There has been sustained improvement in standards.



The results in the 2000 National Curriculum teacher assessments for seven-year-olds show that pupils attained above average standards at Level 2 and the higher Level 3.

105. Inspection evidence indicates that attainment is well above average for the eleven-year-olds and that, by the end of Key Stage 1, pupils attain standards that are above those expected nationally for pupils of this age. All pupils, including those with special educational needs, are making satisfactory progress, many pupils especially the higher attainers, make good progress. This is because of the pupils' well-developed skills in some of the 'testable' aspects of the subject such as interpreting and extrapolating data. Good consolidation of learning, and ample opportunities for the practical application of their knowledge and understanding enable pupils to have a very clear grasp of the topics they have covered previously, with good factual knowledge and recall. Pupils in Year 6, for example, have retained good knowledge of how to separate mixtures and use associated vocabulary appropriately, even though this topic was covered a while ago.
106. The pupils have extensive experience of investigation and, as a result, a very secure understanding of fair testing and the importance of controlling variables. From Year 3 onwards they learn to make sensible predictions and projections on the basis of known information. Results are recorded accurately and the pupils have good ideas how to present their findings. Pupils in Year 5 were able to offer a reasonable explanation about why scientists need to repeat tests. In one Year 4 lesson good suggestions were made to explain inconsistent results by pupils in a sound experiment, due to the difficulty of changing just one variable at a time. These are all areas of strength.
107. Throughout the school, pupils are skilful in applying their scientific knowledge to solve practical problems in day-to-day situations. In Key Stage 1, when pupils are presented with a problem they make good progress. They learn from each other by sharing ideas and prompting one another, showing increasing experience of collaboration. Typical of this development was a lesson seen in a Reception class who, stimulated by the recent snowfall, conducted an animated experiment on the relative melting properties of a variety of substances. The encouragement for pupils to try out their ideas is evident throughout Key Stage 1, promoting an increasing confidence to become independent learners. Pupils generally show a sense of enjoyment and enthusiasm in their science work, particularly when it is of a practical nature.
108. The teaching of science is good in Key Stage 1 and very good in Key Stage 2. The staff have very secure subject knowledge and know just what they want to achieve with the pupils. Lessons are challenging and no concessions are made in terms of the language introduced, so that by Year 5, for example, the pupils are using terms such as hypothesis and variable confidently. Very skilled teaching was seen in Years 5 and 6 where the teacher insisted that the pupils articulated important concepts in their own words, thus testing and reinforcing their understanding. Throughout the school, carefully planned activities are well chosen by teachers to match the enthusiasm and abilities of the pupils. Every opportunity is grasped to capture the pupils' interest, thus the arrival of 'Moon Rocks' loaned from the Particle, Physics and Astronomy Research Council, promoted much interest in the school. Visits to local museums and attendance at nationally organised lectures are also an annual feature of the science programme.
109. Science is well managed, with effective leadership. The co-ordinator has a detailed knowledge of the subject and is quick to analyse assessment and other relevant information to identify areas for improvement. The curriculum is in the main well designed to ensure that each major area is studied at least twice in the course of each key stage and health education topics are well integrated. Scientific enquiry is completely integral to the programme, and this is a major strength of the provision. There is now a need for minor adjustments to

accommodate recent changes and a slight shift of emphasis in National Curriculum requirements.

110. Some work has been done since the last inspection to develop effective monitoring procedures but this is an area for development, so that a detailed knowledge of classroom practice can be gathered and then used to inform planning. The subject co-ordinator is aware of this need and there are plans to develop this area in line with the school Improvement Plan.
111. Assessment is integral to teaching, especially as the pupils move up the school and there are good arrangements to assess learning at the end of each unit of work. The school is now evolving target setting in science to promote further challenge and increased pupil attainment. Teachers' use of the knowledge they have about pupils' scientific understanding is very effective and this is an important factor in the high standards achieved.

