

# INSPECTION REPORT

## **EAST ARDSLEY PRIMARY SCHOOL**

Wakefield

LEA area: Leeds

Unique reference number: 107980

Headteacher: Mrs M. Bean

Reporting inspector: Mrs M. R. Shepherd  
11328

Dates of inspection: 21-24 January 2002

Inspection number: 196043

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Fall Lane East Ardsley Wakefield
Postcode:	WF3 2BA
Telephone number:	01924 822373
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Appropriate authority:	The governing body
Name of chair of governors:	Mr D. Hawkins
Date of previous inspection:	7 July 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs M. Shepherd 11328	Registered inspector	Science Foundation Stage Information and communication technology Physical education	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Mr A. Dobson 9928	Lay inspector		How high are standards? How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr M. Miller 17556	Team inspector	Art and design Design and technology Geography History Equal opportunities English as an additional language	How good are curricular and other opportunities?
Mr J. Haves 8070	Team inspector	English Religious education	
Mrs S. Gatehouse 26945	Team inspector	Mathematics Music Special educational needs	

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

### **INFORMATION ABOUT THE SCHOOL**

East Ardsley Primary School is set in the village of East Ardsley, which is changing its nature from a self-contained village to an overspill for Leeds. The school is on two separate sites divided by a busy road. It has an integral nursery, which children attend on a part-time basis from the term in which they are three years old. Most children join the school at this age and then progress to the reception classes. Attainment on entry to the school is broadly average, but nearly a third of children have speech and language difficulties. There are 326 pupils on roll and 54 part-time nursery children. This is larger than average. There are 171 boys and 155 girls. Six per cent of pupils are eligible for free school meals, which is lower than average. Employment in the area is high, with a mixture of manual work and a little professional employment. Eighteen per cent of pupils are on the register of special educational needs, which is average. Just over 1 per cent of pupils have full statements of special educational needs, which is about average. Fewer than 1 per cent of pupils have English as an additional language, this is low. There are pupils from ethnic minorities of Indian, Bangladeshi, Chinese, German and Australian origin. A few pupils move either in or out of the school during the year.

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

This is a good school. All pupils make very good progress in science and pupils make good progress in six other subjects. Pupils enjoy their work. There are some excellent features in the teaching. The headteacher and deputy headteacher work very effectively together. The school works hard to ensure that all pupils benefit from the curriculum. Improvement since the previous inspection is very good. The school provides good value for money.

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

- Standards by Year 6 in science are well above average; standards in mathematics, speaking and listening, art and design, design and technology, geography, history and physical education are above average.
- The progress of pupils with special educational needs and of those who are gifted and talented is good; the progress of pupils with English as an additional language is very good.
- Teaching and the curriculum in the nursery are very good and the progress of nursery children is good.
- Behaviour, attitudes and relationships are very good.
- The quality of teaching is good.
- Leadership and management are good.
- The curriculum for moral and social development is very good and there are a rich variety of extra-curricular opportunities.

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

- Standards in information and communication technology are too low in the junior classes.

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

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

The school was last inspected in July 1997. The current headteacher had only just taken up her appointment. She has used the previous inspection as her key focus for managing change. A very good new deputy headteacher was soon appointed and, together with increased involvement of governors, leadership and management have improved. This has ensured very good improvement since the previous inspection. The great majority of key issues are now resolved. The main focus of improving the quality of teaching has been very effective and teaching is now considerably better. This has had a major impact on raising standards. By the end of Year 6, standards in science are significantly better; standards in speaking and listening, mathematics, art and design, design and technology, geography, history and physical education are all better. Information and communication technology standards are higher in Year 2. The progress of pupils with special educational needs and of gifted and talented pupils is better. Attitudes, behaviour and relationships have improved. There have been significant improvements to the accommodation for junior pupils. There is a good capacity for future improvement.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	A	C	D
Mathematics	C	A	B	C
Science	B	A	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The inspection confirms the attainment of Year 6 pupils in English, mathematics and science. Pupils carry out investigative work very confidently in science. They have good skills in number. Standards over the past four years have risen faster than average. The school sets itself challenging targets.

The national tests for pupils aged seven show above average attainment in reading, average attainment in writing and well above average in mathematics. The inspection judges standards in reading to be average. Pupils have good technical skills, but lack confidence in expressing their responses to texts. Standards in writing are above average and have improved since last year. Standards in mathematics are above average. Pupils' standards are higher in number work than in other aspects of mathematics. The inspection judges that standards in science are above expectations.

The inspection judges standards in Year 6 in speaking and listening, art and design, design and technology, geography, history and physical education to be above expectations. Standards in Year 6 in information and communication technology are below expectations.

All groups of pupils achieve well throughout the school. Pupils with special educational needs make good progress. Pupils with English as an additional language and pupils from ethnic minorities make very good progress. The progress of gifted and talented pupils is very good when they work in withdrawal groups.

The standards of reception children are above expectations in personal, social and emotional development, speaking, listening and creative development.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school and their work. They enjoy coming to school and are keen to join in lessons.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils expect to behave well in lessons and to settle down quickly to learn. They move around the school very sensibly and play well together at playtimes.
Personal development and relationships	Relationships across the school are very good. Pupils are polite and courteous to adults. They respect each other's views in lessons.
Attendance	Attendance is good, with rates above average. Pupils are punctual.

Pupils show good levels of initiative and personal responsibility. Pupils from ethnic minorities and those with English as an additional language have very positive attitudes towards school and all pupils work and play harmoniously together.

## 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.*

A third of lesson inspected were very good or better. There are excellent features in teaching in mathematics and design and technology in Year 6 and in the withdrawal group for gifted and talented pupils. There is a very small proportion of unsatisfactory teaching in information and communication in Year 5. Teaching in the nursery is very good. There are very good features in teaching in each of the year groups in the school.

The teaching of English and mathematics is good. Teachers use the Literacy and Numeracy Strategies effectively and teach basic skills well. They have high expectations of pupils' work rate. Teachers work well with the good quality classroom assistants, who sensitively support pupils with special educational needs. Teachers plan carefully to ensure that all pupils are included in the learning. Teachers use the computer suites well to develop skills, but do not make enough use of computers in classrooms across the curriculum.

The good quality teaching ensures a good pace in pupils' learning. Pupils make considerable efforts to complete their work and maintain very good levels of concentration throughout lessons.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are good. There is a very well balanced programme of work in the nursery. The school provides a very good range of extra-curricular opportunities.
Provision for pupils with special educational needs	The teaching and curriculum for these pupils are consistently good throughout the school. Pupils have well structured individual education plans to support their learning. Pupils with statements of special educational needs receive very good support.
Provision for pupils with English as an additional language	The teaching and curriculum for these pupils are very good. Work is well matched to their needs and teachers challenge them sensitively to achieve their potential.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	The curriculum for moral and social development is very good. It is good for cultural development and takes account of the minority ethnic groups in the school. The curriculum for spiritual development is satisfactory.
How well the school cares for its pupils	Procedures for child protection are good. The learning mentor plays a valuable role in supporting individual pupils both in group work in lessons and during playtimes. Assessment systems are very good and used well to develop future planning.
Partnership with parents	There are good links between the school and parents. Parents receive good information about their children's progress. There is an active Parent Teachers' Association. Nursery links with parents are of high quality.

The range of the curriculum in science is consistently very good. The curriculum for information and communication technology has only just been put in place. The curriculum opportunities for gifted and talented pupils are very good. Home reading partnerships are inconsistent.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are good. The headteacher and deputy headteacher work very well together, with a clear allocation of responsibilities. The headteacher sets clearly focused priorities for development. The senior management team works very well together. Co-ordinators support the development of their subjects effectively, but the headteacher has not yet fully delegated their roles.
How well the governors fulfil their responsibilities	Governors have a good understanding of the strengths and weaknesses of the school. Their annual report to parents does not contain all the information required to fulfil statutory requirements.
The school's evaluation of its performance	The school works hard to evaluate its performance. The quality of the monitoring of teaching is very good. There is a good school development plan, which is used well to manage improvements.
The strategic use of resources	The school uses its resources efficiently. Specific grants are used carefully to raise standards, particularly the grant for Excellence in Cities <sup>1</sup> .

There are inadequate junior library facilities. Outdoor play for the nursery is good, but for reception it is unsatisfactory. There are not enough fiction and non-fiction books for junior pupils, computer programs for use in classrooms, musical instruments or resources to teach food technology. The school is well staffed, with new staff being introduced carefully to school systems. The amount of accommodation is good with two halls and two computer suites. The school spends its money wisely.

## 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>• The way the school has improved recently</li> <li>• The high expectations the school has of their children</li> <li>• Their children like school</li> <li>• The good teaching and the good progress their children make</li> <li>• The approachability of the staff</li> <li>• The way their children are helped to become mature and responsible</li> <li>• The good behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Homework – particularly an organised home-reading scheme</li> <li>• The range of activities outside the classroom</li> <li>• The way the school works with parents</li> </ul>

The inspection team's findings agree completely with these positive views. The inspectors judge that the provision of homework is satisfactory. However, they agree that the school lacks a formal home-reading scheme and this reduces the opportunity for parents to be involved in their children's learning on a day-to-day basis. The inspectors judge that, considering the wide variety of school clubs and other activities on offer, including residential visits, the provision for activities outside the classroom is very good. The inspectors find that the partnership with parents is effective.

<sup>1</sup> This is a national government initiative that the school shares with other local schools.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

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

1. Attainment on entry to the nursery is broadly average, but nearly a third of children have speech and language difficulties. In the nursery, progress is very good in personal, social and emotional development, speaking, listening and creative development because the nursery team work extremely well together to give children individual support in these areas. Children develop a broad understanding across all the Areas of Learning<sup>2</sup> because the planning provides a carefully balanced programme of work across the curriculum. This broad programme is continued in reception and children sustain the progress made in the nursery. The deputy headteacher provides high quality additional support for the reception teaching team in outdoor play. Children are on target to reach above the expected level in personal, social and emotional development, speaking, listening and creative development. Standards in imaginative play, painting and outdoor play are well above the expected level. In all other areas of learning children's attainment is at the expected level.
2. The table below shows attainment in English, mathematics and science.

	<b>National tests 2001</b> Pupils aged 7	<b>Compared with similar schools</b> Pupils aged 7	<b>Inspection judgement</b> Pupils aged 7		<b>National tests 2001</b> Pupils aged 11	<b>Compared with similar schools</b> Pupils aged 11	<b>Inspection judgement</b> Pupils aged 11
<b>English</b>	<b>Reading</b> Above average <b>Writing</b> Average	<b>Reading</b> Below average <b>Writing</b> Below average	<b>Reading</b> Average <b>Writing</b> Above average		Average	Below average	Average
<b>Mathematics</b>	Well above average	Above average	Above average		Above average	Above average	Above average
<b>Science</b>	<b>Teacher assessment</b> Average	Not available	Above average		Well above average	Well above average	Well above average

3. The comparison with similar schools is based on the proportion of free school meals in the school. This puts the school in the top 8 per cent of schools in the country. Usually the proportion of free school meals matches the social and economic circumstances of the pupils' families and often these pupils enter the school with attainment above average. Although employment is high in the village, the other circumstances do not show the school to be in this top category. This comparison disadvantages the school. The inspection judges attainment to be average on entry. Statistics show that progress of the Year 6 pupils in the national tests in 2001 was average in English, above average in mathematics and well above average when compared with the same pupils' results when they were seven years old.

<sup>2</sup> Areas of Learning are the government guidelines for the curriculum in the nursery and reception classes.

4. The inspection judges the attainment of pupils aged seven to be above average in speaking and listening. This is better than the 2001 teacher assessment and reflects the school's efforts to provide regular opportunities for pupils to extend these skills. Standards in reading are average. Pupils make good progress in recognising words and letters, but they do not have the same level of confidence when discussing the text. The lack of a consistent home-reading partnership is having a negative impact on standards. Standards in writing are above average because pupils with special educational needs make good progress and reach higher levels than expected. Pupils write correct grammatical sentences in a clear handwriting style. The school has worked hard to raise standards in writing.
5. The standards of pupils aged seven seen in mathematics are above the expected level in numeracy because the school has worked hard to implement the Numeracy Strategy. Pupils work confidently with mental arithmetic and with numbers up to 100. Pupils are less confident in the other aspects of mathematics because they do not cover this work in the same depth as number work. The inspection judges standards in science to be above average. The development of improving investigative work has had a good impact on pupils' learning. They carry out experiments with confidence and have a thorough knowledge of the science curriculum.
6. The inspection judges that standards of pupils aged 11 in English are average overall. Standards in speaking and listening are above expectations because teachers emphasise the use of specific vocabulary across most lessons and pupils are encouraged to express a viewpoint in debates. Standards in reading are average. Pupils read accurately and comment on characters and plot. However, they lack confidence when comparing different texts and their skills in using non-fiction are lower than expected. Standards in writing and handwriting are average. Pupils write across a wide range of different styles. They use a wide range of punctuation and spelling is at the expected level. Gifted and talented pupils make very good progress when they are withdrawn as part of the Excellence in Cities project<sup>3</sup>.
7. Standards in mathematics are above average and confirm the standards in the national tests. Pupils carry out complicated calculations in their heads and produce the answers at speed. They have a good understanding of the properties of angles in shapes, but their understanding in other areas of shape, space, measurements and handling data is at a lower level than their numeracy. In science, attainment is well above average. The inspection confirms the very good level of knowledge that pupils have across all aspects of the curriculum. It also judges attainment in investigative science to be at the same high level. Pupils carry out experiments with confidence and analyse their original predictions in the light of the practical outcomes.

