

# INSPECTION REPORT

## **COTTINGLEY VILLAGE PRIMARY SCHOOL**

Bingley

LEA area: Bradford

Unique reference number: 107252

Headteacher: Mrs Christina Briggs

Reporting inspector: Mr A J Dobell  
10373

Dates of inspection: 14<sup>th</sup> to 17<sup>th</sup> January 2002

Inspection number: 190723

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 -11
Gender of pupils:	Mixed
School address:	Cottingley Moor Road Bingley West Yorkshire
Postcode:	BD16 1SY
Telephone number:	01274 567545
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Sally Redfern
Date of previous inspection:	November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10373	Mr A J Dobell	Registered inspector	Music Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9399	Mr R H Watts	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
29263	Mrs F E Clarke	Team inspector	Areas of learning for children in the Foundation Stage Information and communication technology Design and technology	How well does the school care for its pupils?
15474	Mr J Fairclough	Team inspector	Equal opportunities Science Geography History	

30834	Mrs A Lowson	Team inspector	Special educational needs English Art and design Religious education	
27741	Mrs C E Weaver	Team inspector	English as an additional language Mathematics	How good are the curricular and other opportunities offered to pupils?

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>12</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>15</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>20</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>21</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>22</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>26</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>27</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>31</b>

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated on the outskirts of the village of Cottingley, some five miles north of Bradford. It serves a mixed residential area of both private and rented housing. It has the full time equivalent of 455 pupils on roll, of whom 44 attend the Nursery on a part time basis. It is a bigger than average primary school with more boys than girls in most year groups. The attainment of children overall is above that normally found when they enter the Nursery, and the school serves an area with an above- average socio-economic background.

Over one fifth of pupils come from minority ethnic backgrounds and most speak English as an additional language. This is above the national average. However, most pupils speak English well and their learning is not adversely affected. The proportion of pupils known to be eligible for free school meals (16.7 per cent) is broadly average. Almost one fifth of pupils have special educational needs, which is about average. However, some four per cent of pupils have statements of special educational needs and this is above average. Pupils on the register of special educational needs have a range of learning difficulties including severe learning difficulties, emotional and behavioural difficulties, physical difficulties and autism. The proportion of pupils joining and leaving the school during the course of the last school year was high (18 per cent), but did not have an adverse effect on attainment.

The school was reorganised from a first school into a primary school in September 2000. It also provided Nursery education for the first time in September 2001. Building difficulties meant that the school was operating on two sites until April 2001. There have also been a number of changes in the teaching staff including the appointment of a new headteacher and deputy headteacher. These changes have presented the school with many challenges in its early months as a primary school.

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

The very good provision for children under the age of five in the Foundation Stage is a strength of the school. Attainment at the end of Year 2 is well above that found nationally and in schools which draw their pupils from similar backgrounds. Attainment in Year 6 was below the national average and also below the average attained in similar schools overall in the National Curriculum tests in 2001. The school has taken some steps to improve attainment from Years 3 to 6, and evidence from the inspection is that these measures are beginning to have a positive effect. The headteacher, ably supported by her deputy, the assistant headteacher, and the governing body is providing good leadership and management. The quality of teaching is very good overall in the Foundation Stage and good in Years 1 to 6. Most pupils are very well behaved and co-operative and the school is a lively and friendly community. The school's unit costs are broadly average, and, given its very good provision in the Foundation Stage, its very good attainment at the end of Year 2, and its improving provision from Years 3 to 6, the school gives satisfactory value for money.

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

- Standards of attainment at the end of Year 2 are well above the national average and the average achieved in similar schools.
- Pupils make good progress in the Foundation Stage because of the very good provision made for them.
- The behaviour of almost all pupils is very good as are relationships between pupils and between pupils and adults.
- There is good provision for pupils who have special educational needs and for whom English is an additional language.
- There is good provision for pupils' personal development and welfare.
- The quality of teaching is very good in the Foundation Stage, good in Years 1 and 2, and satisfactory overall in Years 3 to 6.
- The headteacher and governing body have successfully guided the school through a difficult reorganisation into a settled situation with good potential for further improvement.

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

- Progress in learning in Years 3 to 6.
- The quality of writing, particularly in Years 3 to 6.
- The use of information from assessments to enable individual pupils to make further progress.
- The level of challenge for higher-attaining pupils.
- Library provision.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was first inspected in November 1996, it provided education for pupils aged four to nine. Now, it provides education for pupils aged three to eleven in a different building with many different teachers. In many respects, it is a different school. It now has a successful Nursery. The strengths in Years 1 and 2 identified in the last report have been maintained. The new computer suite is a significantly improved facility. The school has managed a difficult reorganisation successfully and has established a whole-school spirit as a unified primary school. Pupils are secure and well motivated in the school, and parents support its work.

## STANDARDS

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

Performance in:	compared with				Key
	All schools			similar schools	
	1999	2000	2001	2001	
English	N/A	N/A	E	E	well above average    A above average        B average                C below average        D well below average    E
mathematics	N/A	N/A	D	D	
science	N/A	N/A	C	C	

It is only possible to comment attainment of 11 year olds in the year 2001, which was the first year that the school had a Year 6. In that year, attainment as measured in the National Curriculum tests at the end of Year 6 was below the national average and the average attained in schools which draw their pupils from similar backgrounds. In the National Curriculum tests at the end of Year 2 in 2001, attainment was well above the national average and the average for similar schools. Information from the inspection is that children in the Foundation Stage make good progress and are on course to achieve what they are expected to have learned by the end of the Reception Year. By the end of Year 2, pupils are well above the nationally expected levels overall. By the end of Year 6, attainment is at the level expected nationally in all subjects except writing and geography where it is below. Pupils make good progress in the Foundation Stage and in Years 1 and 2, but unsatisfactory progress in Years 3 to 6. Pupils with special educational needs make good progress throughout the school, and pupils who speak English as an additional language make good progress in the Foundation Stage and Years 1 and 2, and satisfactory progress in Years 3 to 6. There is no significant difference in the attainment of boys and girls.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school and are keen to do their best in lessons.

Behaviour, in and out of classrooms	Pupils behave very well both in and out of class overall, but there are isolated examples of unsatisfactory behaviour.
Personal development and relationships	Relationships between pupils and between pupils and adults are very good. Most pupils develop well as individuals.
Attendance	Attendance is better than the national average.

Parents who responded to the questionnaire confirm that virtually all children enjoy school. This is reflected in their good attitudes both in and out of class. Very good relationships are evident throughout the school, and because of this exclusions are unusual. In the last school year, two pupils were excluded for a fixed period on a total of four occasions.

## TEACHING AND LEARNING

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

The quality of teaching is very good in the Foundation Stage, good in Years 1 and 2, and satisfactory overall from Years 3 to 6. During the inspection, 97 lessons were observed and, in 98 per cent of these, teaching was at least satisfactory with about one half being good, and one fifth being very good. Teaching was unsatisfactory in only two per cent of lessons. This is an improvement on the last inspection when 15 per cent of lessons were very good or better and seven per cent were unsatisfactory. The best teaching is characterised by very good relationships, which mean that teachers and pupils share together in the pleasure of learning. Teachers are enthusiastic and pupils enjoy their learning as a result. The purpose of the lesson is clear and pupils understand what they are learning and why. Very good use is made of support staff who have a positive effect on standards, particularly for pupils with special educational needs. However, some teachers, particularly in Years 3 to 6 have expectations which are too low. They set work which does not challenge all pupils, so that they make unsatisfactory progress over time. During the inspection, four teachers were only in their second week in the school. The evidence is that the quality of teaching is improving. The teaching of English and mathematics is good overall throughout the school, although the quality of writing is unsatisfactory in Years 3 to 6. Teachers have a secure understanding of the principles of the National Literacy and Numeracy Strategies, but the school is aware of the need to raise the quality of writing. Pupils have equality of access to learning and the school makes good efforts to ensure that all pupils are fully included in its activities.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are good in the Foundation Stage and in Years 1 and 2. In Years 3 to 6, they are satisfactory.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs throughout the school and they make good progress in relation to their prior attainment.
Provision for pupils with English as an additional language	Some 80 pupils speak English as an additional language, and the school makes good provision for them.

Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for pupils' personal development, and most pupils develop well as individuals. The provision for their spiritual development is satisfactory; for social and cultural development, provision is good, and, for moral development, provision is very good.
How well the school cares for its pupils	Pupils receive satisfactory personal and academic support overall. Teachers and other adults know their pupils well and ensure that they are secure and happy in the school.

The school's curriculum meets legal requirements. The curriculum has a good range of learning opportunities in the Foundation Stage and Years 1 and 2, and satisfactory provision in Years 3 to 6. Parents believe that their children become more mature and responsible as a result of the good care that they receive. The school has satisfactory links with parents overall.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, well supported by her senior colleagues, provides good leadership and management. This has enabled the school to cope well with the difficulties of reorganisation.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities well and has a good grasp of the school's aims and values and its strengths and weaknesses.
The school's evaluation of its performance	The school's monitoring and evaluation of teaching are satisfactory. Its use of information from assessments to enable pupils to make further progress lacks rigour.
The strategic use of resources	The school's use of its resources is satisfactory overall, and it uses its non-teaching staff well to support learning.

The headteacher took up her post at the time of the school's reorganisation after a period of temporary leadership. Inevitably, much of her energy in the school's first year was taken up in managing the reorganisation, the induction of new staff, and the move to a single site at Easter. The school understands that after this period of adjustment it now needs to plan for its future development, paying particular attention to attainment and progress in Years 3 to 6. The school is well staffed to teach the National Curriculum and religious education and has a good provision of support staff. Its accommodation is adequate, and the quantity and quality of resources for learning are satisfactory overall.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>▪ Teaching is good and children make good progress.</li> <li>▪ Behaviour is good and children become more mature and responsible.</li> <li>▪ Children get the right amount of work to do at home.</li> <li>▪ Parents feel comfortable when approaching the school with concerns or suggestions.</li> <li>▪ The school is well led and managed.</li> <li>▪ Children like school.</li> </ul>	<p>Of those responding to the questionnaire:</p> <ul style="list-style-type: none"> <li>▪ Just over 10 per cent question if they are sufficiently well informed about progress.</li> <li>▪ A similar proportion question if the school works sufficiently closely with parents.</li> <li>▪ A quarter do not believe that there are enough activities outside lessons.</li> </ul>

The school issued 478 questionnaires and 135 were returned (28.2 per cent). These views, therefore, represent under one third of all parents and carers.

The inspection team supports the positive views held by parents. The school's arrangements for informing parents about their children's progress are satisfactory overall, although the end-of-year reports on progress did not fully comply with legal requirements in 2001. The school has satisfactory links with parents and provides a satisfactory range of activities outside lessons.

## **PART B: COMMENTARY**

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

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

- 1 In the National Curriculum tests at the end of Year 6 in 2001 in English, 65 per cent of the school's pupils attained at least the national expectation of level 4, with 22 per cent attaining the higher than expected level 5. This was well below the national average and the average attained in schools which draw their pupils from similar backgrounds. Nationally, 74 per cent of pupils attained level 4 at least, with 28 per cent attaining level 5.
- 2 In mathematics, in the National Curriculum tests in 2001 at the end of year 6, 67 per cent of the school's pupils attained level 4 at least, with 20 per cent attaining level 5. This was below the national average and the average attained in similar schools. Nationally, 71 per cent of pupils attained at least level 4 and 25 per cent attained level 5.
- 3 In the National Curriculum tests in science at the end of Year 6 in 2001, 89 per cent of the school's pupils attained level 4 at least, and 37 per cent attained level 5. This matches the standards attained by pupils of a similar age nationally and the average attained in similar schools. In the country as a whole, 87 per cent of pupils attained at least level 4, and 34 per cent attained level 5.
- 4 This is the first time that the school has had pupils taking the National Curriculum tests at the end of Year 6, and, given the school's good record in the National Curriculum tests at the end of Year 2, these results are unsatisfactory. The school is concerned that English is clearly the weakest subject and has plans in place to address this. However, these results indicate that these pupils' progress in learning was unsatisfactory in Years 3 to 6.
- 5 In the National Curriculum tests at the end of Year 2 in 2001, in reading, 89 per cent of the school's pupils attained the national expectation of level 2 at least, with 48 per cent attaining the higher level 3. This was well above the national average and the average attained in similar schools. Nationally, 84 per cent of pupils attained level 2 at least, with 29 per cent attaining level 3.
- 6 In writing, in the National Curriculum tests at the end of Year 2 in 2001, 89 per cent of pupils attained at least the national expectation of level 2, with five per cent attaining level 3. This compares with 85 per cent of pupils nationally attaining level 2 at least, and nine per cent attaining level 3. These results were above the national average and the average attained in similar schools.
- 7 In mathematics, in the National Curriculum tests at the end of Year 2 in 2001, 93 per cent of the school's pupils attained at least level 2, with 51 per cent attaining level 3. This is well above the national average and the average attained in similar schools. Nationally, 90 per cent of pupils attained level 2 at least, and 28 per cent attained level 3.
- 8 There is no National Curriculum test in science at the end of Year 2, but teachers' own assessments of pupils' progress place the levels of attainment achieved by the school's pupils as matching the national average. These results overall are an improvement on the standards found when the school was first inspected, and have

been consistent over the last four years. They represent good progress in learning for pupils in the Foundation Stage and in Years 1 and 2. However, writing has consistently been relatively the weakest subject, and it is the only subject in which the proportion of the school's pupils attaining level 3 is below the national average.

