

# INSPECTION REPORT

## **OAKWORTH PRIMARY SCHOOL**

Oakworth, near Keighley

LEA area: Bradford

Unique reference number: 107436

Headteacher: Mr. P. Hey

Reporting inspector: Mr. M. H. Cole  
3369

Dates of inspection: 1<sup>st</sup> – 3<sup>rd</sup> May 2001

Inspection number: 192690

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and infant
School category:	Foundation
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Station Road, Oakworth, Keighley, West Yorkshire
Postcode:	BD22 7HX
Telephone number:	01535 642309
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr. J. A. Barnes
Date of previous inspection:	3 <sup>rd</sup> March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Oakworth Primary School provides full-time education for 405 boys and girls aged four to eleven. A further 50 children aged three and four attend the nursery class for half of each day. The school serves a large semi-rural village about three miles from Keighley. Pupils represent a wide range of social backgrounds. About six per cent of pupils currently receive free school meals, a low proportion by national standards. Other information suggests that overall the social and economic circumstances of parents are broadly average. Pupils also show a wide range of attainment on entry to the school and there are fluctuations from year to year. In most years pupils start at the school with about average attainment. However, this year's intake to the nursery has been of children showing generally above-average attainment. Five per cent of pupils are identified as having special educational needs, a low proportion, but the proportion of pupils (1.2 per cent) with statements of special needs is average. A very small number of pupils are of minority ethnic origin but all of these use English as their first language. The school has grown and changed significantly since its previous inspection. Until two years ago the school was a "first school" taking pupils only to age nine. In line with reorganisation of schooling in the Bradford area the school has now become an all-through primary school retaining its pupils to age eleven. This is the first year the school has had pupils aged eleven.

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

This is a good, effective school. Good teaching helps pupils achieve well and the standards of their work in English, mathematics and science are above average. Pupils' attitudes, behaviour and personal development are very good. The headteacher and other senior staff lead and manage the school very well. The school provides good value for money.

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

- Pupils achieve good standards in English, mathematics and science and the standard of younger pupils' writing is well above average.
- Very effective provision for pupils' moral and social development results in very good behaviour, attitudes and relationships.
- Teaching is of good quality.
- Good provision is made for children's learning at the Foundation Stage<sup>1</sup>.
- The headteacher and senior staff provide very good leadership and management.
- The school cares well for pupils.
- Parents like the school a lot and think it does a good job.

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

- Opportunities for pupils to extend and practise their skills in information and communication technology across the curriculum, and to make full use of the good new computer resources.
- Library resources, and their use to extend pupils' interest and skills in reading.
- Extending the effective target setting used in Y6 to other year groups so that pupils know what they have to do to improve.

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

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

Since its previous inspection in March 1997, the school has achieved a good level of improvement. The results of pupils aged seven in standard National Curriculum tests of reading, writing and mathematics have improved. They were average in the 1997 tests but since then have been above or well above the average for schools nationally. Improvement here has brought the school a national award for achievement. Standards of attitudes and behaviour are also improved: in 1997 they were judged "good" but inspectors now consider them to be very good. The good standard of teaching reported at the previous

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<sup>1</sup> *Foundation Stage*: education before pupils enter Year 1, i.e. in the nursery and reception classes

inspection has been maintained. Parents feel more positively about the school than at the previous inspection.

The school has successfully tackled areas for improvement identified at the previous inspection. The standard of handwriting, previously a weakness, is now good. Shortcomings in the curriculum in history and geography and in assessment of pupils in some subjects have been resolved; these aspects are now satisfactory. Planning of the school's development has improved and is now part of a generally strong picture of leadership and management which is better overall than previously. Minor concerns about the safety of the nursery playground and hall doors have been resolved. Strong leadership and a shared commitment to improvement amongst governors and staff mean the school is well placed to achieve further improvement.