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<sup>3</sup> Part of the Excellence in Cities project provides funding for special projects for pupils identified as gifted and talented. The school withdraws pupils in small groups to be taught either in the school or at other schools.

8. The following table shows standards in subjects other than English, mathematics and science.

	<b>By the age of 7 years</b>	<b>By the age of 11 years</b>
<b>Information and communication technology</b>	At the expected level	Below the expected level
<b>Religious education</b>	At the expected level	At the expected level
<b>Art and design</b>	Above the expected level	Above the expected level
<b>Design and technology</b>	Above the expected level	Above the expected level
<b>Geography</b>	Above the expected level	Above the expected level
<b>History</b>	Above the expected level	Above the expected level
<b>Music</b>	At the expected level	At the expected level
<b>Physical education</b>	At the expected level	Above the expected level

9. The school has worked very hard to introduce and use schemes of work, which were not in place in the previous inspection. Together with the very regular monitoring of teaching, this has contributed to the rise in standards. The implementation of computer suites in both infant and junior buildings has raised standards in information and communication technology. However, these changes have not had time to raise standards enough by Year 6. Opportunities are missed in junior classrooms to support learning through the use of computers within other subjects.
10. Standards of literacy are at the expected level in writing and in reading texts provided in lessons. However, the lack of enough good reference books and computer programs in the junior school to support topics across the curriculum results in below average standards in the use of non-fiction texts. Standards in numeracy are at the expected level. Teachers develop numeracy well in other subjects, such as science.
11. The school works hard to help all pupils to fulfil their potential. Pupils with special educational needs are identified early in their schooling in the nursery. They receive targeted support to ensure that they understand the content of the lesson. Classroom assistants work sensitively with individuals to raise their confidence. The combination of these strategies ensures that these pupils make good progress. Gifted and talented pupils make very good progress when they are withdrawn into separate groups in Years 5 and 6 because the quality of teaching is very good with excellent features. There is a high level of challenge in these sessions. Pupils with English as an additional language make very good progress. Teachers have high expectations of their potential.
12. Since the previous inspection, standards have risen considerably in science. They have improved in speaking and listening, mathematics, art and design, geography, history, physical education by Year 6, and information and communication technology by Year 2.

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

13. The pupils' behaviour, relationships and attitudes to school are very good. This is a significant improvement since the previous inspection.
14. Pupils enjoy going to school; a point confirmed by the vast majority of parents. In lessons, pupils settle down very quickly, are attentive and show a strong motivation for learning. There is a keenness and confidence to join in, so that question-and-answer sessions usually have a very lively feel. This was well illustrated in a Year 1 literacy lesson where pupils were adding a letter to the beginning of words like 'lot' and being challenged to decide whether or not they had produced a real word, for example 'slot', and if so what it meant. The pupils loved this task. Throughout the school, when given a task, pupils concentrate, work hard and have the perseverance to stick at it. The good teaching ensures that many lessons have a real buzz, with pupils fully involved and responding very well to the challenge of learning new facts and techniques. For example, in a Year 5 science lesson introducing the water cycle, pupils showed interest, enthusiasm and ultimately pride as they gradually understood the relationship between evaporation on the sea and rainfall on the land.
15. Behaviour is very good because pupils know that high standards are expected at all times. They understand the rules and think they are applied fairly. The collection of rewards for good behaviour is taken seriously. Classrooms are quiet and very conducive to learning. Movement around the school is very orderly; this is particularly noticeable given the narrow winding passageways in the junior building. Behaviour in assembly is very good, with pupils being respectful during prayers. Dining is a civilised social occasion with generally good table manners evident. However, noise levels at times in the junior dining room are too high for easy conversation. Playgrounds have a friendly atmosphere where boys and girls play well together. In the junior playground, pupils make very good use of the various pieces of play equipment provided. No signs of oppressive behaviour were apparent during the inspection. Pupils do not seem worried about bullying and express confidence in the staff's ability to sort out any problems. There have been no exclusions in recent years.
16. Relationships in the school are very good. Pupils get on well with each other and the adults in the school. There is a clear feeling of trust. Pupils are polite, courteous and very friendly to visitors. When given the opportunity to work in pairs or groups, pupils collaborate very sensibly and productively. In class discussions they listen with respect to each other's views. This allows constructive debate to take place; for instance, during the inspection some classes were discussing sensibly how to resolve situations of conflict. The few pupils whose mother tongue is not English appear to have many friends and are not isolated in the playground.
17. Pupils show good levels of initiative and personal responsibility. Class monitor duties are carried out conscientiously and with enthusiasm. When given the chance pupils jump at the opportunity to help in the running of the school; for instance, operating the tape recorder to play music at the beginning and end of the infant assembly and running the tuck shop in the juniors. However, opportunities for taking extra responsibility are limited. The development of skills of researching in books independently is inhibited by the lack of a good library. Participation in the extensive range of school clubs is very good. A School Council has started recently, but it is too early to measure its impact.
18. The pupils' very positive attitudes to learning and their very good behaviour are a credit to the school and their parents. Inevitably these qualities are having a very positive impact on their learning.

19. Attendance at the school is good and above the national average for most primary schools. Unauthorised absence is negligible. However, the amount of holidays taken in term time is significant. During the school year 2000/01, around 30 per cent of pupils lost at least a week's education because of holidays, which has a negative impact on pupils' learning. Punctuality is good, resulting in prompt and efficient registrations and lessons starting on time.

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

20. Teaching is good throughout the school, with nearly three quarters of lessons inspected being at this standard or better. A third of lessons inspected were very good or better. In the nursery, teaching is very good and there are some very good features in each of the year groups throughout the school. There are excellent features in the Year 6 classes in mathematics and in design and technology. The teaching of gifted and talented pupils, when they are withdrawn, is excellent. There is a very small amount of unsatisfactory teaching in information and communication technology in a junior class. This teacher has only just joined the school and had only worked with the pupils for two weeks before the inspection. The quality of teaching has improved significantly since the previous inspection. Nearly a quarter of teaching was unsatisfactory and now there is only a very small proportion of teaching in this category. In the previous inspection there were no lessons judged as very good or better. This considerable improvement is due to the headteacher's determination to improve teaching and the very good monitoring systems set up to identify strengths and weaknesses.
21. Teachers have high expectations of pupils' work rate. In the nursery, children are fully occupied throughout their time in school because the teaching team use every moment to interact with them either individually or in groups. For example, a nursery nurse used the activity of hanging up a coat with a child as an opportunity to talk about the work he had just completed. There are particularly high expectations in Year 6, where teachers set a demanding programme of work in lessons. Pupils with special educational needs are supported carefully in lessons and gifted and talented pupils are challenged to extend their rate of learning, particularly in science, where a high proportion of pupils reach Level 5 by the time they leave the school. There are high expectations for pupils with English as an additional language and for pupils from minority ethnic groups, which encourage these pupils to put considerable effort into their work.
22. Teachers have good subject knowledge across most of the curriculum and in the nursery and Year 6 it is particularly good. The nursery teaching team members understand their new curriculum very well and ensure that children acquire knowledge and skills across each Area of Learning. All teachers have a good understanding of the Literacy and Numeracy Strategies and of science. This ensures a good pace in lessons and allows teachers to vary their questioning skills depending on the pupils' responses. Teachers use specific vocabulary in different subjects to extend pupils' understanding and insist that they use it in discussions. For example, in a Year 6 lesson, pupils were required to use terms such as 'solution' and 'suspension' and warned never to use the term 'disappear' in science. Teachers' subject knowledge in information and communication technology is unsatisfactory. The school has identified this weakness and national training has already begun to compensate for this shortfall.
23. Teachers manage pupils well. Pupils respond with very good levels of interest and concentration because lessons are organised carefully to make the best use of their time. In the nursery and reception, teachers combine teacher-led and independent work skilfully. They organise a combination of whole class, group and independent tasks, which are balanced to provide a range of experiences for the children. For example, in a reception literacy session, a group worked with the teacher, another with the nursery nurse, a group wrote independently, whilst other pupils experimented in the water, played in the optician

role play area or used the construction apparatus. Teachers build well on this foundation through the rest of the school and lessons are well organised, with effective use of whole-class discussion at the beginning and end of lessons. Teachers emphasise the importance of good behaviour in lessons and when moving around the school. Pupils respond well, concentrate hard on their work and behave well.

24. The teaching of basic skills is good with very good features. In the nursery and reception, teachers follow a careful programme of letter and number recognition. Reception classes introduce aspects of the Literacy and Numeracy Strategy effectively with good use of whole-class sessions to develop basis skills. For example, in a session learning the combination 'sh' and 'ch', the teacher emphasised the correct sound and provided an interesting group of objects for children to sort. Teachers continue to teach basic skills well throughout the school, particularly in mathematics and science. They devote time to introducing new skills and opportunities for pupils to practise their new learning. For example, pupils have regular opportunities to carry out scientific investigations. By Year 6, they move smoothly into experiments because they understand the need for hypothesising, carrying out the experiment and then analysing the outcomes. Teachers do not teach regularly enough the skills needed for using non-fiction books for reference purposes in the junior school. Basic computer skills are taught effectively in the computer suite, but not in the classrooms.
25. Teachers plan literacy and numeracy lessons in detail, which provides a firm foundation for teaching. Planning in the nursery and reception is very thorough, with particularly good use of medium and long-term planning to guide each week's work. For example, there are detailed plans for work in the sand, which ensures very good coverage across the different aspects of the areas of learning. Teachers throughout the school base their weekly planning carefully on the termly planning, which links lessons to the previous and next week's work effectively. The key learning to be carried out in lessons is regularly shared with pupils, which gives them a good understanding of their own learning.
26. Teachers work well with support staff, who are valued for their role in working with individuals and groups. There is a good partnership between staff, with classroom assistants kept well informed about the learning expected in each session. Teachers use resources effectively to stimulate pupils' interests and maintain motivation. For example, in design and technology in Year 6, pupils used good construction apparatus to extend their learning about controllable vehicles. In most lessons, teachers set a fast pace, which ensures a large number of activities to be carried out and high levels of productivity by pupils. For example, in a Year 5 physical education lesson, each part of the lesson was broken down into carefully sequenced tasks that created very good progress in producing a gymnastics routine.
27. Teachers use assessment well in lessons throughout the school to let individual pupils know how well they are learning. Teachers carry out regular tests, which contribute effectively to the whole-school assessment systems. Teachers know their pupils well and use assessment opportunities to encourage future learning. For example, in a reading circuit in Year 6, the teacher provided very good feedback for the group of pupils by praising them when they explained difficult parts of the story.
28. Teachers use homework effectively, particularly with older pupils. This develops pupils' skills in working on their own at home. It has a positive impact on standards. Pupils take their homework seriously and in Year 6 produce very well presented work because they are provided with high quality homework books to write in. Opportunities are missed to extend home-reading partnerships for children in reception and Years 1 and 2. Teachers do not use individual diaries consistently to explain what support each pupil needs at home. This leads to missed opportunities for parents to feed back to the school how well the pupil is

reading at home. The narrow range of the books that go home does not encourage pupils to enjoy this homework.

29. Features of the excellent lessons include a very brisk pace. There is a high level of challenge both for gifted and talented pupils and those with special educational needs. Teachers have very good subject knowledge. This leads to detailed and perceptive discussion sessions and a high level of analysis expected of pupils, whether it be investigating angles in mathematics, dissecting a text in English or controlling vehicles in design and technology. Features of the very small amount of unsatisfactory teaching include too much whole-class teaching compared with group or paired work and too much focus on a pair of pupils in the computer suite at the expense of checking the rest of the class.
30. Teaching of pupils with special educational needs is very good. Teachers use the individual education plans carefully to support pupils steps in learning. Classroom assistants are very clear about the learning expected in lessons and these pupils are expected to take a full part in lessons. Teaching of gifted and talented pupils in withdrawal sessions is very good with excellent features. Teaching sets a high level of challenge because the small group allows advanced work to be carried out. For example, the literacy co-ordinator was able to concentrate on Level 5 work because all pupils were working at that level. The teaching of pupils with English as an additional language and of pupils from ethnic minorities is very good because teachers value their cultures and expect them to achieve their potential. For example, in Year 2, pupils produced delicate silk paintings of Chinese dragons.