- 9 When children enter the Nursery, their learning skills are better than those normally found overall. They make good progress in the Nursery and Reception classes, and most are on course to achieve the standards expected nationally by the end of the Reception Year. Indeed, many children achieve these standards well before the end of their time in the Foundation Stage. They are well prepared to begin their work on the National Curriculum when they move into Year 1.
- 10 Evidence from the inspection is that pupils' skills in speaking and listening are above those normally found at this stage of Year 2, and are at the level expected at this stage of Year 6. In reading, pupils are well above the expected level at this stage of Year 2, and at the expected level for this stage of Year 6. In writing, standards are above those normally found at this stage of Year 2, but below those normally found at this stage of Year 6. The quality of handwriting is unsatisfactory in Year 6, as is the standard of spelling. In mathematics, attainment is well above that normally found at this stage of Year 2, but barely matches standards expected at this stage of Year 6. In science, attainment is above that normally found in Year 2 at this stage, and matches standards normally found in Year 6.
- 11 In the other subjects of the curriculum, standards of attainment broadly match those normally found at this stage in Years 2 and 6 in information and communication technology, art and design, design and technology, history and physical education. In music, attainment is above the level normally found at this time of Year 2, and broadly matches that normally found at this stage in Year 6. In geography, attainment matches national expectations for Year 2 at this stage, but is below that expected in Year 6. In religious education, attainment is above that normally found for pupils aged seven who are following the Bradford agreed syllabus for religious education, and matches that normally found for pupils aged eleven.
- 12 Pupils with special educational needs make good progress in their learning. By the end of Years 2 and 6, they attain good standards in relation to their age and ability in most subjects. In small support groups in Years 1 and 2 and in the set groups for literacy and numeracy in Years 4 to 6, they benefit from working with trained support staff, and this has a positive effect on their attainment and progress. Pupils who speak English as an additional language make good progress in their learning in Years 1 and 2 and satisfactory progress in Years 3 to 6. Their attainment reflects their ability.
- 13 The school has introduced the National Strategies for Literacy and Numeracy and, overall, lessons follow the principles that they have introduced. However, reading as a class from the 'big book' is not consistent in Years 3 to 6, and teachers do not follow the practice of working with one group at a time to promote attainment and progress. Further, in the English and mathematics groups which are formed according to ability in years 4 to 6, all pupils are given the same work in each group, so that some pupils, particularly higher-attaining pupils, are not appropriately challenged. There are opportunities for pupils to practise English in subjects such as history and religious education, and to practise mathematics in subjects such as science and design and technology. However, there is scope for these opportunities to be extended and made more systematic so that they have a more positive impact on attainment and progress.

- 14 In 2001, the school had agreed targets for attainment in English and mathematics at the end of Year 6. These targets were not achieved. The targets for 2002 have been revised downwards. Evidence from the inspection is that much remains to be done if these targets are to be met. In 2001 boys out-performed girls in the National Curriculum tests at the end of Year 6. However, there is no evidence to suggest that this is anything but a feature of that year group.
- 15 Since the school's first inspection, attainment, as measured in the National Curriculum tests at the end of Year 2, has improved and is now well above the national average overall. These impressive standards have not been matched at the end of Year 6, where, in 2001, attainment was below the national average overall and well below the national average in English. Pupils in that year group made unsatisfactory progress from Years 3 to 6. The school is aware that attainment and progress from Years 3 to 6 are currently its most pressing challenges.

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

- 16 Pupils generally have good attitudes towards their education. Almost all parents believe that their children enjoy coming to school. Most pupils are waiting patiently at the door to get in to the classroom at the start of the day, although a minority are a few minutes late. In the most stimulating lessons, pupils are keen to answer questions and share their ideas. In conversation with inspectors, some older pupils had very positive opinions about the school and how much they enjoy it. In some lessons, other pupils are much less confident in expressing their views and need to be persuaded to participate. Generally, pupils begin work promptly when asked and continue to work even when not directly supervised by an adult. They are keen to help and volunteer to do jobs to help adults, and they do these conscientiously. Pupils are keen to take part in practical activities and are enthusiastic in participating in activities outside lessons. Children in the Foundation Stage are confident and secure in the school, and are on course to achieve the expected standards in personal, social and emotional development by the time they leave the Reception class.
- 17 Most pupils behave very well both around the school and in lessons. In most cases, they respond quickly to the teachers' instructions and accept the need for rules, which they have helped to formulate. If their behaviour is corrected by a teacher, most pupils accept this with equanimity and rarely need speaking to more than once. They understand the difference between right and wrong. Even when the teaching is not very challenging, they remain calm and attentive. When the teaching encourages them to be adventurous, they are able to rise to the occasion in an orderly and creative way. There were two or three lessons where behaviour was less than satisfactory, and this was the result of insecure class control by the teacher. However, this was very much the exception. Pupils behave well in the dining hall and around the school, showing courtesy and consideration to adults and other pupils. Most noticeably, they also behave well when there are no adults in sight, for example, when they are doing small jobs. In the playground, pupils from all groups mix and play well together. Some parents are concerned about bullying but none was seen during the inspection and pupils thought that it would be resolved if it occurred. Some parents also thought that there might be some racial tensions but, apart from a small amount of isolated name calling involving a pupil with special educational needs and some incidents outside the school with older youths, relationships during the inspection were very good. Two pupils were temporarily excluded last year, both for violence or verbal abuse.

- 18 Relationships within the school are very good. Pupils respect each other and adults and follow the good examples set by all adults in the school. They respond with sensitivity and perception in lessons where interpersonal issues are discussed. Older pupils are beginning to develop a sense of moral judgement and to consider the effects of their actions on others rather than simply the consequences for themselves. They respect the right of others to have different beliefs to their own, based upon the sound knowledge of the other cultures and religions taught in the school. Pupils willingly accept the practical responsibilities offered to them, for example, by helping younger pupils at lunchtime.
- 19 Attendance in the last school year was above the national average and there is little unauthorised absence. However, a small but persistent number of pupils are a few minutes late each morning, although this lateness does not often disrupt lessons.

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

- 20 The quality of teaching is very good in the Foundation Stage, good in Years 1 and 2 and satisfactory overall in Years 3 to 6. Teaching has improved since the school's previous inspection. Then, the quality of teaching was judged to be unsatisfactory in seven per cent of lessons, satisfactory in 30 per cent, good in 48 per cent, and very good in 15 per cent. In this inspection, teaching was unsatisfactory in two per cent of the lessons observed, satisfactory in 24 per cent, good in 50 per cent and very good in 24 per cent. However, since this is a reorganised school with larger numbers, a larger number of year groups and many changes of teachers, it is difficult to make direct comparisons with the school's previous inspection. Further, four of the teachers observed during this inspection were only in their second week in the school.
- 21 The very good teaching in the Foundation Stage is rooted in a very clear understanding of how young children learn. Lessons are skilfully planned to build up knowledge, skills and understanding systematically and have a good balance between teacher led work and child initiated activities. Every opportunity is taken by all adults to extend children's thinking and to improve their ability to express themselves. As a result, they benefit from rich and rewarding curricular experiences, and they make good progress in all aspects of their learning.
- 22 In Years 1 to 6, the teaching which is very good is characterised by clear learning objectives which are shared effectively with pupils so that they know what they are learning and why. Clear explanations enable pupils to get on with their work quickly and confidently. As a result, lessons proceed at a good pace and pupils' interest and concentration is maintained over the whole lesson. The obvious enthusiasm that teachers have for their subjects means that they plan interesting lessons which motivate their pupils so that they share in the pleasure of learning. Non-teaching assistants play a full part in learning and give valued support, particularly to pupils with special educational needs. In these lessons, pupils benefit from learning of high quality.
- 23 A Year 2 English group is an example of such high quality learning. In this lesson, the teacher's excellent management of her pupils was rooted in humour and very good relationships so that pupils maintained their concentration well. Her very good questioning technique tested and reinforced her pupils' understanding and she took every opportunity to promote and extend their learning. The result was very good progress in learning as a result of a skilfully prepared and taught lesson. In a Year 6

science lesson, the teacher was rigorous in his use of correct vocabulary, was very clear in identifying variables to be used in the investigation, and carefully checked each stage of the process. This care and concentration on high standards motivated the class to a good level of intellectual and physical effort. The outcome was a good level of learning as pupils began to appreciate the rigour needed if scientific experiments are to be successful.

- 24 Where teaching and learning are satisfactory, this level of rigour tends to be missing. This is often the case when year groups in the junior part of the school are divided into sets for English and mathematics according to ability. This has a positive effect on learning because the level of work can be graded to suit the particular group. But all pupils in these groups are given the same work to do and this means that individual needs are not provided for and the highest-attaining pupils in each set are not challenged sufficiently. As a result, the quality of learning and the progress made are not as high as they could be. In the two unsatisfactory lessons, the carefully planned teaching did not have its full impact on learning in one case, because of the poor behaviour of some pupils, and, in the other case, because the lesson repeated work which had already been covered.
- 25 Overall, the quality of teaching of pupils who have special educational needs is good. The planning of lessons in literacy and numeracy in the infant classes takes good account of the learning needs of pupils with special educational needs, so that tasks and activities are matched to their needs and to the targets identified in their individual education plans. In the junior classes, pupils with special educational needs are taught in smaller classes, with teachers and learning support staff teaching from a modified lesson plan. This ensures that pupils are included fully in the curriculum, but work at activities more suited either to their ability or to the individual targets identified for them. The support staff know these pupils very well, maintain good relationships with them and focus not only on developing their skills and knowledge within subjects, but also on aspects of personal and social behaviour. Support staff liaise well with the classroom teachers and keep good records of the work they do on a day-to-day basis.
- 26 Teachers are successful in ensuring that pupils have equality of access to all aspects of learning. While some pupils are withdrawn for instrumental tuition, the school is careful to ensure that the effect of this on their learning is minimised. Pupils with special educational needs and those who speak English as an additional language are fully included in learning.
- 27 Teachers mark pupils' work regularly but the quality of marking is inconsistent. There are examples of effective marking with comments which enable pupils to make further progress. There are also examples of negative and critical comments which give pupils no indication of how to improve. There are instances of work being organised in a way which makes progress very difficult to track. For example, in one set of mathematics work for a Year 6 pupil which was offered to the inspection team for analysis, there was a relatively small amount of work in the exercise book, and most work was on worksheets, many of which were undated. While the quality and use of day-to-day assessments is good in Years 1 and 2, it is unsatisfactory overall in Years 3 to 6. The lack of work in English and mathematics which is targeted specifically to the needs of individuals or groups of pupils and the unsatisfactory use of information from assessments are significant reasons for the unsatisfactory attainment at the end of Year 6 in the National Curriculum tests in 2001.
- 28 Overall, teachers have a secure understanding of the National Literacy and Numeracy

Strategies and lessons in English and mathematics follow the pattern that the strategies recommend. The teaching of English and mathematics observed during the inspection was good overall throughout the school. However, teachers miss opportunities to work with a particular group to reinforce learning during lessons as the strategies recommend. This means that the strategies are not having their full effect in raising attainment and promoting progress, for example, in writing.

- 29 The quality of teaching ensures that pupils learn well overall in the Foundation Stage and in Years 1 and 2, and satisfactorily in Years 3 to 6. Most pupils make good efforts with their work and concentrate well. These efforts have a positive effect on attainment and progress. In Years 3 to 6, learning is hindered by the fact that pupils have relatively few opportunities to organise and manage their own work so that their skills as independent learners are insufficiently developed. The quality of the library provision adversely affects this aspect of learning.
- 30 Now that the school is settled on one site and has come through a period of considerable staff movement, it is in a good position to make the quality of teaching more consistent and to build on the good practice which already exists. The school is aware of the need to raise standards in Years 3 to 6.