## STANDARDS

### *The oldest pupils*

As the school has not previously had pupils aged eleven, there are no results of previous National Curriculum tests of English, mathematics and science for pupils of this age. The oldest pupils were preparing to take the school's first national tests for this age-group immediately after the inspection. These results will be published to parents by the school. Inspectors judge the school to have good prospects for achieving the realistic targets it set for these test results. The quality of work seen during the inspection was above average in English, mathematics and science. Comparing these judgements with the pupils' average test results when they were seven shows them to have achieved well since. This is consistent with the good progress pupils are seen to make in lessons and the gains apparent when their written work over the present school year is examined.

### *Younger pupils*

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools*
	1998	1999	2000	2000
reading	A	A	B	B
writing	A	B	A	A
mathematics	A	C	B	B

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

\* Similar schools are defined by the proportion of pupils eligible for free school meals; this measure has been found to be significantly related to the levels of attainment normally found in schools nationally.

Inspectors' observations that the quality of writing is high support the results of the 2000 tests which show the standard to be well above the national average. Inspectors' judgements of work seen also endorse the picture from the 2000 tests of above average standards in reading and mathematics. Fluctuations in test results from year to year reflect normal variations between different groups of pupils. Results since 1998 represent a significant improvement over those in previous years. When test results are compared with pupils' attainment on starting at the school it is clear that they achieve well.

Throughout the school good achievement is seen in lessons and from examination of pupils' past work. Pupils of all ability levels, including those with special educational needs, progress well toward the challenging targets set for them. Children at the Foundation Stage achieve well and those currently approaching the end of the stage show above-average standards.

Examples of the work of pupils of all ages in other subjects seen during the inspection showed satisfactory quality.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils are interested in their work and enthusiastic about school.
Behaviour, in and out of classrooms	Very good; pupils show good self-discipline.
Personal development and relationships	Very good; pupils develop a very good sense of independence and responsibility, and they make co-operative relationships.
Attendance	Very good

## TEACHING AND LEARNING

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

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Of 29 lessons observed during the inspection 21 per cent were of very good quality and a further 48 per cent were good. All of the remaining 31 per cent of lessons were satisfactory. Almost all of the English and mathematics lessons seen were of good or very good quality. This positive judgement is borne out by the good standard of work in exercise books. Teaching of literacy and numeracy skills is thorough and systematic, but also lively and interesting. Writing is particularly well taught, with good support from written work in lessons other than English.

The teaching seen was of good all-round quality in all parts of the school, with no weaknesses in the great majority of lessons. Teachers plan well to meet all pupils' needs, set challenging tasks and support pupils well. Classroom support staff make a good contribution, particularly in ensuring that pupils having difficulty or with special needs are fully included in activities and able to progress. Management of pupils is effective. All of these factors lead to pupils concentrating hard, completing a lot of careful, well-presented work and achieving well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory; learning in lessons is well supported by a good range of activities outside lessons.
Provision for pupils with special educational needs	Planning for pupils is satisfactory and staff support in lessons is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall, with particular strength in moral and social development.
How well the school cares for its	The school has good and effective procedures.

Integration of information and communication technology into work across the curriculum does not yet meet new national expectations but this development is under way and being supported with staff training and new resources. A consistent emphasis on encouraging pupils to show independence in their learning, and to take responsibility for themselves, is a positive aspect of provision for social development. This combines effectively with good procedures for managing behaviour in developing pupil self-discipline.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good; strong leadership shows a clear sense of direction and determination and sets high expectations for staff and pupils.
How well the governors fulfil their responsibilities	Governors are supportive, watchful and effective in guiding the school.
The school's evaluation of its performance	Good checks are made on areas of priority and findings are well used to guide effective action that succeeds in bringing about improvement.
The strategic use of resources	Careful planning results in good use of resources. Finances and other school matters are efficiently administered.

The school's change from first school to primary school has been very well managed as the good academic and personal standards of the school's first Year 6 group shows. This reflects well on governors, headteacher and senior staff. Extension of the building and other physical resources has been swiftly and smoothly achieved. Only in the planning of library accommodation and its use has there been a weakness. The high-quality new computer suite is currently under-used but the school's development plans, including staff training already begun, are tackling this. Developments have been undertaken with conscientious attention to achieving best value from available funds. The school has given very good support to its several new teachers. The school has an unusually good number of classroom support staff and they make a very effective contribution to the teaching and the life of the school.