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

31. The quality and range of the learning opportunities provided by the school are good. They are good for children in reception and very good in the nursery. The nursery team provides a very well balanced programme of work for the children. The nursery and reception planning is considered very carefully to ensure that the different activities offer experiences across all the dimensions of the Areas of Learning. The termly planning is carefully dovetailed to match the yearly planning. There is a good balance across most subjects throughout the rest of the school, which ensures that pupils reach above average standards by Year 6. Schemes of work to support planning are now securely in place. The exception is in information and communication technology, where the scheme has only been operating for the past year and pupils have yet to benefit from this broad programme. There have been recent improvements in the school's resources for this subject, but teachers are still coming to terms with understanding its potential use throughout all subject areas.
32. Statutory requirements for the teaching of the National Curriculum, and the locally agreed syllabus for religious education, are met. The National Literacy and Numeracy Strategies have been effectively introduced and are having a good impact on raising standards. Overall, good curriculum provision is made for pupils. There is good provision in art and design, design and technology, history, geography and physical education. There is very good provision in science.
33. Teaching time for English is well above the national average and is above in mathematics. Consequently, the time available for most other subjects is slightly below average. This imbalance towards two subjects has hitherto been a sensible approach and contributes to raising standards.
34. Provision for pupils with special educational needs is good throughout the school. Consequently, they make good progress. Teachers show a good awareness of the needs



of individuals as well as groups of pupils and plan their teaching to ensure that they have the opportunity to achieve well. Teachers and pupils alike are well supported by the school's learning support assistants. There is a very good and successful focus on raising pupils' self-esteem. Teachers provide good individual education plans for pupils, which ensures that their learning matches their individual needs well. The curriculum for pupils with statements of special educational needs is very good. The Code of Practice<sup>4</sup> is implemented in full.

35. The school has identified groups of older pupils who have particular gifts or talents. It plays an active part, in co-operation with the local 'family' of schools, in developing a programme of work and experiences to extend and challenge such pupils. A learning mentor has recently been appointed to further support and develop the school's initiatives. This is very good provision and the pupils consequently make very good progress. An excellent example was seen during the inspection when a group of Year 6 pupils were developing their writing skills in preparation for short story work. Here, excellent teaching, exemplified through very high expectations, really challenged the pupils, who showed excellent commitment and involvement. A good range of curriculum enhancement opportunities are also provided through music and sport. Gifted and talented pupils have been able to undertake extension work on computers at a local learning centre on, for example, the use and application of presentation software. Their achievements have been shared well with others through prominent displays of this work in the main school building. The school considers the specific cultures of pupils with English as an additional language and for their ethnic minority pupils, which supports their self-esteem effectively.
36. Sound links are being built with other schools and through the community. These are good with higher education institutions through the school's role in training teachers. There are strong links with the local Christian community whose ministers regularly visit the school for assemblies and whose representatives sit on the governing body. There are developing connections with a local Premiership football club. Such initiatives make a positive impact on pupils' learning and the school is looking to extend them.
37. Provision for extra-curricular activities is very good. There is a wide range of well attended sporting, athletics, music, dance and drama clubs available for pupils. In addition, there are more seasonal activities such as gardening. Through these, and various school productions, trips and visits, the school offers a far broader programme than the average.
38. Overall, there has been good improvement in the school's curriculum provision since the previous inspection. Schemes of work, which were lacking, are now in place for all subjects. Teaching time and learning opportunities are better balanced for art and design and technology. The curriculum for the nursery and reception is better resourced. There is now good provision for drugs awareness education through the new and effective personal, social, health and citizenship education (PSHCE) course.
39. The curriculum is good for pupils' personal development. This is well founded in the school's approach to 'CARE' (co-operation, achievement, respect and education). This is further exemplified in the successful curriculum developments and good pupils' achievements through the introduction of a new PSHCE course. Provision for moral and social development has improved since the last inspection. However, there is no overall policy covering the pupils' spiritual, moral, social and cultural education and the school has yet to fully examine how each subject area contributes to this. There is good practice, but it lacks specific co-ordination or any monitoring of the success of what is provided.
40. Provision for spiritual development is satisfactory. Opportunities to explore religious values and beliefs and the way they affect people's lives are provided through religious education

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<sup>4</sup> The Code of Practice has been drawn up by the government for special educational needs procedures.

and in assemblies. The PSHCE course is starting to provide pupils with chances to understand human feelings and emotions. However, fewer openings are provided in lessons for pupils to pause and reflect on their learning on a regular basis. During the inspection there was some 'awe and wonder' by pupils in a science lesson when they were considering the growth of plants from seeds. In religious education there was respect for a Torah scroll. In history, pupils do have the opportunity to reflect on the contrasting lives of peoples from the past, but this is not extended across other aspects of the curriculum.

41. The school meets statutory requirements for the provision of a daily act of worship for all pupils. This is achieved through the school's assemblies, which are of good quality and fully involve the pupils themselves. The school does not keep records of its assembly themes and this is a weakness in its overall planning. Assemblies are lively and relevant and present Christian messages well. In a very good infants' assembly, the teacher's own teddy bears were used well to encourage pupils to identify and celebrate their individual differences and characteristics. There are regular class and celebration assemblies to which parents are invited. These are good not only in terms of the pupils' social development, but also in establishing a strong sense of 'community' within the school.
42. Provision for pupils' moral development is very good. They have a secure understanding of right and wrong. They know how they are expected to behave and this is reflected in their attitudes to their work and play. There are very good opportunities for pupils to explore moral issues through, for example, religious education and the PSHCE programme. In history, pupils explore in their writing the conditions of a Victorian child chimney sweep. In a junior class assembly, pupils gave good reasons why we should treat books with respect. The school provides good opportunities for pupils to express their views and opinions. A Year 5 display from PSHCE work illustrates this well. Pupils write, 'My ideal World ... *'will have no war and will be totally peaceful'; '... will have everything made of chocolate!'; '... will be safe'; '... will be wizarding'; '... will have my dead dog alive again'.* Teachers promote moral concepts, values and the principles of fairness, justice and respect for others very well.
43. Provision for social development is very good. Pupils relate very well to each other and are mutually supportive. They understand the principles on which the school's community life is based. A history time-line in the junior building celebrates exciting activities and social events for the academic year, for example the educational visit of an air ambulance. Pupils' understanding of citizenship is being well developed through PSHCE. There is a relatively new school council with elected pupil representatives. Whilst still in the process of establishing itself, this has very good potential for pupils to take responsibility and have a direct input into the school's consultation processes. Pupils from all ethnic backgrounds are fully involved in the life and work of the school. There is good access and very good care for pupils with physical difficulties. There are very good opportunities for pupils to develop personal interests through extra-curricular activities. Many pupils take part in school productions and the school's programme of trips and visits. Photographic evidence and discussions with pupils testify to the success and impact of such events and their importance in the eyes of the pupils. The split site, across a main road, does limit the potential for infants and juniors to mix. Junior pupils are not able to socialise with infants at lunch or play times. The physical barrier of the road makes it difficult for the school to meet together on any regular basis, even for assemblies.
44. Provision for cultural development is good. The school makes good use of the local area in its work. This helps pupils to a broader appreciation of their immediate social and cultural traditions, which include the area's mining and railway heritage. Pupils know they live in the rhubarb-growing centre of England. Good use is made of local authority and museum loan services, for example in the provision of artworks for display around the school. There is an extensive programme of regular trips and visits to museums and other places of cultural interest. Recent visits include those to Hindu, Jewish and other religious centres.

There are regular residential visits to outdoor educational centres in County Durham and camping experiences in France, which extend cultural understanding very effectively. The school provides a good range of cultural opportunities, such as concerts at the local town hall, the orchestra playing in assemblies and drama productions of 'The Wizard of Oz' and 'Oliver'. Good opportunities are provided for pupils to explore their cultural heritage through literature. For example, the school organised a creative week using literature as a stimulus. Arising from this, the school has a display of multi-lingual books, including Urdu and Chinese. Infants' classes celebrate the Chinese New Year effectively through their artwork displays.

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

45. Aspects of the way the school cares for its pupils have improved since the previous inspection. Pupils' attainment and progress are now assessed regularly and very good use is made of this information. This is a significant improvement. Procedures for promoting good behaviour have also improved. The school is a friendly community where pupils are treated with care and respect. Supervision is always satisfactory. Parents are confident that their children are looked after well.
46. Procedures for child protection are good. There are two senior members of staff fully trained in the subject and other staff are regularly reminded of current legislation and the school's procedures. Relationships with the outside agencies are good. Health and safety matters are treated seriously. Safety checks are regularly carried out, there is a good level of first-aid cover and all accidents are correctly recorded. There are some health and safety issues that have been reported to the governors. The joint car parking and playground arrangements for the junior pupils are unsatisfactory.
47. Overall there are satisfactory procedures for monitoring and promoting attendance. Registers are well kept and meet statutory regulations. There are good procedures involving the learning mentor and the Educational Welfare Service for monitoring and investigating all pupils with poor attendance. The amount of holidays taken in term time is significant.
48. Procedures for monitoring and promoting good behaviour are very effective. Staff have high expectations and rules are well publicised and applied consistently. Teachers comment on good behaviour and support it very effectively by giving rewards and on occasions by making a pupil the class 'star of the week'. Recent changes in the lunchtime arrangements, involving the use of the learning mentor to promote playground activities on the junior site, are very effective and popular with the pupils. Very detailed records are kept of all incidents of inappropriate behaviour, including bullying. A senior teacher monitors the records of all incidents each day and parents are informed when necessary. The school makes good use of class discussions to drive home the school's attitudes to bullying and racism, neither of which are a problem.
49. The school's procedures for monitoring personal development are largely informal, but satisfactory. Teachers know the pupils well. The sections dealing with personal development on the pupils' annual reports are of good quality.
50. There are high quality assessment systems in place throughout the school to monitor pupils' academic progress in English, mathematics and science. The school has made the assessment of these subjects a priority in order to raise standards in these subjects. The deputy headteacher has introduced a very comprehensive range of strategies to identify pupils' individual progress in English, science and mathematics. Work is carefully assessed in relation to the National Curriculum levels and teachers assess and test pupils on a regular basis. There is careful analysis of national tests to identify the weaknesses in teaching and to improve future planning. This has a positive impact on raising standards.

Systems to assess information and communication are in their infancy and the school has yet to set up formal systems for recording pupils' progress in other subjects.

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

51. The good links between the school and the parents seen at the previous inspection have been maintained. However, parents now have a more positive view of the school.
52. Parents like the school and are supportive. No major concerns were raised at the pre-inspection parents' meeting and the response to the parents' questionnaire was significantly more positive than the questionnaire at the time of the last inspection. Parents particularly like the high expectations the school has of their children, the approachability of the staff, the good teaching, the good behaviour and the way their children make good progress and become mature. The vast majority of parents who responded to the questionnaire, state that their children like school. At the parents' meeting, all parents thought that the school had improved significantly in recent years. The inspection team's findings completely support these positive views. Some parents do not think that there is an interesting range of activities outside lessons. The inspectors disagree. They judge that, considering the wide variety of school clubs and other activities on offer, including residential visits, the provision is very good. The partnership with parents in the nursery is extremely good. Parents are kept very well informed about their children's progress. At the end of each session, children move smoothly between the teaching team and their parents or carers because there is always one adult to greet each parent and discuss what their child has been doing for the session.
53. The quality of information for parents is good overall. The prospectus is easy to read and contains considerably more useful information than the school is legally obliged to include, particularly regarding classroom organisation. The governors' annual report is very informative. However, it does not meet statutory requirements because it does not include attendance data, details of any gifts the school has received, governors' expenses, national figures for the Year 6 assessment tests and the school's targets for next year's assessment tests. Parents also receive useful information on the curriculum and homework. A weekly newsletter keeps parents well informed about the life of the school.
54. The information for parents on pupils' progress is good. The termly parents' meetings are well attended. Parents with children in the juniors are kept well informed of their children's targets. The quality of pupils' reports ranges from good to very good. The very good reports contain a clear indication of a child's attainment compared with nationally expected levels for each subject. Additionally, the stated 'next steps for learning' are specific enough to enable parents to be involved. Pupils' reports meet statutory requirements.
55. The impact of parents on the work of the school is good. Class assemblies and merit assemblies are well attended by parents. Parents of infant children make very good use of the 10-minute period before morning registration when they are encouraged to take part in a classroom activity with their children. There is an active Parent Teachers' Association, which is successful in arranging social events and fund raising. Governors who are parents are interested and involved in the running of the school and a small core of parents regularly helps in the classroom. Whilst the provision of homework is satisfactory overall, the lack of a formal home-reading partnership reduces the opportunity for parents to be involved in their children's learning on a day-to-day basis. The inspectors agree with those parents who raised this as an issue at the pre-inspection parents' meeting.
56. Overall the school has an effective partnership with parents. The inspectors do not agree with those parents who think the school does not work closely with them.

