

# INSPECTION REPORT

**CLAYTON C of E PRIMARY (VC) SCHOOL**

Bradford

LEA area: Bradford

Unique reference number: 107308

Headteacher: Mr M Joyce

Reporting inspector: Miss M A Warner  
17288

Dates of inspection: 8<sup>th</sup> – 11<sup>th</sup> October 2001

Inspection number: 193420

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary controlled
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Bradford Road Clayton Bradford West Yorkshire
Postcode:	BD14 6DD
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Appropriate authority:	The governing body
Name of chair of governors:	Rev Lloyd Williams
Date of previous inspection:	New school

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17288	Miss M A Warner	Registered inspector		What sort of school is it? The school's results and pupils' achievements. Teaching and learning. Curriculum and other opportunities. Leadership and management.
9189	Mr J Horwood	Lay inspector		How well does the school care for its pupils? The school's partnership with parents.
30590	Mr P Tuttle	Team inspector	Science, Special educational needs.	Assessment
23262	Mr P Martin	Team inspector	Mathematics, Information and communication technology, English as an additional language.	
7399	Mr P Roberts	Team inspector	Geography, History, Religious education.	Pupils' attitudes, values and personal development.
22644	Mrs Barbara Hill	Team inspector	Art, Design and technology, Music, Foundation stage curriculum, Equal opportunities.	
1678	Mr D Peckett	Team inspector	English, Physical education.	
9002	Mr D Ashton	Team inspector		Accommodation

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

### **INFORMATION ABOUT THE SCHOOL**

Clayton C of E (Controlled) Primary School is situated in the tight-knit, mill village of Clayton, west of Bradford. The majority of pupils come from the immediate catchment area, which is semi-rural and includes farms, factories, housing estates and open land. The previous inspection report was for a Church of England, First School with 344 pupils. The present Church of England Primary School opened with a new headteacher in September 2000. Building works are in progress to accommodate the larger number of pupils now on roll (456). For the past three years the school has functioned across two sites. The school is much bigger than other primary schools nationally. There are 418 pupils in Years R to 6 and 78 part-time places in the nursery. Eleven per cent of pupils are eligible for free school meals, which is below the national average. Fifteen per cent of pupils have been identified as having special educational needs, a number which has been rising but which is below the national average. Three per cent of pupils have a formal Statement of Need, which is above the national average. Eighty-six per cent of pupils are from white English heritage background, eleven per cent from Indian, five per cent from Pakistani and a small number from Chinese, African, and other heritage backgrounds. Eleven per cent of pupils have English as an additional language, mainly using Gurdjathi, Punjabi, Urdu and Arabic languages, but none is at an early stage of English language development. Children's attainment on entry is average overall, although a significant number of children come with poor speaking and listening skills and underdeveloped fine motor skills.

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

Clayton C of E Primary is a good school. Standards, by the time pupils leave the school in Year 6, are above average. Pupils achieve well because of their own good attitudes to learning and good, often very good, teaching across the school. The school is well led by the headteacher and the transition period between schools has been well managed by governors and senior staff. Although the unit cost per pupil is high, the school gives good value for money.

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

- Standards are above average in English, mathematics and information and communication technology by the end of Year 6, and in art, design and technology and music across the school.
- The leadership and management of the headteacher, governors and key staff are good, ensuring a smooth transition to the new school.
- Teaching is good across the school and was very good or excellent in nearly a third of lessons observed. Specialist teaching is a positive feature of the school.
- Pupils' attitudes to the school are very good.
- The school takes very good care of its pupils.
- Relationships, formed on a basis of mutual trust, are very good.

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

- Standards in writing in both key stages are not as high as they are in subjects.
- There is inconsistency in teaching methods owing to the different previous experiences of teachers in First and Middle schools. (The school has already identified this and in-service training has already taken place.)
- Assessment and evaluation are insufficiently used in daily planning and there is some loss of teaching and learning time at the start and end of lessons.
- The School Improvement Plan lacks detail and is not costed.
- Few policies have been completed for this new school, as it plans to base these on the teaching and learning policy, which is in the process of being completed.
- Subject leaders' responsibilities are underdeveloped and do not focus sufficiently on monitoring standards, teaching and learning.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the school's first inspection as a primary school.

### STANDARDS

**As the school is a new school the table showing the standards achieved at the end of Key Stage 2 has been omitted.**

Children's attainment on entry is average but a significant number has poor speaking and listening skills. Because of good teaching, they are on course to reach the Early Learning Goals by the end of the Reception Year in mathematics; personal, social and emotional development; knowledge and understanding of the world and in; creative development. They are not on course to reach the Early Learning Goals in communication, language and literacy or in their physical development. In English, 70 per cent of seven-year-olds and 84 per cent of eleven-year-olds achieved the expected standards in the National Curriculum tests in 2001. Standards in reading were higher than in writing at the end of both key stages. Whilst the school exceeded its targets in English in 2001, it is aware that the raising of standards in writing must be a priority for the school. Inspection evidence shows that current standards are in line with expectations in reading and writing and above expectations in speaking and listening in Year 6. In mathematics, 95 per cent of seven-year-olds and 76 per cent of eleven-year-olds achieved the expected standard in the National Curriculum tests in 2001. Although the expected target of 78 per cent at level 4 was not reached, over a quarter of the eleven-year-olds achieved the higher level 5. Inspection evidence shows that standards are in line with national expectations in the current Years 2 and 6. In science, 88 per cent of seven-year-olds and 84 per cent of eleven-year-olds achieved the expected standard in the National Curriculum assessments and tests in 2001. Twenty-nine per cent of eleven-year-olds achieved the higher level 5 and five per cent attained the highest level 6. Inspection evidence shows that standards are in line with national expectations in the current Years 2 and 6. In Years 1 and 2, standards are above those nationally expected in art, design and technology and music. They are in line with expectations in history and religious education. They are below expectations in the one lesson observed in physical education. No judgement was made about standards in geography or ICT because there was insufficient evidence. In Years 3 to 6, standards are above those nationally expected in art, design and technology, information and communication technology (ICT) and music. They are in line with expectations in geography, history, physical education and religious education. In Years 1 and 2, pupils' progress is satisfactory in English, mathematics, science, and ICT. They make good progress in art, design and technology, history, music and religious education. Only one lesson was observed in physical education, so no judgement can be given with regard to progress. In Years 3 to 6, pupils' progress is satisfactory in mathematics and physical education and they make good progress in all other subjects. Pupils for whom English is an additional language make the same progress as their peers across the school. The majority of pupils with special educational needs make sound progress towards meeting the targets in their Individual Education Plans.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils' attitudes play a major part in helping to establish the very positive ethos for learning that exists in the school. Pupils demonstrate a keenness to learn, concentrate and make good progress and are fully involved in all activities, responding well to the encouragement of their teachers.
Behaviour, in and out of classrooms	Good. The school's aims and values are clearly reflected in pupils' behaviour both in classrooms and around the school.
Personal development and relationships	Good. Class teachers work closely with pupils and guide their personal development. Relationships amongst all members of the school community are very good. They are formed on a basis of mutual trust.
Attendance	Levels of attendance at the school are well above the national average and levels of unauthorised absence are broadly in line with the national average.

### TEACHING AND LEARNING



Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.*

Whilst teaching is good, overall, and in many lessons is very good, there is inconsistency across the school. Teaching was very good or excellent in 30 per cent, good or better in 75 per cent and satisfactory or better in 96 per cent of lessons. It was unsatisfactory in four per cent of lessons. These three unsatisfactory lessons were in mathematics, physical education and religious education. In the nursery and reception classes, planning and organisation are very good. The teaching of communication, language and literacy, mathematics and creative activities is particularly good. Teachers and support staff work effectively together. In Years 1 to 6 the good range of learning opportunities provided and the expertise of the specialist teachers enhance the quality of pupils' learning. Pupils' own interest in what is being taught, their ability to concentrate well, their intellectual and creative effort and their pace of working also contribute well to the good progress that they make. The teaching of literacy is inconsistent, although it is satisfactory overall. The school has made a sound start to the implementation of the National Numeracy Strategy. The different strengths of teachers with Middle School and First School backgrounds have yet to be shared. Assessment and evaluation are often insufficiently used in the daily planning of lessons and this is particularly apparent when pupils are set. Whilst the school meets the needs of the higher-attaining pupils and those with special educational needs well, the needs of the average and lower-attaining pupils in some setted groups are not always fully met. In a number of lessons, time is lost at the start and end of lessons. Strengths in teaching in Key Stage 1 are in art and music and in Key Stage 2 are in art, design and technology, geography, ICT and music. French is also taught well in Years 5 and 6.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are good in the Foundation Stage and across the rest of the school. The curriculum is enhanced well with extra curricular activities, visits and visitors to the school. However, setting sometimes limits the provision made for pupils in the lower sets.
Provision for pupils with special educational needs	Very good. Pupils' needs are identified early and class teachers liaise well with the co-ordinator. These pupils are given very good support by the assistants. They are given full access to the curriculum.
Provision for pupils with English as an additional language	The school has suitable checks to make sure that pupils with English as an additional language receive the same opportunities as all pupils and are able to benefit fully from the range of learning experiences offered.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for pupils' moral and social development. There is good provision for their spiritual and cultural development. Whilst provision for their personal development is satisfactory, the school is looking at ways to promote pupils' personal development further.
How well the school cares for its pupils	Very good. The care of pupils is underpinned by the strong ethos of the school and its links with the church. Procedures for assessing pupils' attainment and plotting their progress are good.

The school works effectively with parents on a day-to-day basis. There is also a large, active PTFA committee in which parents, friends, the headteacher and teachers are fully involved. Opportunities to discuss issues and put forward points of views are given at meetings such as the Governors' Annual Report to Parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
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Leadership and management by the headteacher and other key staff	The headteacher has a clear vision for the school and he, with his very able deputy, gives a strong lead. Decisions, during this transitional period, have always been guided by what is educationally best for the pupils. Whilst this has sometimes caused inconvenience to parents, it has ensured that pupils' education has been disrupted as little as possible.
How well the governors fulfil their responsibilities	Good. The transition period has also been well managed by governors. Very good appointments have been made, reflecting the aims and objectives of the school well. The chair of governors and headteacher work closely together and all governors are involved and have specific duties.
The school's evaluation of its performance	Good, in the present circumstances. The school continually evaluates its progress and is beginning to set up more formal procedures. Governors act well in the role of a critical friend. They discuss test results and hold the school to account for them.
The strategic use of resources	Good. The school has a long-term view of what it wants to achieve. The headteacher, guided by a very efficient finance officer, uses resources wisely. The strategic vision of the headteacher and chair of governors now needs to be formalised through a more detailed, costed and shared School Improvement Plan and up-to-date policies.

Staffing is good, with particular strengths being in the appointment of specialist staff and the good number of support staff. The accommodation is satisfactory at the present time. There is a good range of learning resources but the number of reference books in the library is unsatisfactory. Strengths in leadership and management are in the very good working relationship of the headteacher and deputy, the shared commitment of all staff and their considerable capacity to improve the school further. The school applies the principles of best value well. Weaknesses in leadership and management are that the responsibilities of subject and other leaders are as yet underdeveloped in this new school.

## 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>• Their children like school. (94%)</li> <li>• The school expects their children to work hard and achieve their best. (93%)</li> <li>• The teaching is good. (90%)</li> <li>• The school is helping their children to become mature and responsible. (90%)</li> <li>• Behaviour in the school is good. (88%)</li> </ul> <p>456 questionnaires were sent out and 213 returned. % replies on questionnaires. PWC – parents' written comments. PM – Parents' meeting.</p>	<ul style="list-style-type: none"> <li>• The range of extra-curricular activities (56%) and school trips for younger pupils. (PWC)</li> <li>• Communication about what is expected of their children, guidance on how to help their children and information on curriculum content. (20%)</li> <li>• Children's annual reports are not sufficiently meaningful. (PM)</li> <li>• Views, asked for by the school, are not always listened to. (PM)</li> <li>• Road safety outside the school. (PWC)</li> </ul>

During the inspection, inspectors confirmed the many positive points raised by parents about the school, both at the parents' meeting and through questionnaires. Although 90% of those who returned questionnaires said they feel comfortable about approaching the school with a question or problem, some also reported that the school is less welcoming and receptive than it used to be as a First School (PM). The inspection team feels that many of the comments reflect what has happened during a difficult time of change within the school and that the school should, as it moves to a more settled period, ensure that communications are developed to provide greater satisfaction. The issue of road safety clearly needs addressing but, during the inspection, it appeared to be a small minority of parents who were ignoring school procedures and advice. The school has provided curriculum meetings, education evenings and curriculum letters on topics each half term.

