

# INSPECTION REPORT

## **SHADE PRIMARY SCHOOL**

Todmorden

LEA area: Calderdale

Unique reference number: 107522

Headteacher: Mr M D Hull

Reporting inspector: Mr A J Dobell  
10373

Dates of inspection: 4<sup>th</sup> - 7<sup>th</sup> June 2001

Inspection number: 191222

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs S Driver
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?
19430	Mr H T Hall	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
21020	Mrs T J Galvin	Team inspector	Areas of learning for children in the Foundation Stage Equal opportunities Special educational needs English as an additional language Art and design Information and communication technology	
3755	Mr T J J Hulbert	Team inspector	English Geography History	How does the school care for its pupils?
20380	Mr J N Pinkney	Team inspector	Mathematics Science Design and technology Religious education	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated just off the Rochdale Road to the south of Todmorden town centre. It serves a mixed catchment area with privately owned, local authority and privately rented housing. Most pupils come to the school from the immediate locality. Overall, the attainment of pupils is about average when they enter the Nursery.

There are 220 pupils on roll including a full-time equivalent number of 26 in the Nursery, most of whom attend part time. This means that the school is of average size. There are slightly more girls than boys on roll. One pupil speaks English as an additional language and the large majority of the pupils are from Western European cultural backgrounds. The percentage of pupils known to be eligible for free school meals (11.8 per cent) is average, but the percentage on the school's register of special educational needs (12.7 per cent) is below average. The proportion of pupils with statements of special educational need (0.9 per cent) is below the national average. Pupils on the register for special educational needs have a range of learning difficulties including dyslexia, moderate and severe learning difficulties, emotional and behavioural difficulties and speech and communication difficulties.

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

This is a good school with many strengths and no significant weaknesses. In the National Curriculum tests at the end of Key Stages 1 and 2, the school normally achieves results which are well above the national average and the average attained in schools which draw their pupils from similar backgrounds.

The quality of teaching is good overall and pupils are very keen to do their best. Relationships are very good and pupils develop very well as individuals. Leadership and management are good. Given the consistently high grades achieved in the National Curriculum tests and the good improvements that the school has made since the last inspection, the school gives good value for money.

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

- Attainment in the National Curriculum tests at the end of Key Stages 1 and 2 is well above the national average.
- The quality of teaching is good overall.
- Relationships are very good throughout the school.
- The strategies for teaching numeracy and aspects of creative writing are very good.
- Standards of handwriting and the presentation of work are very good.
- There is very good provision for pupils' social and cultural development.
- Parents make a very good contribution to the work of the school.
- Leadership and management are very effective in taking action to meet the school's targets.

### What could be improved

- The provision for pupils' spiritual development.
- The provision for personal, social and health education.
- The facilities available to pupils in the Reception Year.

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

The school has made good progress since its first inspection and its strengths significantly outweigh its few relative weaknesses.

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

The school was last inspected in November 1996. Since then, attainment in the National Curriculum tests at the end of Key Stages 1 and 2 has been almost always above the national average. The improvement in the school's average points score in the Key Stage 2 National Curriculum tests has been broadly in line with the national trend. The quality of teaching has improved markedly and unsatisfactory teaching has been eradicated.

Since the last inspection attainment has improved well in English, mathematics, science and information and communication technology. History has improved at the end of both key stages, as has geography at the end of Key Stage 2. Sound attainment has been maintained in art and design, design and technology, music, physical education and religious education. Teaching and learning are managed well. The school has addressed the key issues from the last inspection successfully and is in a good position to go on to improve further.

### STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	D	B	B	A	well above A average above B average C below average D well below E average
mathematics	B	A	A	A	
science	B	A	A	A	

With the exception of English in 1998, the school's pupils have consistently attained results which are above and, more recently, well above the national average. At Key Stage 1, a similar pattern is found and results have never dipped below the



national average since the last inspection. At the end of Key Stages 1 and 2, boys have out-performed girls overall, which is the reverse of the national trend. The school is successful in motivating and maintaining the interest of boys in both key stages. In 2000, the school exceeded its agreed (and challenging) targets for English and mathematics at the end of Key Stage 2. It is on line to achieve its targets again in 2001.

There is good provision for pupils with special educational needs and they make good progress in their learning, as does the pupil who speaks English as an additional language. Children under the age of five make sound progress overall in the Foundation Stage.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils have very good attitudes to the school. They enjoy their work and are keen to play a full part in lessons.
Behaviour, in and out of classrooms	Behaviour is good both in and out of class. Pupils have a very good appreciation of the effect of their behaviour on others.
Personal development and relationships	Relationships between pupils and between pupils and adults are very good. The school promotes the personal development of pupils very effectively.
Attendance	Attendance was above the national average in 1999-2000, the last full school year.

This is a strong area. Pupils are highly motivated and their conduct is good. They are mature in their approach to work and play. No pupils were excluded in the last full school year.

## TEACHING AND LEARNING

Teaching of pupils:		aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons overall	seen	Satisfactory	Good	Good

The quality of teaching is good overall, and has improved markedly since the last inspection. Of the 60 lessons observed during the inspection, 28.8 per cent were satisfactory, 59.3 per cent were good, and 11.9 per cent were very good. At the time of the last inspection, 26.9 per cent of the teaching was unsatisfactory; this unsatisfactory teaching has been eliminated. The management of pupils is a strength and support staff are used very effectively. Strategies for teaching numeracy and some aspects of creative writing are very good. Homework is used effectively to support learning. As a result of these strategies, the quality of learning is good. For example, pupils build up an impressive knowledge base which prepares them well for the next phase of their education. There is a good quantity of written work. Standards of presentation are good and the quality of handwriting is better than is normally found.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets statutory requirements and is broad and balanced. There is good quality of access to the curriculum for all pupils. There is a good range of learning opportunities outside class.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs. As a result of the good teaching and support that they receive, they make good progress in their learning.
Provision for pupils with English as an additional language	There is good provision for the pupil with English as an additional language. She is making good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for pupils' personal development. Provision for pupils' social and cultural development is very good. Provision for moral development is good and for spiritual development it is satisfactory.
How well the school cares for its pupils	Pupils receive good personal and educational support. Teachers and other adults know their pupils well and are concerned to care for them effectively.

The quality of learning opportunities in the school is good. Parents and pupils appreciate the quality of the care that the school provides for its pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, ably supported by his deputy and all his colleagues, offers good leadership. The school's aim for high standards in a supportive environment is being achieved.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory duties effectively. It has a good level of awareness of the school's strengths and weaknesses.
The school's evaluation of its performance	The school has good systems in place for evaluating its performance. It is very effective in taking action to meet its targets.
The strategic use of resources	The school uses its resources, both human and physical, well. It has good strategies for getting the best value from its expenditure.

The headteacher was appointed to his post at the beginning of this school year. He has a clear vision for the school which is to continue to achieve high standards while offering his pupils a stimulating education which will enable them to go on to do well. Ably supported by his deputy and other colleagues, he ensures that all pupils have equality of access to all that the school offers. There is a good match of teachers and support staff to meet the demands of the curriculum and resources for learning are good overall. However, accommodation is barely adequate and the classroom used for Reception children is small and restricts the curriculum available to them.

## 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>▪ Children make good progress.</li> <li>▪ Behaviour is good.</li> <li>▪ Children get the right amount of homework.</li> <li>▪ Teaching is good.</li> <li>▪ There is good information about progress.</li> <li>▪ Parents are comfortable when approaching the school with concerns.</li> <li>▪ Children work hard and become mature and responsible.</li> <li>▪ The school works closely with parents.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fourteen per cent of the parents who responded to the questionnaire disagreed that their children like school.</li> <li>▪ Thirty five per cent do not believe that there are enough activities outside lessons.</li> </ul>

- |                                       |  |
|---------------------------------------|--|
| ▪ The school is well led and managed. |  |
|---------------------------------------|--|

The school distributed 240 questionnaires and 64 were returned (26.7 per cent). The parents' meeting, which was held before the inspection, was attended by 15 parents. The above views represent about one quarter of all parents.

The inspection supports the parents' positive views. Inspectors judge that the school has a good range of activities outside lessons, although, as in most schools, these are largely for older pupils. During the inspection, there was very little evidence to suggest that children were not enjoying school.

## **PART B: COMMENTARY**

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

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

1. In the National Curriculum tests at the end of Key Stage 2 in 2000, in English, 87 per cent of the school's pupils attained the national expectation of level 4 at least and 33 per cent attained the higher than expected level 5. This was above the national average and well above the average achieved in schools which draw their pupils from similar backgrounds. In mathematics, 96 per cent of the school's pupils attained at least level 4, with 42 per cent attaining level 5. This was well above both the national average and the average for similar schools. In science, 96 per cent of the school's pupils attained level 4 at least, with 46 per cent attaining level 5. Again, these results were well above the national average and the average for similar schools. Boys out-performed girls in English, which is against the national trend, while there was little difference in the performance of boys and girls in mathematics and science. These results are an improvement on those being attained when the school was last inspected and the improvement in the school's results since then for all three subjects has been broadly in line with the national trend.
2. At the end of Key Stage 1 in the National Curriculum tests in 2000, in reading, 84 per cent of the school's pupils attained at least the national expectation of level 2, with 40 per cent attaining the higher than expected level 3. This was above both the national average and the average achieved in similar schools. In writing, all the school's pupils attained level 2 at least with four per cent attaining level 3. This was well above the national average and the average for similar schools. In mathematics, too, all the school's pupils attained at least level 2, with 44 per cent attaining level 3. Again, this was well above both the national average and the average for similar schools. Boys out-performed girls in all three subjects, but there is no evidence that this is part of a trend. Teacher assessments for science placed the school's performance close to the national average.
3. Children enter the Nursery with a range of early learning skills that are broadly in line with those expected for their age. Most then enter the Reception class with average skills in reading and mathematical development. As a result of the good teaching they receive in the Foundation Stage, by the time they begin their work on the National Curriculum, most children's attainment is above the early learning goals in communication, language and literacy and personal, social and emotional development. Their attainment is in line with the early learning goals in the other areas of work. They are well prepared to begin their work on the National Curriculum.
4. Pupils with special educational needs make good progress in their learning in relation to their previous levels of attainment. Their needs are identified and their progress is reviewed regularly. Pupils work well towards the targets set in their individual education plans and these are reviewed regularly. In class,

these pupils are fully involved in lessons and are very well supported by well-briefed classroom assistants.

5. Attainment in information and communication technology is above expectations at the end of Key Stages 1 and 2. This is a significant improvement since the last inspection when attainment was below expectations and progress was unsatisfactory. In art and design, design and technology, music and physical education, attainment matches that found in most schools at the end of each key stage. In geography, attainment is in line with expectations at the end of Key Stage 1 and ahead of expectations at the end of Key Stage 2. In history, attainment is above expectations at the end of each key stage. In religious education, attainment is at the level expected at the end of both key stages for pupils following the Calderdale agreed syllabus.
6. The school has introduced the National Strategies for Literacy and Numeracy successfully. Strategies for teaching numeracy are very effective. As a result, attainment in mathematics is well above average at the end of both key stages. Pupils have a good understanding of the whole range of concepts studied in mathematics and are quick and accurate in their working. In English, pupils speak confidently and listen well. Their reading is above average at the end of both key stages and pupils discuss books with interest and insight. Writing is well above average at the end of each key stage. A strength is the presentation of pupils' work which is consistently neat and careful. Handwriting is above the average normally found across the key stages.
7. Underpinning this very good attainment is an impressive body of knowledge accumulated in subjects such as science, history, geography and religious education. Pupils have a good command of relevant facts and use them in a wide range of written tasks. As a result, they learn to write for different purposes and at length, so that their learning is reinforced effectively.
8. The school set agreed targets in English and mathematics (but not for science) for the National Curriculum tests at the end of Key Stage 2 in 2000. These targets were challenging, but were exceeded. The school has set agreed targets for 2001, which are marginally more challenging. It is in line to achieve them. There has been good progress in raising attainment in the core subjects of English, mathematics, science and information and communication technology since the school was last inspected. Standards of attainment are secure and the school is in a good position to continue to raise them.