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

- 31 The curriculum for children in the Foundation Stage and for pupils in Years 1 and 2, has a good range of learning opportunities in all subjects of the National Curriculum, personal, social, health and citizenship education and religious education. In Years 3 to 6, the curriculum is satisfactory overall.
- 32 English and mathematics have appropriate time allocations and teaching is based on the principles of the National Literacy and Numeracy Strategies. Overall, the effectiveness of these strategies on attainment and progress is satisfactory and is good in Years 1 and 2. To improve further, the school is aware of the need to ensure that the examples of good teaching seen during the inspection are applied consistently throughout numeracy and literacy lessons, particularly during group work. Whilst the teaching of literacy and numeracy skills seen during the week of the inspection was good, opportunities to use these skills across the curriculum are inconsistent. A few teachers do this very well, as seen in the work on omnivores and carnivores displayed in a Year 3 classroom, but there are fewer opportunities to practise and develop these skills in other classes.
- 33 The school has a comprehensive curriculum policy and detailed timetables to ensure that teaching and learning have a satisfactory range of learning opportunities. However, time allocations for some foundation subjects, in particular art and design and design and technology, are inadequate.
- 34 The school makes satisfactory provision for the personal, social and health education of its pupils. The enthusiastic teacher with responsibility for this provision has developed a well-structured programme of opportunities for pupils to think about their own health and lifestyle. This includes sex education and drug misuse. Some lessons, particularly for the oldest pupils, establish a sensitive atmosphere of trust and confidence in which they can explore their own attitudes and develop good levels of self-esteem. However, other lessons are focused on facts and opinions from the teacher so that there are few opportunities for personal reflection and the

development of personal opinions.

- 35 The curriculum planned for the pupils of the school offers all pupils full access to all learning opportunities. However, systems to analyse the attainment of pupils by gender so as to track the potential attainment of individual pupils is not sufficiently well developed. This means that the gender differences in the National Curriculum tests at the end of Year 6 in 2001 were not anticipated so that action was not taken to support lower-attaining groups of pupils. Although provision is made for higher-attaining pupils in English, mathematics and science by extra-curricular tuition at a local grammar school, there is insufficient challenge for these pupils in normal lessons.
- 36 Since the school was last inspected, the good provision for pupils with special educational needs has been maintained. The school has established a comprehensive policy that is reflected in everyday provision and complies with the requirements of the Code of Practice for special educational needs. The revised Code of Practice has just been received in school and already the teachers with responsibility for special educational needs have discussed some of the new requirements with the educational psychologist, and have plans in place to up-date the existing policy in the light of the new guidance. There are individual education plans for each pupil on the register of special educational needs, with targets which reflect their individual needs. Targets are specific and measurable and are used to track the progress that these pupils make. The individual education plans are reviewed once a term in the infant classes and twice a year in the junior classes and parents and any other adults involved are consulted appropriately.
- 37 The school makes satisfactory provision for extra-curricular activities. Parental concerns about an inadequate range of activities are based on the previous year when there was little provision because of the difficulties caused by building work. Pupils now have the opportunity to take part in sport coaching sessions, choir, gymnastics, and a French club. A group of 22 higher-attaining Year 6 pupils have additional science, mathematics and English lessons after the school day at the local grammar school. There is a residential visit during Year 4, and the school has plans to extend this provision to the older pupils. The curriculum is enriched by visits and by visitors to the school. Older pupils have the opportunity to play for school teams, for example, in netball and football.
- 38 The provision of homework is satisfactory. There is now a homework policy in place, which has been evaluated by the deputy headteacher who has found homework to be used more consistently than has been the case in the past. The use of homework diaries in Years 5 and 6 is helpful, and pupils are usually given tasks which enhance and support their learning. For example, pupils investigated everyday solids found in the home which dissolved and brought that information to a science lesson on solutions. On one or two occasions during the week pupils were set homework to be handed in the next day and parents would like the school to consider whether this is reasonable.
- 39 Pupils with English as an additional language are fully included in the life of the school. An analysis of school data carried out during the week of the inspection revealed that 80 per cent of the pupils who speak English as an additional language are reaching the expected level in English and mathematics by the age of seven. Pupils are well supported and say they enjoy coming to school.
- 40 The provision for this aspect of the curriculum is good overall and this makes a

positive contribution to pupils' good attitudes to learning, their personal development and their very good behaviour. Comparisons with the previous inspection cannot be made, as its report gave no overall judgement on this aspect of the curriculum.

- 41 The provision for pupils' spiritual development is satisfactory. Collective acts of worship in the school do not make a strong contribution to the spiritual development of the pupils, with few opportunities being given for thoughtful reflection, although assemblies are characterised by a warm 'family' atmosphere. Indeed, not all assemblies include a collective act of worship, so that pupils do not receive their legal entitlement of a daily collective act of worship. Teachers give satisfactory opportunities overall for pupils to reflect on the beliefs and values of others in some subjects of the curriculum, particularly in religious education lessons. For example, in their studies of major world faiths, pupils have the opportunity to learn about and to understand the spiritual dimension of people's lives in a multicultural society. In some lessons, particularly in music and art, pupils are encouraged to make thoughtful and reflective responses to questions.
- 42 The provision for pupils' moral development is very good. The promotion of sound moral values permeates all aspects of the school. High standards are set for behaviour and, as pupils move about the school, a high degree of self-discipline is evident in their ability to undertake jobs and activities without constant supervision. Most pupils are very polite in their response to all adults in school and their helpful attitude to visitors is commendable. All adults set a very good example of how to work together and relationships in school are very supportive to all. In many classes, pupils are involved in drawing up the 'rules' for behaviour and older pupils are taught that having rights also involves taking responsibility for your own actions. Pupils, even those who are very young, have a very good understanding of the difference between right and wrong.
- 43 The provision for social development is good overall. Pupils work well together in class but teachers miss some opportunities to foster aspects of personal and social development. For example, very few opportunities are given for pupils to work independently or within small groups on tasks and activities, either in the classroom or in the library areas. The majority of pupils fully accept the rules of their classrooms and of the wider school community. This ensures that classrooms are generally calm, orderly places where all pupils feel supported in their learning. Most pupils take responsibility for their own actions and give help and support to those pupils who are younger than themselves, or who are perhaps less able to complete certain tasks on a day-to-day basis. Many pupils busy themselves at lunchtimes or playtimes in the supervision of younger children or by ensuring that the schools' shared areas and the dining room are kept tidy. As yet, there is no school council, although this has been identified as a possible future development.
- 44 The provision for cultural development is good. The school actively promotes social and racial equality by providing many opportunities for pupils to experience and appreciate the multicultural nature of both the school and the wider community. Visitors into school are used effectively to introduce other cultural traditions. For example, an Indian dancer gave a demonstration of Indian dance, and, during Diwali, younger children in the Nursery had their hands decorated with Mehndi patterns. Displays throughout the school celebrate the similarities and differences between cultures well, and, during the Muslim period of Ramadan, pupils held an Islamic club at lunchtimes for all pupils to attend. In art, history and music, local and historical cultural traditions are celebrated effectively and local authors, for example the books of Robert Swindells, are used frequently in English lessons.

- 45 The school makes satisfactory use of facilities within the local community to support the curriculum. The area provides a useful resource for the study of history and geography. For example, Saltaire provides good examples for the study of the Victorians. Funds have been obtained from local sources to assist deprived pupils to go on school visits and local businesses support the school with raffle prizes for parent-led activities. Players from the local rugby league club visit the school to coach pupils. Links with other schools are good and older pupils benefit particularly from the contributions that local secondary schools make to the curriculum. Pupils from the school visit these schools to take advantage of better facilities, for example, higher-attaining pupils for additional teaching in English, mathematics and science.

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

- 46 The school is a caring and secure community for pupils to learn and procedures for promoting their welfare are good. Child protection procedures meet local guidelines and staff are trained in their use. In the few cases where the school feels the need to involve them, outside agencies give good support. Those pupils who have medical problems, or who are ill or have accidents at school are well cared for by trained staff, although the lack of a medical room means that the entrance lobby sometimes resembles a casualty department. Staff keep a close watch for safety hazards and various groups undertake formal risk assessments. These arrangements would be improved even further by bringing them together as a coherent set of procedures. There are regular checks on fire safety and on electrical equipment and the school holds fire drills as required. The school has had to make considerable changes to the building since it took it over to improve safety standards. It is generally now a safe environment. A few minor concerns have been pointed out to the school, notably the continuing problem for pupils of the mixing of vehicles and pedestrians at the entrance.
- 47 The school has good procedures for promoting good behaviour and pupils' personal development. Pupils appreciate the system of rewards and understand the sanctions. Judging by the tension and cheers when the weekly results are announced in assembly, they seem highly motivated by the new house points system. In almost all lessons, these procedures work smoothly, although most pupils seem sufficiently self disciplined to behave well and work hard with very little persuasion by the teacher. This is a result of the good rapport built up between staff and pupils. All pupils are taught about behaviour during assemblies and in personal and social education lessons. The school deals with bullying and racism effectively, building on the very good relationships which have been established. When a small number of pupils were excluded last year, the school operated appropriate procedures to ensure that this was fair and that parents were properly involved.
- 48 Attendance registers are completed correctly and pupils who come and go during a session are monitored for fire-safety purposes. Good attendance is rewarded both individually and for classes and this has had the result of maintaining good attendance overall. However, the latest guidance on contacting parents on the first day of unexplained absence has not been implemented.
- 49 The effect of support on pupils with special educational needs is positive. The support staff have very good relationships with pupils and use this very effectively to encourage, guide and support their academic and personal development. The school has effective links that are well established with a range of external services for pupils with specific difficulties, but the school finds it very difficult to obtain support for pupils

who have more profound behavioural difficulties.

- 50 Procedures for assessing pupils' attainment are satisfactory overall. When pupils start in the Reception classes they are assessed using the local authority's initial scheme for assessing children's attainment. Pupils are assessed in English, mathematics and science against National Curriculum expectations when they are aged seven and eleven. Apart from the National Curriculum tests, the school uses a variety of appropriate assessment procedures at various points.
- 51 The use of assessment information to guide curricular planning is unsatisfactory overall. There was concern about this area in the previous report and this concern has still not been addressed satisfactorily. There is good use of assessment information in the Foundation Stage, where the results are analysed and used well to identify individual needs and provide suitable activities for the children, and in Years 1 and 2 where it is used to identify pupils who need extra support in class. For pupils in Years 3 to 6, its use is unsatisfactory. It is used to arrange pupils into groups of pupils with similar prior attainment in English and mathematics. However, teachers' own assessments of pupils' progress are not then used effectively to identify and to provide for the needs of individual pupils within each group. Pupils with differing learning needs are given the same work. This slows the rate of pupils' progress because they are not consistently and appropriately challenged. Some pupils have individual learning targets for English and mathematics, but this provision is not consistent throughout the school. The quality of marking is variable and does not consistently indicate how pupils can improve their work. There is insufficient use of assessments to monitor pupils' progress from one year to the next.

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

- 52 Parents are generally well satisfied with the school although they have some concerns about the change from a first to a primary school and the consequent increase in size. At the meeting held before the inspection, almost all present were satisfied with most aspects of school life. A few had some concerns about behaviour of a small minority, bullying, racism and communications with parents. In the parents' questionnaire, all questions had a good majority of positive responses. Parents were particularly impressed that their children enjoy school and that they are expected to work hard. About a quarter were dissatisfied with the range of extra-curricular activities and there were some concerns about pupils' reports and the closeness of links with parents. The details are given in the table in Part C.
- 53 The school has satisfactory links with parents. Before their children start school, parents are given informative booklets about practical matters and how they can help their child at home. Information on what is currently being taught is displayed on classroom windows and there are regular newsletters on routine matters. The annual pupils' reports give good detail on what each child has achieved in English and mathematics and how the pupil is developing socially. However, whilst the curriculum covered by the class is given for every other subject, there is not always comment on the individual pupil's progress, as required and the quality of reports is therefore unsatisfactory overall. Last year the school changed the start and finish times of the school day for the benefit of parents with more than one child in the school. Whilst this was entirely sensible, the required consultation with parents was not carried out.
- 54 The school's involvement of parents of pupil with special educational needs is good. They are invited to review meetings, kept fully informed of what is being done in school to help their children and, on occasions, have particular roles to play at home

as part of the targets on the individual education plans. This has a positive effect on attainment and progress.

- 55 Parents make a good contribution to the work of the school. Most parents support their own children by hearing them read at home, which helps to maintain the school's high standards in reading. They support the school's use of homework. Most attend meetings to discuss their children's progress. During the move to the new buildings, many parents gave very good practical support in getting the classrooms and grounds ready. The very active 'friends' group organises fund raising and social activities which provide extra resources and help to pull the school community together. Some parents volunteer to help in the school and this is much valued by staff.