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

What pleases parents most	What parents would like to see improved
Parents are pleased with all aspects of the school, but they are especially content that their children <ul style="list-style-type: none"> <li>• like school</li> <li>• make good progress</li> <li>• behave well at school</li> <li>• become more mature and responsible</li> </ul> and that the school <ul style="list-style-type: none"> <li>• provides good teaching</li> <li>• expects pupils to work hard and achieve his or her best.</li> </ul>	Parents raised no serious concerns. Only a very small number mentioned minor matters.

The inspection team's judgements support parents' positive views of the school.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Pupils achieve good standards in English, mathematics and science and the standard of younger pupils' writing is well above average.**

1. The inspection took place a few days before the oldest pupils, aged about eleven, were due to take National Curriculum tests in English, mathematics and science. As this is the first year that the school has had pupils of this age no test results from previous years are available for comparison with national results. On the basis of work seen during the inspection, the oldest pupils are judged to achieve standards in these three subjects which are above the national standard. In arriving at these judgements, inspectors observed lessons, examined a wide range of pupils' past written work, heard sample pupils read and had discussions with pupils. In all three subjects, the great majority of the oldest pupils have reached the level of attainment, level four of the National Curriculum, expected at their age. The proportion of pupils achieving the higher level five is a little above the average for schools nationally while the proportion failing to reach the expected level four is considerably lower than nationally. When these pupils had taken standard National Curriculum tests aged seven their results had been similar to the national average. Since then, good progress has helped them to reach at age eleven standards that compare more favourably with the national picture. This represents good achievement and reflects the good progress pupils are seen to make in lessons thanks to well organised, challenging teaching and very good pupil attitudes.
2. Younger pupils also achieve better standards than in most schools. In the 2000 National Curriculum tests for pupils aged seven, pupils' results in writing were well above both the national average and the average for similar schools. In reading and mathematics, test results were above the national and similar-school averages. The rise in test results in all three subjects since 1997 has resulted in the school recently receiving a national achievement award. Inspectors' judgements of the work of present pupils aged seven confirms the positive picture painted by the previous year's test results. In science, where there are no tests for seven-year-olds, teachers' own formal assessments in 2000 pointed to average standards. However, inspectors judge the standards in science now being shown by seven-year-olds to be above average. A high proportion of pupils achieves the expected level of attainment and a good many exceed it.
3. In English, skills of speaking and listening (which are not subject to national testing) are clearly better than in most schools. The oldest pupils demonstrated this very well in a Year 6 lesson on story writing which ended with a lengthy discussion for the whole year-group (of fifty-seven pupils). All pupils listened intently both to the teacher and to each other when pupils read aloud extracts from their stories. The quality of the listening was apparent when pupils were able to speak clearly to the group about features of the stories, justifying their appraisals persuasively by quoting examples from what they had heard. Throughout the school pupils listen well and speak clearly and confidently, a substantial proportion expressing themselves with a good vocabulary for their age. This was also demonstrated by one of the youngest pupils in the nursery when he explained clearly why he could build a better sandcastle with wet sand than with dry sand.
4. Almost all of the oldest pupils are also competent readers. At all ages pupils show at least satisfactory, and sometimes good, fluency, accuracy and comprehension when reading text which presents a suitable challenge at their age. However, the oldest pupils' skills of using libraries are underdeveloped, reflecting the school's presently inadequate resources for promoting such skills.
5. In writing, the overall standards of spelling, punctuation and handwriting throughout the school are good. This represents a clear improvement in handwriting since the last inspection. A particular strength of the writing, however, is the range of vocabulary and sentence structures pupils are able to use to give life to their writing and to achieve special effects to engage the reader. During

the inspection many seven-year-old pupils in one Year 2 class wrote more elaborate and lively sentences than expected for their age. One story started *“On a lane in the countryside there is a big house where a little girl called Emma and her mum lived”*. Another began *“The magic pan was always on the cooker. Every time someone went out of the kitchen and no-one was there the pan started to sing and dance.”* The oldest pupils have further developed these skills and almost a third of them exceed the expected level of attainment in writing. Their writing is vivid and lively. In one description a character *“stomped, flat-footed, out of the room”*. Another effective story opened:

*“Aargh! What did you do that for? I’m soaked!” yelled Sam as he hoisted the second bucket of water out of the well. His wet blonde hair was plastered to his face and his green eyes were blazing. Karen, his sister, began sniggering.*

6. In mathematics, pupils’ knowledge, understanding and skills develop well throughout the school. The great majority of the oldest pupils have achieved a sound understanding of numbers and about a third of them exceed the expected level of attainment. Good mathematical understanding is apparent when some pupils explain the methods of calculation they use, recognising that there are often alternative methods. They can use fractions, decimals and percentages and understand the relationships between them. Pupils can add, subtract, multiply and divide using large numbers, and they understand which processes to use to solve real-life problems. They know what square numbers and square roots are. During the inspection Year 6 pupils were seen making good progress in understanding the ideas of ‘mean’, ‘mode’ and ‘median’. Past written work shows older pupils developing an understanding of many concepts such as symmetry, angles, and co-ordinates. Systematic arrangements for homework and quick follow-up tests help pupils develop good knowledge of multiplication tables which they often use to make quick mental calculations. Pupils use their mathematical skills well to support some of the work in other subjects, as, for example, when Year 5 pupils measured pulse rates in science work on the body and presented their data as graphs.
7. In science pupils throughout the school develop good understanding of the scientific process of enquiry, and particularly good understanding of how to plan and carry out a fair test. They learn clearly why and how to make predictions before carrying out careful and fair tests. Past written work shows good examples of pupils explaining cause and effect clearly. Good development of understanding was seen in a Year 5 lesson on the way sound travels and a Year 6 lesson on the parts of plants and their functions in plant reproduction. A lesson for much younger pupils, in Year 1, showed them progressing well in understanding that the natural world can be classified according to significant differences as pupils distinguished fruit from vegetables and recognised that the edible part of vegetables may be the roots, the leaves or the flowers.
8. Although the inspection focused especially on English and mathematics and, to a lesser extent, science, examples of lessons and pupils’ past work in the other subjects of the curriculum were observed. These showed consistently satisfactory standards being achieved.

**Very effective provision for pupils’ moral and social development results in very good behaviour, attitudes and relationships.**

9. At the previous inspection pupils’ attitudes and behaviour were judged to be good, but further development by the school has improved these aspects to a very good standard. Virtually all parents completing the pre-inspection questionnaire stated that their children like the school and the rate of pupil attendance is well above the national average. Both facts are consistent with the good level of interest and enthusiasm shown by pupils in the lessons seen during the inspection. Positive attitudes are also reflected in the very good behaviour seen around the school, in assemblies, at lunchtime, in the playground, and for almost all of the time in lessons. Teachers’ good planning of interesting, lively and stimulating activities is a major reason for this. Another is the school’s firm expectation about behaviour, consistently applied and reinforced through rewards. Expectations about attendance are also high and effectively supported by careful

checks and encouragement.

10. Relationships between teachers and pupils, and amongst pupils themselves, are co-operative. Pupils are respectful towards adults, including visitors, and towards fellow pupils, including those who are in some way different from themselves, for instance in gender, background, ability or because they have special needs.
11. Although it is an orderly school it is also a cheerful and relaxed one. The very good behaviour is not the result of regimentation but rather of the effective provision for pupils' social and moral development. Helping pupils to become mature and responsible is a central aim for the school and one that inspectors, and almost all parents, agree is achieved. The aim is reflected in the way teachers encourage pupils to think, find out and solve problems for themselves in lessons. It is also seen in other areas of school life. School visits and special events, including opportunities for trips abroad, are used as opportunities to encourage and challenge pupils to be independent.
12. An unusual feature of after-school clubs is that once pupils have chosen to take part they are expected to attend each week for at least half a term, and a register is kept. Thus pupils are encouraged to think carefully about choices and, having made a commitment, to honour it. The oldest pupils' sense of responsibility for their own learning is effectively developed through the way teachers consult closely with individual pupils about the standards they are achieving, what they need to do to improve and their prospects in the national tests. This is done in a way that does not pressurise pupils but rather shows respect for their developing willingness to take responsibility for themselves.
13. By all of these means the school succeeds in developing in pupils an ability to arrive at their own sensible judgements about how they should behave. As a result they develop self-discipline and can be trusted almost always to behave well without the need for close supervision.