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

9. Attitudes to learning are very good. A few parents, in their responses to the questionnaire, felt some pupils did not like school. However, the inspection team agrees with the great majority of parents who are sure their children enjoy school. Parents feel that their children make good progress in their learning. Pupils' interest and involvement in lessons and all the activities of the school is very good. All year groups, including even the youngest children

in the Nursery, maintain concentration very well overall through the school day. They are very good listeners and contribute positively to the short dialogues in lessons. This is a direct result of good teaching and interesting lessons. A few pupils have shorter concentration spans but this rarely disturbs the progress of lessons for others. Pupils work well together in pairs or in groups, sharing ideas and equipment. They are industrious and work well independently, often with commendable attention to detail. They readily talk to adults, not only about what they are doing, but will cheerfully explain how they have come to their conclusions. For example, in a lesson on the structure of battery torches, many constructive suggestions were made with enthusiasm and interest when pupils were questioned.

10. Most children have very good attitudes to their learning in the Foundation Stage. Children work together co-operatively and their behaviour is mostly very good. They show good levels of concentration, initiative and independence for their age. Nursery children are beginning to value what others say by taking turns to speak and listening carefully and Reception children do this well.
11. Behaviour is good. Pupils are familiar with the systems of rewards and sanctions and share in the formulation of rules. They are very orderly when moving around the school. Behaviour in lessons and in assemblies is good overall, is often very good and in one lesson was exemplary. There are, however, occasional lapses in conduct and some unsatisfactory behaviour by a few. Pupils co-operate well with lunchtime supervisors. There is a good balance of small and large groups engaged in a variety of playground games. Most play is good-natured, although a few pupils engage in rough play at times which spoils the generally good atmosphere. There is occasional bullying and harassment, such as name-calling. All pupils understand how seriously this is viewed and the school deals with isolated incidents effectively. There has been one temporary exclusion in the present school year.
12. The provision for personal development is very good. Older pupils are familiar with the home-school agreement and understand its implication for them and for the whole family of the school. Pupils are cheerful, very courteous and respectful of the property of others. They respect each other's beliefs and do not interrupt other pupils' contributions to discussions in class. They applaud their fellow pupils' endeavours and successes enthusiastically, for example, during the evaluation of class work or at shield assemblies. Pupils appreciate the visitors who share in assemblies. For example, they listen respectfully to local clergy, to representatives of ethnic communities and to representatives from charities. Pupils are very good at showing initiative and taking responsibility. For example, Year 4 prepared, edited and produced a school newspaper. Pupils assist with the daily routines of the school by assisting at assemblies, acting as monitors and setting out play equipment during breaks. All pupils are familiar with their own achievement records including the setting of their own targets. These are revised each term and spur pupils on to

achieve even higher standards. Older pupils are learning very well how to organise their work in preparation for secondary education.

13. Relationships are very good. Pupils have complete trust in staff. There is a natural rapport between all pupils, including those with special educational needs and between pupils and all adults in school, which reflect the ethos of the school. Trips and visits are used as occasions to broaden the pupils' outlook on the world around them, so that they share the activities provided and work together in a community spirit.
14. Attendance is good and almost all pupils are punctual. They know the importance of schooling and punctuality. Lateness is minimal. Registration is prompt and effective. Pupils look forward to their lessons and make a good, purposeful start to sessions. The very good attitudes to school and relationships between pupils and between pupils and adults, make a positive contribution to attainment and progress.

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

15. The quality of teaching is good overall. Teaching in the Foundation Stage is sound, with a number of good lessons and teaching in Key Stages 1 and 2 is good. During the inspection, no unsatisfactory teaching was seen. In the 60 lessons which were observed, the quality of teaching was satisfactory in 28.8 per cent, good in 59.3 per cent and very good in 11.9 per cent. In the core subjects of English, mathematics science and information and communication technology, teaching in the large majority of lessons is good. This is a marked improvement on the last inspection when over one quarter of lessons had unsatisfactory teaching.
16. A key issue at the last inspection was to improve teachers' subject knowledge in a number of subjects in the National Curriculum. Teachers have tackled this key issue with enthusiasm and determination. They have undertaken a large number of professional development courses and their subject knowledge is now secure in all National Curriculum subjects and in religious education.
17. In the Foundation Stage, teachers work well together as a team and have a secure understanding of the way in which young children learn through practical activities. Their understanding of how to implement the new Foundation Stage curriculum is developing well. Reading skills are taught well and handwriting is developed successfully in the Reception class. Speaking skills are developed effectively through role-play, for example, in the 'travel agency' which is a current focus in the Nursery. In a number of curricular areas, teaching is more successful in the Reception class because the teacher identifies clear learning targets for children to achieve in lessons. She uses her own time and that of the classroom assistants efficiently, working purposefully with groups of children, extending their learning and monitoring their progress. As a result, teaching in the Reception class is often good. Teachers' planning in the Nursery does not consistently show what children are expected to learn in lessons and this sometimes results in a lack



of focus in teaching. Children with special educational needs are given work at an appropriate level to enable them to achieve their learning targets. As a result, they make good progress in relation to their prior attainment. However, activities are not always targeted to extend the learning of children who have the potential to achieve more.

18. Teachers' planning is good in Key Stages 1 and 2 and is used successfully to teach the key skills of literacy and numeracy. Learning objectives are clearly defined and are shared with pupils so that they know what they are learning and why. As a result, pupils have a good level of understanding of what they are learning and are motivated to give of their best. Their pace of working and the amount of work they produce are good because teachers ensure that lessons move along briskly and that effective learning resources are readily available. In English and mathematics, teachers use the guidance provided by the National Literacy and Numeracy strategies well to build on pupils' previous learning and extend it. As a result, the teaching of basic skills is very good in Key Stage 1 and good in Key Stage 2. There is good emphasis across all subjects on the teaching of key vocabulary to reinforce pupils' understanding and make their learning secure.
19. In the best lessons, teachers have high expectations so that pupils make very good progress. In a very good mathematics lesson in Year 1, a mental arithmetic session went at a brisk pace so that pupils were alert and motivated. The subsequent learning session on the carpet then used pupils very effectively to develop ideas. This was a major factor in their good learning. Pupils moved smoothly into well-organised ability groups and suitably modified work was set for each group in the same area of learning. After the set time, the teacher used individual pupils to explain how they had arrived at an answer to a problem. In this way, learning was reinforced very well for all pupils and they had a good knowledge of what they had learned. Their independence as learners was developed effectively. In a very good religious education lesson in Year 5, a good quality videotape established pupils' interest in their learning. Pupils were then well organised into groups to prepare to enact the two sides of the five precepts of Buddhism. It was emphasised that these were rules for living and they were linked to the class's rules for behaviour. This fired the pupils' imagination so that they applied considerable intellectual effort to their work. Imaginative teaching resulted in a high level of challenge to pupils to think their ideas through carefully and express them through drama. As a result there was learning of very good quality.
20. Throughout the key stages, the management of pupils is a strength. Teachers know their pupils well and motivate them effectively through the very good relationships that they have with them. Little time is lost in moving from one activity to the next or from one lesson to another. Pupils settle quickly to their work. These very good relationships are reinforced by the very effective contributions made by support staff to teaching and learning. These relationships have a significant impact on learning and enable teachers to set high standards. For example, the quality of the presentation of pupils' work

and of handwriting is significantly higher than is found in many schools. This has a positive impact on learning as pupils have a pride in their work. Homework, too, is used well to support learning.

21. The quality of teaching for pupils with special educational needs is good. Their learning in literacy is reinforced through the Additional Literacy Support programme. Class teachers have a good awareness of these pupils' individual needs and set appropriate work for them, particularly in English and mathematics. These pupils receive good additional support in lessons from specialist support assistants. The quality of their learning is good, but could be enhanced further if greater use were made of pupils' targets across all areas of the curriculum. The one pupil who has English as an additional language is making good progress in line with her peers and is well provided for in the school.
22. Pupils' work is marked regularly and on-going assessments are used well to promote pupils' further progress. Teachers have a secure understanding of the levels of attainment expected in the National Curriculum and are able to use short term assessments accurately to track pupils' progress and ensure that they are being challenged appropriately. However, there are occasions when marking instructs pupils to complete unfinished work and there is no evidence that they have done so.
23. Teaching has improved well since the last inspection. The school is in a strong position to go on to improve further.

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

24. The school provides a good curriculum for its pupils in the Foundation Stage and in Key Stages 1 and 2. It is broad and balanced, and covers all the subjects of the National Curriculum and the locally agreed syllabus for religious education. The school has its own swimming pool and all pupils receive regular swimming tuition. The school believes that this is desirable on the grounds of the pupils' personal health and for their own safety in an area where there is easy access to local rivers and canals. The curriculum makes good provision for supporting pupils' intellectual and physical development and also for their moral development. It provides very good support for pupils' social and cultural development and satisfactory support for their spiritual development.
25. There is a good provision for learning in the Foundation Stage. Learning is enhanced by visits and by visitors to the school. The provision has improved well since the last inspection. Staff now plan as a team so that there is sound progression in learning from the Nursery through to the Reception class. However, planning does not follow the same pattern throughout the Foundation Stage and so it is less effective than it might be. The Reception classroom is small in size and does not have running water. These factors restrict the curriculum that can be offered in the Reception Year and inhibit pupils' progress in imaginative and exploratory play, and in the free making of choices to develop independence. Children with special educational needs have an appropriate curriculum, and make good progress in relation to their prior attainment.
26. There is good curricular provision for pupils who have special educational needs. An effective policy meets the requirements of the special educational needs Code of Practice. Individual targets are provided for pupils and progress towards them is carefully monitored. The provisions for pupils with statements of special educational needs are fully met. The

curriculum provided for these pupils is enhanced by the good level of support that they receive from classroom assistants. There is good use of pupils' targets in literacy and numeracy, but class teachers could make greater use of pupils' targets across all areas of the curriculum.