## **PART B: COMMENTARY**

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

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

1. Children's attainment on entry is average, although the school's assessment shows that a significant number have poor speaking and listening skills when they start school. Good teaching is having a positive impact on the children's learning and, as a result, they make good progress in the nursery and reception classes. The children develop well, so that, by the time they move into Year 1, they are on course to reach the Early Learning Goals in mathematics; personal, social and emotional development; knowledge and understanding of the world; and creative development. However, because of a delay in the development of their fine motor control, the majority of children are not able to write in sentences, nor use punctuation, by the end of Reception, so are not on course to reach the Early Learning Goals in communication, language and literacy. At the present time the children are not reaching the Early Learning Goals in physical development but this is partly due to the temporary difficulty of providing for this area of development during the building works at the school.
2. At the time of the inspection, no comparative data was available which would have shown how this school's results, at the end of Year 6, compare with all schools nationally or with those in a similar context. As the school is considered to be a new school, previous comparative data in Year 2 is not used and no reference can be made to trends over time.
3. English results, in the National Curriculum tests for seven-year-olds in 2001, show that 70 per cent of the pupils achieved the appropriate standard. Overall, standards in reading were higher than in writing. Pupils' standards in speaking and listening are in line with national expectations by the age of seven.
4. English results, in the National Curriculum tests for eleven-year-olds in 2001, show that 84 per cent of the pupils achieved the expected standard and a quarter of the pupils achieved higher than the expected standard. Standards in reading were again higher than in writing. By the time they leave the school, standards in speaking and listening are at least satisfactory and are often good. Overall, pupils' attainment in English by the age of eleven is in line with that expected of pupils of their age, with a significant number of higher attainers reaching above average standards.
5. Whilst the school exceeded its targets in English in 2001, it is aware that the raising of standards in writing must be a priority for the school. Expectations of lower-attaining sets are often too low. Overall, inspection evidence shows that standards are in line with expectations in the current Year 2 and, in the current Year 6, are above average in speaking and listening and average in reading and writing. In writing, however, there are examples of good and very good work from higher-attaining pupils and handwriting is developed well, with pupils using a cursive script competently. Across the school the most significant weaknesses are in the grammatical structures and the spelling of less common words as pupils seek to extend their vocabulary. There are a significant number of pupils who read at a high level and a small group who have difficulties.

6. In mathematics, 95 per cent of seven-year-olds and 76 per cent of eleven-year-olds achieved the expected standard in the National Curriculum tests in 2001. Although the expected target of 78 per cent at level 4 was not reached, over a quarter of the eleven-year-olds achieved the higher level 5. Setting and specialist teaching is challenging the higher-attainers well. Although most lower-attaining pupils make satisfactory progress, many pupils in lower-attaining sets do not make enough progress to raise their attainment to the expected level. The work that they are set does not always build on what they already know and understand and pupils do not have enough chances to investigate problems that directly relate to their own lives and experiences. Inspection evidence shows that standards are, overall, in line with national expectations in the current Years 2 and 6 and the work of boys and girls is of a similar standard although, in the National Curriculum tests at the end of Year 2, boys performed better than girls.
7. In science, 88 per cent of seven-year-olds and 84 per cent of eleven-year-olds achieved the expected standard in the National Curriculum assessments and tests in 2001. Results for seven-year-olds are an improvement on the previous year, when teacher assessments indicated that standards were below the national expectations. 29 per cent of eleven-year-olds achieved the higher level 5 in 2001 and five per cent attained the highest level 6. Inspection evidence shows that standards are in line with national expectations in the current Years 2 and 6. By the end of Year 2, pupils have developed a good understanding of the need for investigations to be underpinned by fair testing. By the end of Year 6, pupils have developed these investigative skills further, for example when using filter separation techniques to separate sand or grit from salt.
8. In Years 1 and 2, standards are above national expectations in art, design and technology and music. They are in line with national expectations in history and religious education. They are below expectations in physical education. No judgement was made about standards in geography or information and communication technology (ICT) because there was insufficient evidence.
9. In Years 3 to 6, standards are above national expectations in art, design and technology, ICT and music. They are in line with expectations in geography, history, physical education and religious education. In art, strengths particularly lie in drawing and collage. In design and technology, Year 1 and 2 pupils design and plan their models well and, in Years 3 to 6, more emphasis is put upon evaluating the work. They make very good use of their diaries in this key stage. Older pupils in music can sing with clear diction, pitch control and expression. They practise, rehearse and give performances for an audience. In ICT, older pupils move and re-size different objects for their designs, trying out different ideas until they are satisfied with the result. They create well-presented documents using word processing and desktop publishing programs, considering carefully the intended reader.
10. In Years 1 and 2, pupils make satisfactory progress in English, mathematics, science, and ICT. They make good progress in art, design and technology, history, music and religious education. The progress made, in the one lesson seen, in physical education was unsatisfactory, mainly because demonstrations did not identify why pupils' movements were good or how they could be improved. There was little challenge, therefore to improve.

11. In Years 3 to 6, pupils make satisfactory progress in mathematics and physical education and good progress in all other subjects. For example, in geography in Years 5 and 6, pupils learn and understand key geographical terms and use them correctly in their writing, and in religious education older pupils are asked to try to determine the layers of meaning in the parable of the Prodigal Son.
12. Pupils for whom English is an additional language make the same progress as their peers in both Key Stages 1 and 2. None is at an early stage of English acquisition and they all take a full and inclusive part in all lessons. The school has not yet formally identified any pupils as gifted or talented, although teachers are aware that there are pupils in their classes who have particular strengths in music and sport. No analyses have yet been made of the results of pupils from different backgrounds.
13. The majority of pupils with special educational needs make sound progress towards meeting the targets in their Individual Education Plans. There is a combination of in-class support and some individual withdrawal to focus on specific targets. Pupils respond positively to the extra help from teachers and classroom support assistants and benefit from work that is closely matched to their needs. There are 11 pupils with Statements of Special Educational Need. These pupils make good progress towards meeting the targets, as a result of the very good support given by the dedicated and hard working support assistants. All pupils with special educational needs have access to the total curriculum and they are fully included in the life of the school.

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

14. Pupils' attitudes, values and personal development are very good and play a major part in helping to establish the very positive ethos for learning that exists in the school. This is a strength of the school.
15. During their lessons, pupils demonstrate a keenness to learn, to make good progress and to be fully involved in all the learning activities. They respond well to the encouragement of their teachers and maintain their concentration to the end of the school day. They readily begin to work on the various tasks they are set and communicate well with each other in carrying them out. They treat learning resources and classroom furniture with a proper respect. It is noteworthy that both school buildings are free from vandalism and graffiti and that there is no major problem with litter. There have been no exclusions in recent years on the grounds of unacceptable behaviour and only one recorded incident involving racist remarks.
16. Pupils with special educational needs have positive attitudes and respond well to the good, and often very good, support they receive from teachers and support staff. This good response enables pupils to make sound progress towards meeting their individual targets. The inclusion of personal development targets within Individual Education Plans for some pupils ensures that positive attitudes and values are continually being encouraged and developed.
17. The school's aims and values are clearly reflected in pupils' behaviour both in classrooms and around the school. Relationships amongst all members of the school community, regardless of ethnic or social background, are very good. They are formed on a basis of mutual trust and regard, and pupils respect the beliefs and feelings of other people. Staff know their pupils well as individuals and pupils in turn respond well to the care and consideration that they are shown. This is reflected in their good level of participation in extra-curricular activities, particularly in sport and

music, as well as in their work in lessons and their compliance with the school's code of behaviour. There is every indication that they much enjoy the whole of their time in school.

18. Pupils take full advantage of the opportunities they are given to exercise responsibility as they move through the school and benefit considerably from these in terms of personal development. They become well versed in the daily routines of the school, conveying registers and letters to parents between the office and the various classrooms. They act as personal assistants to staff in a variety of ways: for example, in helping to set out the hall for assemblies and being responsible for setting up overhead projectors whenever these are required. They are given responsibility for keeping their homework diaries up to date. Pupils in Year 6 are allocated 'reading partners' in Year 3 and, in this way, they make an important contribution to the improvement of literacy amongst the younger pupils. On occasion, higher-attaining pupils lend good support in lessons to pupils with special educational needs. Pupils gain considerably in maturity of outlook as well as in their social relations as a result of going on out-of-school visits, particularly when these are residential.
19. Levels of attendance at the school are well above the national average and levels of unauthorised absence are broadly in line with the national average. Although figures for the year 2000-2001 show a slight deterioration, it is expected that comparisons will remain valid when the national figures become available.

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

20. The quality of teaching, overall, is good. Teaching was very good or excellent in 30 per cent, good or better in 75 per cent and satisfactory or better in 96 per cent of lessons. It was unsatisfactory in four per cent of lessons. These three unsatisfactory lessons were in mathematics, physical education and religious education.
21. In the nursery and reception classes planning and organisation are very good. The teaching of communication, language and literacy, mathematics and creative activities is particularly good. Teachers and support staff work effectively together.
22. A particular strength of the school is in the subject knowledge of specialist and Early Years teachers. The good range of learning opportunities provided and the expertise of the specialist teachers enhance the quality of pupils' learning very well. The management of pupils is very good. Pupils' own interest in what is being taught, their ability to concentrate well, their intellectual and creative effort and their pace of working, all contribute to successful achievements. The main weaknesses in teaching are in the expectations of pupils and the range of strategies used for teaching pupils in the average and lower sets.
23. Whilst teaching is good overall, and in many lessons is very good, the school has no teaching and learning policy to ensure that teachers are fully aware of the different ways that pupils learn. The school has identified this as a priority for the coming year and in-service training has already begun, from which a policy will be written. As a result of the present lack of a policy, there is inconsistency across the school. For example, there needs to be a much more consistent whole-school approach to the teaching of the National Literacy Strategy, although it is satisfactory overall. Most teachers are not clear about the value of teaching to the recommended structure and are missing some of the very successful methods for improving learning and raising

standards. The school has, however, made a sound start to the implementation of the National Numeracy Strategy. Teachers have successfully adopted the suggested lesson structure and lessons are thoroughly planned.

24. Teachers with Middle School and First School backgrounds have different strengths, such as excellent subject knowledge and very good classroom organisation, but these strengths have yet to be shared. Specialist teaching is a strength of the school and contributes very well to the success of the higher-attaining pupils. Whilst the school meets the needs of the higher-attaining pupils and those with special educational needs well, the needs of the average and lower-attaining pupils in some setted groups are not fully met. This is often because assessment and evaluation are often insufficiently used in the daily planning of lessons where pupils are set. As a result, too often, not enough is expected of pupils in these average and lower sets. Pupils, also, are not always told how they could improve their work, such as in mathematics in both key stages and physical education in Key Stage 1.
25. In a number of lessons, time is lost at the start and end of lessons. This is often because pupils have to change classrooms between lessons. On these occasions the actual teaching and learning time can be as much as fifteen minutes shorter than planned on the timetable. In, for example, a literacy and a design and technology lesson there was too little time available to complete the planned lesson and no sooner had the pupils started their practical activity, after a very good introduction, than it was time to clear away. Time given at the end of a lesson for recapping what had been learned, assessing what pupils knew and noting whether the objectives for the lesson had been achieved were often too short to be of use to either teachers or pupils. In only a few classes had the learning objectives been shared with pupils at the start of the lesson.
26. Strengths in teaching in Key Stage 1 are in art and music and in Key Stage 2 are in art, design and technology, geography, ICT and music. French is also taught very well in Years 5 and 6. The quality of marking in English in Year 5 and 6 is particularly good where constructive criticism is applied with clear advice on how pupils could improve. The setting of homework is satisfactory in the younger classes and is good in Years 3 to 6. It is set particularly well in mathematics, science, geography, history and religious education to extend and develop what pupils have learned in class.
27. In the nursery and reception classes children's productivity, pace of learning, interest, concentration and independence are particularly noticeable. The quality of learning for all pupils is good and the acquisition of skills, knowledge and understanding in Years 3 to 6 is very good. The quality of learning for those pupils who do not speak English as a first language is good. They are supported as well as their peers.
28. Throughout the school, the teaching of pupils with special educational needs is good and consequently they learn well. The teachers know their pupils well and, with the support of classroom assistants, keep the pupils interested and challenge them to achieve their potential. The use of setting for numeracy and literacy lessons enables teachers to target areas for development for pupils with specific mathematical and literacy and language skills. Each pupil has an Individual Education Plan, drawn up by the special educational needs co-ordinator, following consultation with class teachers. At present some of these plans are not entirely satisfactory. The targets in them are too numerous to be practicable and to be achieved in the period of the half-termly or termly review period set. The targets should be more precise and identify the next small steps in the pupil's learning.