## **ART AND DESIGN**

112. By the end of both key stages, standards of attainment in art and design are above the national expectation and pupils make good progress. The high standards reported in the last inspection have been maintained. It was not possible to see lessons in every year group, because of the timing of the inspection. Judgements are supported therefore, on the evidence of pupils' work, through discussion with pupils and with the staff and by scrutinising teachers' records and plans.
113. By the end of Key Stage 1, pupils draw well; they develop their skills of observation and pattern. They experiment with visual and tactile qualities through collage and printing, demonstrating good links to science. They paint, print and produce computer-generated pictures. They produce accurate line drawing using pencil, charcoal and chalk of everyday objects. They create portraits of themselves and others. They design patterns, make prints and use a range of materials effectively. They have good sense of colour and design. They suggest ways to improve their work and express themselves clearly. In Year 2, pupils paint very effectively, they closely observe the work of other artists such as Van Gogh's *Starry Night* and discuss the effects that different colours have on the mood of a painting. Throughout the school, pupils use a range of techniques and media to represent and communicate their ideas effectively. By the end of Key Stage 2, pupils use tools and materials with precision to achieve high standards. They use a variety of stimuli such as stories, visits to the museums, real paintings and topic work to paint, draw, print, explore textures and experiment with combining techniques to achieve a variety of effects.
114. Teaching is good. It demonstrates high standards of organisation and good knowledge of the subject. Pupils listen carefully to each other and to their teachers because they are eager to learn and are influenced by good quality teaching. As a result, they gain knowledge and skills well. Resources are well managed and the teachers' enthusiasm and the challenging work they set ensure that the pupils make good progress by the end of each key stage. For example, Year 3 pupils' paintings based upon the *Snow Palace* story by Hans Christian Anderson, reflects the high standards that were expected and achieved with all pupils in a class. The pupils' work is neat and carefully presented.
115. Pupils concentrate well and use different materials and equipment with confidence. They are self-critical when making evaluations of their work and learn to be objective. They handle tools very well and with care. Good use is made of links to other subjects, such as literacy, where stories were used as the initial stimuli for imaginative art work, as demonstrated by the whole school display in the hall.

116. Art and design lessons make a significant contribution to the pupils' personal development by encouraging them to express their feelings through colour and form. Pupils learn to take responsibility for their work, making independent choices and co-operating in creating group collage. An excellent example of comprehensive material collage displayed in the school hall. The celebration of pupils' work both within the classroom and elsewhere makes an important contribution to growth of pupils' self esteem, whilst at the same time having a significant impact to the creation of a stimulating visual environment.
117. The leadership and management of the subject are good, although the co-ordinators do not have the opportunity to monitor the quality of teaching other than by the standard of work produced by the pupils. There are good displays around the school demonstrating the breadth and quality of the pupils' art experience throughout the full primary age range. Artwork in the classrooms is of a similar high standard. The school makes excellent use of two local artists, who are timetabled to work with pupils in all classes. Demonstrations of techniques, with group follow up, are particularly effective and enable pupils to gain valuable insights into applying these professional techniques to their own work. The quality and quantity of resources are good. Art and design is a strength of the school.

## **DESIGN AND TECHNOLOGY**

118. It was not possible to see any lessons in this subject because of the timing of the inspection. Judgements are made therefore on the evidence from teachers' planning, talking to pupils, examples of pupils' work and displays around the school. These findings indicate that the school's coverage of design and technology is adequate but limited in some areas. The apparent decline since the last inspection reflects the school's commitment to the introduction of the National Numeracy and Literacy Strategies, which appear to have reduced the time available for teaching design and technology. However, literacy and numeracy skills are appropriately used in design and technology as when, for example, pupils measure materials and record activities.
119. Pupils appear to have more experience in making than in design skills. From discussion with pupils and observation of their work it would seem that opportunities to evaluate and improve their work are limited. For example, designs are fairly prescriptive, giving pupils too little experience in choosing their own materials, deciding measurement or methods of construction. Some design and technology is taught through other subjects, particularly art, with some pleasing results in pupils' work. For example, pupils learn to use different joining techniques as they make frames for 'Display Boxes' in Year 3. In Year 5, when making 'Adventure Playgrounds' pupils are also developing skills in measuring, marking, cutting and folding. Pupils' work is celebrated in displays around the school.
120. The co-ordinators have only been in post for a very short time and as a result there is a lack of leadership in the subject across the school. The school continues to use the previous scheme of work, with some modifications in different year groups. These offer appropriate tasks generally, but further coherence and continuity from year to year is needed. Resources are adequate and have been recently supplemented by additions from local middle schools. Storage is a problem at the present time, but will be resolved with the move to the new site. There are no systems in place for monitoring pupils' progress and recording their experience.