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

- 56 The headteacher took up her appointment in September 2000. At this time, the school was being reorganised into a primary school having previously been a first school. It was to occupy the buildings of a former middle school. However, the accommodation was not ready, so that, for two terms, the Reception classes and Years 1, 2 and 3 were accommodated in the former buildings of the former first school, while Years 4 to 6 were in the former middle school. The whole-school came together in the permanent accommodation in April 2001. The adapted building included a Nursery which opened in September 2001. The deputy headteacher and assistant headteacher were appointed during the spring term 2001. Since the school opened in September 2000, there have been a large number of staff changes. Indeed, during the week of the inspection, four teachers were only in their second week in the school.
- 57 During the first four terms of the school's existence, much of the headteacher's time and energy was inevitably been taken up in managing these many changes. She and her colleagues have worked effectively to create a primary school with a whole-school spirit and a set of common aims and objectives. Essentially, these are to create an inclusive school of which pupils from a range of backgrounds and cultures can feel part, so that they learn effectively in a secure and stimulating environment. In this way, they will achieve their potential both academically and as individuals. Most of these aims have been achieved. Pupils feel secure in the school and are confident and articulate. Attainment at the end of Year 2 is well above the national average and the average achieved by pupils in similar schools. However, attainment in 2001 at the end of Year 6 was below the national average and the average in similar schools. The headteacher and her colleagues recognise that this is an unsatisfactory situation which must be addressed.
- 58 The headteacher is a frequent presence around the school both in and out of lessons. Her assemblies help to reinforce the school's distinctive spirit by celebrating pupils' achievements. There are effective acts of collective worship, but management fails to ensure that all pupils participate in a daily collective act of worship as the law requires. The presence of the headteacher and her senior colleagues around the school is appreciated by pupils and helps to reinforce their confidence that the school is a safe and secure place in which they are valued.
- 59 The school receives good support from its governing body and its enthusiastic and active chair. The governing body fulfils its legal requirements and has a good appreciation of its role. It has a good grasp of the school's strengths and areas for development and has ambitions for the school to be a key element for good in the

- local community. It has an effective committee structure which helps it to determine priorities for development, to contribute appropriately to the management of the school's finances, and to ensure that the school gets best value from its expenditure.
- 60 The school uses new technology well in administration. Its use in teaching and learning is, however, only satisfactory. Pupils have satisfactory skills in using computers, but the use of technology to support teaching and learning in the subjects of the curriculum is inconsistent. This, coupled with the school's unsatisfactory library provision, means that pupils' skills as independent learners are under-developed.
- 61 The school's policy for equal opportunities commits the school to providing equality of access for all pupils to a curriculum which meets legal requirements and promotes respect and tolerance for all groups and individuals. The school succeeds in meeting this objective.
- 62 There are two senior managers with responsibility for special educational needs. They work together effectively to give a clear direction to the provision of support for pupils with special educational needs. They liaise well with teachers and with non-teaching staff to ensure that pupils have a curriculum which matches their needs and enables them to make good progress in their learning. There is good liaison with outside agencies where this is necessary, and day-to-day management of the school's provision and its comprehensive administrative procedures are good.
- 63 Effective performance management procedures are in place and are making a useful contribution to teachers' professional development. However, because of the school's move to one site in April 2001, only one of the five days available was used for the professional development of staff. The rest, and extra days of school closure, were used for the move. This was inefficient use of professional staff, and the headteacher recognises that a high priority needs to be given to the professional development of staff in the future if the school is to improve further.
- 64 Teachers responsible for subjects have control of the finance allocated to their subjects. Those responsible for English and mathematics have the opportunity to monitor and evaluate teaching and learning, but teachers responsible for other subjects do not have these opportunities as part of a systematic programme. Because of staff movement, a number of subject managers are new to their roles and have yet to have a positive impact on attainment and progress in their subjects. The deputy headteacher has recently undertaken the role of curriculum manager and is working to develop the roles of subject managers. Her work is improving the quality of curriculum management and the school is in a good position to improve this further.
- 65 The school is at a very early stage of its development, and its progress so far has been hampered by its initial split-site arrangements and by a number of staff changes. A number of priorities for development have been identified. These are appropriate and have been agreed after consultation within the staff and with governors. The school improvement plan is a useful document and is a basis on which the school can build. However, strategic planning lacks a long-term perspective, understandably, given the school's short history.
- 66 The major decision-making group in the school is the senior management team which consists of the headteacher, her deputy, and the assistant headteacher. There is also a school management team which consists of the senior management team and the teachers in charge of the Foundation Stage and Years 3 to 6. The assistant

headteacher has the management responsibility for Years 1 and 2. This is a confused structure, and it's difficult to see why the school needs two management groups of this sort. However, the school is developing effective systems to identify priorities and to take effective action to secure improvement.

- 67 The school functions efficiently on a day-to-day basis. Its routines are effective and easy to understand. Finance is managed efficiently by the school's administrator and a visiting bursar, supervised by the finance committee of the governing body. The school's accounts have not been audited since it was reorganised in September 2000. The school had a large underspend in the financial year 2000-01. This was largely the result of uncertainties about the school's financial position in its first year and the need to have money available to facilitate the move to a single site. The school is now using its reserves in a systematic way to meet agreed objectives. Monies received for particular purposes, for example, for special educational needs, are used appropriately.
- 68 The school is well staffed to teach the National Curriculum and religious education. There is a good provision of non-teaching staff and they are deployed effectively overall to support teaching and learning. There are effective systems in place to support newly appointed staff, and the school makes a valuable contribution to initial teacher training.
- 69 The accommodation is just adequate for the number of pupils on roll. However, space is at a premium, particularly when year groups are divided into sets for literacy and numeracy. Groups are then taught in corridors and in shared areas which makes it difficult for teachers to have access to learning resources. Some classrooms are small or of an inconvenient shape which adversely affects teaching and learning. The computer suite is particularly cramped. Nevertheless, staff make efficient use of what they have, and they and parents have worked very hard to create a stimulating and attractive working environment for pupils. There was no caretaker in post at the time of the inspection, but the school is clean and well maintained. The physical separation of the Nursery and Reception classes creates some difficulties in the sharing of resources, particularly with regard to the outdoor play area, and makes it difficult for the Foundation Stage to function as a unit. There are good hard play areas, useful grassed areas, and the school's spacious grounds have the potential to serve as a valuable teaching resource.
- 70 Resources for learning are satisfactory overall, and are good in some areas, for example, in physical education. However, library resources are unsatisfactory and this adversely affects attainment and progress. The lack of 'big books' for use in literacy lessons in Years 3 to 6 prevents the National Literacy Strategy from being fully effective in raising attainment.
- 71 The drive and commitment of the headteacher and her colleagues have enabled the school to become well established in difficult circumstances and in a short time. Now that it is in a relatively settled situation, the school is in a good position to move forward. The headteacher and her colleagues recognise that their first priority is to improve attainment in Years 3 to 6 so that pupils in those year groups make progress in their learning at the same rate as pupils in the Foundation Stage and in Years 1 and 2.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

- (1) improve standards of attainment by the end of Year 6 by providing more appropriate levels of challenge for pupils of different levels of attainment, paying particular regard to higher-attaining pupils;

*(see paragraphs 4, 13, 15, 24, 28, 29, 51, 70, 71, 93, 95, 99, 105, 109, 116, 118);*

- (2) improve the quality of writing throughout the school with particular attention to the teaching of handwriting throughout the school and spelling in Years 3 to 6;

*(see paragraphs 9, 10, 28, 97, 100, 136);*

- (3) use the information gained from assessment with greater consistency in Years 3 to 6 to enable individual pupils to make better progress by building on the good practice which already exists in the Foundation Stage and in Years 1 and 2;

*(see paragraphs 27, 35, 51, 99, 110, 117, 118, 122,, 128, 133, 136, 142, 148, 161);*

- (4) improve library provision throughout the school and, in particular, improve the quality and quantity of reference books;

*(see paragraphs 70, 96, 102).*

In addition to these key issues, governors should consider the following points for development when writing their action plan:

- (1) comply with the legal requirement to provide a daily collective act of worship for all pupils;

*(see paragraphs 41, 58);*

- (2) ensure that reports to parents comply with legal requirements;

*(see paragraph 53).*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	97
Number of discussions with staff, governors, other adults and pupils	39

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	23	49	23	2	0	0
Percentage	0	24	50	24	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	22	431
Number of full-time pupils known to be eligible for free school meals	0	62

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	15
Number of pupils on the school's special educational needs register	0	73

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	79

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	36
Pupils who left the school other than at the usual time of leaving	45

### Attendance

#### Authorised absence

	%
School data	4.9

#### Unauthorised absence

	%
School data	0.2

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	34	27	61

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	29	32
	Girls	25	25	25
	Total	55	54	57
Percentage of pupils at NC level 2 or above	School	90(92)	89(95)	93(95)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	32	30
	Girls	25	25	27
	Total	54	57	57
Percentage of pupils at NC level 2 or above	School	89(92)	93(95)	93(97)
	National	85(84)	89(88)	89(88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	32	28	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	26	29
	Girls	18	14	24
	Total	39	40	53
Percentage of pupils at NC level 4 or above	School	65(na)	67(na)	88(na)
	National	75(75)	71(72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	24	26
	Girls	25	19	22
	Total	51	42	48
Percentage of pupils at NC level 4 or above	School	85(na)	72(na)	80(na)
	National	72(70)	74	82(79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	6
Indian	9
Pakistani	62
Bangladeshi	0
Chinese	0
White	350
Any other minority ethnic group	1

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	17
Number of pupils per qualified teacher	22.7
Average class size	27

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

Total number of education support staff	15
Total aggregate hours worked per week	303

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22
Total number of education support staff	2
Total aggregate hours worked per week	50
Number of pupils per FTE adult	7.3

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4.0
Number of teachers appointed to the school during the last two years	5.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	0
Other minority ethnic groups	0	0

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

### **Financial information**

Financial year	2000/01
	£
Total income	874,771
Total expenditure	796,075
Expenditure per pupil	1,806
Balance brought forward from previous year	72,080
Balance carried forward to next year	150,776

*FTE means full-time equivalent.*

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	455
Number of questionnaires returned	135

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	28	4	0	0
My child is making good progress in school.	64	33	1	1	1
Behaviour in the school is good.	54	40	4	1	1
My child gets the right amount of work to do at home.	48	41	6	1	4
The teaching is good.	66	32	1	1	0
I am kept well informed about how my child is getting on.	49	39	10	1	1
I would feel comfortable about approaching the school with questions or a problem.	68	27	2	2	1
The school expects my child to work hard and achieve his or her best.	74	25	0	0	1
The school works closely with parents.	43	43	12	1	1
The school is well led and managed.	55	30	9	0	6
The school is helping my child become mature and responsible.	60	33	4	0	3
The school provides an interesting range of activities outside lessons.	33	30	21	4	12

## **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**

- 73 The school's provision for children in the Nursery and Reception classes is very good and is a strength of the school. The Nursery is new, having been established in September 2001. This is a major improvement in the school's provision since the last inspection, and parents appreciate the high quality of the education that their children are receiving. The Reception classes have maintained the high standards identified in the report from the previous inspection. The curriculum is based on the nationally expected six areas of learning and provides the children with a very satisfactory range of learning experiences. The early learning goals in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development are promoted through a wide range of challenging and carefully planned experiences.
- 74 The overall attainment levels of children entering the Nursery are slightly above those expected nationally. By the time children enter the Reception classes, assessments show that most are achieving standards above those normally found. Teaching in the Nursery and Reception classes is of a very high standard and this has a positive effect on children's learning. As a result, most children achieve well and are on course to reach the standards expected by the end of the Reception Year in all six areas of learning, with a significant number reaching these standards well before they move into Year 1.
- 75 All staff, including support staff, have a very secure understanding of how young children learn and of the importance of educational play and first-hand experiences. This has a positive effect on the good progress that children make towards reaching the expected standards and provides a firm foundation for learning in Year 1. The planned programme of work is very detailed with clear learning objectives linked to what is expected to have been learned by the end of the Reception Year. Experiences are interesting and challenging and are focused very closely on what children need to learn. Activities are well organised to promote communication, language and literacy and mathematical development. There is a very good balance of adult-directed activities and child-initiated ones which foster independence. Staff provide very effective support for all activities, interacting so as to assess and extend children's knowledge and understanding. Praise and encouragement are very effective in promoting positive behaviour and personal, social and emotional development. Children are given very clear instructions about what they are expected to do, and, as a result, they move quickly to tasks, using the time well to reinforce or extend their learning.
- 76 There is a very effective method of checking pupils' progress that is linked carefully to the planned activities to indicate children's progress towards what is expected to have been learned by the end of the Reception Year. Staff use questions, comments and observations well to assess what children know and can do, which helps them to plan for each child's future learning. Staff work very well together and this has a positive effect on the quality of the learning. They are very enthusiastic and have high expectations of the children.

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

- 77 Children in the Nursery and in the Reception classes enjoy coming to school and have a positive attitude towards learning. This is shown by their good behaviour and their interest and participation in the range of activities provided. The rules and routines of school life are explained well and, as a result, children are confident in knowing what is expected of them in a safe and secure environment. There are good relationships between staff and children, and between the children. They share resources amicably when engaged in activities such as playing with construction toys or taking part in role-play.
- 78 Children have many opportunities to develop responsibility and independence. For example, they have opportunities to choose an activity, or to get themselves ready for a physical education lesson, and, at the end of sessions, to help to tidy up. Knowledge about other aspects of school life is enhanced for Reception children when they attend assemblies, go along to the computer suite or have lunch with older pupils. Opportunities are provided for children to develop a sensitivity and awareness of other people, their different religions, cultures and ways of life. There is appropriate emphasis on health and safety such as the importance of handling tools carefully and washing hands before handling food and after touching animals.