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

29. The curriculum is broad and mainly reflects the aims and values of the school well. The quality and range of the curriculum are very good in the foundation stage and are good across the rest of the school. The school has chosen to spend more than average time on science and information and communication technology and has enriched the curriculum with French for Years 5 and 6. These positive choices are possible, because extra time has been made available by careful cross-curricular planning of themes which appear in different National Curriculum subjects; for example, 'the water cycle'. However, the timing and length of lessons sometimes means that the curriculum is not completed in the way in which it was planned. Whilst setting and shorter lessons have advantages, teaching and learning time is often taken out of lessons and this affects pupils' access to the curriculum. The setting of pupils also has good as well as less good results. Whilst the higher attainers receive a varied and interesting curriculum the average and lower-attaining pupils sometimes do not benefit from the same challenge. Pupils with English as an additional language are able to benefit fully from the range of learning experiences offered by the school.
30. In this new school planning is satisfactory, with the Quality and Curriculum Authority's guidance and reference to the Bradford Framework for subjects. The school is reviewing the relevance of these documents, for the particular needs of pupils in the school, using evaluation sheets. Whilst planning within year groups is good, planning across the school is underdeveloped and this needs to be reviewed alongside the depth in which the curriculum can be taught in the time available.
31. The provision for pupils with special educational needs is good. There is an early identification system in place and class teachers liaise well with the co-ordinator. The pupils learn well and make sound progress through planned curricular provision and the very good support given by the assistants. They are given full access to the curriculum. One good example of this was in a physical education lesson when a pupil with physical disabilities, helped by her support assistant, was engaged in the lesson as actively as possible. In some cases pupils work on special programmes and use additional resources. The access to laptop computers enhances the provision for these pupils and they show good levels of skill when using them in progressing towards their specific targets.
32. The curriculum is enhanced very well with extra-curricular activities, visits and visitors to the school. These include competitive sports, orienteering and a residential week with adventure activities, involving water sports. The school has close links with the local Sports College with professional coaches teaching at the school. The school has two very well-supported and successful choirs and there is instrumental teaching of recorder, strings, brass and guitar. Older pupils play in ensembles. Visits are made to museums and heritage sites each year in history and to geological and geographical sites in geography. A design and technology club is run at lunchtimes and the school has links with the registered club, 'Young Engineers'. Visitors from local churches come to the school and pupils visit the local churches. Visits from leaders of other faiths and visits to their places of worship, have lapsed since the school has become a primary school although these did take place in the previous Church of England First School on the same site.



33. Very good provision is made for pupils' moral and social development. There is good provision for their spiritual and cultural development. The school has a planned programme for pupils' personal, social and health education for Years 3 to 6. In reception classes and in Years 1 and 2 pupils' personal development is usually addressed through Circle Time. Whilst provision for their personal development is satisfactory, the school is looking at ways to promote pupils' personal development further. Plans are in place for a formal school council with a chair and vice-chair, budget and reporting duties. Through this provision, the school plans pupils will have access to a good citizenship programme. The school promotes the inclusion of all pupils very well and this is evident in, for example, the choice of songs that the choir sings, such as a thought-provoking one, with sign language, sung as by a deaf person.
34. Provision for pupils' spiritual development is good. Assemblies meet legal requirements and are also informative. The school visits the church on different occasions through the year, such as for harvest, Christmas and Easter. For example, the Years 1 and 2 pupils have gained a very good understanding and knowledge of the story of Moses. Singing takes place but when one considers the strength of music and the choirs in the school this is underused for collective worship. Pupils' spiritual development is, however, provided for through religious education. The study, in Years 3 to 6, of the main differences and points of similarity between the main world religions, and the comparisons pupils make between the ways in which the beliefs of Christians and of Muslims affect their outlook and daily lives, make a notable contribution to pupils' spiritual, moral and cultural development.
35. Pupils clearly know right from wrong and this is embedded in the ethos of the school. Pupils are polite to adults and to one another. Opportunities to take on responsibilities are given, such as being lunch time and library monitors, setting up the halls ready for assembly and Year 6 reading with Year 3. Health education, sex education and drug education are all planned for, including a visit from a pro-life folk singer. Pupils raise money for both international, national and local charities.
36. Provision for pupils' cultural development is promoted well through English, art and music although, in literacy, the pupils in lower sets do not always have access to the richness of different texts that higher attainers have. Famous artists are studied in art, and in religious education pupils learn about art in different religions. There is a composer of the week in music. Indian dancers have visited the school, as has an African drummer. Further planned ways to equip pupils to live in harmony in a multi-cultural environment could be developed. The school does not have a spiritual, moral, social and cultural policy, nor are these aspects clearly identified in different subjects. As a result, they are not planned for explicitly across the curriculum.

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

37. Provision for the welfare of the pupils is very good. It is underpinned by the strong ethos of the school and its links with the church. The 'family' atmosphere in the school is characterised by the very good relationships within the school and the welcoming and polite way in which pupils relate to each other, staff and visitors. It is clear that the staff, parents and governors are working together for the good of the school and its pupils. These close relationships ensure that pupils are well known by staff. There is a sound approach to health and safety, with good procedures in place and regular inspections carried out by the headteacher and the named governor. School security is effective although site boundaries have been difficult to keep

secure during the extensive building work. Activities throughout the school are adequately supervised and because of very good relationships and good behaviour the level of supervision required is low.

38. The school has trained first-aid staff who are supported by external agencies as required: for example, the nurse visits regularly, for the health screening of pupils. There is no dedicated medical room at present in the new building, as space is limited during the building work. Provision is, however, considered satisfactory. Procedures for child protection and health and safety checks are very good and meet legal requirements. The child protection officer is fully trained and staff are fully aware of requirements.
39. Procedures for monitoring and improving attendance are good and have ensured that very good attendance rates have been maintained. The procedures now involve transferring records onto a computer database, which provides quick and comprehensive histories of individual pupils' attendance (at present the system is in its infancy and has not been in use long enough to be used for the analysis of data). The school contacts parents on the first day of absence, if they have not notified it of absence, to determine reasons. Most of the unauthorised absence is due to family holidays.
40. The good procedures that the school has in place for monitoring and promoting good behaviour and eliminating all forms of oppressive behaviour are clearly reflected in the behaviour of the pupils in and around school. The behaviour policy is clearly well-known to staff and is used consistently. The policy concentrates on positive behaviour rewards but does also include sanctions for serious bad behaviour, as well as behaviour support plans.
41. The procedures for monitoring and supporting pupils' personal development within the school are good because the class teachers work closely with the pupils, and help them develop, as part of school life. The school's aims and the personal, health and social educational (PHSE) policy, guide this development. Specific examples include responsibilities for pupils as monitors and reading partners, achievement assemblies (which are not just for academic work) and a prize for the pupil with the most caring attitude. The school does not, at present, have systems in place for pupils to express their views formally or have regular input into school life but a school council is to be introduced shortly. Pupils' annual reports provide information for parents, with hand-written reference to a pupil's personal development as well as good assessment of the personal development of children in the reception classes
42. The school has suitable checks to make sure that pupils with English as an additional language receive the same opportunities as all pupils.
43. Procedures for assessing pupils' attainment and plotting their progress are good. On entry to the school, baseline assessments are made to determine the level of children's early personal, social and emotional development along with their communication, language and literacy and mathematical levels. This information is used very effectively to plan for the steps of learning for children in the Foundation Stage. Accurate, detailed assessments also ensure early identification of pupils with special educational needs. These, together with termly reviews, are good features of the provision for these pupils. The information obtained from these assessments is used effectively to write targets for pupils' Individual Educational Plans. However, the school should reduce the number of targets to a manageable level, focusing on the

more important ones. This will help in assessing pupils' progress towards meeting their targets as well as reducing the time spent in the review process.

44. Teachers make assessments at the end of topics in some subjects. They also use a variety of additional tests in English, mathematics and science, including optional, nationally-agreed tests, to determine pupils' levels of attainment at the end of each year. The information is used well and this allows the school to organise classes into ability sets for literacy and numeracy lessons as well as targeting additional support. In particular, information is used to set individual targets for pupils to develop their skills, knowledge and understanding in literacy and science. This was a feature seen, during the inspection, in Years 3 to 6. Target-setting is a developing area in the school's effort to raise standards. Planned assessment procedures are not a feature of teachers' daily planning and this is an area for the school to develop. The information from these assessments should enable teachers to plot the ongoing progress that pupils make as well as assisting them with their future planning. There is an assessment policy but this needs to be reviewed to match the needs of a new school.

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

45. Parents are very supportive and their views show that they are, overall, satisfied with the school. Many are actively involved through the Parents, Teachers and Friends Association (PTFA), as governors or by providing help in lessons or with extra-curricular activities. The PTFA, involving parents, staff and friends of the school, is very effective, supporting the school in many ways such as through social events, educational events and fund raising. Several parents and friends help in school during the day, again making a positive contribution to the pupils' education. For example, during the inspection a child's grandparents came into school, during a history lesson, to talk about life in Clayton during the Second World War. Recognised procedures give essential guidance to visitors who help in school.
46. The majority of parents say that their children like coming to school, they are pleased with the progress their children make and are they are satisfied with the type of homework set, although there was some concern about the variations in quantity across different classes. The majority is very supportive of the leadership of the school and also agrees that staff are very approachable. There are mixed views about whether parents are kept well informed about their children's progress and a significant number of parents are dissatisfied with the range of extra-curricular activities available to younger pupils.
47. Parents raised many positive points about the school at both the parents' meeting and through questionnaires. During the inspection, inspectors confirmed all these. Issues of concern raised by a small minority of parents included:
- insufficient communication about: what is expected of their children, guidance on how to help their children and information on curriculum content;
  - children's annual reports not being meaningful;
  - the school becoming less welcoming and receptive than it used to be as a First School;
  - parents not always aware that unauthorised absences are recorded until they receive their child's annual report;
  - teaching being better for the more-able child, with the teacher not always available for the less-able child;
  - teaching methods not always helping their children to concentrate;

- a feeling of discrimination, when the school does not provide food for special diets on special events days;
  - views, asked for by the school, not always listened to;
  - current management being less approachable and communications not as good now as they used to be;
  - concern about road safety outside the school.
48. The inspectors' observations on teaching are fully discussed earlier in the report and many of the other comments refer to isolated incidents, which do not reflect the normal situation. The inspection team feels that many of the comments do reflect what has happened during a difficult time of change within the school and that the school should, as it moves to a more settled period, ensure that communications are developed to ensure greater satisfaction. The issue of road safety clearly needs addressing but, during the inspection, it appeared to be a small minority of parents who were ignoring school procedures and advice. The concern of unrealistic expectation of pupils could not be confirmed during the inspection. Although it is clear that relationships are still developing, the situation has improved since the problem, mentioned by the parent, occurred.
49. The partnership between home and school is effective and has been maintained well through the transition period of changing from a First to a Primary School with a new headteacher. The school communicates well through termly newsletters, half-termly curriculum data for each key stage, a well-presented school prospectus, regular, well-attended parents' meetings and informative annual reports. Pupils' annual reports have been changed recently to take advantage of the new technology that is available and, whilst the format is now good, parents feel that the comments are not sufficiently personal. The format is now a computer-based system for subject reports with one section for a hand-written personal comment by the teacher. The hand-written section could be improved by including a more quantifiable statement on the pupil's personal development.
50. Parents of children with special educational needs are actively encouraged to be involved in discussions about the provision the school makes for their child's specific needs. They are involved from the start, when these needs are being identified. Parents of pupils with a formal Statement of Need, attend annual reviews and have a positive input into these meetings. A special educational needs support group for parents of these children has been established at the school. This is an open forum where parents can share and discuss issues or concerns and support each other; this is a positive development in working with and supporting parents in partnership.