27. The pupil who is learning English as an additional language is given the teaching she needs to enable her to take part as an equal in the curricular experiences that the teacher provides for her. She is given the specific additional support that she needs and this enables her to achieve well.
28. The curriculum is organised to provide good equality of access and opportunity for all pupils. The school regards this as a key element in its provision and all pupils are included in all aspects of the school's work. For example, care is taken to ensure that pupils who are withdrawn from a class for specialist support do not miss any area of the curriculum, but have their needs attended to when they return to the class.
29. There is a sound programme for pupils' personal, social and health education and a policy document is in place for the inclusion of citizenship in this programme. It is envisaged that the scheme of work for the citizenship element will be incorporated by September 2002. The current programme is delivered through various curricular areas such as religious education, science and literacy, but lacks coherence in its presentation and monitoring. Some use has been made of 'circle time' in Years 1 and 4 to deliver parts of the programme more effectively. The school plans to develop 'circle time' to all classes and to timetable it to deliver the full scheme of work in this area.
30. The school places a suitable emphasis on the teaching of literacy and numeracy. The teaching of the National Numeracy Strategy is very effective and pupils' numeracy skills are well above the national average in both key stages. Pupils calculate mentally quickly and accurately. Their skills in collecting data and presenting it in appropriate graphical form are developed across many subjects and older pupils are particularly good at constructing and interpreting graphs. The provision for the teaching of literary skills is good. As a result, pupils' attainment in speaking and listening, reading and writing is above average. Throughout the school, work is well presented and handwriting is good. These good standards are the result of good teaching and consistent expectations.
31. Curriculum planning in subject areas is generally good and based on the proposals of the Qualifications and Curriculum Authority. Schemes of work are currently under review in many subject areas to ensure that they fully meet the National Curriculum programmes of study and are specifically appropriate to the needs of all the pupils in the school. The school has a clear policy for health and sex education and these aspects, together with drug awareness, are covered at appropriate stages throughout Key Stage 1 and Key Stage 2. Each subject area undertakes a valuable and thorough annual curriculum review to assess progress and to determine priorities for the future.
32. Homework is used well throughout the school to reinforce and extend the work done in lessons. In Key Stage 1, pupils do reading and spellings at home as well as simple number work. This extends into a regular pattern of homework across the curriculum in Key Stage 2 and this is supported well by parents. The work undertaken by pupils offers the opportunity to develop independent learning through searching for information on a wide variety of topics using a range of sources including the Internet.
33. The school's curriculum is enriched by a good range of educational visits. Recent visits have included those to the Jorvik Centre in York and to the Manchester Museum in connection with studies of Viking and Ancient Egyptian history, to Eureka, the Buddhist centre at Dobroyd Castle, the local library and theatres in the area. Visitors to the school are also used well to add relevance to pupils' work. In particular visitors from various Christian denominations, and the Jewish, Muslim and Buddhist faiths, have greatly enhanced pupils' understanding of religious beliefs and customs.

34. The school makes satisfactory provision for pupils' spiritual development. It is promoted chiefly through the teaching of religious education where pupils learn to appreciate the major beliefs of Christianity and other world faiths such as Judaism, Islam, Hinduism and Buddhism. Pupils become aware of major religious festivals and how their celebration reflects the cultures and lives of the followers of these faiths. Other subject areas do not plan positively for pupils' spiritual development. Further, the school does not make the best use of its class or whole school assemblies to promote spirituality. Music is not used well to generate an atmosphere conducive to spirituality. Although readings and prayers are regular features of assemblies, little is done to link these to wider aspects of spirituality or to use them as a focus for individual reflection. Since the last inspection the quality of the provision for spiritual development has declined.
35. The school makes good provision for pupils' moral development. The school has a framework of values to regulate personal behaviour. Pupils play a central role in the drawing up of class rules which reflect these values. Pupils know the difference between right and wrong, the consequences of unacceptable behaviour and the necessity to treat each other with respect. They understand fairness and are very ready to hear both sides of disputes or disagreements and to respect a judgement. Assemblies and lessons in religious education, literacy and history give good leadership on moral issues. The recently introduced 'circle time' provides an opportunity for some pupils to discuss aspects of behaviour and relationships and the school plans to develop such opportunities further. Since the last inspection the quality of moral guidance has remained good.
36. Provision for pupils' social development is very good. Social skills such as sharing and participating in class activities are promoted well throughout the school and provide a firm basis for pupils' social development. Pupils work very well together in group or practical activities organised in areas such as science and design and technology, where they share the work, help each other and exchange ideas with a respect for each other's views. Pupils readily accept responsibilities, such as monitors for registers, care of keys, delivery of post around the school and setting up the hall for assemblies and physical education lessons. Pupils in Year 6 help Reception class pupils at lunchtime. Team sports, visits to senior citizens, participation in police and road safety quizzes and various musical performances all contribute significantly to pupils' social development. Relationships within the school are very good. Pupils' social development has remained a strength of the school since the last inspection.
37. Pupils' cultural development is very well provided for by the school and has improved markedly since the last inspection. Opportunities are provided in a number of curricular areas for pupils to appreciate their own traditions and heritage. Visits to the local library and the church and trips on the canal and to local beauty spots develop an awareness of the rich cultural heritage of the area. Through their religious education lessons and associated visits, they learn to appreciate the traditions of other cultures in the area. In history and geography lessons they begin to appreciate the contributions of earlier civilisations to modern society and of the rich diversity of communities throughout the world.
38. In their responses to the questionnaires, a number of parents expressed concern about the level of activities outside lessons. However, there were no adverse comments about any lack of provisions by parents who were spoken to during the inspection. The inspection team found that, within the limitations of the playgrounds and the lack of a playing field, the provision for extra-curricular activities is good. Teachers and helpers, including parents, give much free time, specialist skill and energy in running a comprehensive range of educational, sporting and cultural clubs, both at lunchtime and after school. These opportunities for personal development are enthusiastically taken up by a good number of pupils. They work willingly and cheerfully, as was evident in an after-school tennis activity and a choir rehearsal observed during the inspection. Many take advantage of the after school swimming club and participate in inter-school competitions including sport.
39. The contribution of the community to children's learning is good. The school has performed in the local theatre and 'Hosanna Rock' in the parish church. The choir sings for the elderly at Christmas. The school has an Internet link. Pupils enter the local fair in art competitions,

football, poetry and planting flowers. They have designed posters for local environmental groups and a road safety calendar. Charity work has included raising funds and gathering a substantial amount of food for the European Children's Trust. This year, in conjunction with the sporting charity Umbro, funds will be raised for soccer facilities for the local community. In return, Umbro leaders came in to take classes and successfully improved, for example, ball control skills. There have been visits by players from local football and rugby league clubs. The school appreciates the input of the Voluntary Reading Help scheme supporting one-to-one work in pupils' reading.

40. Induction into the Foundation Stage is sensitive and thorough. Parents have several opportunities to sit in on sessions with their children during the term prior to entry into the Nursery. Parents of both Nursery and Reception Year children enjoy a very well structured introduction meeting led by the headteacher, the Foundation Year's staff and the school nurse.
41. The school has good links with partner institutions. Transfer to secondary education is well organised. A series of well thought out sessions is spread over the final two years of primary schooling. Liaison teachers come into school and talk to the pupils. Pupils enjoy sessions at their chosen secondary school, meeting other incoming pupils and building up new friendships. The school has fruitful partnerships with Bradford & Ilkley College and the Ripon and St. John College in York. Students are given good opportunities to share in all the activities of the school day. The swimming pool is an asset to the local community as well as to the school. It is being widely marketed and used, for example, by other schools, the Parent/Toddler group, adult classes and the Shade Swimming Club.

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

42. The school has sound procedures for child protection and for ensuring pupils' welfare. The school building is old but has a warm, clean and welcoming environment. All adults in the school are aware of the strict criteria to be observed for child protection. There is good provision for medical, educational psychology and welfare specialists to contribute to the school. The school nurse supports pupils individually, attends parents' induction meetings and assists with health education lessons. Some health and safety matters have been reported to the governors for their consideration.
43. Procedures for promoting attendance are good. The monitoring of absence is thorough and the education welfare officer works hard for the school with the very few families that cause persistent problems. Punctuality is good.
44. First aid boxes are well located and properly equipped. Teaching and office staff have recently completed a refresher course in simple first aid. Procedures for dealing with any more serious incidents are clearly understood by adults throughout the school.
45. The policies and guidelines for promoting self-discipline are good. The systems of positive rewards are well structured to encourage good attitudes and responsible behaviour from the day that pupils enter the school. Teachers and non-teaching assistants work well together and set very good examples for pupils. Consequently, staff have high expectations for pupils. There are, however, a very few pupils whose personal behaviour causes concern. These pupils need constant checking to maintain the momentum of lessons. Sanctions are used wisely and are effective. A refined range of strategies is used to support pupils' individual needs, generally with improving results. Bad

behaviour is viewed seriously and with disappointment. All those involved share mutually in resolving the situation. Procedures for eradicating oppressive behaviour or bullying are good. Instances of bullying and some unfortunate name-calling are dealt with thoroughly and conclusively, taking into account the views of all the pupils concerned and their parents. Very positive steps are promoted for these pupils' future behaviour.

46. Procedures for monitoring and supporting pupils' personal development are good. Staff work very well together to build up pupils' self-esteem and ensure that they are supported individually. The management of pupils is well established so that pupils work in a quiet and industrious atmosphere. Examples of good work and effort are appreciated and celebrated. Parents realise this and believe that staff help their children to become mature and responsible. They are very pleased that teachers expect their children to work hard and do their best. Assemblies are skilfully used to promote responsible attitudes to work, behaviour, relationships and decision making. Lunchtime supervisors stimulate good interactive play, especially with younger children. Pupils confidently share their thoughts with more than one member of staff and teachers are always available to parents. The headteacher is about the playground at the end of the day, happy to listen to parents and share any of their questions or concerns. Appointments can be made readily for more formal matters.
47. In the Foundation Stage, staff are caring and know the children well. The use of praise to reward achievement promotes children's self-esteem and confidence well. Pupils with special educational needs are also given effective support. As a result, they make good progress in relation to their prior attainment. Their progress is assessed systematically and the information from these assessments is used well to plan their future learning. Similarly, assessment procedures in the Foundation Stage are good. Children's achievements are assessed when they enter the Reception class and this information is used satisfactorily overall to group children and monitor their progress. In the Reception class, the teacher makes good use of the information from assessments to match work to the children's different needs.
48. There have been marked improvements since the last inspection in the assessment of pupils' academic progress. The new headteacher has introduced a system for recording pupils' performance in English, mathematics and science. Information is gathered from a range of sources. These include the local authority's baseline measurements on entry to the Reception class, Key Stage 1 National Curriculum tests and assessments, the optional tests taken in English, mathematics and science at the end of Years 3, 4, 5, and the Year 6 National Curriculum tests. From this information, average scores in English, mathematics and science are calculated for classes and across the subjects for individual pupils. These figures are checked with class teachers and altered if they are felt to be misleading.
49. Progress targets for pupils for the year are produced by the headteacher in consultation with all staff, who incorporate them into their detailed lesson

planning. The progress of each pupil can then be tracked and recorded. This system has not yet been in place for a full year but is already allowing the school to track the academic progress of all its pupils. This helps help teachers to target learning and so raise pupils' achievements further. The degree of progress towards the achievement of pupils' performance targets is monitored by teachers and is formally reviewed twice a term. The use of this information to modify teaching plans forms part of the headteacher's and subject co-ordinators' monitoring roles.

50. The school now has good systems in place to assess and promote pupils' progress. When staff are fully used to them, the school will be in a good position to raise standards of attainment further.