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

57. The leadership and management of the headteacher are good. She sets a clear educational direction, which has provided a foundation for the very good improvements since the previous inspection and the rise in standards. She sets clearly focused priorities for development that have resulted in an improvement in standards above the national average. There is a good level of shared commitment to succeed throughout the school, which reflects the determination of the headteacher. She concentrates on improving the quality of teaching by thorough and regular monitoring, with clearly defined areas for development for each member of staff. She manages the daily organisation of the school efficiently. For example, over the past four years she has negotiated with a succession of builders who have carried out major renovations to the junior building, whilst ensuring that the school continued to run smoothly. The headteacher makes good use of external agencies, such as the local educational authority to provide additional expertise in the school, particularly in supporting the monitoring of teaching. She sets clear standards for pupils' behaviour throughout the school and leads good assemblies with a focus on moral and social aspects of school life.
58. The headteacher works in close partnership with the deputy headteacher. Their individual strengths complement each other well. There is a clear allocation of roles, with the headteacher based in the junior buildings and the deputy headteacher overseeing the work in the other site. They communicate very efficiently during the working day. They spend a great deal of time in meetings outside of the school day to evaluate and fine tune developments. The deputy headteacher is a very effective co-ordinator for special educational needs and assessment. She sets up well organised systems throughout the school to provide continuity. She produces detailed and good documentation to support these developments.
59. The headteacher has set up good communication systems throughout the school. These systems contribute well to the difficulties of the split site. The senior management team works well together. They play an important role in monitoring the work of the teaching teams, feeding back issues to the headteacher and deputy headteacher and disseminating key decisions. The headteacher organises the school effectively into teaching teams that provide consistency across year groups. The role of the co-ordinators has improved since the previous inspection. They have good action plans for development. The literacy and numeracy co-ordinators are part of the senior management team and play a full role in the school developments. However, the headteacher has not fully delegated responsibilities to all co-ordinators. For example, not all co-ordinators are in charge of budgets for their subjects and do not meet regularly with governors. They do not all feed back formally to the headteacher or monitor other teachers' planning, which reduces their understanding of the work being carried out through the school.
60. Governors have a good understanding of the strengths and weaknesses of the school. They have a strong commitment to the school and value its place in the heart of the community. There is a good combination of established governors, who understand the history of the school well, and new governors who are keen to play a full part in their roles. Governors respond well to parental concerns. For example, they increased the number of teachers in order to reduce the number of mixed-aged classes when parents expressed concern about the organisation of these classes. The school does not have an ongoing programme for reviewing policies.
61. There is a good school development plan, the development of which was a key issue in the previous inspection. It is well organised and contains clear targets, which are monitored regularly by the headteacher. The plan is used well as a tool for carrying out effective action to further raise standards. However, the very detailed action plans of the co-ordinators are not fully represented in the plan and governors are not involved enough in the early stages of its production. The use of computers for administration is not fully in

place because the headteacher's computer is not linked directly to the office systems. This restricts the efficiency of electronic communication between them and reduces the headteacher's access to school data. This reduces the efficiency of her administrative communication. There is a good level of delegation to the senior management team and for the daily running of the school, which ensures a good level of communication across the staff.

62. The school's finances are in good order. The school development plan is linked directly to the budget. The governors do not believe in building up reserves, consequently virtually all of the budget is earmarked for spending in the current year with the aim of raising standards. Due attention is paid to the principles of best value. The school secretary handles routine financial administration efficiently and the school makes good use of its contract with the local education authority for financial services. The headteacher, by monitoring the accounts in detail once a month, keeps fully aware of the state of the finances. All the recommendations in the most recent school audit have been, or are, in the process of being addressed. The school has benefited from a number of specific grants. These have all been used effectively for their intended purposes; for example, the post of the learning mentor, financed by an Excellence in Cities grant, is having a positive impact on lunchtime activities and behaviour, as is the project for gifted and talented pupils.
63. The school is well staffed with both teaching and support staff. All work together as a harmonious and effective team in spite of separate sites and separate staff rooms for the infants and the juniors. Between them the staff have a full range of expertise in primary education. Induction arrangements for newly qualified teachers are good, including regular contact with their mentor and detailed lesson observations. The school is in partnership with the Bradford and Ilkley Community College and is an effective provider of initial teacher training.
64. The accommodation has recently improved significantly, particularly on the junior site. New classrooms have been added, together with a new hall. Both sites have well equipped computer suites. The superintendent works hard to keep the site clean and well maintained. The state of the décor is good. Well presented displays provide a stimulating learning environment and celebrate pupils' achievements. The lack of a dedicated library on the junior site inhibits both independent learning and an appreciation of books. The outdoor play facilities for the nursery are good. However, the lack of a level hard-surfaced outdoor play area for reception children is unsatisfactory.
65. Learning resources are adequate for teaching the National Curriculum in most subjects. However, there is a lack of musical instruments, there is not sufficient equipment to teach food technology satisfactorily and computers in classrooms have an inadequate range of software available. The quality and quantity of books for general reading and reference are unsatisfactory.
66. Children enter the school with attainment that is broadly average. By Year 6 they achieve levels well above average in science and above average in speaking and listening, mathematics, art and design, design and technology, geography, history and physical education. Attitudes, behaviour and relationships are very good. Teaching is good. Leadership and management are good. The cost per pupil is high. Taking all this into account the school gives good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. In order to further raise standards in the school the governors, headteacher and staff should:-

- (1) raise standards in information and communication technology in the junior classes by:-
  - improving teacher's expertise through the planned training;
  - planning more effectively for the use of computers in classrooms;
  - updating the range of programs for use in classrooms;
  - establishing systems for pupils to organise themselves and monitor their own use of computers in the classroom;
  - extending assessment systems and producing a portfolio of work;
  - providing better hardware and lower trolleys in the nursery.

*Paragraphs 8-9, 20, 22, 24, 29, 31, 76, 91, 102, 110, 129, 132-137, 141 and 154*

In addition to the improvement issue the governors should also include the following weaknesses in their action plan:-

- unsatisfactory outdoor play area for reception classes; *Paragraphs 64, 79*
- inadequate junior library facilities; *Paragraphs 10, 17, 24, 64, 91*
- statutory requirements not fulfilled in the annual report to parents; *Paragraph 53*
- co-ordinators' roles not fully in place. *Paragraph 59*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	85
Number of discussions with staff, governors, other adults and pupils	46

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	3	25	35	21	1	0	0
Percentage	3	30	41	25	1	0	0

### 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)	27	326
Number of full-time pupils known to be eligible for free school meals	N/A	20

*FTE means full-time equivalent.*

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	4
Number of pupils on the school's special educational needs register	4	54

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	22

### Attendance

#### Authorised absence

	%
School data	4.8
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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



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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	22	17	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	21	22
	Girls	16	15	17
	Total	37	36	39
Percentage of pupils at NC level 2 or above	School	95 (90)	92 (90)	100 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	20	21
	Girls	14	15	16
	Total	35	35	37
Percentage of pupils at NC level 2 or above	School	90 (92)	90 (92)	95 (90)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	20	27	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	20
	Girls	24	25	26
	Total	41	43	46
Percentage of pupils at NC level 4 or above	School	87 (89)	91 (81)	98 (92)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	17	17
	Girls	26	26	27
	Total	40	43	44
Percentage of pupils at NC level 4 or above	School	85 (58)	91 (69)	94 (86)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	2
Chinese	0
White	275
Any other minority ethnic group	1

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

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

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

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	21
Average class size	25

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

Total number of education support staff	9
Total aggregate hours worked per week	248.5

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	54
Total number of education support staff	4
Total aggregate hours worked per week	81.25
Number of pupils per FTE adult	13

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000-2001
	£
Total income	720,510
Total expenditure	738,089
Expenditure per pupil	2,044.57
Balance brought forward from previous year	42,350
Balance carried forward to next year	24,771

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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 30%**

Number of questionnaires sent out	353
Number of questionnaires returned	106

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	31	3	2	0
My child is making good progress in school.	62	33	5	0	0
Behaviour in the school is good.	43	48	8	1	0
My child gets the right amount of work to do at home.	31	37	16	2	14
The teaching is good.	59	36	3	2	0
I am kept well informed about how my child is getting on.	45	42	10	2	1
I would feel comfortable about approaching the school with questions or a problem.	61	34	2	2	1
The school expects my child to work hard and achieve his or her best.	59	38	1	0	2
The school works closely with parents.	40	47	10	2	1
The school is well led and managed.	43	41	8	1	7
The school is helping my child become mature and responsible.	42	53	2	0	3
The school provides an interesting range of activities outside lessons.	35	35	16	0	14

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

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

68. Children enter the nursery in the term that they are three and attend on a part-time basis. Attainment is broadly average, but nearly a third of children have some difficulties in speaking. Children spend a year in one of the two reception classes, with the great majority moving up from the nursery. They make good progress in the nursery across all Areas of Learning because teaching is very good. This is an improvement since the previous inspection. Very good progress is made in speaking, listening, and personal, social, emotional and creative development because the nursery team place a high value on developing these areas and take every opportunity to extend individual children's skills.
69. Teaching in the reception is good with very good features. This is an improvement since the previous inspection. A broad curriculum is provided with careful planning each day to ensure a balance between teacher-led and independent activities. Children are on target to achieve standards above expectations in personal, social, emotional, and creative development, and well above expectations in outdoor play. Attainment in all the other Areas of Learning is at the expected level and children gain a wide breadth of understanding across the curriculum. Children with special educational needs make very good progress because they are identified early in the nursery and high quality support is provided to meet their particular needs. Children with English as an additional language make very good progress because they are challenged to reach their potential.

**Personal, social and emotional development**

70. Teaching in the nursery is very good. Children develop confidence in working independently because there are high quality opportunities for extending these skills. Planning for the activities in sand, playdough and water is very good and provides contrasting and stimulating opportunities for learning. For example, children investigated the different shapes and patterns of a wide variety of shells from the seaside. Children develop high levels of involvement and concentration on tasks because the teaching team have high expectations and encourage each child to play a full part in the activities.
71. Teaching in the reception is very good. Children try new activities confidently and initiate ideas. They concentrate well during independent activities and are keen to share their work at the end of lessons because teachers praise them for their efforts and identify the positive features of their work. Children form very good relationships with each other and adults through the insistence of teachers on the importance of taking turns and helping each other. For example, in a literacy session, a group worked hard to complete their writing and helped each other to find the right words.

**Communication, language and literacy**

72. Teaching in the nursery is very good. Children sustain high levels of listening because the teaching team provide finely tuned activities and work subtly with each other to extend these skills. For example, at the end of a session, all 28 children sat in a circle and took turns in contributing to the discussion about the weather because the teacher used a puppet extremely skilfully and the nursery nurses supported individuals sensitively. Children develop a love of books and cluster round any adult who sits to share a story. They expect to interact with the meaning of the story because the teaching team take time to explain each book carefully. More-able pupils recognise the initial letter of their own name. The teacher provides a very effective system for developing letter recognition each week in partnership with parents which gives children confidence in identifying letters of the alphabet. Children use marks to represent writing confidently because there are many high

quality opportunities around the classroom. For example, children booked the time of their presentation of the weather in the role-play television studio.

73. Teaching in reception is good with very good features. Teachers use the literacy strategy effectively to extend children's understanding of sequences in stories and to extend phonic skills. Children tackle letter combinations confidently and expect to build up unknown words because teachers introduce these skills systematically. Teachers work well in group reading. However, opportunities are missed to extend individual reading skills because teachers do not have an effective communication system to regularly explain to parents how they can support their children at home or for parents to let teachers know how well their children are reading at home. The quality and range of the books that go home are unsatisfactory. Children write confidently for different purposes and produce interesting sentences with support from an adult. For example, a child wrote *'My dog has a soft bark'* and *'I saw a howling wolf'*. Teachers introduce basic words systematically and children understand how to find a word they cannot spell.

### **Mathematical development**

74. Teaching is very good in the nursery. Every opportunity is taken to extend children's counting skills, such as counting the buttons on their coats or counting the number of saws used in the Bob the Builder outdoor play. Children use the names of numbers correctly up to five and more able children count confidently to 10. The teaching team provide high quality group activities, which extend children's number recognition very effectively. For example, a nursery nurse played a game of matching numbered washing onto a washing line, which extended their confidence in matching numbers.
75. Teaching in reception is good with very good features. Children develop confidence in using mathematical language, such as 'more', 'smaller' and 'larger', and count up to eight consistently and accurately. More able children confidently identify different ways of producing two numbers to make six. Teachers use computer programs well in mathematics. This effectively extends children's confidence in counting.