## **GEOGRAPHY**

121. During the inspection three geography lessons were observed. One literacy lesson was observed also, where geography was taught in a reading for information session. Additional information was gathered from discussions with subject co-ordinators and pupils, examination

of pupils' work and teachers' planning, as well as displays around the school. By the age of seven and eleven, standards of attainment are in line with those expected nationally. Most pupils, including those with special educational needs, make satisfactory progress. Pupils with special educational needs are well provided for to enable them to participate in all lessons. This is an improvement since the previous inspection when standards throughout the school were broadly average.

122. In Key Stage 1, pupils have become aware of where they live in relation to their school. Pupils in Year 1 been learning about maps and have been developing mapping skills and can identify features in their own locality. In Year 2, pupils demonstrate an awareness of the solar system and could discuss distances between planets. They are able to remember the planets and their order of proximity to Earth. In Key Stage 2, pupils have been learning about St Lucia and regularly compare the records of temperatures and lifestyles with those in Bradford. The quality of work produced in Year 6 is good. Pupils are aware of environmental issues, the Environmental Agency and its responsibilities. Year 6 pupils demonstrate a good command of geographical terminology. One class considered causes and effects of river pollution and when asked to list causes, one response was "deforestation".
123. Pupils' attitudes to geography are good. Pupils show that they had considered geographical issues and responded to the teachers' questions with enthusiasm. Pupils with special educational needs contribute enthusiastically to discussions.
124. The quality of teaching in geography is generally good. This is a good improvement since the previous inspection when teaching was overall satisfactory but there were weaknesses in the quality of provision made by the teachers. Teachers have sound subject knowledge. They provide well-planned work, which builds on previous learning. This was well exemplified in the Year 5 lesson, pupils conducted a survey of building materials used in the construction of the school. In this lesson, pupils demonstrated good use of prior knowledge, such as when one child identified corrugated aluminum. However, the balance of the lesson was inappropriate and the higher ability pupils were not extended. Teachers generally set objectives that are challenging yet close to pupils' capabilities. A good variation in methods and organisation keep pupils motivated. Teachers use effective questioning techniques and timely intervention extend pupils' understanding and help them to improve their work. For example, Year 1 pupils' mapping skills were developed effectively by the use of the teacher's questioning. Teachers make good use of the local area for field work and of visits to places of interest.
125. Overall, the co-ordination of geography is satisfactory. The policy has not been revised since the last inspection. The school is in the process of considering the adoption of the national guidance and combining it with the current use of the local education authority guidance. The co-ordination of the subject is shared by two teachers. The Key Stage 2 co-ordinator has recently taken up this responsibility. As a result of the recent changes which have meant incorporating Years 5 and 6 study units into the overall curriculum plan, the geography co-ordinators are aware that further planning and assessment is needed to provide an over view of provision for geography throughout the school. Resources are good.

## **HISTORY**

126. During the inspection only one history lesson was observed due to timetable constraints and the timing of the inspection. Judgements are made therefore on evidence from discussions with the history co-ordinator and pupils, examination of teachers' planning and displays around the school.