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

51. Parents have positive views of the school and are pleased with what the school provides and achieves. Many parents comment on how welcome they are in school and how appreciative they are of the happy atmosphere.
52. The school has good, effective links with parents. Most parents agree that they are well informed on all school matters. There are regular letters from the headteacher and staff. There is a good school prospectus with a clear statement of aims. The governors' annual report to parents conforms to requirements with a good introductory governor's address on school outcomes. However, the main report is bland and has little information on matters discussed at meetings, decisions taken and how they impact on the school. Most parents feel that the school works very closely with them. A few parents expressed some concern regarding information on their children's progress. The inspection team found that the quality of information to parents about their children's progress is good. Annual written reports are individual to the pupils and have an element of evaluation. Consultation evenings are extremely well attended and include a discussion of pupils' targets. There is good attendance at curricular related sessions; for example, a workshop for parents to assist their children with mathematics, a meeting about homework and a session on information and communication technology were viewed as very successful by those present.
53. There are very good introductory arrangements for parents of children in the Foundation Stage which include home visits. These ensure that the children settle quickly into the school's routines. Regular communication with parents about progress and personal development is effective so that children have a good start to their school careers. Parents of pupils with special educational needs are well informed about their children's progress and involved in their learning.
54. The contribution of parents to their children's learning at school and at home is very good. The home-school agreement has had a very positive response. Home-school reading records are used well by a number of parents, particularly in Key Stage 1. A very good number of parents loyally assist in classes, in the after-school activities and with some interior decoration. Their services are planned for, fruitful and greatly valued. This is particularly true for the weekly Reception class workshop, which has enthusiastic parental support. Parents at this school are happy with the levels and quality of homework set. Parents appreciate the opportunities for attending a variety of school events including assemblies. Many help in running, as well as supporting events, for example, Sports Days and concerts. The Shade Parents' Group, although small in numbers, is enthusiastic, runs events and raises significant funds for extra resources. It is thoroughly involved in the provision of school uniforms, school bags and pump bags. There are discos, beetle drives, quiz nights, catalogue evenings and a very successful annual Spring Fair which is extremely well supported. These events have made



possible the purchase of extra books, computer software and funds for the pupils' Christmas Party.

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

55. The school has a clear vision of what it wishes to achieve for its pupils and this is described in good detail in the school prospectus. It wishes its pupils to achieve their potential both academically and as individuals having enjoyed their education in a supportive and stimulating environment. It wants all pupils to feel valued, to develop positive attitudes and confidence as a result of the challenging activities and to be prepared well to lead useful and fulfilling lives. It seeks to ensure that all who are concerned with the school feel part of the 'school family'. The school succeeds well in achieving these aims throughout its work.
56. The headteacher was appointed to the school at the beginning of this school year. He has quickly established unity of purpose in the school and a good commitment to improvement. Ably assisted by his deputy and his colleagues, he is applying his good capacity for analytical thought to the school's needs and developing its systems. For example, he has developed the school's procedures for assessing the progress of individual pupils so that they are now more sharply focused. This is putting the school in a stronger position to track and promote progress for individual pupils.
57. The school responded positively to its first inspection. Its action plan targeted the key issues which were identified and the school has made significant progress with regard to each key issue. There has also been good improvement in a number of other areas. Standards of attainment have been maintained at a high level and have improved from their already good level. The quality of teaching has improved significantly, as has the quality of the curriculum. The use of assessment has improved and it is now used more effectively to plan teaching and learning. The quality of leadership and management has improved. Leadership and management have ensured that the school has improved well since it was last inspected.
58. This is partly because the school is well supported by its governing body. The governing body is effective and fulfils its statutory duties. Its sensible committee structure gives it a good insight into the school's strengths and weaknesses. The governing body fully supports the school's ethos and is committed to providing good quality education for all its pupils. The headteacher appreciates the support that he receives from the chair and other governors in determining the school's priorities and monitoring progress towards them.
59. The provision for special educational needs is managed well and identification, support and monitoring procedures are effective. There is effective liaison between the special educational needs co-ordinator, class teachers and support assistants. Learning support assistants are effective in supporting pupils who have special educational needs both in class and pupils who are withdrawn for particular support. The co-ordinator ensures

that the needs of pupils who have statements of special educational need are fully met and that the Code of Practice is complied with. There has been good progress in this area since the last inspection.

60. The school makes effective use of new technology. It is used very well in administration and is becoming increasingly valuable in supporting learning in subjects across the curriculum. Pupils increasingly understand that this is a new and important tool for learning in all subjects.
61. The school is effective in responding to pupils' different learning needs. Equality of access and opportunity for all pupils are central to its ethos and great care is taken to ensure that all individuals and groups of pupils are fully included in all the school's activities.
62. There are good systems in place for strategic planning where the school is supported satisfactorily by the senior management team. However, since the team only meets once every half term, its role in promoting school improvement is undeveloped. The school improvement plan is a good working document which identifies priorities for development, defines time scales and establishes criteria for success. The school has very good systems for ensuring that it reaches its targets and for going on to identify new priorities.
63. The school runs efficiently on a day-to-day basis. Its routines are clear and well understood, and little time is lost in movement from one activity to the next. Finances are managed efficiently by the school administrator and monitored over the year by the governing body's finance committee. Sums are identified in the budget to support the school's priorities for development, and funds received for particular purposes, for example, for special educational needs, are used appropriately. The school's accounts were audited in November 1999. The report was supportive and made a few minor recommendations largely for amendments to existing procedures. These have been put into effect.
64. The school is well staffed to teach the National Curriculum and religious education. There is a good provision of support staff and they are used effectively. Teachers and support staff work well together and this effective partnership contributes significantly to the good quality of education that the school provides. Teaching and learning are managed well. New staff are settled into the school well and the school is a valuable supporter of initial teacher training.
65. Accommodation is barely adequate to teach the National Curriculum and religious education. There is no playing field which restricts work in physical education and the building is old and on a number of different levels. The hall is small and multi-purpose. The Reception classroom is small which restricts the curriculum which can be offered to the children in this class. The school works hard to produce an attractive learning environment for its pupils and the building and the caretaker and his staff keep it in good condition. A positive feature in the school's accommodation is that it has its own swimming pool

which means not only that the school's pupils have greater opportunities for swimming than most schools, but also that the school has a useful means of generating income. Resources for learning are good overall and are used well to promote progress.

66. The new headteacher has made a good start in developing the school and building on the work of his predecessor. The school is in a good position to go on to improve further.

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

67. The school is developing a useful culture for self-evaluation, and there are no significant weaknesses for the school to address. The governing body's action plan will, however, respond to the findings of the inspection by considering the following points for development:
- i. to improve the provision for pupils' spiritual development by considering how assemblies and subjects across the curriculum can be used to improve pupils' awareness of themselves and the world in which they live (see paragraphs 34 and 138);
  - ii. to improve the provision for personal, social and health education (see paragraph 29); and
  - iii. to improve the facilities for the Reception class to give more space for a range of activities in line with the requirements of the Foundation Stage curriculum (see paragraphs 25, 65, 69, 74, 75).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	40

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12	60	28	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	194
Number of full-time pupils known to be eligible for free school meals	0	26

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	1	28

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	22

### Attendance

Authorised absence	%
School data	4.3
National comparative data	5.2

Unauthorised absence	%
School data	0.3
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	11	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	14	14
	Girls	10	11	11
	Total	21	25	25
Percentage of pupils at NC level 2 or above	School	84 (93)	100 (86)	100 (93)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	14	14
	Girls	10	11	11
	Total	21	25	25
Percentage of pupils at NC level 2 or above	School	84 (89)	100 (96)	100 (89)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	17	7	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	17
	Girls	5	7	6
	Total	21	23	23
Percentage of pupils at NC level 4 or above	School	88 (86)	96 (90)	96 (93)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	16
	Girls	5	5	6
	Total	20	20	22
Percentage of pupils at NC level 4 or above	School	83 (79)	83 (90)	92 (90)
	National	70 (68)	72 (69)	79 (75)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	189
Any other minority ethnic group	5

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

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

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

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	8.1
Number of pupils per qualified teacher	23.9
Average class size	27.7

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

Total number of education support staff	10
Total aggregate hours worked per week	126

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	13
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1999-2000
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	£
Total income	437,581
Total expenditure	429,811
Expenditure per pupil	1,954
Balance brought forward from previous year	11,472
Balance carried forward to next year	19,242

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

**Questionnaire return rate**

Number of questionnaires sent out	240
Number of questionnaires returned	64

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	25	12	2	2
My child is making good progress in school.	58	37	5	0	0
Behaviour in the school is good.	44	48	2	3	3
My child gets the right amount of work to do at home.	31	58	3	0	8
The teaching is good.	58	37	3	2	0
I am kept well informed about how my child is getting on.	59	33	6	2	0
I would feel comfortable about approaching the school with questions or a problem.	61	33	2	2	2
The school expects my child to work hard and achieve his or her best.	64	31	5	0	0
The school works closely with parents.	56	36	6	0	2
The school is well led and managed.	56	33	3	0	8
The school is helping my child become mature and responsible.	56	35	3	0	6
The school provides an interesting range of activities outside lessons.	31	27	22	13	7





## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

68. The school has made good progress in the provision for the Foundation Stage since the last inspection. This is because, firstly, teachers now plan sufficiently for progression in children's learning from the Nursery to the Reception class and, secondly, the end of year assessments in the Nursery and the daily assessments that teachers undertake in lessons, are now used to plan future work for the children. Teaching and children's progress remain satisfactory overall. Teaching is good in communication, language and literacy and in personal, social and emotional development in the Nursery and Reception class. In the other areas of the curriculum, teaching is better in the Reception class than in the Nursery. This is because the teacher's plans include clear targets for children to achieve in lessons. She makes good use of the information she has about children's achievements to plan work that is matched well to their differing capabilities. The teacher uses her own time and that of the classroom assistants efficiently. For example, they work purposefully with groups of children, extending their learning and monitoring their progress. As a result teaching in the Reception class is good overall.
69. The Foundation Stage curriculum is enhanced by visits out of the classroom, for example, to the canal. Visitors to the classroom also enrich the provision. For example, a farmer brings animals into the Nursery each year, such as a lamb or chickens. Teachers have spent considerable time this year on the new curriculum for children of this age. They have attended several training sessions and, as a result, the Nursery teachers have changed the format of the curricular planning. This new planning format does not show clearly what children are to achieve in the short term as it does in the Reception class or as it did in the planning format that the Nursery staff used previously. As a result, in some lessons, teaching is not focused sufficiently on what the children should achieve. Additionally, Nursery staff do not always organise the activities efficiently so that they extend the learning of a sufficient number of children in a lesson. In the last few years, the school has spent a considerable amount of money on successfully improving the learning environment for the Nursery children both in and outside the classroom. However, the Reception classroom is small in size; there is no sink in the classroom or storage space for larger equipment. These deficiencies restrict the curriculum the teacher is able to provide, for example, for imaginative or investigative and exploratory play and for children to make free choices about the activities they undertake so as to increase their independence. This restricts children's learning in aspects of mathematical development, knowledge and understanding of the world, creative, and physical development.
70. Through good teaching children achieve well in communication language and literacy and personal, social and emotional development. As a result, by the time they reach Year 1, the majority of children attain above the early learning

goals for their age in these areas of the curriculum. Children achieve in line with the early learning goals in mathematical development, knowledge and understanding of the world, physical, and creative development. Staff ensure that all children are included in the activities and this has a positive effect on their learning. They give work at the appropriate level to those children with special educational needs who have specific learning targets. As a result these children make good progress in relation to their prior attainment. There are no children who are learning English as an additional language.

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

71. Staff promote children's personal, social and emotional development very effectively. Teaching and support staff are caring and encouraging, for example, in praising children's efforts and achievements. Staff set a very good example for children to follow. They listen with genuine interest to what children have to say and speak with courtesy and consideration. This leads to trusting relationships and helps children to understand other people's points of view. Children respond very well, work together as friends, share equipment with each other and take increasing responsibility for resources. Their behaviour is good and, often, very good. They settle readily into daily routines, such as registration and are developing a good awareness that some actions are right and some are wrong.