#### **Teaching is of good quality.**

14. The good achievement and good standards of work that result are the consequences of good teaching. All lessons seen during the inspection were at least satisfactory and the majority were good or very good. Although there have been many staff changes since the previous inspection, and several staff are new to the profession as well as to the school, the good quality of teaching noted at the previous inspection has been maintained.
15. The teaching is of all-round good quality. It is conscientiously prepared and efficiently organised. Teachers understand well what they need to teach and this helps them to plan appropriate and challenging tasks for pupils that build effectively on pupils' previous learning. It also helps them to be clear about exactly what they wish pupils to learn, to explain clearly and to devise questions which probe and reinforce pupils' understanding thoroughly. Persistent asking of challenging questions was a strength of many lessons seen during the inspection. It encourages pupils to think for themselves and, through explaining their thoughts to others, to reinforce their understanding. A Year 4 literacy lesson, for example, began with teacher and pupil examining a story together, the teacher asking many open-ended questions that forced pupils to think hard about the characters in the story and their motivations. Such approaches help to explain the pupils' above-average speaking and writing skills: they are used to thinking of interesting things to say, and this in turn helps them to write interestingly.
16. Teachers set high expectations for pupils' work and where necessary adjust tasks to suit pupils' differing levels of ability, a practice in which they are helped by the fact that classes within each year-group from Year 3 are organised according to pupils' ability. Pupils finding difficulty and those with special educational needs are often given extra help, frequently by a classroom assistant. They are effectively helped to tackle similar work to the rest of the class and be fully included in tasks, including participation in class discussions, and to progress as well as others. The school has many more classroom assistants than most schools and they are very effective

aides to the teaching. They work in close co-operation with teachers, understand well what they have to do and are confident and enterprising in carrying out their roles.

17. Lessons are almost always well organised, purposeful events that proceed at a lively pace. This reflects conscientious planning and preparation by teachers and good skills of managing pupils. Teachers rarely need to spend much time gaining order and the time available is almost always intensively used for teaching and learning. Exercise books show that teachers and pupils get through a lot of careful work together. Only in two classes in Years 1 and 2 is the pace of teaching sometimes less than good because the work lacks clear focus and pupils are less well managed.
18. Teachers generally track the progress pupils make carefully, especially in English and mathematics. Here, marking of pupils' work is also at its best, giving pupils pointers to future improvement. In English, a reason for the good standards of writing is that a very close analysis of pupils' past work has been made to pin-point what they can and cannot do. This has been well used to plan the teaching and, in the case of the oldest pupils, to set clear, personal targets for pupils to aim at while striving to improve their writing.
19. Teachers have employed the national strategies for literacy and numeracy effectively in their teaching of English and mathematics. Again, careful analysis of the pupil progress resulting from this teaching has led to well-considered adjustments to the implementation of the strategies with notable benefits in the case of writing. Pupils receive good opportunities to practise their writing skills in subjects other than English, for example by writing reports on science investigations or making notes on information they have found out in history. Effective links between subjects are also beneficial as when Year 3 pupils in their literacy lesson read and write about a local fire that also features in their history work.
20. Arrangements for homework are good; they are clear and systematic, especially for reinforcing basic skills in English and mathematics. The great majority of parents applaud the homework arrangements. However, the limited format of the reading diaries pupils take home are a missed opportunity to encourage and involve parents in supporting their children's reading at home and for letting parents and children know how they might improve.