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

- 79 The Nursery and Reception classes provide a wide range of stimulating experiences and activities to develop and extend children's language and literacy skills. In the Reception classes, elements of the National Literacy Strategy are implemented well. In both the Nursery and Reception classes children are encouraged to share conversations and articulate their ideas. This increases their skills effectively in the whole of this learning area. As children engage in role-play and other activities, staff regularly intervene to develop children's thinking and negotiating skills. In response to questioning, Nursery children describe their biscuit dough. 'It's like breadcrumbs' and later, 'It's like glue'. Cardboard in the water tray is 'soggy'. One child described how to look after the class pet dog additionally explaining that 'its not a real pet but just pretend!' Reception children showed a good level of maturity when discussing the sequence of activities for making sandwiches.
- 80 Attractively labelled displays, writing-tables, alphabet friezes and individual name cards help children to develop early reading and writing skills. In the Nursery, children learn to handle books with care and can often be seen absorbed in books in the attractive and comfortable reading area. One child, on being asked what the name of the story was, turned to the cover and pointed to the title, demonstrating an awareness that print carries meaning. The majority of children select their own name card as they register their presence at the start of each session. The relevance of reading is continually emphasised. They understand that making gingerbread biscuits involves consulting a recipe. Cleaning out the guinea pigs' cage is accompanied by reference to a series of written instructions.
- 81 In the Reception classes, the children are surrounded by written words to support their activities. In the café areas children continually refer to these words as they act out the roles of staff and customers. The majority know the sounds of most letters and read simple sentences in their reading books. Higher-attaining children use initial letter sounds and picture clues to identify new words. A significant number are beginning to sound out and build simple three letter words securely. In the Nursery children are encouraged to make marks on paper as they write letters to the school trying to discover the whereabouts of their pet dog. Children in the Reception classes hold a pencil correctly and are gaining confidence in the very early stages of writing.

Most form letters well and make up simple sentences to be written by the teacher. Higher-attainers write their own words. Activities such as composing written instructions for making a sandwich or for mixing paint make writing meaningful for the children. Writing out menus or composing their own recipes gives opportunities to develop their early writing skills.

- 82 Nursery children listen carefully and with great enjoyment to stories, and their speaking and listening skills improve as children are encouraged to make comments, answer questions and relate incidents in the story to their own lives. By the time children move into the Reception classes they have become attentive listeners, able to follow instructions about their tasks and to enjoy interesting stories and rhymes. In the Reception classes, these stories and rhymes are used effectively to develop a variety of skills such as identifying rhyming words or predicting what might happen next in a story. Books are taken home regularly to share with parents which has a very positive effect on children's progress in learning to read.

### **Mathematical development**

- 83 The Nursery and Reception classes provide a wide range of activities to promote mathematical understanding. Children have opportunities to compare, match, sort, order, sequence and count using a range of high quality games, routines and experiences. Nursery children arrange the animals in pairs in the Noah's Ark. Children enjoy mathematics and learn to use mathematical ideas and skills in practical situations. Nursery children measure out ingredients for making biscuits and count out pieces of vegetables for their snack. Reception children consider size and position as they fit care bears into different sized containers, identifying which ones hold the most and which ones hold the least number. They order parcels for the Jolly Postman according to their weight. They count the number of jumps they make in a physical education lesson.
- 84 Learning about shape is linked to everyday life as children look at features of houses and vehicles. Children are encouraged to solve simple problems such as working out how many can take part in the different activities. Nursery children count fish and find different ways of partitioning them into two bowls. Reception children investigate putting different combinations of food into a number of lunch boxes and work out the cost of items in the café. Learning mathematics is fun as children count in squeaky voices and scary voices and close their eyes as they count wooden beads being dropped into a tin box. Vertical number lines are used effectively to develop children's number recognition and sense of number order in all classes. Children count confidently as they record the number of children present. Reception children identify numbers to thirty and count forwards and backwards to twenty. Their ability to sequence numbers is demonstrated when they make their own clocks, carefully putting numbers from one to twelve in the right order. They record their favourite fruits in graph form, working out which is the most popular.

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

- 85 Children are developing a good understanding of the world around them. Knowledge of and care for living creatures are enhanced in the Nursery by the presence of guinea pigs and goldfish. They is also developed through very imaginative role-play when children look after their 'pet dog' in the home corner and engage in activities in the pet

shop. In all classes, the computer and listening-centres are popular choices and children are confident in using different programs to support their learning in mathematics and language and literacy. Reception children use the mouse and cursor to access different tools, for example, to design bedroom wallpaper.

- 86 Construction toys and other materials are used well to encourage children to design and make their own models and to discover how things work. Staff carefully observe, assess and support children's skills of cutting, joining and constructing and, as a result of the very effective support, children are well equipped to tackle the challenging tasks provided. Nursery children confidently make models of aeroplanes and helicopters and construct shelters for their pets. Reception children consider the purpose of bridges and design and construct them using a variety of materials. After testing its effectiveness, one child made several changes to his model.
- 87 The celebration of festivals and events such as Diwali, Bonfire Night, Eid and Christmas develop children's understanding of their different communities and cultures. Children learn about the passage of time through celebrating birthdays, talking about the days of the week and the changing seasons and weather. This concept is reinforced when they are frequently reminded about what they have learned and have done on previous occasions and discuss what they will be doing in the future. Interesting activities such as making jelly in the Nursery and investigating what happens to smarties when they are put into hot water help children to learn about the changes brought about by heating.

### **Creative development**

- 88 In the Reception classes and in the Nursery, children enjoy a very good range of experiences in art, music, story and imaginative play. Sand and water are available daily for children to explore and these activities are always stimulating and well planned to extend children's knowledge and understanding. Through such experiences, children are encouraged to use appropriate vocabulary and to develop their use of language to express ideas. Very good provision in the Nursery has ensured that by the time children are in the Reception classes, skills such as painting, cutting and joining materials are well developed. They have daily opportunities to explore colour. Staff provide a wide range of materials from which children can choose to create their own designs, patterns, pictures and collages. They work with play-dough and junk materials to create two and three-dimensional pictures and models. Nursery children enjoy making robots and aeroplanes. They examine the effects of powder paint exploding into colour on wet paper and produce 'starry night' pictures in the style of Van Gogh. Reception children make careful observational drawings of mushrooms and vegetables. After observing shapes in their environment they make their own line patterns in shades of red and blue.
- 89 Activities connected with food and cooking are available regularly and children explore the different tastes, smells and textures. Opportunities for independent and imaginative play are well resourced and adults intervene appropriately to extend children's learning. Children enjoy taking part in the many very good role-play situations provided. The office area, the pet shop and the house corner in the Nursery encourage involvement and play activities which give the children practical and relevant experience of everyday life. The cafes provide Reception children with a range of opportunities to use their imagination as they take on the roles of staff and customers and use a range of interesting and stimulating resources.
- 90 Children have opportunities for singing and making music with a wide range of

musical instruments. Nursery children enjoy singing action songs accompanied by a guitar and many can identify the sounds made by different instruments such as the triangle and the tambourine. Reception children are learning to compose simple melodies, distinguishing between loud and soft sounds and fast and slow rhythms.

### **Physical development**

- 91 Children have lots of opportunities to develop their manipulative skills throughout the Foundation Stage as they use scissors, knives, tools, moulding materials, brushes and pencils in a variety of activities. Children in the Nursery have their own enclosed outside play area and their physical development benefits from their use of a range of small and large apparatus. They are already developing good spatial awareness. They throw and catch balls and beanbags. They learn to control the way they move and demonstrate good balancing skills as they move over a range of equipment. A minority are skilled at using bucket stilts. Reception children join other pupils in the school for playtimes and also have sessions on their own when they have opportunities to play with balls and other small equipment. However, they do not have access to the enclosed area used by Nursery children. This restricts the development of skills such as handling wheeled toys. The school is conscious of the need to develop this provision.
- 92 The children have structured physical education lessons in the school hall. They have a very good awareness of space. They move with control and co-ordination as they travel under and over the apparatus. One class demonstrated their teamwork as they manipulated a parachute. Throughout the Foundation Stage, children listen carefully and respond positively to the clear guidance on how to improve their skills. They maintain concentration because they enjoy taking part in the different activities provided.

### **ENGLISH**

- 93 Standards achieved by seven-year-olds in the 2001 National Curriculum tests were above the levels expected for their age in writing and well above the expected levels in reading. Pupils make good progress in the infant classes and achieve well. Standards of attainment are well above those found in similar schools. This is an improvement on the previous inspection, when standards were similar to those normally found. The standards achieved by eleven-year-olds in the 2001 National Curriculum tests were well below the levels expected for their age and well below those attained in similar schools. This represents unsatisfactory progress for these pupils in Years 3 to 6. Standards by the age of eleven cannot be compared with the previous inspection because of the change in structure of the school. The disruption that has been caused to the education of pupils in the junior classes, because of the nature of the reorganisation and changes to staff, has recently been resolved and the school is now a very settled community. The school is now in a good position to improve standards in the junior classes through the good teaching that pupils are currently receiving in most classes.

#### **Speaking and listening**

- 94 Standards in speaking and listening are good in the infant classes and satisfactory in the junior classes. Throughout the school, teachers effectively use whole-class teaching as part of the literacy hour to engage pupils in discussion. All teachers use appropriate vocabulary in other subject areas and this ensures that good opportunities are taken to extend the vocabulary of pupils. Because both relationships and

behaviour in classrooms are very good overall, pupils throughout the school are relaxed and show confidence when expressing their opinions. Pupils listen well to their teachers in the majority of instances and show respect when listening to the views and opinions of other pupils. Pupils who have special educational needs are supported by classroom assistants, who make sure that they are able to make contributions to class discussions. Pupils who speak English as an additional language contribute well to discussions. Teachers monitor their contributions to discussions effectively and, if necessary, ask specific questions to make sure they are fully included in learning.

## Reading

- 95 Standards in reading are very good in the infant classes. Pupils are enthusiastic readers and show a good attitude to finding information from books. The skills of reading for information are taught well. For example, in Year 2, teachers use resources that have been prepared well to develop skills in using alphabetical order to find words in a dictionary or information book. As a result of this, the majority of pupils can use alphabetical order confidently when using a dictionary and they know that, if words begin with the same letter, they use the second letter to identify the word. Pupils are able to read dictionary definitions, then find the word to match the definition. When reading independently, higher-attaining pupils in Year 2 and Year 6 confidently identify their favourite author, with older pupils discussing a range of authors and their preferred stories, but they were not familiar with the term "genre". Pupils of average ability use sound strategies to tackle unfamiliar words, usually sounding out the words or breaking the words up. Most pupils are successful in this and make good progress with their reading. Reading records, however, are not used well enough to set challenging targets for pupils to achieve higher standards, particularly in the junior classes. Most pupils and teachers keep records of the books that they read, but older pupils do not often write book reviews or write evaluations of the books they have enjoyed reading. Many older pupils do not know what they need to do to improve their reading further. Throughout the school, pupils who have special educational needs are given extra support to achieve the learning targets written in individual education plans and most make good progress in their reading. Pupils who speak English as an additional language are monitored by either learning support teachers or the classroom teachers, to ensure that they understand the shared reading part of the literacy lessons. Teachers use questioning well to do this, by sensitively asking pupils about their understanding of the extract being shared. This is an effective way of assessing what pupils know and understand and enables the teacher to correct any misunderstandings straight away.
- 96 Library provision in the school, particularly in the up-to-date provision of non-fiction books, is unsatisfactory. During the inspection, a sample of the non-fiction books in the junior library indicated that many books are very old in terms of their reference to modern communications. For example, the information about computers is very out-dated and no references were found to e-mail or mobile telephone technology. Resources to extend and develop reading in the Literacy Hour are satisfactory in the infant classes, where "Big Books" are available to develop the knowledge of how books are organised. However, these resources are scarce for older pupils and no teachers were observed using these books during the inspection of lessons. Consequently, in many lessons, whole-class reading activities are not as effective as they could be, with teachers often using reading extracts that pupils are unable to see.