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

76. Teaching is very good in the nursery. Each aspect of this area of learning is covered thoroughly and is the basis for each week's work. For example, children developed a very good understanding of weather through different activities. These involved outdoor play, including flying a kite, and a weather television studio where children handled and interpreted weather symbols correctly and put them on the right place on a map of England. Children use the computer regularly, but their progress is slowed through unreliable hardware and a trolley that is too high.
77. Teaching is good in reception. Teachers use children's own experiences and cultures effectively to extend their learning. For example, a teacher discussed the location of Australia because a child had recently arrived from this continent. Children gain a good understanding of scientific investigations because interesting investigations are provided. For example, children planted different seeds to see the differences between the young shoots and the speed at which they grew.

### **Physical development**

78. Teaching in the nursery is very good. Children gain confidence in handling large apparatus, such as tricycles, because there is always a high level of adult support during outdoor play. Children develop good skills in handling small equipment, such as paint brushes, pencils and tools for working with playdough, because they receive help in holding them properly.

79. Teaching in reception is good overall. Children consolidate the skills they have learnt in the nursery and take advantage of the good range of materials and tools available for independent activities. Children make very good progress in outdoor play because the deputy headteacher plans extremely carefully to take full advantage of these opportunities. Children build trains and then organise themselves to act out a play. For example, they decide who will be the driver, the guard, the ticket collector and who will write about what they see on the journey. Children make very good progress even though the area for play is restricted.

### **Creative development**

80. Teaching in the nursery is very good with excellent features. The teaching team provide very high quality opportunities for imaginative play. Children receive very carefully structured support, which allows them to develop a wide range of skills. For example, in the weather television studio, children took the part of the audience in selecting the channel for the television and concentrated for a considerable period whilst other children took turns to formally present a weather report. Adults model the role-play extremely effectively, which further increases children's confidence. Children paint well because they are encouraged to mix colours and have help to talk about their work.
81. Teaching in reception is very good. The teaching team provide a wide range of stimulating role-play areas, including an ice palace, an optician's, a shoe shop and a home corner. The quality of the resources is high in these areas and children extend their imaginations very effectively through the use of these resources. For example, in the optician role-play area, two children devised a complicated scenario including a robbery, a chase and a visit to Buckingham Palace. Teachers show the value they place on these activities by providing opportunities for children to describe their play at the end of the lesson. Children reach levels well above expectations in painting and produce finely controlled pictures using a wide range of colours.
82. The team work in the nursery is outstanding. All staff know exactly what learning is expected during the week. They combine this with an in-depth knowledge of each child's level of development. They work very efficiently together to meet each child's needs. During each session every adult has carefully allocated areas to teach, which ensures very good individual contact for each child. For example, in one session some children were supported in a demanding number game, some in high quality play in the weather station, whilst others were encouraged in their painting, playdough and waterplay.
83. The reception teaching team has a good understanding of each other's work through the weekly planning meetings and through organising the shared practical areas. The deputy headteacher plays a valuable role in the team by working on the outdoor play activities and providing high quality teaching across both classes.

## ENGLISH

84. The tables below show the school's test results for 2001 and the main judgements of the standards pupils achieve.

<b>AT AGE 7</b>	SATs 2001 National comparison	Inspection judgement	Comments
<b>Reading</b>			
Level 2, the expected level	Well above average	Average	Pupils have good technical skills for reading, but do not express their opinions confidently when discussing books.
Level 3, above expectations	Average	Average	
<b>Writing</b>			
Level 2, the expected level	Above average	Above average	Pupils with special educational needs make good progress and reach the expected level of attainment for pupils aged seven.
Level 3, above expectations	Average	Average	
<b>Speaking/ listening</b>	2000 Teacher assessment		
Level 2, the expected level	Average	Above average	The very good foundation built in nursery and reception is now being developed well in Years 1 and 2 and is raising standards by Year 2 for all pupils.
Level 3, above expectations	Average	Above average	

<b>AT AGE 11</b>	National Tests 2000 National comparison	Inspection judgement	Comments
Level 4, the expected level	Above average	Average	Standards in speaking and listening are above average. (This is not tested in the Year 6 national tests.) Pupils have good technical skills in fiction, but skills are below expectations in non-fiction. Pupils have not experienced the breadth of reading expected for this age group.
Level 5, above expectations	Average	Average	

85. Teaching is good throughout the school with very good features in the junior classes. The oldest pupils in Year 2 are good listeners and confident speakers. In a class assembly, they carefully follow instructions and speak individually and in unison without recourse to notes. They recall their lines accurately and some speak in character. They benefit from the careful teaching that ensures pupils are confident in public. They greet their audience in a Chinese dialect, saying 'Happy New Year'. In lessons there is clear progress as pupils move through the school. In Year 1, pupils discuss their work in short sentences. More able pupils offer accurate definitions of 'slack' and 'slot', but other groups of pupils find this difficult. In Year 2, pupils become used to discussing traditional stories. In Red Riding Hood, they use appropriate adjectives 'greedy' and 'fierce' to describe the wolf. The teacher asks, 'How do you know he's greedy?' Pupils reply, 'He ate grandma whole', showing they have a good 'feel' for the story. More able pupils are competent with phonics; one pupil works out 'accustomed'. In another lesson, care is taken to ensure all pupils

have a role in drama. Tasks are well matched to ability and good learning opportunities are created. There is a good gender balance in questioning. Paired discussion opportunities ensure all take part. Pupils with English as an additional language are well supported and sometimes given a leading role in discussion, for example answering questions in role as Rumpelstiltskin. Pupils achieve good progress in lessons and attain high standards in speaking and listening, benefiting from good teaching.

86. Reading is taught competently in the infant classes, pupils have opportunities to read in class within groups and individually. Standards are average, but could be higher. The lack of an established home-reading partnership impacts upon overall standards. This is because pupils do not have enough opportunities to read and discuss books with an adult. Most pupils are technically accurate, recognising an appropriate range of words. More able pupils have a good vocabulary. However, a significant number of pupils lack fluency and find it difficult to express opinions about their reading. Over time, pupils make good progress in word recognition and using phonics. In Year 1, pupils rely heavily on picture clues, however, in Year 2, pupils follow the text more confidently. Whilst hesitant at times, most have sufficient strategies to work out pronunciation and then move on.
87. Standards in writing are above average because pupils with special educational needs make better progress than expected and reach the expected level for their age. In the literacy hour and in further planned opportunities for writing, pupils make good progress and improve their handwriting skills at an appropriate rate. Standards for the oldest children are average, with some higher attainment evident. The good teaching of basic skills ensures that pupils receive considerable technical guidance. Most pupils form accurate, cursive letters of regular size. They write in short sentences, using basic punctuation, such as full stops and capital letters. More able pupils begin to extend their sentences well into paragraphs and explore the use of commas, question marks and, occasionally speech marks. The range of writing improves over time. From short sentences in Year 1, pupils in Year 2 write poems, imaginative stories, for example 'Rat's Story', and produce letters to family members. There is interesting work in developing alternative endings to traditional stories. This promotes creative writing well, but occasionally leads to some loss in handwriting technique. This work helps pupils improve their vocabulary through using descriptive and imaginative text. Overall, the teaching of English in Key Stage 1 is good. Staff use the substantial time allocation well to promote a range of writing skills and learning is good. A particular strength in teaching is the inclusiveness of discussion work and the care taken to match tasks to ability.
88. The oldest pupils in Year 6 confidently adapt their speech to different circumstances. More able and average pupils know how to put forward an argument, using appropriate language. Good teaching introduces pupils to specific language, for example 'detrimental' and 'influx'. Pupils rapidly learn to use this language, forming conditional sentences, to argue the case for and against a new supermarket. In another group, the pupils' role-play a situation effectively. In paired discussion, they consider the impact of a new road through their playing field and they present valid points for and against its construction. Because of the very good teaching, this activity successfully promotes listening skills and pupils show considerable maturity when considering counter arguments. These lessons promote a range of skills well, requiring pupils to listen, speak, read and write to put forward their viewpoint. All pupils are given good opportunities to participate and there is good support for pupils with special educational needs.
89. Speaking and listening skills improve as pupils move through the junior school. In Years 3 and 4, pupils examine traditional tales and demonstrate a good ability to interpret meaning and predict outcomes. They use their imagination well to suggest alternative endings for Cinderella. Pupils spot different clues to contrast reality and fantasy in *The Lion, the Witch and the Wardrobe*. In Year 5, pupils learn how a word sound can reflect its meaning when the class teacher skilfully demonstrates this, for example 'rasped'. Overall speaking and



listening standards exceed expectations because there is a strong emphasis on discussion in lessons and all pupils are encouraged to express a viewpoint in debates. Teachers work hard to support pupils in using technical vocabulary in different subjects. Specific activities, such as drama, support this effectively.

90. Standards in reading are average. Most pupils read accurately and have sound strategies to overcome difficulties. Many have good word recognition, for example 'whispered,' 'frantically' and 'delectable'. They discuss reading effectively, commenting on plot and character and predict outcomes. Some more able pupils are able to make comparisons between authors and know why they prefer one against another. One says of Jacqueline Wilson, '*It's like she's talking to you*'. However, a significant number of pupils do not read widely enough and have difficulty in responding when asked to compare texts. The absence of an effective home-reading partnership limits opportunities to monitor progress and raise standards.
91. Library provision is unsatisfactory and standards in library skills are too low amongst older pupils in juniors. This is a whole school issue, impacting across the curriculum. Many pupils are unfamiliar with the basic skills of book location and retrieval, some also struggle to use a reference book to locate specific information. In Years 5 and 6, many pupils have difficulty locating library books by colour code and subject category. They are unfamiliar with library cataloguing procedures and struggle to find specific books when asked. Pupils lack confidence and awareness in using the library. The junior library is too small to conduct lessons, cannot store enough books and has no ICT facility. This inhibits the teaching of library skills and restricts opportunities for pupils to become independent learners.
92. Standards in handwriting and writing are average. However, some more able pupils achieve good standards. This is well supported by the 'gifted and talented' teaching initiative, where very high standards in English are achieved by a small group of pupils because of excellent teaching. Most pupils' writing is cursive, accurately formed and joined. A wide range of punctuation is used and spelling is secure. However, a minority of pupils have untidy writing and spelling is weak. As they progress through the key stage, pupils become more confident in joining their letters. Handwriting is taught carefully with a clear emphasis on good letter formation and pupils are encouraged to develop a legible style. Pupils work hard to develop their use of language, drawing upon adjectives, verbs and adverbs to enliven their work. They write biographies and replicate particular styles, for example C.S.Lewis. They write descriptively, about their village and imaginatively about the 'Three Witches'. They convert prose to dialogue in 'The Iron Man'. Good teaching encourages them to explore different genre and to use adventurous language: '*Go watch the joyous tropical fish, peeping up for their yummy food*'. A feature of teaching through the key stage is the careful attention to grammar and structure. For example, in Year 3, the teacher concentrated on these aspects when studying an instructional text. In lessons, oral and written tasks are carefully linked. Pupils are aware of audience and address this when writing instructions for the game, 'Bulldog'. There are good examples of diagnostic marking that helps pupils improve their work. Overall, teaching is good and at times very good, this promotes effective and very effective learning.
93. The school provides a curriculum with good learning opportunities for all pupils. Pupils respond with high standards of behaviour and positive attitudes towards their learning. Curricular provision is good overall because of the wide range of specific initiatives, which support the needs of all groups of pupils. Assessment procedures are very good and used very effectively to inform planning. The co-ordinator is working hard to develop the subject and raise standards. She provides good overall leadership. There has been good improvement in overall provision since the last inspection in such areas as teaching, lesson planning and assessment. Standards of speaking and listening have improved.