127. Planning shows that pupils have opportunities to develop key skills and gain an understanding of chronology and use their literacy skills to record their evidence. Pupils' work is well presented and follows the scheme of work. Pupils develop understanding of the passage of time by discussing the differences between the past and the present relevant to their own lives, relatives and famous people, such as the Year 1 study of the Victorians, and Year 2 pupils' study of Biblical events. Links with other subjects are good. For example, Year 4 pupils make models of Tudor houses relating to their study of the Tudor period. By the end of Key Stage 2, pupils show a greater understanding of chronology and are able to find and link information from a variety of sources. Pupils are encouraged to see how new knowledge fits in with prior learning. In one good lesson, Year 6 pupils looked at primary sources on crime and punishment in Victorian times and drew their own conclusions.
128. In discussions and in the lesson seen, pupils show good attitudes to history. Pupils are interested and are very attentive and mature in their approach to history work. In the lesson, they were well behaved. They used well the opportunities for discussing the issues in pairs and in small groups. They used their prior knowledge about the Victorian Britain when answering questions and making comparisons with the present. Pupils said that they enjoyed history. A few felt they had to write too much in history.
129. Pupils' literacy skills are developed through extended writing and reading. The needs of pupils with special educational needs are well met. For example, large print documents are prepared to address the needs of a child with impaired vision.
130. The history co-ordinator has prepared a consultation document and held a meeting to discuss plans in order to incorporate Years 5 and 6 into a whole school curriculum plan. Visits are used well to enhance the curriculum. For example, Year 3 visit Holgate in connection with their work on the Vikings, Year 5 pupils visit Edan Camp to enhance their knowledge about World War II, and Year 6 pupils visit Thackley museum to further their study of the Victorian period. Class and school displays are relevant and attractive and a good range of reference books and artefacts are available. Resources for history are satisfactory, but more artefacts are required to support delivery of the history curriculum 2000.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

131. At the end of both key stages standards of attainment are broadly average. Pupils are likely to leave at the age of eleven with the expected skills and knowledge in most aspects of information communication technology (ICT).
132. Most Year 2 pupils can word process simple sentences and produce pictures using an art package, cutting, pasting and changing colours and shapes. They are beginning to use the mouse and keyboard effectively to write sentences. Most Year 6 pupils have sound word processing skills. They are reasonably competent with simple data handling, spreadsheets, the use of art packages, and finding information on CD-ROM disks. They are less certain about how to use simulation software, where they have to make decisions about on screen situations which model real events. With only one computer in most rooms, and none in some, they do not have sufficient opportunity to use the computer in other lessons. The school is not yet linked to the Internet and as a result pupils have not acquired skills in using this element of ICT.
133. Pupils make satisfactory progress at both key stages. In Key Stage 1, pupils record their skills in class. The classroom computers are used regularly to ensure that pupils become familiar with using ICT and as an aid to their learning. For example, during a mathematics lesson in Year 3 class, while most pupils were working on rounding numbers to the nearest

hundred, the lower attainers worked with the teacher on a computer program to consolidate their basic number operation skills.

134. Satisfactory teaching at the end of Key Stage 2 provides opportunities where pupils can make choices and think for themselves. National guidelines are followed to ensure that work not only develops the basic skills of ICT, but also extend learning in other subjects. For example, Year 6 pupils reinforced their understanding of algebra by working out formulas for a money problem. There are some effective links with numeracy. However, because of the lack of access to computers, pupils are not able to fully develop their word-processing skills. Pupils have insufficient opportunities to initiate computer projects or use their skills broadly in investigations in other subjects. Older pupils at the end of Key Stage 2 have access to the suite of computers for ICT lessons. Individual work folders are kept for pupils in Years 5 and 6 which shows what they have done, though this is not assessed to record their attainment or measure their progress. There are few written comments on what they do well or ways they can improve.
135. Teachers use national guidelines to ensure that the National Curriculum programmes of study are covered fully in their planning, though there are no systems in place to track the development of pupils' skills throughout the school. Particularly in Key Stage 1, most skills are taught in other lessons and there is no skill mapping to ensure that the appropriate range of skills is being taught systematically throughout the school.
136. Pupils' attitudes and behaviour in lessons are mostly good and sometimes very good. In both key stages, pupils show good levels of concentration, enjoy the work and work well independently and in pairs on computers. Pupils of different abilities work well to support each other's learning. Very occasionally a few pupils engage in inappropriate behaviour which has a negative effect on other pupils' learning.
137. ICT has a secure place on the timetable at the end of Key Stage 2, but is not taught discretely in Key Stage 1 or in the lower part of Key Stage 2. There are two co-ordinators, one of them is only part-time. The shared responsibility makes it difficult for the co-ordinators to see how the subject is taught across the whole school. Both co-ordinators have not had sufficient opportunity to monitor the quality of teaching and learning across the key stages. The subject's action plan is not well developed and is only short-term. There are no long-term details of how hardware and software and further training are to be extended to continue the subject development over the next few years. There has been no audit of staff skills to identify individual and whole school needs. The school has an inadequate number of computers and software. However, funds have been reserved to ensure that there is to be adequate resources in the new school.
138. Improvement since the last inspection is unsatisfactory. Previously, provision in ICT was a strength. However, the school has had some disruption in the subject. There have been three different co-ordinators. As a result the school has not been able to respond to the required changes in the subject so promptly. There are insufficient computers and software and though schemes of work have been adopted to meet the changes in the National Curriculum, these have not had time to impact on standards.