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

51. The headteacher has a clear vision for the school and, together with the very effective deputy, gives a strong lead. Decisions, during this transitional period, have always been guided by what is educationally best for the pupils. Whilst this has sometimes caused inconvenience to parents, it has ensured that pupils' education has been disrupted as little as possible. The school has a long-term view of what it wants to achieve and the appointment of many specialist teachers is part of the drive to raise standards. Together staff have a shared commitment and considerable capacity to succeed. The headteacher, guided by a very efficient finance officer, uses resources wisely. The competitive tendering system is used for major expenditure, quotes are studied before buying other items and the cost of supply teachers is balanced against their quality. Specific funds are used appropriately. The

strategic vision of the chair of governors and headteacher needs to be reflected more in a more detailed, costed and shared School Improvement Plan and up-to-date policies. Particular strengths in leadership and management are in the very good working relationship of the chair of governors, headteacher and deputy headteacher. Performance management systems are in place and are beginning to drive improvement. In the context of a new school the senior teachers are monitoring and evaluating its performance and are taking effective action well. The responsibilities of subject leaders and other leaders in the school are, however, underdeveloped and have not begun to focus on monitoring standards, teaching and learning, particularly in average and lower sets. The school is aware that there is still some way to go in promoting this good practice.

52. The school applies the principles of best value well. It compares results with schools nationally and with schools in the local education authority. It challenges higher attainers well, particularly in Years 3 to 6, through setting. In mathematics in Year 2, however, higher attainers are not sufficiently challenged even though they are in sets. French and other specialist subjects are provided in Years 5 and 6 and extra time is given to the teaching of science. The appointment of both generalist and specialist teachers contributes well to the good value for money that the school provides. Development but a Parents Support Group, the PTFA meetings and consultation evenings have regularly taken place and parents were consulted about the school uniform. The school works effectively with parents on a day-to-day basis. There is also a large, active PTFA committee in which parents, friends the headteacher and teachers are fully involved. Opportunities to discuss issues and put forward points of views are given at meetings such as at the presentation of the Governors' Annual Report to Parents. Plans to involve pupils through a school council are in place.
53. The transition period between the old and the new school has been well managed by governors. Very good appointments have been made which reflect the aims and objectives of the school well. The school is well staffed, with a particular strength being in the appointment of specialist staff and the good number of support staff including an ICT technician. Governors act well in the role of a critical friend, sometimes through other professionals such as a youth leader, and through visiting classes. The school is monitoring its progress and is beginning to set up more formal procedures. Governors question the results of tests and hold the school to account for them.
54. The provision for pupils with special educational needs is soundly managed by the experienced special educational needs' co-ordinator. Statutory requirements with regards to Statements of Special Educational Needs are met. With the above average numbers of pupils with Statements of Special Educational Need for a primary school of this size, 11 in total, the total management of the review process for both these pupils and those at other stages is too demanding. There are two governors with oversight for special educational needs at the school. As fairly new appointees, they are still developing an understanding of their role. Support for them through governor training will give them a better understanding of their responsibilities.

55. There is a good range of learning resources. They are excellent for design and technology, and very good for geography, ICT and in the nursery. They are good in science, mathematics, art, history, the reception classes and for pupils with special educational needs. They are satisfactory in all other subjects but library provision is unsatisfactory at present owing to building works.
56. Accommodation, in the present circumstances, is satisfactory. The two sites being used are 300 metres apart. Years 1 and 2 use the old Middle School buildings, whilst the Nursery, Years R, 3, 4, 5 and 6 occupy the original First School, which is being adapted to accommodate the whole school. This temporary situation involves pupils, parents and staff moving from one site to another throughout the day.
57. The extended school will have sufficient classrooms, a new hall and specialist rooms to meet all curriculum demands. Library facilities, at present occupying a part of the old hall, will be upgraded. Younger children have their own securely fenced, grass play area and are taught in bright and stimulating class rooms. Good facilities are provided for disabled pupils.
58. The attractive buildings are of a good standard and well maintained. The school benefits from a very large playing field and separate hard play areas, which fully accommodate the numbers on roll. Landscaped areas, seats and a garden constructed by pupils help to provide a pleasant learning environment.
59. The headteacher gives a very strong lead and the transition period between schools has been well managed by governors and senior staff. Standards, by the time pupils leave the school in Year 6, are above average. Pupils achieve well because of their own good attitudes to learning and good, and often very good, teaching across the school. Although the unit cost per pupil is high, the school gives good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to build on the existing good leadership and expertise of staff and to raise standards for this new school, the headteacher, governors and key staff should:

Raise standards in writing in both key stages\* by:

- using effective lesson structures in literacy lessons so that the discussion and assessment at the end of a lesson has some reference to those learning objectives;\*
- raising teachers' expectations of pupils in the average and below-average sets;
- more closely monitoring the range of texts studied by different sets, in literacy lessons.

(Paragraphs 64 - 68)

Share good practice in teaching to ensure consistency by:

- developing a teaching and learning policy, which will ensure that all teachers are knowledgeable about the different ways that pupils learn; (\*This has already been identified by the school as their main priority for this year.)
- including clear learning objectives in daily planning and sharing these with the pupils;
- relating the learning activities more closely to the learning objectives;
- providing a better match of work to pupils of different abilities within each set, by using assessment and evaluation in day-to-day planning more effectively;\*
- raising teachers' expectations of pupils in the lower sets.

(Paragraphs 5, 8, 23, 24, 25, 44, 65, 67, 68, 69, 106)

Use management strategies to:

- write a detailed and costed School Improvement Plan;
- complete policies to meet the needs of the new school;
- organise the school day to ensure that the most effective use is made of the available teaching time;
- develop the roles of subject and other curriculum leaders so that monitoring focuses on standards, teaching and learning. \*

(Paragraphs 23, 25, 29, 34, 44, 51, 93.)

### Minor issues

- For pupils with special educational needs, ensure that the number of targets is manageable and that they are achievable. Develop shared management responsibilities for pupils with special educational needs. (Paragraphs 28, 43, 54.)
- Improve the library provision and give more opportunities for pupils to use the library.\* (Paragraphs 55, 57, 63)

\* These have been identified in the School Improvement Plan.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

80

Number of discussions with staff, governors, other adults and pupils

56

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	20	36	17	3	0	0
Percentage	5	25	45	21	4	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

### 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)	38	418
Number of full-time pupils known to be eligible for free school meals		48

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	12
Number of pupils on the school's special educational needs register	5	68

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	48

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	3.6
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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



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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	27	32	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	16	25
	Girls	27	25	32
	Total	45	41	57
Percentage of pupils at NC level 2 or above	School	87	85	90
	National	82	85	90

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	24	20
	Girls	25	31	27
	Total	41	55	47
Percentage of pupils at NC level 2 or above	School	84	88	88
	National	85	89	89

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	37	25	62

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	29	35
	Girls	22	18	21
	Total	52	47	56
Percentage of pupils at NC level 4 or above	School	84	76	89
	National	75	71	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	26	33
	Girls	20	15	20
	Total	47	41	53
Percentage of pupils at NC level 4 or above	School	76	66	80
	National	72	74	82

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	1
Black – other	0
Indian	38
Pakistani	5
Bangladeshi	0
Chinese	1
White	309
Any other minority ethnic group	4

*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 – YR**

Total number of qualified teachers (FTE)	17
Number of pupils per qualified teacher	25
Average class size	30

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

Total number of education support staff	22
Total aggregate hours worked per week	364

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	35
Total number of education support staff	3
Total aggregate hours worked per week	62
Number of pupils per FTE adult	9

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
	£
Total income	832835
Total expenditure	797458
Expenditure per pupil	1851
Balance brought forward from previous year	-4073
Balance carried forward to next year	31304

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	456
Number of questionnaires returned	213

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	39	3	0	1
My child is making good progress in school.	35	51	8	1	2
Behaviour in the school is good.	36	52	6	0	3
My child gets the right amount of work to do at home.	20	41	24	3	6
The teaching is good.	39	51	5	0	2
I am kept well informed about how my child is getting on.	31	43	16	6	1
I would feel comfortable about approaching the school with questions or a problem.	51	40	4	3	0
The school expects my child to work hard and achieve his or her best.	52	41	2	0	2
The school works closely with parents.	26	48	16	3	4
The school is well led and managed.	31	50	6	2	8
The school is helping my child become mature and responsible.	36	54	3	0	4
The school provides an interesting range of activities outside lessons.	12	30	25	15	16

*Where totals do not add up to 100, this is because not all questions were answered by parents.*

### Other issues raised by parents

- Children's annual reports are not sufficiently meaningful.
- Views, asked for by the school, are not always listened to.
- Road safety outside the school.

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

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

60. Findings in this inspection show that children in the nursery and reception classes make good progress. Good, and often very good, teaching is having a positive impact on learning. The teachers and the nursery nurses know and understand the Early Learning Goals and plan the curriculum to attain them. The classroom support assistants work closely with the teacher and nursery nurses, ensuring a good team spirit in the Foundation Stage.
61. Assessment on entry shows that most children are reaching standards similar to other children of their age in most areas of learning but a significant number has poor speaking and listening skills. Records of progress in the six areas of learning are kept, highlighting the steps taken towards the Early Learning Goals. Through very good teaching, the children improve so that they are on course to reach the Early Learning Goals in personal, social and emotional development; mathematics; knowledge and understanding of the world; and creative development by the time they move into Year 1.

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

62. The staff in the Foundation Stage are good role models, always treating each other and the children with courtesy and respect. They are sensitive to the children's needs and always prepared to spend time listening to what they have to say. Everyday routines, such as 'snack time', encourage a sense of belonging and sharing. Time in the nursery is made special by the teacher planning a healthy snack. The children post their names on the notice board, choosing a piece of fruit or a vegetable and a dip. They learn to share, help each other and talk together. Good personal development is seen in the reception classes when the children meet together at carpet times and report on the activities they have enjoyed. They are reaching the early learning step of speaking in a group. Through very good planning and organisation, the children know the routines of the day. In the nursery and reception classes the teachers and classroom assistant insist children tidy away their own things. This helps them care for the environment.
63. Most children in the nursery manage their own personal hygiene but only a few can dress and undress independently. They are on course to reach the Early Learning Goals.

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

64. The quality of the teaching of communication, language and literacy is very good. Children make good progress in speaking and listening in the Foundation Stage. They enjoy listening to stories and readily share books with each other and with adults. Teachers encourage the use of the listening centres by posting notices saying, 'Do you like stories or tapes?'. Children can borrow tapes and books to take home. Those in the nursery enjoy learning a nursery rhyme every week. The teacher makes good use of finger puppets in developing speaking skills. A group presented 'Humpty Dumpty' whilst the rest of the class sang the rhyme. The children in reception enjoy stories when they can join in the repetition. They can retell the story,

saying what happens first, next and last. In creative play the children use their imagination and language skills to act out their parts.