## MATHEMATICS

94. The tables below show the school's test results for 2001 and the main judgements of the standards pupils achieve.

AT AGE 7	Tests 2001 National comparison	Inspection judgement	Comment
Level 2, the expected level	Well above average	Above average	There is an emphasis on number at the expense of the other aspects of mathematics
Level 3, above the expected level	Above average	Average	

AT AGE 11	Tests 2001 National comparison	Inspection judgement	Comment
Level 4, the expected level	Well above average	Above average	
Level 5, above the expected level	Above average	Above average	

95. Overall, pupils in Year 2 attain standards expected for their age and above expectations in numeracy. Pupils in Year 6 attain standards above those expected for their age, again particularly in numeracy. The 2001 national test results reflect a better picture and also show that standards compared favourably with similar schools. Standards have been steadily rising since 1999 with a noteworthy rise in the number of 11-year-olds reaching the expected level or higher in the national tests. However, a scrutiny of pupils' work shows that attainment in other parts of the mathematical curriculum in shape, space, measures and data handling, is currently not as high as that in numeracy because there is an imbalance across these different aspects. This accounts for the inspectors' judgement above. The trend in standards has been rising steadily since 1999 because the school has worked hard to implement the National Numeracy Strategy.
96. There are no consistent differences in the achievement of girls and boys. Pupils with special educational needs make good progress and those with English as an additional language make very good progress. The school works hard to include all pupils in lessons and all pupils have equal access to all parts of lessons in mathematics. Teachers plan extremely carefully to ensure that all pupils' needs are met as closely as possible. In addition, most teachers deploy their classroom assistants well in supporting pupils during mathematics lessons. Higher attaining pupils are achieving levels, which are above average because teachers plan their activities to be especially demanding.
97. In most classes there is very good teamwork between teachers and their support staff. However, on occasions, assistants are not pro-active enough and do not intervene promptly to focus pupils' attention or to stop low-level behaviour, such as fiddling with pencils. Where support assistance is good, pupils are kept on task enabling them to make appropriate progress in gaining knowledge and developing mathematical skills. This is especially so for pupils who have statements of special educational needs.
98. By the age of seven, pupils have a good knowledge and understanding of place value up to 100, but they are less secure about numbers over 100. In warm-up mental arithmetic activities they calculate all the number pairs to 20 in their heads. They record their calculations when adding three numbers together using their knowledge of pairs to help them do this at speed by rearranging the numbers, for instance  $6 + 8 + 4$  becoming  $(6+4) + 8$ . However, they are less secure in identifying the properties of three-dimensional shapes and do not readily recognise mathematical terms, such as *face* or *edge*. Eleven-

year-old pupils work out calculations in their heads at speed, such as  $360 - 45$ , understand the relationship between operations and answers in quick-fire games, such as 'Who am I', and confidently identify the properties of acute, obtuse, right and reflex angles. They are beginning to develop their knowledge and understanding of decimal sequences and rounding up to the nearest 10 or whole number in their heads.

99. The quality of teaching and learning is good throughout the school. In Years 1 and 2 the quality of teaching ranges from satisfactory to very good, whereas from Years 3 to 6 the quality of teaching ranges from good to excellent. The pace of learning is slower in some infant classes than it is in some junior classes where the majority of lessons are purposeful, with teachers pushing pupils' learning onwards with energetic enthusiasm and determination. Teachers in the junior classes have high expectations and manage their pupils with skill. On occasions in the infant classes, these qualities were less prevalent leading to some more able pupils not reaching their potential. The scrutiny of pupils' work revealed that most teachers set different work to challenge most pupils effectively and that pupils with special educational needs receive suitably demanding tasks tailored to meet their particular needs very well. For example, pupils are provided with worksheets based on an abacus that match their level of development. However, the scrutiny of work also showed that the more able pupils were not always being sufficiently challenged in Year 2.
100. In the excellent and very good lessons in the junior classes, pupils rise eagerly to the high expectations of their teachers. They maintain their concentration and are keenly interested in their work because their teachers pace their lessons very effectively and maintain a strong sense of purposefulness and momentum throughout. Not a moment is wasted. For example, in a warm-up activity to consolidate learning about angles and direction, the entire Year 6 class stood and moved like weather-vanes according to verbal instructions given by their teacher: *'Turn anti-clockwise one right angle...turn 180 degrees clockwise...'* This activity was fun, but also provided her with the opportunity to conduct some instantaneous assessment. In another Year 6 class, pupils used protractors with accuracy to read acute, obtuse and reflex angles to the nearest degree. Some pupils made very good use of computers to perform their measuring tasks. All pupils have the opportunity to estimate the number of degrees in different angles and work together in pairs to identify and measure a range of angles using circular protractors they have made.
101. All teachers are familiar with the National Numeracy Strategy, which they apply effectively using the three-part lesson format. Lesson objectives are made clear at the outset, often being written on the board and read by the class. Most quick-fire warm-up sessions are conducted crisply with all pupils engaged in calculations by skilful use of resources, such as number fans or *home-made* protractors. Teachers use their time well in the main section of their lessons, bringing to bear good questioning skills, secure subject knowledge and clear explanations and instructions. Pupils with special educational needs receive good support from teachers and a team of committed classroom assistants. Where teaching is excellent, pupils' concentration is intense because the teacher has very high expectations and sets demanding challenges, which pupils eagerly strive to attain. However, in infant classes, pupils are sometimes not sufficiently challenged and some work is based on work-sheets that are not demanding enough. Furthermore, these deny pupils the opportunity to set out their work for themselves.
102. Across the school, pupils' ability to use information and communication technology is not yet securely developed, although some work using the programmable robot is being undertaken in Years 1 and 2 and all classes have sets of calculators and computers. These have yet to be used to their best effect. However, pupils use their numerical skills in other subject areas, such as science and history, when they use a time-line to plot major events of importance both nationally and locally.

103. Assessment systems are well developed to plot pupils' achievement and likely attainment in future tests. Informal and formal testing is used well to identify individual targets for pupils to aim for. The school uses a range of tests, as well as national assessment, and makes good use of the results to track pupils' progress year on year. The co-ordinator is passionate about mathematics and intent on raising standards even further. At present, she does not carry responsibility for a budget to ensure that resources are purchased.

**SCIENCE**

104. The tables below show the school's test results for 2001 and the main judgements of the standards pupils achieve.

<b>At age seven</b>	Teacher assessment 2000 national comparison	Inspection judgement	Comments
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Percentage at Level 2, the expected level	Average	Above average	Pupils have a thorough understanding of the science curriculum and carry out investigations confidently.
Percentage at Level 3, above the expected level	Above average	Above average	

<b>At age eleven</b>	National tests 2000 national comparison	Inspection judgement	Comments
Percentage at Level 4, the expected level	Well above average	Well above average	Pupils have a very good knowledge of scientific principles and tackle experiments confidently.
Percentage at Level 5, above the expected level	Well above average	Well above average	

105. The school has put considerable efforts into ensuring that the science curriculum is taught systematically throughout the school. There has been ongoing support for teachers to develop investigative aspects of science, which was identified as a weakness in the previous inspection. The co-ordinator has been in post for several years and supports staff consistently in continuing to improve the quality of their teaching. This has a positive impact on raising standards because pupils develop skills systematically when teachers reinforce and extend previous learning. For example, pupils in Year 1 developed observational skills when carrying out experiments related to properties of materials and in Year 2, pupils learnt how to record their observations using different kinds of materials. Compared with similar schools, attainment is well above average by the end of Year 6. The trend in both the Year 2 assessment and the Year 6 national tests shows a consistent upward trend, which is well above the national rate. There has been significant improvement since the previous inspection through the consistently good teaching throughout the school.

106. Pupils have a thorough knowledge of the science curriculum in Years 1 and 2. Teachers build well on the very good experiences that pupils have received in the nursery and reception. For example, in Year 1, pupils' learning from investigations into melting and freezing of water built on their play in the nursery when the team provided a huge chunk of ice with different polar animals instead of water play. Teaching in the infants is very good. Teachers have good subject knowledge and prepare interesting investigations for pupils to carry out. Pupils approach these experiments with enthusiasm. For example, in Year 2,

pupils investigated how many gram weights it took to squash a sponge and were very surprised that it took so many. Teachers provide a good range of different formats for pupils to record the outcomes of investigations. This includes good use of drawings to record observations. For example, Year 1 pupils drew the shape of a ball before, during and after it was squashed. Pupils complete written work neatly and take a pride in the final product. Pupils have a good understanding of physical processes because teachers provide interesting tasks to extend this knowledge. For example, they know that some materials act as conductors and others are insulators for electricity. Pupils use scientific language confidently because teachers encourage them to use it in lessons and then reinforce it when work is recorded. For example, pupils used terms such as '*vibration*' and '*predict*' when recording their experiments with sound. Pupils with English as an additional language make very good progress because the practical work extends their learning very effectively.

107. The good standards begun in the infant classes are sustained well throughout the junior classes and accelerate even faster in Year 6. This acceleration is due to the very good subject knowledge of the teachers in these classes, the increase in the amount of time devoted to science each week and the use of homework. From Year 3, teachers cover each aspect of the science curriculum thoroughly over periods of several weeks. This ensures that pupils develop an in-depth understanding of each aspect by building on previous learning. As pupils progress through the school they become confident in using scientific language to explain their thinking. Investigative work continues to build from the firm foundations built in the infant school. Pupils expect to carry out fair tests and understand the importance of maintaining variables. Teachers have high expectations of pupils, which challenges the gifted and talented pupils and stimulates other pupils to match the higher level of achievement. This produces a very high proportion of pupils working on Level 5 when they are in Year 6. Pupils have a thorough understanding of living processes, particularly the human body. Teachers cover the different body systems systematically to ensure that pupils build on previous learning. For example, pupils identified seven elements of all living things, carried out a range of experiments relating to food, teeth and diets and the digestive system and then continued to learn about the circulatory and breathing systems. Pupils with special educational needs make very good progress through additional support in recording their work and by working in groups to carry out the practical tasks. For example, a pupil developed a good understanding of evaporation through talking in her group and then participating in whole class discussion. Teachers use the very good assessment systems carefully to track the progress of all pupils through the school year. This ensures that lessons build on previous learning and match the pupils' needs well.
108. By Year 6, pupils carry out experiments very confidently with a wide range of equipment. They make informed hypothesis, which they justify. They carry out investigations confidently and then analyse their original predictions in the light of the results. Pupils organise themselves in groups very effectively because the teachers give clear instructions of the different roles needed for each investigation. Girls and boys work co-operatively together, sharing their ideas and observations confidently. Teachers challenge pupils to extend their thinking by using high quality questioning. Pupils use imaginative links to justify their hypotheses. For example, a pupil outlined a range of different reasons why he predicted that the sand would not dissolve and then added observations he had made from playing in the sand and the sea on a beach.
109. Pupils continue to take a pride in their written work throughout the junior school. Teachers ensure that pupils use a range of different ways of recording the outcomes of investigations. Written work often follows through the full scientific process, which ensures that pupils consolidate their understanding of carrying out investigations. By Year 6, pupils are recording the key learning outcome of each lesson at the beginning of a piece of work, which ensures that pupils develop a good understanding of their own learning. For

example, at the beginning of their recording of an investigation about solutions, pupils identified the key learning of identifying whether the solids would dissolve or remain in suspension. Diagrams are of a high quality in Year 6 with some very good quality use of three-dimensional drawings. For example, pupils drew the lungs and key arteries, which showed how they related to each other.

110. Teachers develop numeracy skills very effectively in science throughout the school. As early as Year 2, pupils use simple measurements when carrying out investigations. For example, they record the distance in centimetres that elastic bands have stretched. Pupils use a variety of different mathematical forms to present their data, leading to accurate use of line graphs in Year 6. Literacy skills are also developed effectively through well structured whole class discussion that is then recorded in carefully written sentences. Opportunities are missed to use computers, both to record outcomes through the use of different programs, such as bar charts, or to research different topics. There are not enough non-fiction books and CD ROMs to support individual research in scientific topics, which reduces the development of literacy and computer skills in this subject.

## ART AND DESIGN

111. The overall teaching and curriculum in art are good. Standards of work seen during the inspection are above average by Years 2 and 6. This is a good improvement since the previous inspection. Pupils' attitudes and approach to art are good and the subject develops pupils' creative skills well. Pupils, including those with special educational needs, make good progress as they move through the school.
112. Teachers in Year 1 build on the good foundations laid in nursery and reception. There is sound use of artwork on display. For example, teachers displayed illustrations on road safety very effectively. Pupils use pattern work well and develop their skills, through printing, using polystyrene tiles. This is further extended in Year 2 where pupils carry out good investigations of pattern, as used in building materials and decorations. Pupils in Year 2 have good skills in producing self-portraits where they use proportion effectively and individual character well. Pupils develop understanding of major artists, such as David Hockney. They understand simple, key biographical details and evaluation of his style. For example, a pupil wrote '*He uses strong, vibrant colours*'. Teachers use units of work well across other curriculum areas. For example, in their Ancient Greece project, pupils used their artwork skills to good effect in the design of vases to illustrate Greek myths, such as 'The Labours of Hercules'.
113. Teachers in the junior school cover two and three-dimensional work well. For example, in Year 3, pupils produced a display of work on Ted Hughes' book 'The Iron Man' using a variety of media. Pupils use pastels sensitively and produce an imaginative low relief class display illustrating the Iron Man in a junkyard. Pupils produce large-scale sculptures confidently. For example, in Year 3, pupils produced a 'life-sized' model of the Iron Man, made from boxes and foil. Pupils use their design and technology skills well in these projects. For example, electrical circuits were produced to make the eyes of the Iron Man light up.
114. Teaching and learning in the junior years is good overall. However, it is variable depending on teachers' personal and practical skills and confidence in the subject. Where teaching was satisfactory, there was more focus on the development of practical technical skills. Consequently, there were some restrictions on the potential imaginative dimensions of the artwork. However, teachers always offer the pupils good encouragement and art lessons are enjoyable experiences. Where teaching is good, creative elements are well fostered. For example, pupils in Year 3 worked well on pattern work in the style of Matisse's 'Snail' and Mondrian's 'Boogie Woogie'. Pupils achieve above average standards in the creation and use of templates to explore and reinterpret artists' ideas in their own individual way.