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

72. The Nursery and Reception staff place a strong emphasis on developing children's speaking skills in communication, language and literacy. As a result children are developing a good vocabulary for describing their experiences. Nursery staff give children a variety of activities that extend their imagination, knowledge and vocabulary. Nursery children act out a role in the imaginative play area that is set out as a 'travel agents' this term. They plan imaginary holidays, give out tickets and luggage labels and 'enter' information on to the computer. The Reception teacher gives children many opportunities to discuss their work individually, in pairs and to speak in a larger group. As a result Reception children listen carefully to what other children say, and to adults' questions and explanations and speak with increasing confidence to others in a large group. Nursery children are beginning to write their own names. The Reception teacher uses a variety of activities that successfully promote writing, such as creating stories. She teaches handwriting effectively. Children of all abilities form letters correctly and present their work neatly. They have confidence when trying to write sentences. Higher and average attaining children write simple sentences with increasing accuracy in spelling and punctuation.
73. Nursery and Reception children enjoy sharing books with adults and listening to the stories that they read to them, such as 'This is the Bear'. In both classes staff teach the knowledge of letter sounds effectively which is a basic reading skill. As a result Nursery children are beginning to recognise the initial sound of letters, for example, that red begins with 'r'. Reception staff

encourage children to use this knowledge to help them to read and to write the unfamiliar words they meet and children use this skill successfully. Higher attaining Reception children recognise a wide range of words and use these when reading a variety of books. Average attaining children know a satisfactory range of words and are beginning to use these when sharing books with adults. Lower attaining children are developing their vocabulary well for reading the early stages of the reading scheme.

### **Mathematical development**

74. Staff ensure that children experience all aspects of mathematical development. The Reception teacher gives a strong emphasis to number work. In both classes staff make the learning interesting through using a games approach to the work. This gains children's interest and motivates them to learn. Nursery children match pebbles onto a number line and count numbers up to ten. Reception children use their knowledge of numbers to play simple board games. The Reception teacher matches the work effectively to children's different needs and works effectively with specific groups during the lesson, such as the lower-attaining children. Higher-attaining Reception children are beginning to write addition sums to ten and subtraction sums from five. Average attaining children write addition sums to five and lower attaining children recognise, count and write numbers up to ten. In the Nursery, staff promote children's learning successfully at other times during the day. Through sand and water play children are beginning to understand words such as 'heavier', 'lighter', 'more' and 'less'. The limited space in the Reception classroom restricts the teacher in providing similar experiences.

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

75. In knowledge and understanding of the world Reception children talk about things that have happened in the past, for example old and new cars. Children in both classes use the mouse confidently to work a variety of computer programs. Nursery children drag pictures across the screen to complete a program on 'Goldilocks and the Three Bears'. Reception children use data to make a simple block graph. Children in the Nursery are given many opportunities to investigate the world around them, such as growing plants and observing stick insects. Again, the limited space in the Reception class restricts the teacher in providing similar experiences.

### **Physical development**

76. Nursery staff promote children's physical development satisfactorily through regular use of the outdoor play area. Reception children use the area once a week for physical development. Teachers enhance learning in both classes through lessons that take place in the school hall. In a Reception games lesson taken by a visiting specialist, the teacher developed children's co-ordination and ball skills very successfully. As a result many children showed good control of the ball with their feet. Nursery staff promote children's imaginative play well, for example on the equipment designed as a boat and

in playing out the role of road sweepers. Nursery teachers' planning and organisation of the lessons to develop children's physical skills progressively could improve the outdoor play provision. Within the Nursery and Reception classrooms, staff teach the skills to help children gain safe control of finer movements, such as using glue spatulas, paintbrushes and cutting with scissors.

### **Creative development**

77. Staff give children many activities for making pictures in creative development. Nursery children are beginning to mix powder paints with increasing care and the Reception teacher develops this basic skill effectively. Nursery children use the single colours they have mixed to make attractive pictures, for example, of boats on the sea. Reception children mix paints together to make a range of suitable shades for their pictures and test the shades out first before they start painting. As a result, some of the pictures are of a good standard, for example, those of trees. In a weekly Reception lesson this term that the school calls 'a workshop', parents and carers help to support children in their learning. As a result, children use needles and thread with increasing control and skill to create textile pictures. These workshops also promote very successfully the school's liaison and communication with parents. Parents are helped to understand the way the teacher works in the classroom so that they can work in a similar way with their children at home.

### **ENGLISH**

78. In 2000, the results in the National Curriculum tests at the end of Key Stage 1 showed that the standards attained by pupils were above the national average in reading and well above the national average in writing. The school's results were also well above average in comparison with those of similar schools in writing and above average in reading. The results from the National Curriculum tests in 2000 at the end of Key Stage 2, also showed that attainment in English was above the national average with boys scoring slightly better than girls in writing. Inspection findings indicate that, at the end of both key stages, pupils' attainment continues to be very high in speaking and listening, high in reading and very high in writing. Inspection evidence suggests that the school will achieve its performance improvement targets at both key stages in 2001.
79. At Key Stage 1, pupils' attainment in speaking and listening is very good for their age. Pupils talk to their teachers and each other clearly and with confidence, using a wide vocabulary and appropriate terms in subjects like science, mathematics, geography and history. They listen well to instructions and respond appropriately. They are polite to each other and are willing to wait their turn in class and group discussions.
80. Pupils produce a good range of writing in Key Stage 1. They retell traditional stories, describe and explain experiences, give instructions and write their own stories in various styles including fables, legends, fairy stories, adventures and play scripts. Work that is more formal encourages them to

use increasingly specialist words and writing styles. The quality of the writing is improved by the careful and mostly accurate spelling that is at or above national expectations in each year. Throughout the key stage, pupils take great care with their handwriting, which develops rapidly from the Reception class so that, by the end of Key Stage 1, it is above, and often well above, national expectations.

81. Standards in reading are good in Key Stage 1. Books in classrooms are coded according to their degree of difficulty and the active involvement of parents in classrooms increases the opportunities for pupils to read to adults. Pupils really look forward to these reading sessions which develop their attainment well. Detailed reading records are kept by all pupils and are monitored by teachers and classroom helpers. Regular reading is a strong feature of the school and pupils discuss their favourite stories with enthusiasm. By the age of seven, pupils are making clear choices and talk about why they prefer particular stories or writers. The higher attaining pupils understand and correctly use terms such as author, illustrator and publisher.
82. This good pattern of progress continues in Key Stage 2. The range of written work increases and includes extended story writing, newspaper reports, factual writing for a variety of purposes, book reviews, persuasive writing and play scripts. A particular strength throughout the key stage is the study and writing of poetry. Collections of the pupils' poems show that, by the age of 11, they are using imaginative vocabulary, rhyme, alliteration and changed word order to increase the effect of their writing on the reader. They are encouraged to write about specific experiences; for example, a snowstorm resulted in a selection of closely observed word pictures from Year 4 pupils. By the end of Year 6, higher attaining pupils are writing with great confidence and to good effect with no difference in standards between boys and girls.
83. Progress in spelling and reading continues throughout Key Stage 2. By the end of the key stage, pupils spell accurately in their written work and have detailed records of their reading. Pupils talk clearly and persuasively about their preferences. Higher attaining pupils read very fluently using their voices to increase a sense of atmosphere. They talk knowledgeably about their favourite writers, compare and contrast different writing styles and show a preference for longer books "with a really good and detailed story-line". Pupils helped to classify the non-fiction books in the junior library and now use this system with confidence to find the books they need. However, few pupils choose to read non-fiction books for pleasure and the school has plans to increase the number and range of non-story material available to pupils in both key stages. Pupils will need to be encouraged to include non-fiction in their reading programmes. Reading diaries are well maintained and pupils read in school on a daily basis, with most also reading regularly at home.
84. The school does not have any specialist drama facilities, but some opportunities are created for performance-based activities, often linked to other subjects. Recent activities have included writing a play script for religious education, acting out a scene depicting a Roman slave market and a

visit from a puppet group that performed 'The Tempest'. Pupils would benefit from more opportunities to use extended role-play.

85. All pupils are encouraged to be independent in their work. This can be seen both in pupils' concentration and in the wide variation in the way in which their work develops from key lessons. The sharing of these different outcomes is encouraged and pupils benefit from evaluating their own and each others' work.
86. There is a growing use of information and communication technology in the school to produce final versions of selected pieces. A range of writing is located on the school's recently constructed and rapidly growing web-site. Contents include a school newspaper, an anthology of poetry and longer pieces of narrative writing developed by pupils attending a writing workshop. A wide range of written and illustrated work is effectively displayed in classrooms and corridors. The material is carefully produced and clearly labelled in a way that explains the task and draws attention to its good points.
87. The standard of teaching observed was good; it was always satisfactory or better, with most of the teaching being good or very good. Overall, the quality of teaching in English is good and results in pupils, including those with special educational needs, making good progress in their learning. The lessons seen were all well planned and the pupils knew what they had to do and worked hard to meet the teachers' high expectations. A particular strength is the way that all pupils are encouraged to offer their opinions, ideas and knowledge in the lessons. Their contributions are used to support teaching and learning points, reinforce good practice and extend the range of interesting ideas. Teachers have worked very hard since the last inspection; as a result, the range of work has improved considerably and the commitment to the National Literacy Strategy has raised standards further.
88. Good subject leadership has supported staff and ensured that teaching and learning resources are well suited to the children's needs. Lesson planning and the work done by pupils are monitored regularly, with the result that there is great consistency of focus throughout the key stages. Pupils throughout the school are told consistently about the importance of reading and neat handwriting. This is a key element in the very great care taken by pupils in all years over the presentation of their work. Their assignments are regularly marked and there are good examples of teacher comments, which help pupils to understand what they need to do to improve further, but these are not consistent. Performance targets in literacy are set for every pupil and are put into their workbooks so that they can check them at any time. Challenging work is set for pupils, although the school does not have a specific programme for pupils of exceptional ability. Teachers set and mark homework regularly.
89. The overall effectiveness of the teaching in the school is further strengthened by the important contributions from the teaching assistants and other classroom helpers who provide effective support for lower attaining pupils.

90. Resources in English are generally good and meet the needs of the curriculum. All classrooms have an appropriate selection of fiction books for pupils to read. There are sufficient attractive and modern dictionaries and reference books in classrooms to allow pupils to look up words and information without having to wait. A small and attractive junior library contains a listening centre and a selection of fiction and non-fiction books that support the pupils' work.