65. Teachers make good use of the guidance in the National Literacy Strategy by reading the Big Book stories together. The children follow the pattern of the story and join in the endings. Linking in the topic of ' bears ', teachers extend vocabulary through effective questioning. A bank of words describing Paddington Bear as 'furry' or 'cuddly' was drawn up and displayed. Children learn the initial sounds of the letters. Teachers make effective use of cut-out letters to ask the children what their name begins with. In reading, pictures are used to tell the story.
66. In the nursery, children are encouraged to write using a variety of jotters, paper, pens, brushes and markers. Emergent writing was seen in the greengrocer's shop when a child wrote 'b' on a bag of bananas. The children enjoy mark-making with paint in out-door play. They use the office in the classroom for role play in writing shopping lists and price tags. In reception, teachers effectively plan guided writing with the children. They look closely at a picture book such as Goldilocks, decide what is happening and then write the story together. They either trace over or write under the teacher's writing. Many can copy the words with most letters correctly formed. They are not able to write in sentences, nor use punctuation, because of the delay in the development of their fine motor skills, with the result that they find it difficult to hold a pencil correctly. Because of this, they are not on course to reach the Early Learning Goals in communication, language and literacy.

### **Mathematical development**

67. Very good teaching, effective planning and good organisation enable the children to make good progress. In the nursery they can count everyday objects to five. They can say how old they are and clap the number. Lively teaching keeps a quick pace so that the children are keen to join in the counting games. Attractive resources, such as flowered paper bags containing small toys and labelled, 'How many in the bag?' develop numeracy. Children can put the right number of pegs, representing apples, in the holes in the cut-out wooden trees. The teacher uses the colour of the week in sorting out shapes of that colour and counting them. Good use is made of the shop in matching one to one. In reception the teachers develop mathematical vocabulary so that the children understand and use 'more', 'less' and 'smaller'. They can describe position in everyday words. By singing counting songs they learn and recognise numbers up to ten. Good use is made of the teddy-bear number lines on the tables for adding-on. High expectations of the teachers fostered a bear hunt to find how many teddy bears there were on the displays. The children can make sets showing their favourite cereals. They know how to make sets of numbers up to five. Water play is well planned so that the children have to solve practical problems. A girl realised that by using a spoon to fill a bowl it would take too long, so she emptied the bowl and started again using a jug. The children are able to develop mathematical ideas and are on course to reach the Early Learning Goals.

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

68. The nursery is organised so that work in knowledge and understanding of the world is linked to other areas of learning. The grocer's shop is used for learning about different fruits. The children investigate the taste and smell by cutting up the fruit and eating it at snack times. They use the vegetables to learn how to make soup. Effective teaching ensures that the children learn about technology. They are proud of the pictures they have made on the computer, using the Kid Pix program. The

children are encouraged to construct by building a train track using the brio and the small world equipment,

69. Children in reception classes investigated cereals by scooping and filling. They tasted them and judged whether sugar, marmalade or syrup gave the best taste. In preparation for the harvest festival they are studying fruit and vegetables. They know the differences and similarities through the good subject knowledge of the teachers. By looking closely they can draw detailed still life pictures of the fruit. In construction, the children can select sizes of wood suitable for making the different-sized beds for the three bears. With effective help from the classroom assistants they can use hammers and nails. Through collage they learn about mapping. A map of the woods shows where Goldilocks and the three bears are and the paths they have to travel to find their way to the cottage. Good progress is seen in this area of work and the children are on course to reach the Early Learning Goals.

### **Physical development**

70. Opportunities for outdoor play in the nursery are very good. The resources and equipment are excellent. Parents have contributed towards the cost of the astro turf safe surface. The children can climb, slide and balance on the high fixed equipment and crawl and tunnel through the low. They are aware of space and safety issues. In the classroom the children can build using the large community playthings. Very good teaching challenges children to think how they can make their movements better. Outdoor play for the reception classes is in the school plans for the future, when the building work is completed and the yard has been resurfaced. At the present time the children are not reaching the Early Learning Goals.
71. Children in the Foundation Stage are developing fine motor skills. They can handle tools such as hammers, spatulas, scissors and brushes. In designing and making the hats and jumpers for the teddy bears, they learn, through good teaching, to draw, paint, cut out and glue. The children can manipulate the finger puppets and roll and mould the play dough.

### **Creative development**

72. In this area of learning the children make very good progress by following the steps and they are on course to reach the Early Learning Goals. Quality teaching has led to good progress in painting, drawing and collage. In art, the children explore colour and pattern through the exciting and challenging materials prepared. They play with imagination in the house and the shop. The small world equipment and the brio train are used for pretend journeys all over the world. In music the children listen attentively and move to the pattern of the music. They recognise and explore how sounds can be changed. They enjoy joining in their favourite songs and learn the names of the percussion instruments to accompany the music. They sing tunefully with good pitch, rhythm and dynamics. The children are confident in performing to an audience. The class photograph album shows the children being stars at the Christmas community singing.

### **ENGLISH**

73. Pupils' attainment by the age of eleven is above that expected of pupils of their age. Results in the national tests for eleven-year-olds in 2001 show that 84 per cent of the pupils achieved the expected standard and a quarter of the pupils achieved higher than the expected standard. Overall, the standards in reading were higher than in

writing. At the age of seven, 70 per cent of the pupils achieved the appropriate standard in 2001, with overall standards in reading being higher than in writing.

74. Standards of speaking and listening by the age of seven are average at the end of Year 2. The staff work consistently to create quiet working classrooms throughout the school. Their calm and consistent approach ensures that pupils are able to listen to teachers and to each other and this develops their listening skills satisfactorily. Teachers are careful to extend pupils' vocabulary through skilful questioning and lessons to improve writing. When answering questions and when discussing books or their work, the pupils are confident and are able to use information and description articulately. In Year 3 the pupils were knowledgeable about the buildings being constructed outside their window and able to use technical vocabulary to describe the materials and machinery being used. Year 6 pupils enjoyed the development involved in the writing of newspaper reports and could discuss their ideas coherently. As a result of all these points, by the age of eleven standards are above average.
75. Whilst standards of reading are in line with national expectations in Year 2. There is a significant number of higher-attaining pupils in each year who read at above average and well above average levels in both key stages and, overall, standards are above average by the end of Key Stage 2. There is also a small group of pupils in each class who have reading difficulties and receive good support from the reading partnership scheme and the learning support assistants. When pupils meet new words, their understanding of word building and the use of phonics is not always well developed. In Year 2, pupils listened to words and identified the phonemes 'ai' and 'oa' accurately. There needs to be a greater emphasis on the word and sentence-level work within the literacy lessons to improve the pupils' word-building and word-recognition skills. The higher-attaining pupils in Year 2, currently aged six, were reading with confidence and able to discuss their books and other books that they have enjoyed. They read with expression and could remember incidents and characters from other stories. However, the opportunities for reading also need extending to include a wider range of books as well as the reading scheme. The teaching of reading needs to be extended within the literacy lessons to use more guided and shared reading. These sessions do not sufficiently focus on the teaching of reading. An example of good practice was seen in Year 4 when the shared reading of 'Worry Guts' motivated the pupils and involved learning about speech marks, question marks, reading with expression and new vocabulary.
76. The school uses a wide range of methods to improve reading. Each class has a daily reading session to provide time for quiet reading. The paired-reading scheme, when Year 6 pupils work as tutors to Year 3 pupils, is very good. The older pupils are well trained and fully understand their role in helping their younger partners. Their relationships and encouragement are invaluable to the younger pupils. There was an example of one of the Year 6 pupils beginning to act as tutor to his younger brother at home and writing a commentary in his reading record book. Most pupils are reading books of the appropriate standard from the reading schemes and class libraries. In general, however, the pupils are much less confident in applying their skills, such as in using an index and locating information in the library. Overall, progress in reading across the school is satisfactory.

77. Standards in writing are satisfactory overall, with examples of good and very good work from a significant number of higher-attaining pupils in both key stages. However, across the school, the most significant weaknesses are in the grammatical structures and the spelling of less common words as pupils seek to extend their vocabulary. Average and higher-attaining pupils in Year 2 confidently print with well-formed letters. Most of this age group are beginning to use a cursive script. Handwriting continues to develop well, so that, by Year 6, all pupils can use a cursive script competently. Pupils in all three sets of Year 6 write in ink and present their work neatly. In a lesson using a poem for the focus of the learning, the pupils in Year 2 wrote confidently and accurately. They could spell most common words correctly and all have the confidence to make good attempts at ones they do not know. By Year 4 they write in sentences using spellings that are generally accurate. They draft their ideas and are used to self-correction and improving the quality of their grammar, punctuation and expression. Across the school English is a high priority. For example, Year 1 pupils had written simple and accurate sentences in religious education following the story of The Prodigal Son. Year 4 poetry work on colour poems, modelled on a 'A song of colour' by Judy Hindley gave the pupils a good opportunity to use extended vocabulary in a creative form. The resulting poems were good. Good examples of independent work include the Year 6 pupils writing prayers, newspaper articles, diaries, making notes and writing with extended imagery. In this year the large majority of pupils reach standards in their writing that are in line with what is expected nationally and a significant number reach standards that are at a higher level. However, there needs to be a more consistent approach, across the school, to the teaching of the skills of writing within the literacy lessons, using both shared and guided writing as well as extended writing. The raising of standards in writing is a school priority.
78. The standards being achieved are the result of good and very good teaching across the school. Whilst there are still aspects of teaching which need improvement, there are considerable strengths that include teachers who have good subject knowledge. Teaching is very focused and motivates the pupils. High expectations of pupils ensure they make good use of time and are set challenging tasks. They use interesting and varied approaches and encourage the pupils to express their ideas accurately in both speaking and writing. There were examples of well-structured lessons when the introduction outlined what the pupils would be learning. Then, towards the end of the lesson, the teacher reviewed the learning and checked on pupils' progress. One of the strengths of all lessons is that teachers consistently check that pupils understand the meaning of words. Sometimes this is done by asking questions, and sometimes, as in a Year 6 lesson, when an alternative is not offered, by using dictionaries or a thesaurus. In some lessons there is skilful use of cross-referencing to help pupils to understand meaning.
79. There is not, however, a consistent whole-school approach to the teaching of literacy. Learning objectives often are not sufficiently clear or shared with pupils, the lessons do not always recognise the recommendations of the National Literacy Strategy and teachers do not always use the structure to teach reading, writing, word and sentence-level work with enough rigour. Although all of the planning follows a literacy format, lessons are not consistently taught in the way recommended by the National Literacy Strategy. Sometimes this is because the lesson has a very strong focus on one element, usually writing. This is well taught, as in a Year 6 lesson, with good attention to developing the pupils' written expression in complex sentences. In some other lessons the format is followed fully and successfully. However, most teachers are not clear about the value of teaching to the recommended structure and are



missing some of the very successful methods for improving learning and raising standards. In all lessons, all of the staff work with sureness and consistency to implement the school's behaviour policy, so that lessons are calm and behaviour is very good. A difference between lessons that were very good or good and those that were satisfactory related to the pace of learning and the teacher's expectations of the pupils.

80. From Year 1 to Year 6 the classes are set into ability groups for English. The match of work to these groups is often appropriate and particularly good for the higher-attaining pupils. However, expectations of the other sets are often too low. This is reflected in the reasons given as to why the Literacy Strategy is not appropriate to some classes. Pupils with special educational needs or the lower-attaining set do receive good help and support from both the teachers and learning support assistants. However, the way setting is structured reduces the learning opportunities for lower-attaining pupils because they do not see and hear the rich texts and extended vocabulary that higher-attaining pupils experience.
81. Pupils' work is marked regularly. The quality of marking is particularly good in Years 5 and 6 where constructive criticism is applied with clear advice on how pupils can improve. Planning guides are used and pupils draft work and there is good evidence of them improving their efforts through presentation and by word processing. The link co-ordinator has undertaken some good assessment of writing in Years 5 and 6 where work is given a National Curriculum level and areas that need to be developed have been discussed. This good practice now needs to be extended across the school and used to improve teaching and learning.
82. The National Literacy Strategy has been implemented. Teachers express their concerns about some of its limitations but do not look with equal attention at its strengths. The school is adequately resourced with books, teaching guides and pupil resources to deliver literacy but awaits the opportunity to develop the organisation when the building programme is complete.
83. The co-ordinator has given a confident lead to developments in English and the training programme to implement the National Literacy Strategy. Weaknesses in writing have been identified and the action plan provides a good base for improvement. There has already been some monitoring of the Literacy Strategy and the co-ordinator has now been given time to ensure that standards, teaching and learning are carefully monitored and evaluated. A strong lead in promoting literacy is still required, together with support, both internally and from other sources, to help teachers use their considerable strengths to improve learning and raise standards.