Good, effective links with mathematics work was also being made through their exploration of the symmetry, repetition and irregularity of geometric shapes. Pupils make good use of the paper provided and are not afraid to 'go off the edge'. They consider the potential use of colour blocking and show good appreciation and understanding of the effect of primary and secondary colours. Learning is further enhanced through a review of pupils' pieces at the end of the lesson, when they are encouraged by the teacher to share and explain their work. This provides good development of pupils' critical and analytical skills.

115. Teachers use art well to enable pupils to explore other cultures. For example, in the infants, pupils explored animals, as depicted in themes for the Chinese New Year. Pupils achieved high standards in a range of work based on Chinese dragons, including finely painted silk textile work. This work celebrated the culture of the pupils with English as an additional language very effectively. In the juniors, pupils explore pattern confidently through a study of traditional Indian designs, which they applied to papier mache pots. Pupils make good use of colour through artwork inspired by Indian myths.

## DESIGN AND TECHNOLOGY

116. The teaching and curriculum of design and technology are good. The inspection judges standards to be above average by Years 2 and 6. This is a good improvement since the previous inspection by Year 2 and very good improvement by Year 6. There are very good features in teaching in Year 2 and excellent features in Year 6. Pupils show real interest in the subject and behave very well in lessons. Pupils, including those with special educational needs, make good progress as they move through the school.
117. In Year 2, pupils achieve above average standards in their discussion and planning. For example, when pupils prepared to make 'moving pictures'. Teachers use story books well to gain pupils' interest. For example, a teacher used a book with sliding mechanisms to make the pictures move as a demonstration of their function. This enhances the pupils' literacy appreciation well. Teachers ensure pupils develop personal skills well through encouraging them to think for themselves and make individual suggestions. Consequently, pupils make good links with other subjects, such as science, in the recognition of 'forces' as used with lever, slide and pivot mechanisms. Teachers use effective strategies, including effective questioning techniques. For example, in Year 2 the teacher looked quizzically at the materials and waited for the pupils to tell her what to do with them. The discussion was well punctuated with 'Why ...?' type questions and pupils' 'You could ...' type suggestions and answers. As a direct result, pupils were thoroughly prepared to start their own work and did so enthusiastically and with confidence.
118. Teachers display pupils' work well in the junior school. Pupils develop good skills in investigating materials. Pupils explore the qualities of materials, such as wool, textiles, paper and tissue, effectively. They achieve different finishing techniques, such as twisting, stretching, bending, cutting and tearing. Pupils in the junior school achieve standards above expectations. For example, pupils designed and constructed musical instruments. Pupils pay good attention to the finish of products as well as their construction. The design process is developed well through the use of well annotated design sheets.
119. By Year 6, pupils' attainment remains above expectations. Pupils have a good understanding of evaluating products. For example, pupils explored the designs of controllable vehicles. In the excellent teaching there is a quiet, but insistent approach, which commands pupils' attention and respect. They are consequently alert, interested and obviously look forward to lessons. When reviewing earlier work they show a good knowledge about the features of controllable vehicles, use vocabulary such as 'axle', 'switch', 'bearer' and 'drive belt' properly and in context. They know what an 'exploded' diagram is and its purpose in the design process. They look closely at a range of models for analysis and record their findings well. However, their written evaluations are not as

detailed as their oral ones and this is an area for improvement. The teaching is enhanced for pupils with special educational needs through the support of learning assistants. Teacher and assistants made positive use of critical praise to challenge pupils of all abilities. This is very good for pupils' personal development and in raising their self-esteem. Pupils consequently made excellent progress in these lessons.

## GEOGRAPHY

120. Teaching and curriculum are good. Standards of work seen during the inspection are above average by Years 2 and 6. Pupils' achievements in relation to standards at the start of Years 1 and 3 are above the expected level. These standards are achieved because the teaching and learning are good. Pupils' attitudes and approach to geography, and their behaviour in lessons, also support effective learning in geography. All pupils, including those with special educational needs, make good progress as they move through the school. Pupils with English as an additional language make very good progress.
121. There are very good features in teaching in Year 2. Teachers use visits effectively. For example, pupils went to a local park where pupils made very good progress in using and interpreting maps and aerial photographs. Teaching strategies pay good attention to 'investigation' skills common to history and geography. Pupils have good skills of using geographical evidence. For example, pupils found evidence in the features of the park and what it told them about its use. Teachers use questioning effectively, ensuring that pupils are challenged to think and explain for themselves. Pupils identify a good range of human and geographical features and show a well developed sense of environmental awareness. When recording their work, pupils make good progress in drawing, labelling and summarising their collected evidence. Pupils create their own key symbols successfully. For example, in their work based on the park they located and marked features, such as a climbing frame, a bench and litter bins, on their own maps.
122. Pupils have better understanding than expected for their age about weather and the use of weather symbols to record sequences through a week. Literacy is supported well through the development of weather 'word banks'. In Year 1, there is good work on location when comparing places such as London with East Ardsley. There is sound graphical work when analysing the different ways pupils travel to school. They obviously enjoy writing and talking about their experiences and journeys made with class 'mascots'; these travel far and wide through Britain and abroad. By Year 2, such experiences are used well to develop geographical location work and in writing 'I think ...' type statements. For example, one pupil writes of the class mascot: *'I think he will need sunglasses in the French Alps to keep snow out of his eyes'*. When analysing features of places such as Hong Kong another pupil writes: *'There are strong typhoons. It rains for two or three days. It is very crowded'*.
123. In the junior classes, teachers use questions effectively. Pupils develop skills of evaluating and interpreting because they are given tasks to extend these skills. In a good Year 5 lesson on Kenya, for example, pupils showed above average standards in their use of photographic evidence to make deductions about the climate. This was because the teacher had planned the lesson well and took the pupils forward in a 'step-by-step' approach in discussing and discovering features of environmental cause and effect. A group of special needs pupils, working together, predicted the climate was hot and dry from the 'prickly bushes' in a photograph, as well as their knowledge of Kenya's location in relation to the equator. Other pupils used their personal knowledge, from the news, about a recent volcanic eruption in Central Africa to question whether Kenya was prone to earthquakes. In a group discussion one pupil asked: *'Do you think it is hard living near the equator?'*



124. Display work in the junior building shows good links between literacy and geography with above average stories written by pupils on how Caribbean peoples live. Information and communication technology is starting to be developed through the use of computer-generated graphs analysing the pupils' traffic surveys of local road use. This was good for their exploration of the frequency of traffic as well as usage and types of vehicle. Current standards are supported well by evidence from previous units of work. Projects on 'water', for example, show good knowledge and understanding of the water cycle through diagrams and descriptions of evaporation, condensation and precipitation. Pupils' personal development is well supported through their environmental awareness. They understand the importance of saving water, the negative effects of litter and the potential implications on world climate of the destruction of rain forests. Overall, the teaching enables the pupils to draw effectively on their developing geographical knowledge. Pupils learn well because they are able to make effective use of their investigations and present their findings in a clear, coherent way.
125. Leadership and management have a significant impact on standards in both history and geography because there are joint co-ordinators representing both infant and junior classes. Their joint work and approach has led to good improvement in both subjects since the previous inspection. Joint planning of these subjects is good, which ensures continuity between what is taught in the infant and junior classes. Teachers use a common approach to developing geographical skills. As a result, pupils' standards and achievements in history and geography are now above expectations.

## HISTORY

126. Teaching and the curriculum overall for history are good. Standards are above average by Years 2 and 6 with good progress through the school. Evidence from pupils' work and displays indicates good pupil attitudes and commitment to the subject through the quality and presentation of their work. This contributes to the good quality of pupils' learning in history. Pupils with special educational needs and pupils with English as an additional language make good progress as they move through the school.
127. History has a high profile for the junior pupils. A prominent time-line display for the current academic year not only reinforces key elements of chronology, but also contributes well to the pupils' personal and social development. Teachers record important events in the school's life here, such as a recent visit by Years 3 and 4 to a 'Victorian Schoolroom'. Such visits have a positive impact on the pupils' understanding and interpretation of the past. Photographic displays of the pupils in costume record their thorough enjoyment of the experience. The teachers bring history alive for their pupils and encourage individual achievement effectively. This is reflected in the above average quality of their writing and descriptions of the visit. One pupil wrote: *'The room was not colourful at all. The teacher was very strict. The desks were in a row and wooden. We had to sit upright with our hands behind our backs!'*
128. Teachers place a high value on pupils' work. This is well illustrated through a collection of 'class books' for the subject. One recent example, based on pupils' autobiographies, showed a good focus on the use of first-hand sources of information and personal experience. There were good contributions concerning important events and changes in their lives. The quality of their creative writing supports good literacy development. In imagining what it must have been like at their christening at 7 or 8 months of age one pupil wrote: *'I felt happy when the church bells rang. I felt excited when he put the water on my head because it was like I was in the bath – and I loved having baths!'*
129. Pupils' understanding of the past is above expectations. For example, the way they ask questions as historians and in their interpretation of evidence. A pupil wrote *'I was interested to learn that they put shabtis in the coffin to be servants in the afterlife'* and

another 'I liked the bit where we were archaeologists and had to think what the objects were, how they were made and what they were made from'. Such work provides good evidence for the way teachers encourage pupils to think and enquire about things and events in history. Work is well supported through drawings and good, clear descriptions of artefacts studied. Pupils show fascination for objects as diverse as a coffin lid with hieroglyphics to an old, broken bone comb. Work on Egypt is supported well through links with geography. Pupils' historical understanding is further enhanced through consideration of the Egyptian climate. In-depth studies of the processes of mummification also link well with religious education in the study of beliefs about death. The use of word-processing and clip-art enhanced display work on 'The Book of the Dead' and gods, such as Horus and Osiris. However, work with computers is not used consistently through the school.

130. Older pupils show a good understanding of twentieth century history through their study of 'Europe in the 1930s'. Pupils write well about aspects of this period, with good factual analysis. For example, they wrote about Hitler's military development and the threats to neighbouring countries. They analysed the effects of the 'blitz', rationing and how this affected people. Progress is good in exploring other unsettled historical periods. For example, pupils explained the implications of 'The Wars of the Roses'. There is good achievement in the way pupils can compare evidence and differentiate what they know, or can deduce, about the life and beliefs of people from the past.
131. The quality of learning and skills development for the older pupils is secured through effective teaching and learning in the infants. From Year 1, there is sound work on interesting historical characters, such as Grace Darling. Pupils make useful comparisons concerning the past and present, for example ships today with those in Captain' Cook's time. They look at homes through the ages and can successfully list and draw features of 'old' and 'new' houses. They know that the equivalent of today's hot-water bottle was the warming pan. The sample work provided good examples of pupil writing on the 'Gunpowder Plot' and 'The Great Fire of London'. Here, learning for pupils across a range of abilities is well supported through a balanced use of teacher directed worksheets and pupils' own work. Higher attaining pupils, for example, are able to write good, individual accounts of the story of the Great Fire, how it spread and how it affected people at the time. The scope and range of such work illustrates the good teaching and approach to ensuring the pupils' key history skills are being securely developed.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

132. There has been considerable improvement since the previous inspection because the school has installed computer suites in both the infant and junior buildings. The school has also introduced comprehensive schemes of work, which are providing a structured programme through the school. Standards in Year 2 are now at the expected level, which is better than the previous inspection. However, there has not been enough time to compensate for the lack of previous experience for the older pupils and standards in Year 6 are below expectations. The co-ordinator has only had the post for a year and has worked hard to improve the curriculum and teaching. However, she has to cover the technical support within her responsibilities because there is no technician available to cover these tasks. This reduces the time she can spend in supporting teachers.
133. Teaching is satisfactory in Years 1 and 2. Pupils regularly use the computer suite. They thoroughly enjoy working in this room and teachers use these lessons effectively to cover the different aspects of this subject. Pupils in Year 1 understand the use of icons and interpret some of them correctly. They use the mouse and keyboard with the expected level of confidence. They log onto computers independently because teachers expect them to do this at the start of lessons. In Year 2, pupils correctly program floor robots to carry out a sequence of movements and understand the relationship between the number programmed into the robot and the distance it will move. They record the patterns of

movement correctly because lessons teach this skill correctly. There are some missed opportunities for pupils to use computers in classrooms in order to consolidate their skills. Classroom assistants work well with teachers to support groups and individuals. For example, in Year 1, the additional adult allowed pupils to make better progress in using icons through the additional individual support.