### **Good provision is made for children's learning at the Foundation Stage.**

21. The school's provision for children at the "Foundation Stage" is good, maintaining the situation at the previous inspection. All of the positive features of the school's teaching, and of the standards achieved in both work and personal development, apply to the children in the nursery and reception classes.
22. The curriculum is broad and stimulating, and in line with official national guidance on the needs of the age-group. There is a wide range of challenging and focussed activities to promote the children's learning in language and literacy, mathematics and personal development. These are well supported by a good range and quality of equipment, books and materials.
23. Children in the nursery soon become confident and secure in the classroom. They talk confidently and engaging well with each other and with visitors. Teachers' good management of the children leads to positive attitudes and good concentration on tasks. Good examples of this during the inspection were children concentrating on their painting or sustaining co-operative play in the home corner. Lessons are calm, purposeful and productive. Relationships between teachers, support staff and pupils are good and pupils co-operate well with each other, too.
24. Teachers' provision of well-designed tasks and their high expectations mean that most children make good progress. They meet the officially recommended Early Learning Goals and are ready to embark on the National Curriculum before, and often well before, they complete the reception year.

### **The headteacher and senior staff provide very good leadership and management.**

25. The headteacher leads the school with a clear sense of purpose and with personal determination. He sets high expectations for staff and pupils alike. The school reflects this strong leadership, with staff and pupils striving together in a business-like and co-operative way to achieve as well as they can. Good quality is found throughout the work of the school. The deputy headteacher gives very strong support to the headteacher.
26. All staff - teachers, classroom support staff and those with administrative roles – work hard in a shared commitment to improve the school. As a result the school has raised standards, both in academic work and in attitudes and behaviour since the previous inspection. The effectiveness of the very good leadership is particularly apparent, though, in the success with which the school has made its recent transition from first school to primary school. Management of the provision of new buildings and resources has been efficient and brisk. Preparation to provide for the first time a curriculum and teaching for Years 5 and 6 has been thorough and effective. The present Year 6 pupils, the school's first, are a credit to the school and its management of the recent changes. They have achieved good academic standards, with a substantial number achieving above the level expected at their age, and their attitudes and behaviour are mature. The deputy headteacher has been especially effective in leading personally the teaching of these new year groups and establishing a very good ethos of attitudes and relationships with the oldest pupils.
27. This successful change has been achieved against the backdrop of the disruptions of major building works and significant staffing difficulties. There have been many staff changes and some long-term staff sickness. The school has had difficulty finding suitably qualified staff to fill vacancies, either permanently or temporarily. At the time of inspection a vacancy for a class teacher had been unfilled for four months. However, the commitment and skill of members of the existing staff has allowed the staffing shortfall to be covered in a way that has minimised its impact. The good support which the headteacher and other senior staff give to the teaching has also been effective both here and in providing a very good programme of induction for several teachers who are new to the profession.
28. The school has sound measures for keeping a check on its own performance through direct observations of teaching and learning in lessons, through close scrutiny of pupils' work and through careful tracking of the progress pupils make from year to year. The accurate information gathered in these ways is well used to plan effective actions to bring about improvement. These management processes have in recent years been appropriately focused on national priorities for literacy, especially writing, and numeracy, and on the school priority for extending its work to Years 5 and 6. In all of these areas very good management has resulted in success: standards in literacy and numeracy have improved and the provision for the new year groups has been initiated well.

### **The school cares well for pupils.**

29. The school has conscientious and systematic arrangements for safeguarding pupils and their welfare. All relevant legal requirements for procedures in this area of the school's work are effectively met. There are good procedures for monitoring health and safety and good provisions for child protection should they be needed.
30. Parents recognise that the school knows its pupils well. The school keeps effective checks on pupils' progress, behaviour and attendance. Where the school's checks show intervention to be necessary this is effectively executed. For example, instances of unsatisfactory behaviour are dealt with quickly and effectively. Where pupils have special needs these are identified and appropriate support provided. The effectiveness of all these measures is seen in the good standards of pupils' work, the very good behaviour and the very good level of attendance.

31. One way in which the school aims to support pupils' personal development is by encouraging them to be independent and adventurous. An example of this is that the youngest and oldest pupils are free to mix together in the main playground. An alternative, very small "quiet" playground without ball games is available for pupils of all ages, but here, too, the atmosphere can be a little boisterous. Pupils generally use these options sensibly but the freedom is a source of some justified anxiety to a small number of parents of the youngest pupils.