## **MATHEMATICS**

84. By the time pupils are seven and eleven-years-old, attainment is similar to that expected for pupils of these ages. The results of this year's National Curriculum tests for both of these age groups appear to agree with this judgement, although at the time of the inspection no national comparisons could be confirmed. An apparently higher than average percentage of eleven-year-olds achieve better than the expected level in their tests. However, the percentage of pupils who do not reach the expected level is also likely to be higher than the average. At the end of Year 2, the results of this year's national tests suggest that the percentage of pupils reaching the expected and higher levels is about average for the rest of the country. Boys performed better than girls in the end of Year 2 National Curriculum tests. However, in the lessons

seen and the work examined, girls' and boys' work is of a similar standard. There is little difference in standards reached by boys and girls at the end of Year 6. Because this is a new school, there is no information on trends in attainment over the past few years.

85. Pupils make sound progress in Years 3 to 6. This, combined with their good attitudes to learning and sound teaching, results in an overall average level of attainment: higher-attaining pupils make sound progress and a higher than average proportion reach higher levels. Those for whom English is an additional language make similar progress to their classmates. However, although most lower-attaining pupils make satisfactory progress, many do not make enough progress to raise their attainment to the expected level. The work that they are set does not always build on what they already know and understand, nor do pupils have enough chances to investigate problems that directly relate to their own lives and experiences. Pupils use a published mathematics scheme that helps to provide due emphasis on numeracy, and appropriate attention is paid to practical mathematics, particularly for younger pupils. However, pupils do not learn about shape and space or handling data in a consistent way. Consequently, understanding in these areas is patchy. By the age of eleven, most pupils have a sound understanding of place value and use this to round numbers to the nearest 10,000. They mentally recall multiplication tables up to ten and in some cases beyond and use this knowledge to solve problems set in the textbooks. Year 6 pupils understand that there are different types of symmetry and identify the different types shown by a range of figures. They are confident in using different units of measurement and drawing lines to scale, for example, where one centimetre represents a kilometre. They calculate areas of rectangles using the appropriate formula accurately.
86. All pupils in Years 1 and 2 make sound progress. This is because of the satisfactory overall teaching and their good attitudes to mathematics, which lead to satisfactory learning in lessons. In Year 2, those in the sets containing low and average-attaining pupils sometimes make better progress than those in the higher-attaining group, who are not always sufficiently challenged. Despite the apparent discrepancy in performance of boys and girls in the National Curriculum tests at the end of Year 2, boys and girls make similar progress in lessons. Pupils use a published scheme, which helps to make sure that the work they do builds on what they already know. Other materials prepared by the teachers support the scheme. Pupils have a sound grasp of mental mathematics for their age. Higher-attaining pupils in Year 2 mentally add single-digit numbers to two-digit numbers using an understanding of place value to ten and use practical equipment and pencil-and-paper methods to add and subtract two-digit numbers. Older pupils use their sound knowledge of the two, five and ten times tables to find answers to problems. Pupils in Year 2 recognise and name simple two-dimensional shapes such as circles, triangles, squares and rectangles. With the help of the teacher, lower-attaining pupils make good progress in describing and understanding their features. For example, at the beginning of one lesson, a pupil said that one shape was a triangle because, "It looks like a triangle." By the end of the lesson, he knew that a triangle has three sides and three corners.
87. Pupils' achievement in mathematics is satisfactory. They start Year 1 with the expected mathematical understanding and, by the time they leave school, attainment is also about average. Pupils with special educational needs make sound progress in relation to their prior attainment.

88. The quality of teaching is satisfactory overall for both key stages, leading to a sound quality of learning. There are some good and very good features in teaching across the school. Classes are divided into sets according to pupils' prior attainment. This is a useful strategy for higher-attaining pupils in Years 3 to 6, who are taught by specialist teachers of mathematics who have a good understanding of the subject. Year 2 higher-attaining pupils, taken by non-specialist teachers, however, are not always sufficiently challenged and do not reach the standards of which they are capable. For example, they could easily do the pencil-and-paper sums they were set in their heads and so made little progress in the lesson. However, the other two sets in Year 2 are taught well and pupils make good progress. The middle group made very good progress because the teacher taught a very good lesson in which pupils sorted shapes according to their properties. He planned interesting activities and built well on what all pupils in the class already knew and their positive attitudes to learning. In another very good lesson, the teacher involved all lower-attaining pupils through close and rigorous questioning and used a wide range of techniques to deliver the required message. Consequently, pupils made good progress in developing an understanding of two-dimensional shapes. Lower-attaining pupils in the lower sets in Key Stage 2, particularly in Years 5 and 6, do not always receive enough support so their progress is hampered. A strength of teaching, however, in the Years 3 to 4 is the way that teachers structure the activities and use learning resources appropriately to support their teaching and pupils' learning. For example, when looking at the different coins needed to make certain sums, a Year 3 teacher used enlarged coins that were clearly visible to all pupils. Teachers set homework that relates directly to the work done in class and this is a useful contribution to their quality of learning.
89. The school has made a sound start to the implementation of the National Numeracy Strategy. Teachers have successfully adopted the suggested lesson structure and lessons are thoroughly planned. The mental mathematics sessions at the start of the lesson are useful in helping pupils to practise existing skills and usually link well to the main theme of the lesson. However, sometimes there is not enough time in lessons to cover the required work or to discuss the implications of what has been learned. This reduces the impact of teaching and hence the quality of learning. The quality of teachers' marking is inconsistent and often does not offer pupils useful guidance on how to improve their work. Consequently, pupils do not always have a clear understanding of how they can improve.
90. The school does not yet make enough use of information and communications technology in mathematics. However, in some information and communications technology lessons, there are good links with mathematics and other subjects. Pupils in Year 6 use spreadsheets to cost out a school trip and to produce suitable graphs to display information, for example pie graphs of favourite television programmes. There is a useful system of recording pupils' attainment in terms of their progress through the National Curriculum. This is used well to assess pupils' attainment in relation to National Curriculum test results but is underused in setting challenging targets for individual pupils or groups. However, the extra booster classes are a useful development.
91. The leadership and management of mathematics are sound. Teachers have been observed teaching the Numeracy Hour but little use has yet been made of the findings in developing teaching and learning.

## SCIENCE

92. Inspection findings indicate that standards in science, by the end of Year 2 are broadly in line with those found nationally. This is an improvement since 2000 when the teacher assessments for seven-year-olds indicated standards were below the national average at all levels. 2001 was the first time Year 6 pupils had taken the National Curriculum tests in the newly formed primary school. A noteworthy feature of these test results is the high number of pupils achieving the higher levels, with three pupils achieving the highest possible level. Early indications show that the standards in science by the end of the current year will be above average. The achievement of pupils in science is good and they make good progress as they move through the school. There is no evidence to indicate significant variations between the relative attainment of boys and girls and pupils from the different ethnic groups achieve equally well in science. Pupils with special educational needs make satisfactory progress set against their previous learning. This is the result of the good support they are given by their teachers and the support assistants.
93. As a result of the good teaching, by the end of Year 2, pupils have developed a good understanding of the need for investigations to be underpinned by fair testing. These pupils are able to classify materials they study and can show that the shape of some flexible materials can be changed by bending, twisting squashing and stretching them. They learn about and understand the properties of water; more able pupils can explain the reversible nature of water and ice. In furthering their understanding of the changes in state of materials, pupils experiment with chocolate, melting and cooling it, thus learning the reversible properties of another substance. By the end of Year 6 pupils have developed a good understanding of main organs of the body and their functions. For example in their topic on 'healthy eating', as well as learning about healthy diets, they show a good knowledge and understanding of the digestive system and the role of the gullet, stomach, small intestine and large intestine. In their work on materials and their properties, these pupils develop their investigative skills well when using a filter separation technique to separate sand and grit from salt. In this area of science, most pupils accurately define evaporation, condensation, boiling and freezing. A higher-attaining pupil writes, 'In freezing, heat is removed from water to make ice.'
94. Pupils' attitudes and behaviour in science lessons are generally good. Pupils listen attentively to their teachers, show enthusiasm in their work and co-operate well when working in small groups. An example of good co-operation was seen in a Year 4 lesson, when pupils took on different responsibilities when they investigated whether there was a relationship between the distance jumped and the length of the jumpers' legs. This was an investigation in their topic on 'Ourselves'. Overall the presentation of pupils' work is satisfactory and, as the pupils progress through the school, it becomes good. Handwriting is then legible, neat and accurate and tables and graphs to record and present findings are carefully drawn, indicating a positive attitude to the work they are asked to do.
95. Teaching and learning throughout the school is good overall. The quality of teaching was never less than satisfactory across the school and in most lessons it was good; in one lesson it was very good. The good quality of teaching has had a positive impact on pupils' learning, achievement and progress. Teachers have a good knowledge and understanding of scientific concepts and use the correct scientific language in their lessons. To stimulate interest, some teachers put forward hypotheses, and then use good questioning techniques to challenge pupils' thinking.

For example, in a Year 1 lesson pupils were given the hypothesis that the older pupils in the class would be taller than the younger ones. Pupils were asked to predict whether this hypothesis was correct and then to put it to the test. While the vast majority predicted that the hypothesis would prove true, a higher-attaining pupil pointed out that some five-year-olds in the class were taller than some of the six-year-olds and challenged the hypothesis, which was then tested and proved to be untrue. Teachers provide a good selection of appropriate resources for pupils to use in scientific enquiry sessions and this helps pupils to develop their investigative skills. In a Year 5 lesson, pupils tested their heartbeats and then used a pulsemeter to test the accuracy of their measurements. Sometimes however, teachers over-rely on worksheets and pupils are not given enough opportunities to plan investigations nor to suggest ways of presenting their findings. Instead of involving pupils more in their own learning, teachers are sometimes too directive in their approach. Occasionally pupils do not finish off all the planned work, owing to the late start of lessons after breaks or between changeover periods; this is an area for teachers to tighten up on. Science homework is timetabled for Years 3 to 6 and teachers set extension tasks for Years 1 and 2 when it is felt appropriate. Teachers usually mark pupils' work regularly, recognising effort and achievement as well as guiding them towards areas for improvement. This policy is not used consistently. Teachers assess pupils' progress and achievement at the end of each topic they cover.

96. At the end of each year, teachers use standardised tests and teacher assessments to record the attainment of their pupils against standard levels. These results are used in Years 5 and 6 to set targets for pupils for the following year. This area of teacher assessment of science is good. Teachers do not as a rule build assessment into their lesson plans and therefore assessment is not used to inform planning on a day-to-day basis; this is area for teachers to develop. The decision to use the main co-ordinator for the specialist teaching of science in Year 5 and Year 6 has had a big impact on the standards achieved by pupils by the end of Year 6.
97. Pupils develop literacy skills when they write about the experiments they do. However, not enough opportunities are taken to do this, as teachers' worksheets tend to dominate and govern pupils' responses. Mathematical skills are practised when pupils construct tally charts tables and graphs to present their experimental findings. There is some evidence of the use of information communication technology in science lessons, namely using graphing software and sensors, but this should be extended further.
98. All areas of the science curriculum are given the right amount of attention, ensuring that a broad and balanced curriculum is provided. The school has given a generous allocation of time to science teaching and learning and this has contributed to the standards achieved. Resources to support teaching and learning are good. There are two co-ordinators for science. Both of the co-ordinators are well qualified and the main co-ordinator has had experience of the secondary phase of science education. This combined experience and level of qualification, together with the strong leadership given, contributes to the standards of science being achieved at the school. The school is following the nationally recognised scheme for science. The co-ordinators have adapted and added to this scheme to meet the needs of the pupils. To develop their role further the co-ordinators should now monitor and evaluate teaching. This is not happening at present.