## **MATHEMATICS**

91. In the 2000 National Curriculum tests at the end of Key Stage 1, all the pupils reached the expected level and the proportion of pupils reaching higher than the expected level (level 3) was above the national average. The results were well above the national average and well above average in comparison with similar schools. Overall, boys performed better than girls, and this has been the pattern over the last five years, with the exception of 1999. Since the last inspection the results have improved steadily and have been consistently above the national average.
92. In the National Curriculum tests at the end of Key Stage 2 in 2000, the proportion of pupils reaching the expected level of attainment was well above the national average, and the proportion reaching higher than the expected level was also well above the national average. Boys performed better than girls, but the 2000 cohort contained more than twice as many boys as girls. Over the last five years, boys have performed better than girls in each year except in 1997. The 2000 results were well above the national average and well above average in comparison with similar schools.
93. Attainment by pupils near the end of Key Stage 1 is well above average. They have a very good understanding of number and good mental agility for their age with figures. They accurately say, write and order numbers up to one hundred. They quickly identify number patterns such as odd and even, count forwards and backwards in twos, fives and tens and know various strategies for addition and subtraction. For example, pupils in Year 1 quickly identified where doubles and pairs of numbers adding up to ten could assist them in adding together three single digit numbers. They recognise and name a range of two-dimensional shapes accurately and identify their properties such as the number of sides and corners. Pupils' attainment on entry to the school is broadly average. In mathematics, they make very good progress in Key Stage 1 and progress is particularly marked in Year 2. The good work and progress that pupils make in developing their writing and manual dexterity in the Reception Year and Year 1, makes a very positive impact on their work in mathematics in Year 2. They develop a systematic and clear method of setting out their work and this, coupled with their good knowledge and understanding of number, enables them to move forward rapidly. Their work is clear and reinforces their learning at each step, ensuring that progress in the basic number operations of addition and subtraction is very good. Early work on data handling and symmetry also benefit from pupils' clear presentation. For example, pupils in Year 2 produced attractive pictograms

showing the relative numbers of boys and girls in the class. They also showed a clear understanding of symmetry by accurately colouring squares in a given shape to produce symmetrical patterns. Lower attaining pupils and those with special educational needs are given good support and encouragement in their work and also make very good progress to reach the expected level by the end of the key stage.

94. Attainment by pupils near the end of Key Stage 2 is well above the national average. Although not always seen in the lessons observed, work in pupils' books shows very high standards and discussions with pupils revealed their clear understanding of all the areas of mathematics they have covered. Pupils' computational skills are very good. They have a very good knowledge and understanding of fractions, decimals and percentages. Pupils in Year 6 quickly adapted to working in bases 12 and 20 to carry out calculations in pounds, shillings and pence. This linked well with their work in history and the local spinning mills, as they calculated costs and wages, in Victorian times. Pupils make good progress in their learning through Key Stage 2. Their understanding of two- and three-dimensional shapes develops well and they calculate perimeters, areas and volumes confidently. They extend their understanding of numbers to tackle early work on probability. They make particularly good progress in data handling. Pupils accurately construct pie charts, bar charts and line graphs and use them confidently. Pupils in Year 6 accurately plotted conversion graphs of kilometres to miles and French francs to pounds and successfully used them to carry out two-way conversions. Pupils also use computers efficiently to process data. Higher attaining pupils are regularly given "challenge work" and lower attaining pupils are provided with modified tasks to assist them to reach standards in line with their potential.
95. The quality of teaching is good overall and occasionally it is very good. Teachers have good subject knowledge and deliver the National Numeracy Strategy effectively. Teachers have high expectations and plan lessons well, with clear objectives and a variety of activities designed to challenge pupils of all abilities. Whole class mental activity sessions proceed at good pace, moving quickly from one activity to another, with all pupils being involved. Relationships between teachers and pupils are very good and pupils respond very positively in their mathematics lessons. This contributes significantly to the rate of learning for all pupils. Pupils are attentive and respond well to questions. For example, pupils in Year 4 offered various methods for additions and subtractions and explained their reasoning clearly in response to questions from the teacher, thus reinforcing their learning. Pupils are encouraged to use correct terminology in their answers. For example, pupils in Year 5 produced and analysed data on the frequency of letters in a range of words and quickly picked up the terms "mode" and "range". Teachers manage pupils very well, organising group activities efficiently and maintaining good supervision and support. Pupils settle quickly to the set tasks and generally maintain a good level of concentration and work rate. Appropriate homework is set regularly and is an integral part of the learning process. It is used well in particular to further challenge the higher attaining pupils to extend their



thinking and strive for higher levels of attainment. Teachers mark pupils work regularly and often give supportive comments and guidance for improvement. Since the last inspection the quality of teaching has improved considerably.

96. The subject is led well. The co-ordinator is a mathematics specialist who gives good leadership and support to all staff as needed. Teachers are generally confident in their teaching of mathematics and there is a shared commitment to maintain and further raise the high standards in the subject. The co-ordinator monitors teaching and good practice is shared. Assessment arrangements are good and are clearly linked to learning objectives. Records of all assessments are regularly entered on pupils' files with National Curriculum levels assigned and the progress of all pupils is effectively monitored. Whole school exercises in the moderation of marking have been undertaken to develop accuracy in the assessment of pupils' attainment. The assessment data collected is being used increasingly to set targets for pupils from early in Key Stage 1. The results of school and national tests are thoroughly and effectively analysed to review the curriculum and focus on weak areas. Since the last inspection, much has been done to develop the use of mathematics across the curriculum. Pupils' numeracy skills are regularly used and developed to good effect in science, geography and design and technology. Resources are good and used effectively in teaching. The subject's annual review is used well to identify priorities for the future and to set targets.

## **SCIENCE**

97. In the end of Key Stage 1 assessments undertaken by teachers in 2000, all pupils were successful in reaching the expected level of attainment and the proportion of pupils reaching higher than the expected level was close to the national average. The level of attainment was very high in relation to the national average for pupils attaining the expected level. In the National Curriculum tests at the end of Key Stage 2 in 2000, the percentage of pupils reaching the expected level and higher than the expected level were both well above the national average. The results were also well above average in comparison with similar schools. Boys and girls performed equally well. Since the last inspection the results at Key Stage 2 have followed the national upward trend but have been consistently well above the national average.
98. It was only possible to observe a few lessons in science during the inspection due to timetable limitations. Judgements on attainment are based on these observations, an analysis of pupils' work and discussions with pupils. Attainment by pupils near the end of Key Stage 1 is above the expected level and slightly better than indicated by last year's teacher assessments. This indicates that the school is on line to meet its targets for this year in science. Pupils have good subject knowledge across all the areas of science. They name parts of plants accurately and know the conditions necessary for germination. They understand and construct simple electrical circuits and recognise a force as a push or a pull. They identify a range of materials as man-made or natural and they know that some materials can be changed by

heat. Pupils make good progress in Key Stage 1. They develop their natural curiosity and learn to make and record observations carefully. For example, pupils in Year 1 maintained a “bean diary” over a period of time recording its development into a plant by a series of drawings and measurements of the height of the shoot. They develop a sound vocabulary of scientific words and use them appropriately. They begin to carry out simple investigations and see the need for making their tests fair. For example, Year 2 pupils carefully set up a series of experiments to test out their ideas of the conditions needed for seeds to germinate, including setting up a control.

99. Attainment by pupils near the end of Key Stage 2 is well above average. Pupils have a very good balance in their understanding of science. Their general knowledge is very good and they discuss aspects of their work with clarity and good recall. They also display a very good understanding of the processes of science, for example, how investigations are planned and conclusions are analysed critically. By the age of 11, pupils have a very good knowledge of the area of life and living processes. They understand how the blood circulates in the body and how exercise affects pulse rate. They recognise the need for balance in the diet and understand the harmful effects of tobacco, alcohol and drugs clearly. Pupils have very good knowledge of how rocks are formed and how to recognise features such as bedding planes to identify sedimentary rocks. Pupils make good progress through Key Stage 2 and this is particularly seen in the development of their work on investigations. They undertake investigations in all areas of science and become very skilled in their work. Practical work is carried out well and the results obtained are analysed effectively to draw conclusions. For example, pupils in Year 3 observed the position and length of shadows during the course of a day and related their results to their knowledge of how light travels and the passage of the sun. Pupils in Year 6 investigated the factors affecting the rate at which a paper spinner falls and produced some very good graphs of their results from which sound conclusions were drawn. Pupils’ skills in presenting data are very good. They draw bar charts and line graphs accurately and neatly and regularly use computers to generate the graphs. For example, pupils in Year 5 drew up tables of sunrise and sunset times and produced very good graphs of the data. They then linked this very effectively with their work on the solar system and the movement of the earth around the sun. Higher attaining pupils are well challenged in the area of investigations and are encouraged to extend their thinking. For example, pupils in Year 6 showed a very good understanding of rocks to plan a long-term investigation to compare the permeability of different rocks. Lower attaining pupils and those with special educational needs are given encouragement and support in their work. They produce sound work in all areas and make good progress through the key stage.
100. In the few lessons observed the quality of teaching was good overall. Teachers have good subject knowledge and are confident in their delivery. They use questions well to assess pupils’ knowledge and understanding and generally lessons proceed at good pace. Lessons are well planned with clear learning objectives. Practical work is very well planned and all equipment and

materials are well organised. For example, a variety of different magnets and small steel nails were promptly and efficiently provided for Year 6 pupils to investigate the different strengths of the magnets. All the materials required by Year 2 pupils to set up experiments of the germination of peas were readily available and very little mess resulted from their work. Teachers have very good relationships with pupils who respond accordingly. They listen carefully to instructions and share the work co-operatively in group activities. They maintain good concentration on the set tasks. Management of pupils by teachers is, therefore, very good and generally good use is made of time. All these factors contribute significantly to pupils' learning, which is very good overall. Teachers plan well for the needs of all pupils. Higher attaining pupils are regularly challenged in their work to extend their knowledge and thinking through seeking additional information from books and other sources and to link their predictions and conclusions in investigations clearly to background theories. Lower attaining pupils and those with special educational needs are given suitably modified work as appropriate, such as pre-drawn tables to record their results, and writing frames to assist them with describing their practical work. They receive good support from teachers and other adults in lessons. Teachers mark pupils' work carefully, but occasionally do not effectively or consistently follow up missing work in pupils' books. Since the last inspection the quality of teaching has improved and the level of challenge for all pupils is clear in the results achieved in recent years.

101. The subject is led well. Curriculum planning is good with a good balance of topics in each year and sound progression. The current scheme of work is based on the proposals of the Qualifications and Curriculum Authority and needs to be carefully reviewed to ensure that there is an adequate and consistent level of challenge for all pupils throughout the scheme. Pupils' attainment is regularly assessed and the information gained is used well to monitor the progress of pupils, although teachers' records do not always contain analytical comments on pupils' work. The co-ordinator gives good support to teachers and regularly monitors planning and pupils' work, but does not as yet monitor teaching. The recently organised challenge day for Year 2 pupils, which focused on forces and explored the use of pulleys, axles, and levers, was very successful and strengthened a link with work in design and technology. The subject makes satisfactory use of computers. Occasionally sensors can be used to collect data from investigations, such as moisture and light levels, and the data obtained is processed by computer. Trips, such as the one to Eureka, provide a good stimulus for pupils' learning. The subject has an adequate range of resources. The annual subject review is effective in analysing teachers' assessments and test results in order to review curriculum planning, set targets, and to identify priorities for development.

## **ART AND DESIGN**

102. The standard of pupils' work is similar to that found in other schools by the ages of seven and eleven. Teachers ensure that the work is sufficiently challenging and that all pupils are included fully in lessons. As a result

progress in learning is satisfactory for all pupils, including those with special educational needs and a pupil with English as an additional language. The school has not identified any gifted and talented pupils in the subject. The co-ordinator has brought about some good improvements in the subject since the last inspection. Her subject knowledge and co-ordination have improved and she now carries out the role effectively. The subject now has good guidelines covering all aspects of art and these support teaching and learning well. In all classes standards are now in line with those found in other schools. The co-ordinator has started to collect examples of pupils' work throughout the school to support teachers in assessing pupils' progress. The organisation of the school's timetable meant that it was possible to see only a few lessons in the subject. Further evidence comes from discussions with teachers and pupils and from pupils' work on display.