**Parents like the school a lot and think it does a good job.**

32. Parents of a relatively high proportion of pupils (69 per cent) returned the pre-inspection questionnaire. On almost every question the overwhelming majority of parents expressed a positive view of the school. Virtually every parent agreed that the teaching is good, that behaviour is good and that expectation of pupils are high. Compared with most inspection questionnaires Oakworth parents showed an unusually high level of satisfaction with homework and with information on pupils' progress. Although the format of the questionnaire has changed since the previous inspection the general picture is that parents have expressed more positive views in the latest survey.
33. On only one question did a significant number of parents express a negative view: twelve percent of parents disagreed that the school provides an interesting range of activities outside lessons, while sixteen per cent said they did not know. However, examination of the questionnaires shows that most of those making a negative or "don't know" response were parents of the youngest children. It is not usual for schools to provide after-school activities for the youngest pupils. On the other hand a number of parents attending the pre-inspection meeting for them, or adding comments to questionnaires, praised the provision of activities outside lessons. In particular the opportunities for pupils to join in school journeys abroad (France previously and Spain this year) and the "Before and After School Club" were applauded. Inspectors agree with the great majority of parents that the provision of activities outside lessons is good.

**WHAT COULD BE IMPROVED**

**Opportunities for pupils to extend and practise their skills in information and communication technology across the curriculum, and to make full use of the good new computer resources.**

34. Part of the school's recent programme of extension to the accommodation has been the provision and equipping of a computer suite. This has greatly improved the potential for teaching information and communication technology (ICT) by making it possible for lessons to be taught to half a class with each pupil working at their own computer. A very good lesson of this sort was seen during the inspection. This, and other observations of pupils at work during the inspection, gave examples of pupils working at a satisfactory level and in some cases showing good understanding and skills for their ages.
35. However, the full potential of the very good new resources has yet to be realised and the computer suite, and classroom computers, are somewhat under-used. Also, the school is not yet fully meeting the higher expectations for ICT within the revised National Curriculum effective from September 2000. This includes pupils using their ICT skills across the subjects of the curriculum. There are some good examples of this happening when pupils word-process their writing in English or Year 6 pupils put data from science investigations on a spreadsheet from which they then construct and print graphs. However, not enough work of this sort is done and there are insufficient checks on pupils' progress in the subject across the curriculum.
36. The school is well aware of the need to develop further its work in ICT. A good start has been made with the appointment this year of a new teacher whose expertise in the subject is already being put to very good use. Other staff have begun a programme of training to help them exploit

the new resources and meet the new expectations. The school has plans also to encourage pupils' use of the new resources outside of lessons.

### **Library resources, and their use to extend pupils' interest and skills in reading.**

37. Pupils progress well in their basic skills of reading and understanding text. Older pupils also develop a sound appreciation of some literary devices associated with different forms of text, both non-fiction and fiction, including poetry. A more able pupil was, for example, able to identify and explain an example of "idiom" (a "wild goose chase") in a passage she read to an inspector. However, the oldest pupils' understanding and skills are under-developed in relation to finding books in libraries and researching information from them. They do not understand principles of library classifications and cataloguing. Additionally, a few pupils disappointed inspectors with their lack of enthusiasm for reading and their breadth of reading experience. These observations are consistent with the school's insufficient resources for developing these aspects of reading.
38. Although redevelopment and extension of the school building has left it with generally good accommodation, library provision is poor. There is no proper library for younger pupils up to Year 2. The only library is on the opposite side of the building from their classrooms and upstairs: it is not readily accessible by younger pupils. However, this library is not a good resource for older pupils, either. It is small, doubles as a corridor and there is not enough space or furniture to allow pupils to browse through books, make reference notes or simply sit and read quietly by themselves. In a school which successfully emphasises development of pupils' independence and responsibility, the library arrangements are a missed opportunity to exploit and further enhance these qualities. Books are not displayed in a way that "sells" reading as a worthwhile activity pupils might choose for themselves. The library does not make reading or referring to books an enticing prospect.