## **ART AND DESIGN**

99. Attainment at the end of both Years 2 and 6 is above that expected of pupils of this age. This is especially the case for drawing and collage. Teaching in this subject is good and often very good and, as a result, achievement is very good. Pupils with special educational needs and those with English as an additional language make good progress.
100. Attitudes to learning in both Years 2 and 6 are very good. When the teachers are explaining tasks to the whole group, the pupils listen carefully and contribute well in discussion. Pupils have confidence in their own ability and are proud to display their work. They can work independently in studying scenes and portraits by famous artists and make good use of this knowledge to improve the quality of their own drawings. Pupils in Year 6 can draw people in action in the style of Lowry. They settle down to work quickly and quietly because they are given clear guidelines on what is expected and of the time allowed. Pupils in Year 3 were excited at the prospect of drawing a portrait of themselves. They used photographs to examine the proportions of features.
101. The quality of teaching is good in Years 1 and 2 and very good in Years 3 to 6. The teachers' subject knowledge and understanding is secure. They are confident and therefore artistic skills are taught effectively. Teachers build on the good skills and techniques acquired by younger pupils. Pupils in Year 2 visited the church to study the outside of the building and to make pencil sketches of the main door, windows and the tower. The teacher gave clear guidelines on looking closely at pattern, the line and the shape of the building. This good advice is also apparent in the drawings of pupils in Year 6. There are very good sketches of shoes in the visual diaries. Displays on corridors show excellent work on texture. Teachers use a variety of methods to challenge the pupils. A visit to Cartwright Hall to see a 'Multi-Media Art, Literacy and Information and Communication Technology' exhibition inspired the pupils to design a wall hanging, using wire, paper, foil and textiles. Exciting presentations of flowers and patterns, sealed and laminated, show that form and space are taught effectively. In designing a background for a 'dream' picture in Year 4, the pupils learn printmaking. The pupils learnt paint mixing in the reception class so no time is wasted. The teacher gives ongoing support and corrects any mistakes the pupils are making.
102. The management of the subject is good. Courses are run on the units in the schemes of work. Classrooms are well organised and resources are good. Provision for cultural development is very good. The pupils visit art galleries and the National Museum of Film and Photography. They took part in the 'cross curricular at the park' celebration of dance, mime, clay and drawing. Good links are established with the Head of Art at Rhodesway High School.

## **DESIGN AND TECHNOLOGY**

103. Attainment at the end of both Years 2 and 6 is above that expected of pupils of this age. Through both key stages very good teaching encourages the pupils to design and evaluate products. All pupils, including those with special educational needs and with English as an additional language, achieve well.

104. Attitudes to learning in both key stages are very good. Pupils enjoy the subject and work sensibly and safely together. They learn to think for themselves and make connections. In a lesson on designing a musical instrument, using ICT, the pupils were enthralled when they saw the design on the white board. This reflects the teaching well. Pupils can organise their own resources and most can work independently. They can assess, make judgements if things go wrong and are prepared to start again. Personal development is good.
105. The standards at the end of Year 2 are the result of good teaching. The teaching promotes and encourages pupils to design. In Year 1, pupils shared ideas well when they constructed a group flap book. The teacher had prepared pictures of the head and shoulders of people. The children set to work quickly to place the facial features in the correct place, colour and then cut their pictures into three. Designing skills were demonstrated further when pupils in Year 2 discussed the design they had made when producing a large version of a coat. The pupils learnt a significant amount about planning when they decided on pattern, colour, style and joining techniques. They remembered the advice they had been given on cutting-out so that they could save time by cutting out two shapes stapled together. However, by the end of the lesson the majority of pupils were still finishing the colouring of their designs as not enough time had been allowed for pupils to consolidate or extend their skills in joining and assembling materials.
106. Evaluating products is a more prominent part of the pupils' work in Years 3 to 6. They make very good use of their diaries in recording their work. When working with pulleys for the construction of the Ferris Wheel, the pupils made a table, listing 'experiments', 'results', 'descriptions'. The teacher's probing questions enabled the pupils to consider levers when they made 'The Fairground'. Pupils learn how to make a joint in constructing a box for a musical instrument. Effective demonstration shows the pupils how to use a joint maker. Pupils can use tools and equipment with a degree of accuracy to cut and shape materials when assembling their products. They consider how else frames could be used in addition to the ones they make for their school photographs.
107. The quality of teaching is very good and pupils learn well. Lessons are planned to take account of the pupils' knowledge and experience. The teachers encourage the pupils to check and adapt their plans. The pupils are effectively taught to be aware of limitations. The specialist teacher in design and technology has an excellent understanding of what can be done with information technology in linking design and technology, and art. He gives good demonstrations and chooses very appropriate programs to further pupils' understanding well. He used the program 'Claris Works' to draw and paint a template for the musical box. Resources such as a white board and projector are used very effectively and he builds well on pupils' understanding of programs for drawing, particularly, for example, in order to construct a template for the musical instrument they are constructing to given specifications. In another lesson, the teacher gave ongoing support to individuals and, when there was a common problem, stopped the class to correct the mistake. Discipline is good and pupils respond quickly when asked to reduce noise levels. Marking is very good in their design and technology diaries, suggesting ways pupils could develop an idea further.

108. The management of the subject is sound. Monitoring is good and the co-ordinator ensures that the planning follows the programmes of study in the Qualifications and Curriculum Authority guidelines, supplemented with units from the Bradford Technology Framework. Resources are excellent. The co-ordinator has established links with 'Young Engineers', a registered Great Britain club. A C D T club is run on an informal basis at lunchtime.

## **GEOGRAPHY**

109. Pupils' attainment in Year 6 is in line with that expected of pupils of this age. They attain a satisfactory standard of literacy in their writing about the subject. It is not possible to judge either attainment or teaching in Years 1 and 2, since no lessons were seen in these classes and there was no work presented for analysis. This was because geography is taught alternatively with history and the inspection was early in the year. Pupils achieve well because of their good attitudes to learning and the very good standard of teaching.
110. Pupils' attitudes to learning are very good. Enjoyment of the subject is a prominent feature of all lessons and particularly of those in Year 5 and Year 6. A high proportion of pupils in every class is keen to answer teachers' questions, even those which are more challenging. A high level of concentration is sustained throughout lessons. When pupils are engaged on collaborative tasks in group-work activities they behave very well and are always willing to listen to each other's views and ideas. This was clearly in evidence in a Year 5 lesson in which pupils were seeking to locate reservoirs on Ordnance Survey sheets.
111. According to long-term lesson plans, pupils in Years 1 and 2 make a study of the school's environment. They do some simple mapping work and also consider the preparations they would need to make for a trip to the seaside. Their mapping and fieldwork skills are gradually developed and they learn to make proper use of a globe, an atlas and a compass. In Year 3, they use their numeracy skills in making a survey of leisure activities in the local area. They study the world's weather patterns. They learn how rain is formed and gain an understanding of condensation and evaporation. In Year 4, they begin to appreciate the means that are being used to improve the local environment and they make a contrasting study of a village in India. In Year 5, they visit a village in the Yorkshire Dales for a fieldwork study, making key comparisons with their home area. During the course of their detailed study of rivers in Year 6, they become familiar with terms such as 'tributary', 'delta' and 'estuary' and higher attainers gain a full understanding of the processes of erosion and deposition. Pupils with special educational needs make good progress in their work in the subject under the close guidance of support teachers and classroom assistants.
112. The quality of teaching in Years 3 to 6 is very good. Subject knowledge is very secure, particularly by specialist teachers and, as a result, learning is good. The enthusiasm and energy with which teachers present their lessons prompt a high level of response and interest from pupils at differing levels of attainment. Very positive teacher-pupil relations in all classes help to establish an excellent atmosphere for learning. Good methods are used to promote understanding. In a Year 3 lesson on how rain is formed, the teacher used a familiar experience of pupils for illustration, asking them to recollect how condensation is formed on bathroom tiles when taps are left running. High expectations are in evidence, especially in Years 5 and 6, in the provision of extension work for higher attaining pupils and in the challenging questions which pupils are frequently invited to try to answer. In a Year 6 lesson on



river meanders, they were asked, 'On which side of the river do you think the water will be deeper?' and 'On which side will it flow more quickly?'. There is a marked concern that pupils learn and understand key geographical terms and use them correctly in their writing. Homework is set regularly to extend classroom learning.

113. The management of the subject is satisfactory. The curriculum is well planned in each year to allow for the development of appropriate skills, knowledge and understanding. A scheme of assessment has been devised to measure the attainment of pupils at the age of eleven. There is a very good range of learning resources which teachers use regularly and with confidence. At present, a formal scheme to monitor and evaluate the quality of teaching does not exist but this is a prominent feature of the development plan for the subject. Information and communications technology is not used in teaching. Visits to places of geographical and geological interest occur in each year, including residential visits to the Eden Valley in Year 5 and Buckden House in Year 6.

## **HISTORY**

114. Pupils' attainment at the end of Years 2 and Year 6 is in line with that expected of pupils of these ages. By the age of eleven, they write about the subject at a satisfactory standard of literacy. They achieve well because of their very good attitudes to learning and the good standard of teaching.
115. Pupils demonstrate a very keen level of interest in the subject and maintain a high level of interest throughout lessons. This absorption was particularly evident in a Year 6 lesson in which pupils were investigating a topic using a range of sources. They relate well to teachers and also to each other.
116. In Years 1 and 2, they learn to understand that the past is different from the present. They can recount certain aspects of the Great Fire of London and know something of the life and work of Florence Nightingale. Higher attainers understand that the Fire killed off the Plague by destroying the disease-carrying rats.
117. In Years 3 to 6, they develop important historical skills such as appreciating developments over time and comparing key features of different periods. In Year 5, they learn some of the main differences between schools and family life in the Victorian period and the present day. Higher attainers make good comparisons between Victorian schools and their own school in respect of buildings, curriculum and styles of teaching. Enquiry skills are particularly well developed, especially in Year 6. Pupils are encouraged by their teachers to collect and collate information from a range of different sources, both primary and secondary, in their study of the Olympic Games in Ancient Greece. A few pupils have successfully used both the Internet and encyclopaedias in their work on this topic. Understanding of different interpretations of history is not as well developed because teachers do not give this aspect sufficient attention in their lesson planning. Pupils with special educational needs make good progress in their work in the subject under the close guidance of support teachers and classroom assistants.

118. The quality of teaching is good at both key stages and in some lessons it is very good. Teachers have a very secure knowledge of the subject. There is often a brief and closely focused revision of prior learning although learning objectives are not invariably communicated to pupils at the start of lessons. Lesson content is presented in a lively and enthusiastic manner, this attracts and retains the interest of all pupils who consequently behave very well and concentrate keenly. Teacher-pupil relationships are very positive and this helps further to create good attitudes. Resources are used in an excellent way in some lessons: for instance, in a Year 5 lesson, the display of artefacts which a pupil had brought into school – a christening dress, some playing cards and a house key – gave the class a vivid and immediate impression of facets of Victorian life. There is a conspicuous concern for basic literacy standards: unfamiliar vocabulary is written on whiteboards and pupils are frequently asked to read aloud from topic books. However, pupils should be given greater encouragement to produce extended writing on history, especially in Years 5 and 6, to enhance their higher order literacy skills. Homework is set regularly to extend classroom learning.
119. The management of the subject is unsatisfactory. A formal scheme to monitor and evaluate the quality of teaching and learning throughout the school is not in existence. A scheme for assessing the level of attainment of pupils in the subject in Year 6 is also lacking. Information and communications technology is not used in teaching. However, the co-ordinator is aware of these deficiencies and they are included in the development plan for the subject.
120. Learning resources are good in both their quality and range, particularly for study of the Victorians and of the Second World War, and include videos and artefacts. The curriculum is broad and balanced and allows for the suitable breadth of study prescribed in the National Curriculum. Pupils' curricular studies are enhanced by visits to museums and heritage sites in every year.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

121. During the inspection, there was no teaching in this subject for Years 1 and 2 because of their temporary accommodation in the old First School. Judgements for Years 1 and 2 are based on samples of previous work and discussions with the subject co-ordinator.
122. When pupils are seven years old, their attainment in information and communications technology meets national expectations. In Years 1 and 2, pupils are comfortable when using the mouse and keyboard to make things happen. They use word processors to write poems and alter the arrangement of the text so that the shape of the poem reflects its meaning. Pupils use painting and drawing facilities to 'paint' amusing faces and create pleasing greetings cards with words and pictures. They can save, retrieve and print their work. They explore encyclopaedias on CD-ROM in order to find information on their topics.
123. By the time pupils leave school at the age of eleven, their attainment is above national expectations. All pupils, including those for whom English is an additional language, make good progress because of good teaching. They build well on the skills they have previously learned and use them in relevant, interesting and enjoyable ways. This helps to foster enthusiasm and creativity, which in turn results in very good attitudes to learning. Pupils work hard in lessons and share ideas well, for example, when Year 6 pupils design a case for an electronic musical instrument

as part of their work in design and technology. They move and re-size different objects in the design, trying out different ideas until they are satisfied with the result. They create well-presented documents using word processing and desktop publishing programs, considering carefully the intended reader. For example, when listing class rules, Year 4 pupils competently selected readable text colours and tried different layouts and font styles and sizes before making their final choice. Older pupils design and make their own 'home pages' using a multimedia program, incorporating pictures taken with a digital camera, text and electronically linked pages, displaying a good degree of proficiency. They demonstrate sound use of electronic control when giving instructions to a program that simulates a drinks-dispensing machine to make sure that enough of the drink goes into the cup and that the lid is correctly positioned. Pupils in this school achieve well. They start Year 1 with a few basic skills and leave at the end of Year 6 with good information and communications technology skills.