103. Throughout the school pupils use a variety of materials in their work such as paint, clay and textiles. Teachers effectively build upon pupils' basic skills from year to year. This often leads to good learning in lessons. This was evident in the lessons seen during the inspection. In a Year 2 lesson, the teacher stressed to the pupils the need to draw what they actually saw and not what they thought they saw. This challenged and motivated pupils. As a result they observed the fruit closely and represented what they saw showing a developing awareness of light, shade and texture. Year 5 pupils produced sketches in pencil, using shading well to create perspective in their pictures. Year 6 pupils' work on display shows that they have good skills in mixing shades of colour. For example, some of the sunflower pictures in the style of Van Gogh are of a good standard. Pupils' work on display also shows that the teaching of textiles is effective. Year 1 pupils designed and made attractive pictures on canvas using a variety of stitches, such as cross and over stitch. They include a variety of materials in their pictures, such as beads and buttons.
104. Teachers make effective links between art and design and other subjects, such as history, literacy and information and communication technology. The Year 4 teacher encouraged pupils to paint watercolour pictures of a dream and produce a poem about it. A pupil with special educational needs produced an attractive picture of a hot air balloon ascending and used a word processor to write a simple poem. The curriculum and pupils' learning are enhanced by visitors to the classroom, such as artists and by visits out. During the inspection, Year 6 pupils went to the town hall, linking work in art and design to their work on local history and architecture. They used shading techniques well to represent what they saw; for example, a pupil drew the reflection of some trees in a window. The intricate patterns on this building motivated pupils so that they looked very closely at them and worked with good concentration. As a result, they produced detailed sketches that they intended to work upon and improve in future lessons.
105. Three lessons were seen during the inspection and teaching was good in two and satisfactory in the third. Teachers explained the work clearly and this enabled pupils to understand it and start work promptly without having to ask

the teacher for more information. Staff check and support individuals effectively so that any difficulties that they have are dealt with promptly. Teachers manage pupils' behaviour very successfully through the very good relationships that they have with them. Further, they make the work interesting, for example, by using good resources, such as an attractive variety of fruit in a Year 2 lesson. As a result pupils' behaviour is good and occasionally it is very good. The subject makes a positive contribution to pupils' social and cultural development. This is because teachers make good use of the work of famous artists such as Kandinsky and Van Gogh to improve the quality of pupils' learning.

## **DESIGN AND TECHNOLOGY**

106. During the inspection, two lessons were observed in design and technology, both in Key Stage 2. The following judgements are made on the basis of the lesson observations, analysis of a range of pupils' work on display around the school, and discussions with pupils. Attainment is broadly in line with that seen in similar schools at the end of both Key Stage 1 and Key Stage 2. Pupils, including those with special educational needs, make sound progress through the key stages.
107. At the end of Key Stage 1, pupils have satisfactory design and making skills and have sound experience of working with paper, card and a variety of textiles. They mark out and cut materials reasonably accurately and join them together using glue, staples and stitching. Pupils in Year 1 displayed imagination in making model buildings from cardboard boxes. A variety of buildings were designed and each was decorated well in line with its function. Houses even included some elements of interior design with curtains and decoration on the inside walls and some had garden layouts with model trees and plants. Year 2 pupils designed patchwork coats linked to the biblical story of Joseph. The scale of the garments was small but pupils produced satisfactory results using staples and stitching to assemble the finished product. Year 2 pupils also produced simple pop-up action cards and a model, such as a lighthouse, including a simple electric circuit and a bulb. Pupils achieved products of satisfactory standard and took pride in the decoration of their work.
108. Attainment at the end of Key Stage 2 is broadly in line with the expected standard. Skills in design have improved since the last inspection, but still require further development in the later part of the key stage, for example, in problem solving and the appraisal of finished products. Pupils are very eager to proceed to the making stage before thoroughly checking on design details and this leads to some improvised work in the finished product. This was evident in some of the models produced by Year 5 pupils using cams to construct moving toys. Generally, making skills develop satisfactorily through the key stage and pupils are accurate in their measuring and cutting of materials. For example, Year 6 pupils produced good framework structures from wood with reinforced corners to form the basis of their model shelters. A variety of materials were used to form the sides and roofs of the models, such

as model bricks, lollipop sticks, plastic straws and corrugated plastic; all these were used to good effect. Pupils also used model kits to produce more sophisticated structures and mechanisms and gained much from the experience in learning about the alignment of structures and tension. For example, pupils in Year 5 constructed a fairground ride with a belt drive from an electric motor. Food technology also features in their work with pupils designing and making sandwiches in Year 3 and bread in Year 5.

109. In the two lessons observed the quality of the teaching was good. Teachers had clear objectives and organised materials well. Pupils in Year 3 worked from their sketches of mini beasts to produce a basic shape that was used as a template to cut out the shape in felt. They were given very good assistance and encouragement from the teacher and produced satisfactory results. The higher attaining pupils then proceeded to stitch their pattern to a fabric backing and started to add details such as legs and antennae with more stitching. The importance of design was emphasised in a Year 4 class. Pupils examined different torches and the teacher focused their attention on details such as balance, focus, ease of access for the batteries and overall appeal. The pupils were able to identify the electrical circuits and compared the merits of the materials used. Pupils display a keen interest in the subject and are attentive to instructions and work well on the set tasks. Teachers manage pupils well, give very good supervision and generally use time well.
110. The subject is led well. The co-ordinator has relevant background in the subject and gives good support to teachers. The curriculum is well planned with a good balance of activities and experiences scheduled in each year and with sound progression of skills through the key stages. Timetable time allocated to the subject is rather limited and slightly restricts the range of opportunities for pupils, but generally the planning is effective in producing a balanced programme throughout the school. Resources are good. There is an extensive range of materials available and an adequate range and number of tools.

## **GEOGRAPHY**

111. During the week of the inspection, there was a limited amount of teaching in geography. What was seen was good and the evidence from the analysis of work is that pupils in all years are achieving levels appropriate to their abilities, with higher standards in evidence for many in Key Stage 2.
112. Pupils' attainment is at the standard expected in Key Stage 1 and above what is found in most schools in Key Stage 2. Overall, pupils, including those with special educational needs, make good progress in their learning. A particular feature of pupils' work is in the very careful presentation and the wide range of work in the content of their answers. This freedom leads to greater independence of learning and is actively encouraged by teachers.
113. By the end of Year 1, pupils identify countries and key places confidently on maps of the British Isles and the World. They use simple atlases with growing confidence. By Year 2, good progress has been made towards understanding

maps and pupils succeed in extracting key features of the local area from aerial photographs and the use of scale. Pupils discuss the places they have visited and identify their key features. They use writing and diagrams to identify key information and describe the purpose behind fieldwork, for example, a local traffic survey. The quality of learning is good, with pupils using their understanding of features and places to make reasonable attempts to answer a range of geographical questions about the local area.

114. By Year 6, pupils investigate complex problems systematically and use previous knowledge from fieldwork to help them to understand settlement features. They use their skills well to identify features on maps and photographs and give accurate grid references. They have a good appreciation of the effect of the environment on the lives of others and have a developed sense of world community. Pupils compare the characteristics of different communities, identify the impact of the environment on life styles and link changes to issues of sustainability. Local studies have become more detailed. This was demonstrated by their well-illustrated reports on a fieldwork-based investigation of Gorphley Clough. Higher attaining pupils combined a clear understanding of features of watercourses with an appreciation of the conflicting social and economic pressures on recreational environments.
115. Pupils work well together, investigate issues systematically and pose additional questions at increasing levels of complexity. Where there are specific challenges from teachers, combined with effective use of resources, learning is particularly good and attainment is high.
116. The lessons observed were all well paced with pupils aware of their learning goals. There is a wide range of resources available in classrooms including maps, graphs, well-designed worksheets, colourful resources, models and reference materials. Many opportunities are created for group and collaborative work as well as for whole class discussion.
117. Good use is made of the local environment in both key stages and particularly in Years 5 and 6. Investigation and reporting skills are above national expectations. The representation of information in diagrams and graphs is well developed and linked effectively with work in numeracy. However, there was little evidence of work involving persuasive rather than descriptive writing.
118. The school has recently adopted a new syllabus linked to 'Curriculum 2000' and is planning to review this at the end of the year. This should result in combining the best of new elements with the strengths of the former syllabus. The subject co-ordinator continues to support colleagues most effectively, providing subject expertise and encouraging clear links with the school's literacy and numeracy strategies. There is regular monitoring of teachers' planning and the progress of pupils. Classrooms are well resourced and reference materials are colourful, readily available to the pupils and appropriate to their needs. The range of texts that extend literacy skills for higher attaining pupils is limited. This need is recognised and the development of appropriate materials is planned for the coming school year.

## HISTORY

119. Standards exceed national expectations at the end of Key Stages 1 and 2. Pupils are achieving appropriately for their abilities, with many achieving high levels in their written work. Throughout the key stages, pupils, including those with special educational needs, make good progress in their learning.
120. The quality of learning is good in Key Stage 1. In lessons, pupils listen carefully to teachers, respond enthusiastically to their questions and to the well-chosen materials and challenges provided for them. Pupils pose questions with increasing confidence and are ready to suggest sensible explanations or hypotheses. Good progress is often the result of challenging learning activities and the effective use of work learned previously. Pupils' interest is encouraged by the wide variety of planned activities and by the teachers' good subject knowledge. Concentration and the active involvement of pupils in lessons is good. Corridors and rooms are filled with displays that celebrate the high quality and wide range of pupils' work.
121. Pupils in Year 2, studying the Great Fire of London, produced information booklets, the best of which gave vivid personalised accounts of the blaze and provided explanations for the rapid spread of the fire. Higher attaining pupils wrote clearly about its long-term effect, describing the re-building of the city.
122. Year 4 pupils have made good use of information and communication technology, with pupils working from a database on a Viking settlement. In conversation, pupils recall key facts, explain reasons for the design of Viking helmets and are clear about the differences between 'raiders, invaders and settlers'. By Year 6, pupils are working confidently with artefacts from the Victorian era. They handle original materials with respect, observe details and draw sensible conclusions, which they share confidently with each other.
123. By the end of Key Stage 2, lower attaining pupils are achieving national average standards and higher attaining children are able to develop and check hypotheses, detect likely bias in evidence and speculate on the significance of important events. Pupils take great pride in their work and standards of presentation and accuracy in books and on displays are very high.
124. The quality of teaching seen is satisfactory overall, with some good teaching in evidence. Teachers are confident in their subject knowledge and planning is always good, with pupils clearly understanding what they have to do. There is a wide range of learning activities in use. These include role-play, discussion, modelling, imaginative writing, poster designs, map and diagram work. Many text resources are well chosen to extend literacy skills as, for example, when pupils in Year 4 looked for Anglo Saxon bias in an account of a Viking raid on Holy Island. Year 6 pupils' work on Victorians provided some local early 19<sup>th</sup> century letters that were analysed for language changes.
125. The subject is well co-ordinated and staff have been well supported in their response to the previous inspection. Study units are now more focused, richly



resourced and result in a more secure level of understanding of key elements by pupils. Lesson planning and pupils' work is monitored regularly. This contributes significantly to the high standards achieved. Teachers' subject knowledge is good and this results in a willingness to encourage pupils to approach their tasks in a variety of ways.