### **Extending the effective target setting used in Y6 to other year groups so that pupils know what they have to do to improve.**

39. The school has recently introduced good practices in which teachers share with Year 6 pupils their explicit appraisals of strengths and weaknesses in their work in English and mathematics, and agree with them targets for improving their work. During the inspection, sample Year 6 pupils were able to tell inspectors exactly how they were trying to raise the level of their personal achievement in these subjects. Parents, too, are able to know their children's personal targets and therefore give relevant encouragement and support. These practices both take advantage of and further develop pupils' sense of responsibility for their own learning. They help to explain the Year 6 pupils' mature and responsible attitudes and behaviour during lessons and the good achievement that results. The school would benefit from extending these successful practices to other pupils and to a wider range of their work and personal development.

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

The school has no significant weaknesses but can further raise standards by

#### **1. Integrating information and communication technology into work across the curriculum.**

The school should:

- continue with the programmes of staff training
- continue to acquire the software resources required
- ensure that teachers' planning across the curriculum provides for the integration of ICT into subjects as appropriate
- check that work in ICT lessons in the computer suite is effectively complemented by sufficiently challenging and relevant tasks in the classroom using classroom computers

- adopt systematic assessment of pupils’ progress in ICT across the curriculum

**2. Organising library accommodation and book resources**

**(a) to develop pupils’ skills of using them**

**(b) to make them more accessible and appealing to pupils**

The school should

- improve teaching of library skills and support it with opportunities and encouragement for pupils to put these skills into practice
- monitor the use pupils make of the library
- check pupils’ progress in library skills
- check for improvements in pupils’ attitudes and habits with regard to reading

**3. Extending to other pupils the good practice begun with Year 6 of setting targets for improvement for pupils.** The school should agree with pupils limited numbers of targets that are

- challenging
- understandable, specific and manageable
- achievable within a time-scale appropriate to pupils’ ages
- followed up by frequent feedback from teachers
- made known to parents

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	18

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	21	48	31	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*

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	405
Number of full-time pupils known to be eligible for free school meals	0	23

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	23

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	4

### *Attendance*

#### **Authorised absence**

	%
School data	3.0
National comparative data	5.2

#### **Unauthorised absence**

	%
School data	0.6
National comparative data	0.5

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

**Attainment at the end of Key Stage 1**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	27	31	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	26	26
	Girls	29	29	29
	Total	55	55	55
Percentage of pupils at NC level 2 or above	School	95 (97)	95 (90)	95 (92)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	26	25
	Girls	29	27	28
	Total	55	53	53
Percentage of pupils at NC level 2 or above	School	95 (93)	91 (93)	91 (82)
	National	84 (82)	88 (86)	88 (87)

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

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	454
Any other minority ethnic group	

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

*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 – Y7**

Total number of qualified teachers (FTE)	16.6
Number of pupils per qualified teacher	26.0
Average class size	28.9

**Education support staff: YR – Y7**

Total number of education support staff	11.5
Total aggregate hours worked per week	224

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25

Total number of education support staff	1.0
Total aggregate hours worked per week	32

Number of pupils per FTE adult	12.5
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*FTE means full-time equivalent.*

**Financial information**

Financial year	2000/2001
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	£
Total income	819965
Total expenditure	802511
Expenditure per pupil	1866
Balance brought forward from previous year	24100
Balance carried forward to next year	41554

*Results of the survey of parents and carers*

**Questionnaire return rate**

Number of questionnaires sent out	454
Number of questionnaires returned	315

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	40	2	0	0
My child is making good progress in school.	51	45	4	0	0
Behaviour in the school is good.	50	48	0	0	2
My child gets the right amount of work to do at home.	34	50	8	0	8
The teaching is good.	58	40	0	0	2
I am kept well informed about how my child is getting on.	47	47	2	4	0
I would feel comfortable about approaching the school with questions or a problem.	58	32	8	2	0
The school expects my child to work hard and achieve his or her best.	71	29	0	0	0
The school works closely with parents.	39	56	2	4	0
The school is well led and managed.	56	34	4	6	0
The school is helping my child become mature and responsible.	42	52	4	0	2
The school provides an interesting range of activities outside lessons.	31	41	10	2	16