124. Pupils with special educational needs make similar progress to their classmates. They are well supported by the teacher and support staff and have access to information communications technology to help them to learn. Last year, a small number of gifted pupils were enabled to make good progress through a scheme whereby they learned to create web pages from scratch.
125. The quality of teaching is good for pupils in Years 3 to 6, with some very good and excellent elements. It is not possible to make an overall judgement on teaching for pupils in Years 1 and 2, although their overall achievement is at least sound. A teacher who specialises in this subject does much of the teaching. He demonstrates very good subject knowledge and plans and teaches lessons that reflect this. He has very high expectations of what pupils can achieve and helps them to do so through well-planned lessons and activities that use the school's resources well. His organisation and approach helps to capitalise on, and extend, pupils' interest and enthusiasm, resulting in good learning. When teaching was excellent, pupils were enthralled when they saw what is possible when designing their musical instrument cases. They gasped with amazement when they saw the effects that could be created and worked extremely hard to incorporate these in their designs. Consequently, they made excellent progress in this lesson. A Year 4 class made good progress when taught to consider the intended audience when laying out a poster displaying their class rules.
126. The management of the subject is good. The co-ordinator has a good overview of how well each age group is progressing. Another key factor in pupils' good progress is the very good accommodation provided by the dedicated computer suite. The school has good teaching resources, including recently bought equipment for sensing and monitoring events such as temperature and light. These should help to ensure that the already good range of learning experiences is extended still further. The school is fortunate in having a knowledgeable technician who helps to ensure that the equipment is in good working order and supports pupils well during lessons. There are some good links between information and communications technology and some other subjects. These include design and technology, when designing the musical instruments, and personal, social and health education when pupils refine their classroom rules. However, the use of information and technology to support learning in other subjects is insufficiently developed.

## MUSIC

127. Attainment at the end of both Years 2 and 6 is above that expected of pupils of this age. Younger pupils can recognise and explore ways in which sounds can be made. They can sing, showing a sense of shape in the melody. When using percussion instruments they can keep the beat. In Year 1 they can copy and repeat rhythm patterns. Older pupils can sing with clear diction, pitch control and expression. They practise, rehearse and give performances for an audience. Recorder, guitar, string and choir ensembles further enhance the provision for older pupils. These pupils perform confidently in assembly. Pupils with special educational needs and those with English as an additional language, make good progress. The school promotes the inclusion of all pupils very well and this is evident in, for example, the choice of songs that the choir sings, such as a thought-provoking one, with sign language, sung as by a deaf person.
128. Pupils' attitudes to learning in both key stages are very good. Pupils enjoy their music-making and the different approaches the teachers encourage them to use. They enjoy changing dynamics from loud to soft and tempo from quick to slow. Pupils are expected to think for themselves and they respond well to the teachers' high expectations of them.
129. The quality of teaching is good in Years 1 and 2 and very good in Years 3 to 6 and, as a result, pupils achieve well. The tuition provided by visiting specialist teachers is a strength of the school. The music specialist teaches the pupils to control sounds through singing and to use their voice expressively. The older pupils learn to breathe correctly and to make their mouth muscles work. The pupils are enthusiastic because of the teacher's good choice of songs. They have fun singing 'Bumble Bee' and 'Mississippi'. High expectations and challenge from the teacher enable the pupils to sing higher and faster. They learn to 'tune their ear' by listening attentively. Very good teaching points such as 'Remember the ends of words are important', 'Sing difficult words slowly', and 'Speed up to finish the song', improve the quality of performance. The pupils can use percussion to accompany the singing. They know which instruments to use and how to play them because of the teacher's very good subject knowledge. In Year 4, the teacher's love of music and excellent relationships with the pupils enable them to chant a round in four parts using repeated rhythm patterns and verse speaking. Pupils in Year 1 can identify high and low notes. The teacher makes good use of resources. Chime bars and a recording of 'Peter and the Wolf' are used to recognise the high and low notes and percussion instruments are used to play them.
130. The management of the subject is good. The co-ordinator has introduced a new scheme of work to guide the non-specialist teachers. Resources are satisfactory. A need for more tuned percussion instruments and musical instruments has been identified. The school choir is very successful and is a strength of the school. The choir takes part in 'Young Voices' at the Sheffield Arena and the 'Mrs Sunderland' Festival in Huddersfield. At the Wharfedale Festival the choir won a cup. Provision for cultural development is good. Pupils visited the Alhambra Theatre to listen to Indian music. Visitors to the school included South African artists and musicians.

## PHYSICAL EDUCATION

131. At the time of the inspection the opportunities for a full physical education programme were severely limited. The building programme was not complete, so there were no indoor facilities for pupils in Years 3 to 6. The school field is spacious and an invaluable resource but it was waterlogged and parts were unusable. The evidence gathered during the inspection was therefore limited.
132. Standards in physical education are in line with expectations by the time pupils are eleven. No judgement can be made of standards in Key Stage 1, as only one lesson was observed. In this lesson, pupils' actions in gymnastics, using rocking and balancing, led to a sequence involving travelling and a neat finish. In this lesson there was also an excellent example of inclusion, with a statemented pupil with severe physical disabilities playing a full and active part with the help of the support assistant.
133. Pupils' attitudes in Year 2 are satisfactory: pupils worked enthusiastically and enjoyed their lesson. Pupils' attitudes in Year 3 to 6 are good and work is of a higher standard. Pupils are well presented for physical education and games lessons. Lessons begin promptly and pupils are attentive and settle very quickly. Relationships between adults and pupils are very good. Pupils move to begin group work quickly and efficiently. Good learning habits are evident and, in some lessons, pupils' behaviour is impeccable. Work is consistently presented in Years 5 and 6. Occasionally, when work did not have clear objectives or challenge the response of pupils matched this lack of rigour and the teacher's low expectations.
134. No overall judgement can be made of teaching in Key Stage 1 as only one lesson was seen. Although the pupils were encouraged to practise and refine their actions, there was no challenge to improve. Demonstrations did not identify why any pupil's movement was good or how it could have been improved. Consequently, the lack of real purpose lead to the lesson becoming noisy and unproductive. Overall, teaching in Years 3 to 6 is satisfactory. Most of the lessons are taught by the enthusiastic co-ordinator. In addition there is a significant contribution from coaches and teachers at the specialist Sports College who help to raise standards. The pupils are learning the basic skills of several sports. They can strike, control and pass with hockey sticks; in football they have concentrated on ball skills, control, passing and heading.
135. Resources have greatly improved through the links to the Sports College. There is a good range of extra-curricular activities including competitive sports. Pupils are encouraged to join rounders and football teams. There is orienteering and a residential adventure week involving water sports.
136. The co-ordinator leads the subject enthusiastically and works as a specialist across Years 3 to 6. However, teachers in Years 1 and 2, where the teaching and learning need to be improved, are not sufficiently monitored and supported. There has not been any in-service training with regard to the expectations of the scheme of work the school is following. The school makes every effort to encourage talented pupils to form links with clubs and city-wide coaching.

## RELIGIOUS EDUCATION

137. Pupils' attainment at the end of both Years 2 and 6 is in line with the expectations of the locally Agreed Syllabus. By the age of eleven, they write about the subject at a satisfactory standard of literacy. Pupils achieve well because of their good attitudes to learning and the good standard of teaching.
138. Pupils are very enthusiastic learners and respond well to the demands of their teachers. This is a prime factor in their good level of progress in both key stages. The artefacts that are used in Year 4 to illustrate the Christian service of baptism fascinate them. They participate fully in all lesson activities, sustain a high level of concentration and treat all learning resources with due respect. They begin to work readily on the various tasks that they are set and support each other's learning well when organised to work in groups or in pairs.
139. In Years 1 and 2 classes, pupils learn about the idea of belonging, in respect of their own families and also of religious communities, particularly the Jewish and the Christian. They also learn about special days and their celebrations and become acquainted with some of the parables of Jesus.
140. In Years 3 to 6 classes, pupils study the main differences and points of similarity between the main world religions as regards buildings, ceremonies, festivals and sacred texts. They also compare the ways in which the beliefs of Christians and of Muslims affect their outlook and daily lives. These studies make a notable contribution to their spiritual, moral and cultural development. In Year 5, they make a close study of the Christian service of baptism and acquire a good knowledge and understanding of all the symbols associated with it. In Year 6, they begin to appreciate the centrality of prayer and worship in all of the different faiths and to realize that worship can be expressed and performed in various ways. Higher attainers gain an understanding of the distinction between a monotheistic and a polytheistic faith. Pupils with special educational needs make good progress in their work in the subject under the close guidance of support teachers and classroom assistants.
141. The quality of teaching overall is good. It is satisfactory in the Years 1 and 2 and good in Years 3 to 6. It was unsatisfactory in one lesson in Key Stage 2. All teachers have a very secure knowledge of the subject. They present lessons in a lively and stimulating manner that creates an absorbed level of interest amongst pupils at differing levels of attainment. A good pace is maintained: in a Year 4 lesson, pupils made very good progress because the pace at which the lesson was conducted allowed the teacher first to deal thoroughly with the main features of infant baptism and then to contrast these with the different procedures of adult baptism. Role play is frequently used in lessons to good effect: in a Year 2 lesson, pupils were fascinated when one of them was asked to mime the actions and feelings of the widow in the parable of the Lost Coin. Resources, and especially artefacts, are used very effectively by teachers to stimulate pupils' curiosity. This is particularly the case in Year 4 where the display of christening robes and baptismal certificates causes an enthusiastic response. High expectations feature prominently in lessons with older pupils. In one Year 6 lesson, pupils were asked to decide which of the Ten Commandments they would discard as inappropriate for modern life and to give their reasons; this task stretched the thinking skills of the higher attainers in the class. In another Year 6 lesson, pupils were asked to try to determine the layers of meaning in the parable of the Prodigal Son. Homework is set regularly to extend classroom

learning. In the lesson that was unsatisfactory, the teacher failed to secure the full attention of all pupils. The learning objective was not closely related to lesson content. The work set did not cater satisfactorily for the ability levels of different groups of pupils, especially the lower attainers.

142. The management of the subject is unsatisfactory. A scheme to monitor and evaluate the quality of teaching does not exist although this is a feature of the development plan for the subject. There is a collection of artefacts for the study of Judaism and Hinduism but not for Islam. Pupils visit local churches in the school's vicinity and clergymen from those churches come into school to speak to pupils but corresponding links have not yet been made in respect of the non-Christian faiths. Information and communications technology is not used in teaching. Curriculum planning follows the model of the locally Agreed Syllabus, which includes level descriptors to measure the attainment of pupils in each year group. There is an excellent display of pupils' work on the parables of the Good Shepherd and the Prodigal Son in one of the assembly halls.