## **MUSIC**

139. Overall, standards in music are good and have been maintained since the last inspection. By the age of seven, standards are above average and by the age of eleven they are well above average. Progress for all pupils including those with special educational needs is good, and higher attainers and gifted musicians are regularly challenged. Evidence from scrutiny of teachers' planning, teachers' assemblies, review of the resources, and conversations with

teachers and pupils shows that the curriculum opportunities are very good and cover the national requirements.

140. Music is incorporated into seasonal performances and pupils take part in the musical Christmas activities and Christian celebrations which continue to enhance the school's relationship with the local community. They sing tunefully with awareness of the mood of the song. For example, Year 2 pupils sing with exuberance 'The Alien Space Song' and the Year 4 choir perform with feeling 'Any Dream Will Do'. By the time the pupils are in Year 6, the professionally produced CD of 'Millennium Christmas' typifies the exceptionally polished quality of singing produced.
141. By the age of seven, pupils recognise and explore how sounds can be organised. They use the body to create different sounds, and listen and repeat sounds they hear. They improvise musical patterns, create sounds and organise them into simple structures. Pupils control sounds through singing and performing and are given opportunities to understand, use and combine musical elements, such as dynamics and tempo to build up texture in their compositions. In lessons that involve pupils playing tuned and untuned instruments, they use the correct technical vocabulary and interpret symbols to respond to dynamics. Most pupils are aware of each other's playing and listen carefully, so that their own contributions are timely and the tempo is maintained. Pupils throughout the school know the correct way to hold and play instruments and the name of those they play.
142. By the age of eleven, pupils build on these skills and recognise and explore sounds that can be combined and used expressively. Pupils are introduced to appropriate musical vocabulary as they analyse, and express opinions of the sounds heard. They have opportunities to compare, evaluate and make suggestions as to the quality of their performances. Year 3 pupils know about pitch and are beginning to apply the principle that longer tubes give lower notes. These pupils can identify and maintain a pulse. In the Year 6 lesson observed, pupils created accompaniments to their limericks, clearly demonstrating that they could apply knowledge of dynamics and tempo to the arranging of their pieces. They selected suitable instruments to create an appropriate mood and present their compositions with confidence and aplomb.
143. The teaching of music is very good overall. It is mainly carried out by a specialist, although some teachers carry out follow-up work with their pupils. All pupils, including those with special educational needs, make rapid progress, because of the high expectations, enthusiasm and effective ongoing assessment of pupils' work by the teachers. Pupils rise to these expectations and remember what they learn and apply it well, when necessary. The teachers' enthusiasm is infectious and this is reflected in the pupils' very good performances. Lapses of attention by pupils are regarded as a waste of valuable playing time. The teacher firmly, but kindly, corrects any pupils holding or playing instruments incorrectly, as well as correcting general aspects such as posture and breathing. As a result, pupils are made aware of how to perform well. Higher attainers are provided with more challenges. For example, they play sequences on tuned percussion, concentrate hard and make sustained efforts to play correctly. Lessons are well balanced in terms of the revision and refinement of new work. They build regularly on previous knowledge and skills, with the result that pupils understand how their learning is used and remember it all the better. Careful questioning by the teachers and timely demonstrations focuses pupils' attention on the essential knowledge being taught. Lesson objectives are clearly shared, lessons proceed at a brisk pace and much is achieved in one lesson.
144. Music teaching also regularly develops or reinforces knowledge from literacy lessons. Pupils recognise and see the relevance of their English work when using their knowledge of syllables, words and phrasing in limericks, and successfully set them to music.