## Writing

- 97 Standards in writing at the age of seven are good, but, overall, pupils do not achieve higher standards in writing as well as they do in reading. One reason for this is that pupils are not being taught a joined style of handwriting by the age of seven. In the analysis of pupils' writing, many pupils were found to print neatly and their writing is legible, but many letters are not positioned on the line correctly and letters are often not the correct size in relation to other letters. This means that pupils do not develop the beginnings of joined handwriting early enough and they develop habits in the formation of letters when printing that are difficult to correct later. Overall, the progress that pupils make in handwriting is unsatisfactory and standards have not improved since the previous inspection. The majority of younger pupils spell words correctly and teachers use a good range of strategies during literacy lessons to teach spelling. Good examples of this were seen in both Years 1 and 2, as teachers sound out words clearly and pupils then write the word on a small whiteboard. This is effective and enables the pupil to make good progress and the teacher to monitor which pupils are having problems. Common errors are then tackled with the individual pupils immediately.
- 98 Standards of writing by the age of eleven are unsatisfactory, and are much weaker than the standards in both speaking and listening and in reading. Older pupils in the junior classes have generally unsatisfactory handwriting because they are not being taught handwriting styles and techniques at an early enough stage. There is no whole-school handwriting policy and, consequently, there is insufficient guidance for teachers as to when to begin a joined handwriting style, or what style to use. This lack of a whole-school approach affects the quality of written work in the school and by the age of eleven many pupils still use a mixture of printed and joined writing, which often spoils the overall presentation of their work. Many older pupils still use a pencil to write, which affects their ability to learn to write both confidently and competently with a pen. The analysis of pupils' books shows that spelling is weaker in the junior classes, although new teachers to the school are using many effective strategies to improve spelling and the school is in a good position to improve standards. The quality of pupils' spelling in the junior classes has been identified by the school as an area for improvement and new resources have been purchased to tackle this problem. During the inspection, discussion with some teachers indicated that the new resources were showing results and the teachers give spelling homework regularly to try to address the weaknesses. In both the infant and junior classes, pupils are given the opportunity to write for a wide range of purposes, but the quality of writing produced by older pupils is not yet of a high enough standard. In some lessons, for example in a Year 6 class, pupils were beginning to structure a story using imaginative, descriptive words and phrases. This was because the teacher gave them very good guidance in how to structure their work and his enthusiasm and high expectations of what they could achieve improved the quality of their work within the lesson. Pupils who have special educational needs in the infant classes are given written tasks and activities well-matched to their abilities and have work in smaller groups with a learning support assistant, which enables them to make at least satisfactory progress during lessons. Older pupils with special educational needs are placed into ability sets for literacy lessons, which means that they are taught in smaller classes and have more learning support assistants to help them. This is an effective use of staff and ensures that the pupils achieve well against the targets set for them. Pupils who have English as an additional language are represented in all ability sets in the junior classes, with the majority experiencing no problems in their ability to express themselves in writing.
- 99 Inspection findings indicate that the quality of teaching is good overall, with examples of satisfactory and very good teaching seen in both the infant and the junior classes.

The good quality of teaching in the infant classes has been maintained since the previous inspection so that boys and girls make good progress. No unsatisfactory teaching of English was seen. However, over time, teaching in the junior classes has been weaker. This has led to standards that are currently not high enough for boys and girls when compared either to national expectations or when compared to similar schools, and to unsatisfactory achievement, particularly in writing, by the age of eleven. New teachers are now in place in the junior classes however, and the school is well placed to raise standards. A particular strength of the teaching throughout the school is the quality of relationships in most classes and the good management of pupils. As a result, the school has a calm, orderly learning environment and behaviour is very good. Pupils show good attitudes to learning because they feel valued. Teachers display the work of pupils very well throughout the school so that pupils know that their work is appreciated. Lessons are carefully planned, but, in the junior classes, where pupils are placed into ability sets for literacy lessons, tasks and activities are then not always matched carefully enough to what different pupils in the sets can do. This is particularly evident within the sets for average and higher-attaining pupils, when up to thirty pupils are given the same task. This often results in some pupils having work that is too easy for them whilst others find the task too difficult. Assessment of what pupils know, understand and can do is not used well enough to match work accurately to individual pupils. A consequence of this is that higher-attaining pupils are often not given enough challenge in their work and do not achieve well against their earlier potential. In some classes, the expectation of the standard of work a teacher expects from their pupils is not high enough. Overall, the use of assessment is unsatisfactory and pupils of average and above average abilities are not suitably challenged. Currently, not enough opportunities are given for individuals or small groups to work on independent learning activities, to extend and develop their initiative for personal study.

- 100 The effectiveness of the teaching of literacy skills throughout the school is satisfactory overall. Teachers use correct vocabulary when teaching other subjects and they do this well to ensure that the speaking skills of pupils are developed and extended. The opportunities given by teachers to extend pupils' writing skills in other subjects is not consistent, however. In history, there are some good examples of extended writing, but the ability of pupils to take notes and write accurate reports within science, for example, is not as good.
- 101 The use of information and communication technology to support learning in English is satisfactory and there are many examples of work on display where pupils have used their developing skills in word-processing to produce stories and poems in a range of styles. In literacy lessons however, computers are not used frequently to support learning on a day-to-day basis, with no examples being seen of pupils using the computer to write directly onto the screen, then edit their work and re-draft.
- 102 The leadership and management of the subject are both satisfactory. The school has recently reorganised the management responsibility for the subject. The recently written plan of action for the subject has correctly identified where weaknesses exist and suitable strategies are now in place which will, over time, put the school in a position to raise standards in English by the age of eleven. Resources for the subject are satisfactory overall, but resources in the library and in the provision of "Big Book" resources for the Literacy Hour in the junior classes are unsatisfactory.

## **MATHEMATICS**

- 103 By the age of seven, pupils consistently attain standards which are well above those expected for their age. High standards have been maintained since the last inspection with half of all pupils attaining the higher level 3 in the National Curriculum tests. This level of attainment does not continue through into Year 6, however, where the number of pupils attaining the expected level for their age in the National Curriculum tests was below the national average in 2001. Progress for older pupils is unsatisfactory, especially for the significant number of higher-attaining pupils in the school. During the inspection, an analysis of school predictions for the current Year 6 was carried out, and this indicates that average standards are expected in 2002. However, half of higher-attaining pupils will make unsatisfactory progress if they only reach their set target. Standards and expectations ought to be much higher considering pupils' prior attainment.
- 104 Pupils with special educational needs make good progress throughout the school. They are fully included in numeracy lessons, and have very effective support. Teaching assistants have a clear understanding of their role, share targets with pupils and help them to achieve those targets. The attainment of pupils with English as an additional language matches standards attained by other pupils.
- 105 Numeracy skills are satisfactory overall and there are some good examples of the application of mathematics in other lessons. In geography, a Year 1 class had constructed graphs of their method of travel to school and, in science, a Year 3 class had used a Venn diagram to sort omnivores and carnivores into groups. In a Year 6 science lesson, pupils were investigating solutions and the whole-class discussion at the end of the lesson focused effectively on ways in which they could present their results by using bar and line graphs, including using a computer spreadsheet programme. As yet, the school does not plan sufficiently for the further development of these skills.
- 106 By the age of seven pupils add to 20, know 10 more or less than a number, and have a good understanding of place value. Many pupils know the value of digits in a three-digit number and read and write numbers to 1000. They explain mental methods well and are starting to use their own and more formal methods of recording equations. They successfully measure length in centimetres and are beginning to use metre, kilogram, and litre in their calculations. They construct simple bar and tally charts and understand the information that they represent. They make a total of £1 by using different coins and work out shopping and change to 20p. Pupils know the names of common two-dimensional shapes and describe their properties accurately. They discuss their work using mathematical language and articulate their thinking. They recognise number patterns and know odd and even numbers.
- 107 By the age of eleven pupils have a good understanding of whole numbers and know how to round to the nearest 10, 100 or 1000. They add and subtract accurately using their own and standard methods. They know their multiplication and division facts and use simple bracket notation to solve problems. They use doubling and halving and other non-standard methods for long multiplication. They read the time accurately and extract and interpret data in charts. There are weaknesses in their understanding of angles, and their ability to measure and calculate them. Many pupils experience difficulties when working with fractions, including work on probability and decimals. Pupils are able to check that their results are reasonable by estimation, and discuss their own mental and written methods for solving problems, although some lessons did not give enough opportunities for this to happen.
- 108 Standards are improving in some classes of older pupils. A group of higher-attaining

pupils in Year 5 could read and write 6 digit numbers and had a full understanding of place value. They knew their multiplication facts, could double and halve numbers including decimals, estimate the answer when multiplying a pair of two digit numbers, and had a full understanding of metric measurement. They used the multiplication of decimals accurately to convert sterling to other currencies and to check that their answer was reasonable. A data-collection week in Year 4 resulted in the effective use of graphical representation including pictograms, tally charts, bar charts and computer generated graphs. This gave pupils the opportunity to organise their own mathematics and communicate the information they had collected in a variety of forms, using information and communication technology when appropriate.

- 109 The quality of teaching and learning is good overall, with some very good teaching in Year 2. During the inspection there was no unsatisfactory teaching. Teaching follows the guidance of the National Numeracy Strategy and is characterised by good planning with clear learning objectives, which are communicated well to pupils and frequently referred to. As a result, boys and girls know what they are learning and whether they are making good progress. Activities are matched well to learning objectives, are varied, and motivate pupils to work. The good teaching seen during the first half of numeracy lessons is not always sustained when pupils are working in their groups. The National Numeracy Strategy suggests that teachers teach one group during this part of the lesson and this was not happening during the inspection. In the best lessons, teachers used a good range of questioning strategies during the mental and oral session which engaged all pupils fully in learning. For example, in a Year 2 lesson, pupils were challenged to find a way of making 10 using a double number, recording their equation on a whiteboard. In the main part of the lesson they were expected to find out whether they could make all the numbers up to 20 using three separate numbers, including doubles and trebles where possible. Pupils worked well and all made good progress to achieve the learning objective. They discussed their work and methods with confidence. The quality of work in pupils' books is variable. There were books of high quality work, particularly in Years 1, 2 and 5. In these books work was marked regularly with teachers' comments helping pupils to improve their mathematics. Year 1 have a good system of setting and recording mathematical learning targets which are in the front of each pupil's book. These books are also annotated to indicate exactly what pupils know, understand and can do, which enables teachers to plan effectively. The work seen in Year 6 books and folders was unsatisfactory. There is too little work in their books and an over-reliance on worksheets, which are not well organised. This gives pupils too few opportunities to develop their own ways of organising and communicating their results for mathematical problems and investigations. The school is aware of the need to ensure that the high standards seen in many books are consistently expected across the school.
- 110 The management of the subject is satisfactory overall. The subject is managed well in Years 1 and 2 by the enthusiastic teacher responsible for mathematics who has worked hard to ensure that the National Numeracy Strategy has been put into place effectively. She has good subject knowledge and has ensured that all staff are kept well informed. It is evident from the high standard of resources and displays, and the whole-school approach to planning and teaching that the nature of the National Numeracy Strategy has been embraced and is maintaining the schools' high standards with younger pupils. This high standard does not continue in the junior section of the school where there is a new subject manager in place. The monitoring and evaluation of learning by observing lessons and checking planning is well established, but checking of the effectiveness of pupils' learning through a more rigorous evaluation of their work and the careful tracking of pupils' progress lacks

system and rigour.

## SCIENCE

- 111 Standards attained in the 2001 National Curriculum tests at the end of Year 6 matched those attained nationally by pupils aged 11. Teachers' assessments of attainment for pupils at the end of Year 2 were also broadly on line with the national average. Pupils with special educational needs make good progress because of the good support that they receive. Pupils who speak English as an additional language make satisfactory progress which reflects their individual ability.
- 112 There was a significant difference in the performance of boys and girls at the age of eleven in the National Curriculum tests in 2001, but evidence from the inspection suggests that this reflected the composition of that year group. Lesson observations do not show any significant differences in the current group of eleven-year old pupils. The overall picture is one of rising standards with improved results likely in the 2002 National Curriculum tests for eleven-year olds.
- 113 Pupils in Year 2 are attaining standards that are above those expected of pupils of this age. This represents satisfactory improvement since the last inspection. The school has been through considerable changes during this time and yet has improved standards of attainment. Pupils in Year 2 have a good knowledge of the life cycle of the butterfly, the effects of exercise, growth and development of babies and the value of healthy eating. When investigating changes in materials such as water, they make their own observations and record them in a scientific style. Predictions are explained, methods are described, and their results are used effectively to make conclusions. They understand the idea of a 'fair test' and recognise that only one thing should be changed at once. For example, when
- investigating the effect of heat on ice cubes, they knew that all cubes should be the same size and have spent the same time in the freezer. They also knew to place the cubes in places of different temperature such as outside, inside and by the radiator. Predictions were made individually that the quickest melting was linked to warmth. One higher-attaining pupil recognised the risk to the 'fair test' when she observed that measuring the melted water would not be fair if rain fell outside during the investigation.
- 114 Pupils in Year 6 are achieving the expected standards for pupils of their age. They have a secure understanding of light, electrical circuits and forces such as gravity. They have investigated changes in the weight of objects in water and the use of air resistance for parachutes. They make structured investigations about such ideas as the relationship between the wire used to carry electricity to a bulb and the brightness of the light. Many pupils make predictions and record investigations appropriately with explanation, results and conclusions. However the understanding of the idea of a 'fair test' is weakened for some pupils by a desire to be correct in their predictions. As a result, some pupils are likely to prove their predictions with inaccurate results or to make a correct conclusion from results that do not support this. For example, one pupil stated that a thicker wire would increase the brightness of a bulb and recorded results that supported this. Yet the established scientific fact is that the thicker wire offers less resistance to the flow of the electricity and so the bulb will be less bright.
- 115 Lesson observations indicate that teaching and learning are good overall from Years 1 to 6 and no lessons were observed where teaching was unsatisfactory. There was some very good teaching in both the infant and junior sections of the school. The very

good teaching was clear about the idea of a 'fair test' and was careful to emphasise the way in which an investigation should be conducted. As a result, Year 2 pupils were able to discuss the possibility of the results of melting tests being different in summer because there may be a hot sun outside. Year 6 pupils responded well to very good teaching which helped them to identify clearly what happens when solids are dissolved in water. The fact that the predictions of scientists were often wrong was emphasised and the focus was on the structure of the investigation. Pupils identified the factors that improve the way in which salts dissolve in water and were clear about keeping the quantities of water and salt the same when investigating the effect of heat on the process. When one group of pupils planned to include too many variables in their investigation, the teacher was quick to use this as a teaching point to explain the risks of unwanted variations and so the weakness of that design for the investigation. The use of literacy, numeracy and information and communication technology in the process of teaching and learning is weak. The recording of investigations does not develop the clear and accurate use of key facts about the method used. Insufficient use is made of tables and measurements during investigations and sensing software that could record physical changes is not used during topics on health.