134. The school now has the necessary software to deliver the full curriculum in the junior classes. However, pupils have not yet followed this full program across a complete year. Overall teaching is unsatisfactory in the junior classes. Teachers have only just begun the national training in this subject and do not yet have the level of technical knowledge to deliver all aspects of the curriculum confidently. Teachers use the computer suite effectively and pupils save their own work in their own folders on the hard drive. They access the Internet confidently, moving between different websites, but they do not have the technical language to compare the qualities of the different sites. They have simple word processing skills and use different coloured fonts combining them with simple graphics. However, they do not format their work imaginatively or produce completed work with a view to the overall presentation. They compile simple spreadsheets, but do not interrogate them at the expected level. They use simulations to model different contexts, but only using simple programs.
135. Teachers manage pupils effectively in the computer suite. They cover the teaching points in classrooms, which is sensible considering the small size of the computer suite. Introductions are clear and interesting tasks are used to develop skills. For example, Year 5 pupils considered the use of a spreadsheet to calculate the costs of their residential trip to Weardale. In a very small proportion of teaching, the introductory session is too long. Lessons proceed smoothly into the computer suite and teachers and classroom assistants work well together to support individuals through their tasks. However, many opportunities are missed for pupils to develop skills and understanding in other lessons. The majority of computers in classrooms are out of use during most of the day. Teachers do not plan for this aspect of lessons across the full curriculum. There is not yet enough software for use in classrooms. The co-ordinator has plans to overcome this shortfall. In some cases too many pupils are working on a single computer in classrooms, which is a waste of individual's time. There are no consistent systems to monitor the amount of time pupils spend on computers in classrooms or to ensure that they consolidate their skills across the different aspects of the information and communication technology curriculum.
136. Pupils with special educational needs make satisfactory progress through the school because classroom assistants give them additional support in lessons. Gifted and talented pupils make very good progress because they are involved in a project through Excellence in Cities. These pupils work very effectively with other similar pupils from local primary schools in the secondary school. They benefit from good teaching and facilities and produce good quality multi-media presentations at the expected level. Pupils with English as an additional language make good progress because they are fully included in the programme of work with the rest of the class.
137. The co-ordinator has just introduced an assessment system throughout the school. This is in its infancy and the school is aware of the importance of evaluating and modifying these systems. They also have clear plans to compile a portfolio to use as an exemplar for the development of skills and knowledge through the school.

## MUSIC

138. Most pupils throughout the school reach the standards expected of them for their age and enjoy their music-making activities. Pupils with special educational needs are fully integrated in music-making activities and the school takes care to ensure all pupils are included in this subject. Pupils who play instruments or are members of the school choir and orchestra reach standards that are above those expected for their age. This is due to the quality of teaching at these times, which is high and because the specialist teachers have secure subject knowledge. The tuition provided by visiting specialist staff, such as the brass teacher, is a strength of the school and recorder, string, woodwind and choir ensembles further enhance the provision for older pupils. Pupils who play instruments attain particularly good standards in their ability to read and play music from standard notation. They perform confidently in assembly as classes arrive and leave the hall. However, the standards reached by pupils in class music lessons are not high enough due to teachers' lack of confidence and subject knowledge, although teachers have researched their planning carefully and their lessons are well constructed.
139. Pupils have regular opportunities to sing in assemblies and in whole year group gatherings. Pupils sing well showing satisfactory control of pitch and rhythm. They do not yet show an appreciation of dynamics as they sing, so, although the overall quality is somewhat delicate, singing in assemblies lacks colour and enthusiasm. The same is true for the singing of the choir where singing is accurate, rhythmic and in tune, but bland. Links with literacy are regularly reinforced when pupils read the words of songs and hymns competently.
140. In Years 1 and 2, pupils are beginning to understand the elements of pitch. For example, they compare two sounds and distinguish which is higher than the other. They listen carefully and indicate their decision using their hands. This enables the teacher to assess how well and how acutely her pupils are listening. In the junior classes, younger pupils are developing their listening skills well as they describe their feelings and moods after having parts of Holst's *'Planets'* suite played to them, including *Mars, Venus, Mercury* and *Jupiter*. They listen intently to the music and willingly volunteer their feelings: *'I thought it was like rain falling on flowers. It made me feel calm and peaceful'*. Eleven-year-olds are beginning to develop their skill and confidence in recognising rhythm patterns of increasing complexity comprising crotchets, quavers and semi-quavers. They listen attentively as their teacher claps the rhythms at random and identify which of the patterns she is demonstrating.
141. During the inspection there were no opportunities to observe composition and no evidence of graphic scores or music notebooks were available. The use of information and communication technology to enhance the curriculum is under-used. Whilst listening skills are being developed in class music lessons, not enough opportunities are seized to develop pupils' knowledge and understanding of music from other cultures and times, for example in assemblies.
142. The quality of teaching and learning throughout the school is satisfactory overall. Both are good in Year 6 because the teacher has very good management and organisational skills and the pace in the lesson is appropriate. The standard of music is higher on occasions, such as in orchestra practice and when specialist teaching occurs, because teachers have very good or, in the case of peripatetic staff, excellent knowledge of their subject. For example, in an instrumental lesson, pupils made very good progress because they were challenged by the teacher's high expectations and immediate assessments.
143. Pupils' behaviour in lessons is always very good and when they are fully engaged and motivated, such as in instrumental lessons, it is excellent. They have positive attitudes to music and work well with each other, listening considerately to others' opinions and

suggestions. Listening opportunities in assembly have recently been enhanced with the school orchestra performed very competently. Although their posture is poor, they play well together and produce a balanced sound.

144. The co-ordinator gives very good support to teachers because she writes the lesson plans for the whole school and is available to help her colleagues as requested. There is presently no system for assessing or recording pupils' progress from one year to the next. The co-ordinator has secure subject knowledge, but her role as curriculum leader does not have enough opportunities to improve teaching and learning further through the school, which reduces the rate of progress through the school. The school plays an active part in its locality by contributing to annual concerts in Leeds Town Hall. The school also fosters community links through performing in aid of charities. The school mounts an annual musical show, such as '*Oliver*', which involves many pupils in singing, dancing and playing instruments. Through these successful enterprises, music plays an important part in pupils' personal and social development.

## PHYSICAL EDUCATION

145. Standards of pupils aged seven are at the expected level. Teaching of the infants is satisfactory with some good features in dance and gymnastics in Year 2. Teachers in Years 1 and 2 cover the curriculum carefully and balance the different aspects of physical education effectively to give the pupils a broad experience. Pupils concentrate well and expect to work steadily in lessons. They devise simple gymnastic routines using contrasting heights and speeds and combining travelling with different types of jumps and spins. In dance, they show sensitivity to each other when developing sequences based on themes, such as friendship, and show imagination in devising their own routines.
146. The firm foundation set in Years 1 and 2 is extended well between Years 3 and 6 and teaching for these age groups is good with very good features. Pupils make good progress across the curriculum and, by the age of 11, standards are above average. There is a systematic and good quality swimming programme in place. Teachers join with several swimming instructors and ensure that there is good progress because pupils receive a high level of support from adults. The programme begins sufficiently early to allow the less confident pupils additional time to gain their confidence and reach the minimum standards. Gifted and talented pupils make very good progress and represent Leeds City in regional competitions.
147. By Year 6, pupils expect to produce imaginative and individual responses in gymnastics. They work confidently with each other to devise complex sequences using a very good range of different body positions. Pupils make very good progress in the co-ordinators' class in gymnastics because she has very good subject knowledge and very high expectations. She drives lessons forward at a brisk pace and devises carefully sequenced tasks to allow pupils to extend their level of skills. Year 6 pupils attain standards above the expected level in dance. In the younger classes in the junior school, they learn to transfer their observations of contrasting shells to different movements in dance, such as curly, spiky and smooth. These skills are well developed through the school, particularly in Year 6 where the very good teaching ensures that pupils produce well controlled routines with strongly dramatic changes. Both boys and girls move expressively in gymnastics and dance. They co-operate well with each other, but some opportunities are missed for boys and girls to work together when teachers do not encourage them to work in mixed pairs. Pupils concentrate hard when they are performing in front of the class and the rest of the pupils watch carefully and are appreciative of each other's efforts.
148. Teachers throughout the school balance each lesson carefully with well structured warm up and cool down sessions either side of the main teaching. Pupils understand the importance of these sessions because teachers explain their importance and give pupils

opportunities to discuss the changes in their bodies. For example, in a Year 2 lesson pupils felt their heartbeats and compared them with the normal rate. In the best lessons as pupils enter the hall they immediately begin their own warm up routines, which is a very efficient use of time. Teachers are enthusiastic about this subject and pupils respond well, trying hard to achieve their best. Behaviour is very good because teachers stress the importance of moving through the school quietly and on keeping quiet during lessons in order to concentrate on their work. Throughout the school teachers use demonstrations well. They show pupils themselves how they expect the movements to be carried. They also choose key pupils to perform their work and explain why they have been chosen. Pupils develop effective skills of evaluating each other's work at the end of lessons. This can now usefully be extended through the lesson to further develop skills of evaluation.

149. The co-ordinator has very good subject knowledge and takes the lead in providing a very good quality programme of extra-curricular activities. Together with other teachers she provides very good opportunities for pupils to extend their experiences and skills. These include rugby, dance, football and an indoor athletics programme that continues throughout the year. Pupils strive to reach their potential through the use of sequential awards for athletics. In Year 5 they develop skills in outdoor and adventurous activities in a residential field week, which also extends their social development very effectively. A large number of pupils attend these clubs regularly and strive to improve their performance. Parents play a valuable role in supporting teachers in these activities. The school places high value on this subject and are in the process of applying for the Sportsmark Award.

## **RELIGIOUS EDUCATION**

150. Standards of attainment for the oldest pupils in Year 2 and Year 6 meet the requirements of the locally agreed syllabus. This is a similar picture to the last inspection.
151. Standards in oral work are higher than in written work. Pupils' attainment in discussion is good in all year groups. Pupils display good knowledge and understanding of differing topics. For example, in Year 6, pupils are able to name and discriminate between different artefacts and explain their significance in worship. This is because there is a strong emphasis in lessons on discussion work, which is taught effectively. By comparison, the low time allocation in the curriculum for religious education restricts opportunities in some lessons for developing written work. Progress of pupils with special educational needs is good because they are supported well in lessons. Progress of pupils with English as an additional language is very good because the school uses their culture as the content for some aspects of the curriculum.
152. The overall standard of teaching is satisfactory in Years 1 and 2 and good in Years 3 to 6. There are sound and frequently good learning opportunities for all pupils. This is because teachers' knowledge and understanding are secure, most lessons are carefully planned, tasks address specific learning needs and pupils are effectively managed. The good relationships that exist, between staff and pupils, help promote the high standards of behaviour and the positive attitudes towards learning held by most pupils. This is a significant improvement since the last inspection when teaching and pupil progress was judged to be unsatisfactory.
153. In Years 1 and 2, the pupils' work over time shows satisfactory levels of improvement. They steadily acquire knowledge and understanding in each area of the syllabus. Progress within lessons is satisfactory for all groups of pupils, including those with special educational needs. This is because most tasks are carefully matched to differing abilities. The oldest pupils know that family life is central to many societies and that special events are celebrated. Teachers' secure knowledge and understanding helps pupils discriminate between different traditions, for example Christianity and Judaism. The staff make good use of artefacts, for example a miniature Torah scroll, which help pupils understand why

some books are precious. Here, learning is good. On occasion, however, the pace of lessons is too slow and learning is less effective as lesson objectives are not fully met.

154. In Years 3 to 6, higher attaining pupils make good progress in their work over time. This is because they use resources effectively and write in detail on different topics. For example, these pupils achieve a good standard of written work in Year 5, with an account of a visit to the Manchester Jewish Museum. Pupils of average and lower ability achieve satisfactory progress over time. In lessons, progress with oral work is often good amongst all abilities because pupils enjoy discussion and contribute effectively. For example, in the mixed age Years 3/4 class, a pupil notes that the 'halo' around portraits of Christ and Krishna 'makes them both special'. However, some written work lacks sufficient detail. For example, in Year 6 there are examples of short or unfinished pieces of work amongst average ability pupils where standards are too low. The most successful learning is through oral work. Here, good teaching encourages pupils to think, which is supported by skilful questioning, based upon good subject knowledge. In Year 6, all pupils make good progress in discussing Jewish family traditions. A particular feature of teaching is the care taken to ensure pupils of differing abilities are fully included. Because of this, all pupils made good gains in their knowledge and understanding. Throughout the school, teachers miss opportunities to use information and communication technology to extend pupils' skills. The lack of CD ROMs and the small range of reference books in this subject reduces opportunities for extending literacy skills.
155. The curriculum is enriched by a good range of visits, for example to the Bradford Multi-faith Centre. This significantly broadens all pupils' understanding of the similarities and differences between different faiths. The subject makes a good contribution to all aspects of pupils' spiritual, moral, social and cultural development. For example, it supports moral education effectively in teaching about the parables of Jesus. However, the role of the co-ordinator and the assessment procedures are both under-developed. This limits opportunities to check on standards, teaching and learning.