145. Pupils are confident performers and effective listeners. Activities are generally fun, as well as being purposeful, which ensures that pupils enjoy the work, at the same time as developing musical skills and understanding.
146. The co-ordination of music is very good and music is a real strength of the school. The curriculum is carefully designed to provide regular opportunities for performing and composing and listening and appraising. These include the introduction to pupils of a wide range of styles, composers and pieces. Provision is further enhanced by the high number of pupils that participate in lessons provided by peripatetic tutors and extra curricular choir and ensemble groups. Arrangements are made for instrumental tuition to take appropriate account of the particular needs of the talented pupil. Pupils, who choose to participate in the wide range of choirs and other musical activities, have many useful opportunities to perform in the community and in festivals and competitions. Pupils have other planned opportunities to listen to musical works in school assemblies, when pieces are played as they enter and leave the hall, and pertinent reference is made about what is being played. The school has very good provision for music, with a wide selection of well-maintained instruments available. Further developments and purchases are planned to coincide with the move to the new school site later in the year.



## PHYSICAL EDUCATION

147. By the end of both key stages, pupils' attainment is in line with expectations. This is good improvement in Key Stage 1 since the last inspection when standards in this key stage were below average. In Key Stage 2, standards continue to be average.
148. Year 1 pupils responded enthusiastically and were well motivated, linking sequences of movement and building on individual skills practiced in previous lessons. In the Year 2 lesson pupils showed appropriate control and interpreted their balancing tasks imaginatively; their limb extension and body position contributing to the quality of their movement. In Key Stage 2, pupils make satisfactory progress as they take part in a wider range of activities that build on their existing skills. Year 3 pupils develop their balling skills, they enjoy the competitive element in the activity. For example, trying to score the highest number of bounces in 30 seconds. They show their ability to organise and keep simple games going in small groups. Older pupils are proficient in controlling and passing a football, co-operating well with each other. Pupils in both key stages collaborate well in pairs and in groups, develop team building skills and respond positively to the challenges provided.
149. The quality of teaching is generally good. Teachers demonstrate good subject knowledge and awareness of pupils' needs. Pupils are made aware of safety and they demonstrate an awareness of space. Teachers plan lessons well and explain the objectives clearly. When appropriate, teachers demonstrate movements. For example, a teacher demonstrated safe landing techniques to a class before they used the apparatus. The use of apparatus is well planned to make the best use of available space. Pupils move with confidence and imagination, aware of their space and others as they run. Good use is made of large and small apparatus as pupils are encouraged to move over/under and through equipment. The teacher is well placed to see all pupils. Pupils enjoy the lessons and work quietly. Support staff are well employed to help pupils. Teachers praise pupils frequently and pupils are very responsive. Pupils are familiar with routines of putting apparatus away at the end of the lesson. In Key Stage 2, specialist teachers demonstrate very good subject knowledge and provide a wide range of experiences. Pupils experience dance and games during this term. They have opportunities to work individually, in pairs and in small teams. Teachers are aware of safety. On occasions time is not used most effectively and groups of pupils spend long periods waiting for their turn. On other occasions large groups of pupils engage in other activities during physical education lesson times because of the restricted space in the hall.
150. Physical education is co-ordinated by three co-ordinators who are responsible for Key Stage 1, Key Stage 2 physical education and games for girls and Key Stage 2 physical education and games for boys respectively. The policy was last reviewed before the previous inspection and is not prioritised for a further review. The action plan drawn by the co-ordinators is aimed at incorporating provision for the oldest year groups. The school continues to deal with other more urgent priorities and physical education is currently on hold. The school has adopted the local education authority guidelines and is considering the adoption of national guidelines. The organisation of the subject lacks cohesion. At times groups in classes are split to take turns for the same lesson and are taught by three different teachers in a single period. Assessment of physical education is under-developed. The monitoring aspect of the co-ordinators role is unclear. The teachers with responsibility for the subject, have good subject expertise and are enthusiastic, they have good ideas for taking the subject forward but currently opportunities for this development are not seen as a school priority. Resources overall are adequate for the subject.
151. Activities out of normal school time enrich provision of the school. A gymnastic club and badminton club meet before school. Children are encouraged to join clubs in the area and reach exceptional levels of attainment.