- 116 Where teaching was less successful, an explanatory style was used that did not fully involve the pupils in good quality learning and investigations were conducted and recorded in a style that demonstrated rather than investigated. Questions were not directed at an appropriate level to challenge pupils of different abilities. Answers were accepted from individuals without offering an opportunity for other pupils to contribute to the development of the idea, and the teacher then took the opportunity for further explanation. Challenge for higher-attaining pupils was not present when one activity was used for the whole class. Opportunities were missed to offer higher-attaining pupils the chance to use the relationships in a different way. For example, pupils were not challenged to measure the distance at which a magnetic force would be effective, or to answer questions such as 'Why is this light brighter?' or 'Why do objects weigh less in water?'
- 117 Leadership and management of science are good. The subject is led by one enthusiastic and committed subject manager for each key stage. Links have been developed with a nearby beacon school and extra-curricular tuition at the local grammar school has been organised for higher-attaining pupils. A science club provides extra-curricular opportunities for older pupils in the school. Planning and pupils' work have been monitored and constructive suggestions for improvement have been offered. Assessment is an area of weakness at present. The attainment of higher-attaining seven year-old pupils is not fully recognised since the good assessment resources and clear points for evaluation are not used well to identify this level of attainment. Assessment procedures from Years 3 to 6 are not well developed. End of year assessment is not based on objective tests and there is no effective system to track the performance of individual pupils. As a result, progress from year to year is not easily analysed. The subject manager for the older pupils recognises this problem and has included assessment on the current action plan.
- 118 Now that the school is in a more settled situation after its reorganisation, it has a good opportunity to improve attainment. The school recognises that, to do so, it must analyse how well pupils are progressing, and provide challenging opportunities designed to enable them to make further progress.

## **ART AND DESIGN**

- 119 Standards in art and design are typical of those expected for seven and eleven-year olds. Pupils make satisfactory progress in their knowledge, skills and understanding of art as they move through the school. The school has maintained the standards and rate of progress found in the previous inspection. Pupils enjoy their art and design activities and their attention, attitude to learning and behaviour are usually very good in lessons.
- 120 Three lessons were seen during the inspection, all in the junior classes, as art is taught alternatively with design and technology. The evidence seen in the lessons, in the scrutiny of pupils' work and the quality of art on display around the school, indicates that the quality of teaching is at least satisfactory, and examples of good teaching were seen during the inspection. A strength of the teaching is the way in which each lesson starts with the sharing of the main learning objective, so all pupils have a very clear idea of what they need to do. The skills of drawing are taught satisfactorily, with many examples of techniques shared with the pupils; as a result of this, plus the opportunities for pupils to explore and experiment with a range of drawing materials, the quality of pupils' drawing skills is good overall. Not all pupils in the junior classes have a sketchbook, however, and this does hold back their ability to keep a record of their progress in all the elements of art and design. Throughout the school, teachers use many opportunities to extend and develop the skills of art and design through other subjects. Many examples of art and design work are seen in history for example, as older pupils study the ancient cultures of Greece and Egypt. Younger pupils in the infant classes are taught the skills of observation and have produced satisfactory sketches of cyclamens using a variety of art materials. They are encouraged to observe line, shape and form in their pictures of flowers, vegetables and fruit, with the skills of colour mixing and blending taught satisfactorily. Younger pupils also experiment with 'cold' colours as they used paint, charcoal and glitter to produce 'icy' patterns. In Year 1, pupils are introduced to the work of famous artists to complete a self-portrait in the style of Andy Warhol.
- 121 Teachers plan their lessons well and use resources which are appropriate to the task. This ensures that lessons have a good pace in which all pupils make progress. Pupils who have special educational needs are given extra support when necessary and are taught in smaller groups assisted by a learning support teacher. Pupils with English as an additional language, who may have experience of other cultural traditions, are given the opportunity to share their experiences with other pupils; this results in all pupils having an enriched learning experience. Specific vocabulary related to art and design is used well in art lessons, and this helps pupils to extend their literacy skills.
- 122 The teacher with responsibility for art and design is a recent appointment and has not had time to monitor the work of either other teachers or of the pupils. The amount of time allocated to the art curriculum is much lower than normally found in schools, but this is a short-term measure to enable the school more time to focus on raising standards in other subjects. No formal assessment of art takes place. As a result, teachers do not have a secure view of what each pupil knows, understands and can do, but this is a target for development in the future, as is the use of sketchbooks for all pupils in the junior classes.

## **DESIGN AND TECHNOLOGY**

- 123 By the time pupils reach the age of seven they have had a variety of design and technology experiences and have attained standards broadly similar to those seen in most schools. Pupils of all abilities and those with English as an additional language

make satisfactory progress. Because only one lesson was observed, judgements are also based on an analysis of pupils' work. The lesson observed was introductory and pupils were not observed making anything. Whilst it is clear that standards are at least satisfactory, there is insufficient evidence to confirm the judgement of the previous inspection that pupils' attainment is good. Standards of attainment for older pupils are similar to those found in the previous inspection and match those expected of pupils when they are eleven.

- 124 By the time they are seven, pupils have a firm understanding of the design process and are developing appropriate making and evaluating skills. Year 2 pupils have designed and made their own attractive versions of Joseph's coat of many colours out of felt and decorated with items including buttons, feathers and ribbons. This gave them useful practice in skills such as cutting, sewing and sticking.
- 125 By the time they are eleven pupils have a sound understanding of the subject because they have had regular, well-structured tasks to develop their skills. Year 3 pupils have examined different types of bread to identify which bread is most suitable for making sandwiches. Pupils use various senses to differentiate the texture, smell and taste of bread before coming to a decision. Year 4 pupils have designed and made storybooks for children in the Reception classes. They considered which font would be most suitable for the print and used different mechanisms to make 'pop-up' pictures. After presenting the books to the children they considered if there were any ways in which they could be improved.
- 126 Pupils have positive attitudes to the subject. They draw their designs and write out the processes with care. They take pride in the finished product. They work well together and engaged in sensible discussion about the tasks they were involved in. The subject makes a good contribution to literacy when pupils discuss what they are doing and write out evaluations of their work. Numeracy skills are developed when pupils measure materials, for example, for photograph frames. Computers were used to make designs for Joseph's coat and provide the text for the 'pop-up' books.
- 127 The quality of teaching is good. Pupils engage in interesting activities which effectively develop their skills in the subject. In preparation for the task of designing and making their own slippers, Year 6 pupils analysed various shapes and materials of slippers to consider how the styles and textures might be matched to possible wearers. Their latest task of dismantling a slipper into its various original pieces effectively helped them to realise that a slipper is made of many different materials, each one having a particular purpose which must be considered in the design. In a Year 2 lesson, the teacher's emphasis on using the correct vocabulary, together with conducting a plenary session where good aspects of the pupils' designs were highlighted and commended ensured that pupils made good progress.
- 128 The management of the subject is satisfactory. The school's planned programme of work is based on the government's document which provides good guidance on what should be taught at each level. The co-ordinator has collected examples of work done in the school but they are not yet used as a useful record of standards achieved by pupils. The school recognises that assessments of progress need to be used more effectively if attainment in the subject is to improve.

## **GEOGRAPHY**

- 129 The standards attained by pupils by the age of seven match those expected for pupils of this age. They study maps of the fictional Isle of Struay and have collected facts

about work and transport in the island community. They have identified the location of such an island in the British Isles and have successfully identified similarities and differences with their own locality. Pupils, including those with special educational needs and those who speak English as an additional language, make satisfactory progress.

- 130 The standards attained by pupils by the age of 11 are below those expected at this age. Pupils have factual information from lessons about water and know about some of the difficulties experienced in hot countries. They know about irrigation and the need to carry water long distances in undeveloped countries. But they show little development of the skills that would link features of location with living conditions and the effects on health. Mapping skills are poorly developed. Higher-attaining pupils are unaware of the six-figure co-ordinate system and lower-attaining pupils are unaware of the need to count across a grid and then up the grid when locating places by co-ordinates. Pupils, including those with special educational needs and those who speak English as an additional language, make unsatisfactory progress.
- 131 Teaching and learning in Years 1 and 2 are good. Regular lessons, enthusiasm in the work of the pupils and a good quantity of learning experiences are all found in these classes. This is not the case from Years 3 to 6 where satisfactory teaching and learning overall includes weak teaching in Years 3 and 4 but also some very good teaching in Year 6. The very good teaching uses assessment of learning to influence the course of the lesson. For example, the lack of mapping skills led a new teacher to change the course of the lesson immediately and provide sufficient basic knowledge for the pupils to follow the lesson. He promised full teaching of the skill in the near future. The lesson was marked by a brisk use of a local map to identify the route of a new road. This was linked with the landforms and the use of geographical skills to identify the nature of the local transport bottleneck. Very good learning followed as pupils identified river, canal, and rail and road links all threading through a relatively narrow gap in the hills around the school. Relationships were good and the teacher used humour well and expected a full contribution from all pupils. They responded well to his questions such as 'How wide?' and 'What else can you see?' and so were able to offer a good range of benefits and disadvantages from the new road. This is very good use of the geographical skills of enquiry, to explore the effect on the community and to explain the relevant facts.
- 132 However, the weak teaching means that there are few examples of pupils' work in their books. Those that are available are unsatisfactory in content and mainly factual with little development of the skills of comparison and impact on the environment. Teaching and learning improves in Year 5. There is a higher volume of work and pupils' interest is now evident. The work shows pride and enthusiasm with developing use of skills as pupils learn about land use, settlement and the effects of physical features.
- 133 The leadership and management of geography are unsatisfactory. The subject manager recognises the need for development and has identified overlaps in the curriculum. She has developed resource packs to support topics in the curriculum but does not successfully influence other teachers. Geography has not been targeted for development for some years and there are not enough Ordnance Survey maps to support the development of mapping skills. There is no formal assessment structure, apart from teachers' estimates of attainment at the end of each school year. The subject makes insufficient use of the literacy skills of persuasive writing, note taking and the organisation of information from research. Numeracy skills are not used well, as indicated by the lack of teaching of co-ordinates, and information and

communication technology links are not well developed to support research. However, the full curriculum is now taught and there are encouraging improvements in teaching and so improvement since the last inspection is judged to be satisfactory.