126. The most effective learning results from well-paced lessons combining a range of resources suited to the varying needs of pupils and clear reviews of attainment at the session end. All pupils are encouraged to make judgements about the value of different sources and higher attainers are very perceptive about the strengths and weaknesses of particular types of evidence.
127. The subject is well resourced and the subject co-ordinator supports staff well by providing a range of additional materials. Particularly good use is made of the rich industrial and social history of the local area and of the many artefacts brought into lessons. There is systematic use of visits to places of interest which are further away. The Egyptology section of the Manchester Museum fired enthusiasm for pharaohs and mummies and a visit for Year 4 pupils to the Jorvik museum is planned to support work on the life and times of Viking settlers. Pupils benefit from a good introduction to study in history.

#### **INFORMATION AND COMMUNICATION TECHNOLOGY**

128. Pupils' attainment is above expectations by the ages of seven and eleven. Their achievement is good. This is because teaching is good overall and occasionally very good. The co-ordinator manages the subject very well, providing clear curriculum guidelines, which support teaching and learning successfully. Throughout the school, teachers make regular use of the computer suite and use information and communication technology successfully to support pupils' learning across other subjects, such as English, art, geography and history. As a result the school has made very good progress in the subject since the last inspection.
129. Across the school pupils are confident and proficient in their use of computers and are familiar with the functions of a variety of programs. They retrieve previous work they have stored on the computer and use tool bars and function keys competently. As a result they waste no time in starting work. In a very good Year 2 lesson for example, pupils used a graphics program competently to draw a wall and write words that began with 'wh' on the bricks. The teacher questioned pupils' effectively about their previous work and explained clearly what he expected them to do in the lesson. This meant that pupils lost no time in starting the work and completed a good amount in the lesson. He promoted their social skills well by organising them into pairs so that they discussed and helped each other with the work. As a result, they worked effectively together as friends and their level of concentration and learning was high. Year 1 pupils used a computer program effectively to select and label two-dimensional shapes.
130. It was possible to see only a few lessons for pupils aged seven to eleven during the inspection. Further evidence comes from discussions with

teachers and pupils and an analysis of pupils' work in books and stored on the computer. Year 6 pupils use the Internet well to find information to help them with their work in other subjects, such as local studies in history. In the spring term they used e-mail to communicate with pupils in another school. In a Year 5 lesson pupils worked at a good pace, creating and reorganising graphs by using cut, paste and enlarge techniques.

131. Across the school teachers plan the lessons with clear learning targets and teach basic skills effectively. They have good and sometimes very good subject expertise and this is shown in the way that they use technical words in their explanations and encourage pupils to use them, for example, 'drag' and 'icon'. They have a friendly yet firm manner with the pupils and this fosters the very good relationships in class. These underpin the teachers' very effective management of pupils' behaviour. Pupils respond very well and as a result their behaviour is good overall and sometimes very good. Teachers use a good mixture of whole class work and work in pairs and, together with classroom assistants, they monitor pupils' work very well. This means that they are aware of any pupils who need additional help and give this support promptly and effectively. Throughout the school teachers ensure that all pupils are included fully in the lessons and achieve successfully the learning targets that teachers set for them. This leads to good progress over time for all pupils, including those with special educational needs and a pupil in Key Stage 2 who speaks English as an additional language.

## **MUSIC**

132. Pupils, including those with special educational needs, make sound progress in their learning in music and attain in line with national expectations at the end of Key Stages 1 and 2. This satisfactory attainment at the end of Key Stage 2 is a good improvement on the last inspection, when attainment was unsatisfactory. The school now teaches the full programmes of study of the National Curriculum at Key Stage 2 and pupils get a balanced and rounded education in the subject.
133. Whole school singing is satisfactory. Pupils sing largely in tune and pay attention to rhythm and dynamics. While all pupils participate in singing, it lacks 'sparkle' and genuine enthusiasm. A choir has been formed since the last inspection and has about 30 members including a good number of boys. It contributes to public performances and is giving pupils a wider experience of music making. Pupils have good opportunities for performance. For example, the whole of Key Stage 2 took part in 'Hosanna Rock' and a major drama and music performance is planned for Key Stage 2 at the end of this term. For a few pupils in Key Stage 2, learning in music is enhanced further by instrumental tuition from visiting specialists.
134. Pupils in Key Stage 1 understand the meaning of pulse in music and clap the pulse of a song accurately. They understand the meaning of volume and pitch and use tambourines, wood blocks and chime bars, to underscore the basic beat of a piece of music. Their good attitudes in music lessons mean that they enjoy their learning and co-operate well together.

135. By the end of Key Stage 2, pupils have a good understanding of the difference between rhythm and pulse and understand how different types of music evoke different moods. They understand how different tempos can evoke different responses in listeners. They sing with good expression and mostly tunefully, although they do not have the technique to handle high notes comfortably. They have had a good grounding in the range of musical activities in the National Curriculum.
136. The quality of teaching is satisfactory throughout the school. A policy for the subject and schemes of work are in place and these ensure coverage of the National Curriculum. There is no music specialist on the staff and the school is compensating for this by using a member of the ancillary staff who is a highly competent musician to support teaching and music making in Key Stage 2. As a result, pupils in Key Stage 2 are receiving better quality teaching than was the case at the last inspection so that their learning in music is now of sound quality. They make satisfactory progress and attain satisfactory standards.
137. In the absence of a specialist, the subject is co-ordinated by the headteacher. The school is making good efforts to give its pupils a good quality of musical education by providing opportunities for performance and by hearing a range of live music. Resources for learning are satisfactory overall. There is a good range of untuned percussion instruments and a small number of ethnic instruments to support multi-cultural education. However, there are no keyboards to support composition. The school makes sound use of information and communication technology to support learning.
138. The subject is now in a stronger position than was the case at the last inspection and is in a position to build on this improvement so as to develop the subject further. For example, opportunities could be taken to use the music which introduces assemblies to broaden pupils' musical awareness and promote their cultural and spiritual development.

## **PHYSICAL EDUCATION**

139. Standards in physical education are in line with national expectations at the end of Key Stages 1 and 2 and pupils, including those with special educational needs, make sound progress throughout the key stages. The school is fortunate enough to have its own swimming pool so that pupils get more opportunities to swim than is the case in most schools. As a result, attainment in swimming is above average and virtually all pupils swim at least 25 metres by the time they leave the school.
140. In Key Stage 1, pupils respond well to musical stimuli in dance. Many are capable of imaginative responses and their movements are fluid and linked effectively. Others move less fluently and their movement is more stilted. In Key Stage 2, pupils understand the purpose of warm up and cool down before and after physical activity. Some pupils in Year 6 have good running styles

and use their arms well to create speed. About half the class were achieving above average standards, but the other half were below average. This was because either their technique was unsatisfactory or because their basic levels of fitness are too low. Pupils in Year 4 attained above average standards in dance and were effective in altering their movements in response to changes in the music. There were good examples of fluid combinations of movement and some imaginative and athletic use of the body. Year 3 pupils benefited from visiting soccer coaches who were coaching ball skills. They attained above average standards in the lesson because of the very good coaching they received.

141. Learning in physical education is enhanced by the good attitudes that pupils have in their lessons. They work with enjoyment but also with a good level of physical effort and thought, so that they make sound progress overall and sometimes good progress. Pupils have a good awareness of each other and of the need for safety.
142. The quality of the teaching observed was good overall. Swimming is taught by a qualified swimming teacher who puts good emphasis on correct technique in crawl, breaststroke and backstroke. During the inspection, Year 6 athletics and Year 3 soccer benefited from specialist coaching which resulted in good concentration on technique. Teachers have good subject knowledge and learning benefits from good management of pupils and effective teaching methods, which mean that there is a good level of concentration and effort in lessons.
143. The subject is co-ordinated by an enthusiastic teacher who is keen for pupils to be successful. Resources for learning are good and the swimming pool is an important resource which is used well. However, the quality of teaching and learning is adversely affected by the accommodation. There is a hall and hard play areas, but no playing field and the hall is small for its purpose. Pupils benefit from competitive experiences in soccer but not in other games or activities. Learning is enhanced by outside coaching in rugby league, tennis and soccer and by the school's participation in a gymnastics award scheme. The after-school tennis club is supported well. An Indian dancer spent a full day in the school and worked with each class to build up understanding and skills in dance. The co-ordinator has no structured opportunities to monitor the quality of teaching and learning or to track the progress by pupils as they move through the key stages.
144. The school has maintained sound standards in physical education since the last inspection. Pupils have a secure preparation for the next phase of their education.

## **RELIGIOUS EDUCATION**

145. By the end of both key stages pupils' attainment is in line with the expectations of the Calderdale agreed syllabus for religious education. By the end of Key Stage 1, pupils have gained a basic knowledge and understanding of Christianity through bible stories, the handling of artefacts and learning

about the special nature of some festivals such as Christmas and Easter. Pupils in Year 1 displayed good recall of the story of the Last Supper and recognised the significance of the offering of the bread and wine. Pupils recognise churches, synagogues and temples as special places and how they feature in people's lives for major events such as baptisms and weddings. They show great respect when handling religious artefacts such as the chalice and the crucifix. Pupils enjoy listening to stories from the bible and from other faiths. Pupils in Year 2 are introduced to Buddhism through the story of Prince Siddhartha. They begin to develop an appreciation of the beauty of creation and their place in it and they show concern for the protection of the environment.

146. By the end of Key Stage 2, pupils have a deeper and broader understanding of Christianity through stories of the life and work of Jesus. They re-tell stories of the miracles very effectively. Higher attaining pupils use these opportunities for free writing to give detailed accounts of events in the life of Jesus, for example, Holy Week and reveal a sensitive appreciation of the events. Lower attaining pupils use annotated pictures very effectively to record such events. Pupils are introduced to some of the basic beliefs and festivals of Judaism, Islam, Hinduism and Buddhism. Their knowledge is greatly enhanced through very good use of visits and visitors. They have visited the Buddhist centre at nearby Dobroyd Castle and received a follow-up visit from a Buddhist nun. They learned about the Jewish Sabbath and the special significance of the Passover from a visitor from the Manchester Jewish Museum. Pupils in Year 4 demonstrate good imagination in writing a play about the story of Rama and Sita. Through their work, pupils are given opportunities to reflect on the nature of religion, the role it plays in the lives of different cultures and the nature of worship. In these ways the subject makes a very significant contribution to pupil's spiritual and cultural development. All pupils make good progress in both key stages.
147. The quality of teaching is good overall. Teachers have good subject knowledge and plan lessons effectively. They plan a variety of activities and make very good use of the range of good-quality religious artefacts and audio-visual materials. For example, pupils in Year 5 watched a quality video on Buddhism and the Five Precepts with great interest. They then proceed to act out incidents to illustrate the precepts in real life situations. Pupils respond very well to their lessons. They are attentive and responsive. They are prepared to express their own views and to make judgements. For example, pupils in Year 4 recognised the value of the moral codes set out in the Torah and shaped some of their own rules for society giving their reasons and displaying sound moral standards. Pupils' written work and pictures receive appreciative and supportive comments from teachers. Since the last inspection the quality of teaching has improved, and enables pupils across the key stages, including those with special educational needs, to make sound progress.
148. The curriculum is well planned and fully meets the requirements of the locally agreed syllabus. The scheme of work provides a good balance of work in

each year and succeeds in enabling pupils to build systematically on previous learning. The co-ordinator gives good leadership and guidance to colleagues. Since the last inspection the school has developed a very good range of quality artefacts, visual aids and books to enhance the teaching of the subject and the range of visits and very good use of visitors make a positive impact on pupils' learning.