## HISTORY

- 133 Standards attained by pupils at the age of both seven and eleven match the standards expected at this age and pupils, including those with special educational needs and those who speak English as an additional language, make satisfactory progress. Seven-year old pupils have written good explanations of how the 'Great Fire of London' started. Higher-attaining pupils wrote at length and included much detail. Differences and similarities in hospital treatments were recorded when they studied Florence Nightingale. Most pupils wrote good descriptions of the hospital at Scutari and included much biographical detail when writing about how she made things better. Eleven-year old pupils have good knowledge of the Ancient Greeks. They have located events in order on a time line and have compared life in Athens and Sparta. They have researched various information sources and made good use of other subject skills as they presented their work. Art skills were used to represent Greek 'key patterns', geography skills were used for maps and diagrams but there was no use of numeracy to calculate time periods between key dates. Literacy skills were used to record facts about myths and legends, and battles and fighting ships such as the trireme. But there was little descriptive writing and few reasons were given for main events and changes.
- 134 Teaching and learning are good from Years 1 to 6. There was some very good teaching in Years 1 and 2, and no unsatisfactory teaching was seen. The very good teaching was during a lesson on homes when old and new household objects were examined and compared by pupils in Year 1. Lesson objectives were explained to the pupils, questions were asked with an expectation of reasoned answers from pupils so that their speaking and listening skills developed well. The teacher skilfully led pupils in an examination of objects including a toasting fork, electric toaster, a tin bath and a carpet beater. Pupils identified the use of the object and then its age, and compared the use of the old and the new systems. Pupils responded with perceptive observations and suggestions such as holding the toasting fork near to a fire and boiling water in order to bathe. The teacher made much use of questions such as 'Why do you think that?' and pupils followed the discussion intently and offered extended answers that frequently used the word 'because'. The carpet beater was particularly well used to create much discussion about life in the homes of the past. Where teaching was less successful, a lesson for Year 3 pupils focused mainly on factual information. A task of writing a letter about life on board a Viking ship was supported well with information at different levels for pupils of different abilities. However, although the task reinforced the convention of letter writing skills in literacy, it was less successful in developing the historical skills of the pupils. The writing was not focused to a particular viewpoint such as a diary or daily log or written from a particular role in the shipboard community and so did not develop interpretation of historical facts well. Similarly another lesson for Year 4 pupils focused on the literacy skill of character description and did not develop writing from the historical position of support for, or criticism of, Henry VIII.
- 135 The leadership and management of history are good. The subject uses information and communication technology resources well for research and the teacher with responsibility for history has monitored planning and pupils' work with constructive written comments for development. She has identified the need for less copy writing and more writing from a historical position and maintains a folder of good samples of

pupils' work. She is seeking to develop an assessment system that is based on lesson objectives so that teachers' assessments of pupils' attainment in history can be based on statements of attainment from the National Curriculum. Visits to places of historical interest such as museums about Victorian Industry and local history are made and visitors from a Viking Centre increased pupils' understanding of their learning. The school is in a good position to continue to improve pupils' understanding of history and to use this learning to support attainment in the other subjects of the curriculum.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- 136 Standards of attainment in information and communication technology match those expected nationally of pupils when they are seven and eleven years of age. Standards are similar to those found in the previous inspection. Pupils, including those with special educational needs and those with English as an additional language, make satisfactory progress in relation to their prior attainment.
- 137 By the age of seven, pupils know and understand the functions of the basic controls on the computer and use the keyboard, cursor and the mouse satisfactorily. They create pictures by using mark-making tools and straight-line geometric shapes. They use the return key to turn running text into a poetry format or to make it easier to read. Year 1 pupils were observed placing instructions in the correct order to control a programmable toy to navigate a pre-determined route.
- 138 By the age of eleven pupils use the mouse with good skill and have a good knowledge of the keyboard functions and toolbar icons, which they use confidently in their work. Currently they are working on spreadsheets which they are using to calculate the cost of a party. They understand how to enter information, to hide a formula in a cell and to calculate answers when other information is entered. Year 4 pupils have made interesting patterns by flipping and rotating a pattern and then repeating it.
- 139 Work in displays shows examples of skills in information and communication technology being used to support learning in other subjects. For example, an effective link between design and technology and computer skills was evident when Year 2 pupils designed Joseph's coat of many colours making effective use of the flood-fill tool. Year 5 pupils have used icons successfully to arrange musical phrases and create their own musical compositions. In history Year 6 pupils have used a range of computer skills well to produce a newspaper called The "Athens Argos".
- 140 The quality of teaching is good. Teachers have a good understanding of the subject and use appropriate terminology well. Teachers give clear demonstrations with well-sequenced instructions. The enthusiasm of the teachers is passed on to pupils who are eager and willing to learn. Pupils work well together in pairs, often learning effectively from one another. Teachers manage their pupils very well and create a calm and purposeful working atmosphere which enables pupils to concentrate on their work and to learn effectively. For example, Year 4 pupils made good progress in their ability to search a branching database because the teacher made the lesson very interesting through her imaginative choice of resources and through the clarity of her explanations which ensured that the pupils thoroughly understood the necessary procedures. Pupils answered questions about the attributes of different fruits successfully and were delighted when the pictures of the fruit appeared as if by magic on the screen! In one Year 6 lesson on spreadsheets, the teacher's own natural and unforced enthusiasm led to eager anticipation and genuine motivation and

involvement by the pupils who, as a result, made good progress in their understanding of the use and relevance of spreadsheets.

- 141 The school makes effective use of the computer suite, which has sufficient computers for pupils to work in pairs during a class lesson. The school plans to provide each class base with more efficient computers than are available at present. The recently appointed subject manager provides strong leadership in the subject. She is very knowledgeable and supports her colleagues well. Samples of pupils' work have been collected and these are displayed in attractive portfolios providing a very good record of the work which has been done. In addition each pupil has his or her own record of saved work. Systems to assess each pupil's progress are planned for the future.

## **MUSIC**

- 142 Pupils benefit from a satisfactory range of learning opportunities in music with good possibilities to experience live performances and to take part in musical activities. As a result, pupils, including those with special educational needs and who speak English as an additional language make good progress in Years 1 and 2 and satisfactory progress in Years 3 to 6. The requirements of the programmes of study of the National Curriculum are met effectively.
- 143 Whole-school singing in assemblies is good. Pupils sing tunefully and pay good attention to the meaning of what they are singing. They are aware of rhythm and dynamics. These skills are reinforced further in the school choir which has some 30 members from Years 3 to 6. Pupils in the choir are able to sing contrasting parts confidently and benefit from a good concentration on singing technique. They understand the notation of tonic sol-fa as a means of pitching notes. It is planned that the choir will participate in the 'Bradford Proms' in St George's Hall later this term. The quality of pupils' experience in music is enhanced further by good opportunities for instrumental tuition. Some 37 pupils from Years 3 to 6 take the opportunity to learn a range of instruments including recorder, flute, clarinet, trumpet, violin, cello and guitar. These experiences help pupils to appreciate that music is enjoyable, but that successful performance requires effort and discipline.
- 144 By Year 2, pupils know major percussion instruments such as triangle, jungle bells and maracas. They understand that a triangle will not sustain its sound if the metal is held. They successfully identify two notes as high and low. They realise that music can be represented by symbols written on paper and produce some appropriate symbols for the sounds from different instruments, although many are similar to their teacher's examples. Attainment is above the level normally found for pupils in their second term in Year 2.
- 145 By Year 6, pupils sing tunefully and have a good awareness of rhythm. They sustain two songs - 'Pack up your troubles' and 'It's a long way to Tipperary' - successfully as a round. When playing percussion instruments, their skill in playing the correct notes in the correct rhythm varies. Some have a good level of success, but others do not. Overall, attainment matches the level normally expected for pupils of this age.
- 146 Most pupils have satisfactory attitudes to music and their behaviour is sensible. This means that progress in learning is satisfactory. In Years 2 and 3, where attitudes and behaviour were good and pupils worked with sustained interest and enjoyment, progress was good. In one lesson, a number of pupils had immature attitudes to music so that the carefully planned lesson failed to achieve the quality of learning that it should have done.

- 147 The quality of teaching is good in Years 1 and 2 and satisfactory overall in Years 3 to 6, although there was an example of good teaching in Year 3. Teachers plan carefully and prepare interesting learning activities which motivate most pupils. The teacher in charge of music is aware of progress throughout the school, but assessment is not used systematically and consistently to track the progress of individual pupils. There is some use of new technology including computer programs to support teaching and learning in music.
- 148 The subject is managed well by two enthusiastic and competent teachers. They discuss planning with their colleagues to ensure that the programmes of study of the National Curriculum are being covered. Provision is made for visiting musicians to come into the school so that pupils can experience live music, but they do not have the opportunity to visit live music out of school. They have some opportunities for performance, for example, in the carol concert and in class assemblies. Resources for learning in music are satisfactory.

## **PHYSICAL EDUCATION**

- 149 Attainment matches that expected nationally at the end of Years 2 and 6. All pupils, including those with special educational needs and those who speak English as an additional language, make satisfactory progress. The satisfactory progress identified in the report from the school's first inspection has been maintained. Attainment in swimming is average with about 75 per cent of pupils able to swim the nationally expected 25 metres by the time they leave the school.
- 150 During the inspection, it was possible to observe games and gymnastics in Years 1 and 2 and dance, gymnastics and games in Years 3 to 6. Pupils in Years 1 and 2 have a good understanding of the need to warm up muscles before physical exercise. Most have a good understanding of the need for safety and the need that others have for a safe space. Some have good ball skills using their feet while others find it more difficult to control the ball by small movements of the instep. Boys and girls are equally adept in ball control. In a gymnastics lesson, most pupils understood the concept of high and low levels and successfully adopted these both on the floor and on apparatus.
- 151 By Year 6, pupils stop and strike a hockey ball successfully if they concentrate, but their skill in dribbling a hockey ball with good control varies from very good to unsatisfactory. In a dance lesson, many pupils show good skills in creating triangular movements and dodging in a martial arts situation. Some are capable of a sequence of flowing movements. In a good gymnastics lesson in a Year 3 class, pupils showed good skills in forming a range of shapes and then moving while retaining those shapes.
- 152 Most pupils have mature attitudes to physical education and co-operate well as individuals, with partners and in small groups. They respect each other's ideas and contributions and spontaneously applaud good work. Some show good initiative in creating new movements and shapes. A minority of pupils are immature in their response and adversely affect not only their own progress, but also that of the rest of the class.
- 153 The quality of teaching is good overall in Years 1 and 2 and good in Years 3 to 6. Teachers set a good example to pupils by dressing appropriately. They have a

secure understanding of the nature of physical education and how to develop pupils' skills systematically. The most successful lessons are characterised by high expectations for pupils' behaviour and effort, by a carefully planned sequence of activities, and by effective use of praise to reinforce pupils' confidence. In one lesson, insecure class control meant that the carefully planned lesson did not result in adequate progress because the pace of the lesson slowed for the class to be reminded about behaviour. All teachers successfully include all pupils in learning.

- 154 The subject is managed effectively. There has been little recent opportunity for curriculum development because of other pressures, but there is good coverage of the programmes of study of the National Curriculum. The residential weekend for pupils in Year 4 is used as an opportunity for outdoor and adventurous activities. Pupils in Years 3 to 6 benefit from some coaching, for example, in rugby, soccer and gymnastics. Pupils have some opportunities for experience in competitive games, for example, in 'bull-tag' (competitive rugby), soccer and rounders. There are plans to develop athletics. Resources for learning are good and enhance attainment and progress. The school benefits from a good hall for dance and gymnastics and good hard surface and grassed areas for games and athletics.
- 155 Now that the school is settled on a single site, it is in a good position to improve standards in physical education further.

## **RELIGIOUS EDUCATION**

- 156 Pupils reach standards which are above those expected by the locally agreed syllabus for religious education by the age of seven and achieve the standards expected at the age of eleven. Throughout the school, the progress that pupils make in their understanding of other world faiths is good, and they have a satisfactory ability to reflect on what they have learned in lessons. This is an improvement on standards by the age of seven than those found in the previous inspection, but no eleven-year-olds were in school during the previous inspection, so comparisons cannot be made.
- 157 The quality of teaching in the infant classes is good. Teachers make very effective use of visitors into school to talk to younger pupils about other world faiths. A very good example of this was in Year 2, when a Muslim parent talked to pupils about Eid and Ramadan. Pupils listened carefully when two younger Muslim pupils recited a prayer in Arabic, then special food, made by Muslim parents, was shared by all the pupils and staff. This was effective in including pupils of all religious groups and developed respect and understanding for other cultural traditions. Pupils are taught about Christian traditions. In particular, pupils' make links between the special buildings and people, celebrations and festivals of both the Christian and Islamic faith communities.
- 158 The quality of teaching in the junior classes is satisfactory overall, but some very good teaching was seen in Year 4 as pupils learned about 'precious things'. They understand that for something to be precious, it does not mean that it has to have great monetary value. A good link with home was made as pupils were asked, as part of a homework exercise, to bring in a precious object from home, then prepare a short presentation about their object. The pupils brought a selection of special objects and talked thoughtfully about what made the object special to them, whilst other pupils listened carefully and asked questions. Although the teacher gave control of this part of the lesson to the pupils, her good pupil management skills ensured that the lesson was very well organised and that the learning was meaningful for all pupils. Those pupils who have special educational needs or who have English as an additional

language are fully included in lessons. Learning support staff give good support in lessons, either to individuals or to small groups and teachers try to ensure that the cultural and religious beliefs of all are fully respected.

- 159 Older pupils in the junior classes learn about the Jewish and Christian religious traditions in ways that are meaningful to them and, in discussion, Year 5 pupils confidently compared similarities and differences between the religions. In Year 6, teachers use a good range of resources to teach pupils about the sacred writings from the major world religions. The teachers' lesson plans, the work on display around the school and in pupils' books, show that a broad curriculum is studied which enables pupils to learn to develop and enrich their understanding of religious education as a result of a good range of first-hand experiences. Literacy skills are encouraged as pupils use appropriate vocabulary to discuss other major world faiths. A selection of reference books is available to support learning about major world religions. Little use is made of computers to support learning within religious education classes, for example, to research topics into sacred books or special buildings and places.
- 160 The teacher with responsibility for religious education has only recently taken on the subject, but has already attended courses to become familiar with the new Bradford locally agreed syllabus for religious education. As a result of this, all staff in school will receive guidance in the form of new curriculum documents. At present, no formal assessment of what pupils know, understand and can do in the subject is undertaken and this does mean that staff do not always have a clear picture on which to base future planning of learning experiences.