

# INSPECTION REPORT

## **WOODLANDS CE (VC) PRIMARY SCHOOL**

Oakenshaw, Bradford

LEA area: Bradford

Unique reference number: 107317

Headteacher: Mrs Marguerite Asquith

Reporting inspector: Sheila Pemberton  
20810

Dates of inspection: 11 - 13 March 2002

Inspection number: 244623

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **INFORMATION ABOUT THE SCHOOL**

Type of school: Infant and junior  
School category: Voluntary controlled  
Age range of pupils: 4 - 11  
Gender of pupils: Mixed

School address: Mill Carr Hill Road  
Woodlands  
Oakenshaw  
Bradford  
West Yorkshire  
Postcode: BD12 7EZ

Telephone number: 01274 678385

Fax number: 01274 678385

Appropriate authority: Governing body

Name of chair of governors: Mrs Nina Elphee

Date of previous inspection: October 1995

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20810	Sheila Pemberton	Registered inspector	English ICT History Geography Special educational needs	What the school should do to improve How high standards are How well pupils are taught How well the school is led and managed
12511	Linda Buller	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils How well the school works in partnership with parents / carers
31012	Ann Welch	Team inspector	Mathematics Music Religious education The foundation stage	How good curricular and other opportunities are
22881	George Halliday	Team inspector	Science Art and design Design and technology Physical education Equal opportunities	

The inspection contractor was:

Quality in Focus  
Thresher House  
Lea Hall Park  
Demage Lane  
Lea by Backford  
Chester CH1 6LP

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>12</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>13</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>16</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>17</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>19</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>20</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>24</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Woodlands C of E VC Primary School is a small school in the Tong ward of Bradford. Most pupils live in owner-occupied or rented homes in Woodlands, Oakenshaw, Wyke and Cleckheaton, and some attend playgroups before starting school. Children's early achievements are average for four-year-olds. There are 119 pupils; 59 boys and 60 girls, mainly of white ethnic origin who all speak English as their first language. Fewer than nationally, 8.5 per cent, are eligible for free school meals. A high percentage of pupils, 29.5 per cent, has special educational needs for minor learning and personal difficulties. An average percentage of pupils with learning difficulties, 1.6 per cent, has statements of special educational needs. When the school was re-organised from first to primary school in 1999, the number of pupils on roll fell because many parents send their children to a nearby middle school at the age of nine. Over half of all pupils joined the school during the juniors. In 2001, the school became part of an Education Action Zone (EAZ). This provides support to develop as a primary school, funding for additional staff and for information and communication technology (ICT). In 2001, the school received a national award for good improvements to its results from 1996 to 2000.

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

Woodlands CE VC Primary School provides its pupils with a very good education. It is a school where teachers work hard to increase their skills and as a result of strong teaching, most pupils make very good progress in English, mathematics and science. The headteacher works closely with staff and governors to create a caring, Christian ethos where pupils learn in a supportive atmosphere. Through very strong leadership and efficient management, teachers are highly motivated to do their best to raise standards. The school provides very good value for the funding it receives.

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

- Standards are high in English, mathematics, science, religious education and geography.
- The use of ICT to improve learning in most other subjects is helping to drive standards up for all pupils and especially those with special educational needs.
- Teachers are very good at teaching English, mathematics and science.
- Pupils' very good attitudes, behaviour and relationships contribute to the quality of their learning.
- Very good provision for pupils' personal growth makes a strong contribution to their spiritual, moral, social and cultural development.
- Very good leadership and management are responsible for driving standards up.

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

- The experiences and resources provided for children in the reception class.

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

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

The school has made very good improvements since it was last inspected in 1995. As a result of intensive training, teaching is much stronger and standards have risen in English, mathematics, science, ICT and also in religious education, geography, history and physical education. Teachers now maintain records of pupils' progress in religious education. The school has adopted the planning provided by the National Literacy and Numeracy Strategies and the programmes set out by national initiatives for other subjects. Procedures for checking the quality of teaching and learning are in place and are helping to drive standards up. Arrangements for pupils with special educational needs meet statutory requirements and parents are informed of their children's progress. The headteacher provides information that allows governors to review the school's provision and cost effectiveness.

## 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	n/a	n/a	C	A
Mathematics	n/a	n/a	E	D
Science	n/a	n/a	D	C

**Key**

Well above average      A

Above average          B

Average                    C

Below average            D

Well below average      E

Because many nine-year-olds leave the school at the end of Year 4, only a few pupils who attended the school as seven-year-olds took national tests as 11-year-olds in 2001. However, a high proportion of pupils with special educational needs remained in the class. Consequently, the results of national tests in 2001 provide an unreliable picture of standards in the school.

- Children in the reception class make good progress in personal and mathematical development and steady progress in other areas of learning.
- Seven-year-olds did better than pupils in all schools nationally and in similar schools in reading, writing and mathematics in 2001. The same high standards are maintained in this year's Year 2.
- More able pupils also did much better than pupils in similar schools in reading, writing and science and better than other more able pupils in mathematics.
- Standards in science were well below average in 2001. This result stemmed from a temporary weakness in teachers' assessment that has since been corrected. Standards in this year's Year 2 are above average in science.
- Standards in reading, writing and mathematics were above average for the last three years.
- Boys did better than girls in all three subjects; no reason is apparent to explain this difference.
- More able 11-year-olds did reasonably well in English in 2001, but their achievements were too low in mathematics and science, where they were well below average.
- Although there is a high proportion of pupils with learning difficulties in the class, standards in English, mathematics and science are higher in this year's Year 6 and all pupils make very good progress in these subjects.
- The school reached the targets set for attainment in English in 2001 but not for mathematics.
- All pupils make good progress and achieve well in ICT, geography and religious education. Seven-year-olds do better than expected for their age in history. Pupils in Year 6 do well and reach high standards in physical education.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive. Pupils bring enthusiasm and enjoyment to their learning. They try hard to do their best in lessons and other activities.
Behaviour, in and out of classrooms	Very good behaviour helps pupils to work attentively without disturbance during lessons and to enjoy the time they spend together in the playground and at lunchtimes. The behaviour of the school's oldest pupils is exemplary.
Personal development and relationships	Very good. Because relationships between teachers and pupils are so good, pupils become confident learners and responsible members of the school community.

Attendance	Satisfactory.
------------	---------------

## TEACHING AND LEARNING

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

Teachers are very good at teaching reading, writing and mathematics. As a result, standards are rising and pupils achieve the best they are capable of in these subjects. Good teaching is improving pupils' learning in subjects such as religious education, geography, history and physical education. Although children in the reception class get a good start in reading, writing and number work, they are provided with too few opportunities to improve their learning by exploring, experimenting and making their own decisions. Pupils with special educational needs make good progress with work that meets their needs and helpful guidance from teachers and support staff. Teachers' high level of expertise in ICT is reflected in pupils' rapid progress in technology and extends their learning in most other subjects. Their very positive relationships with teachers enable most pupils to grow in confidence and independence and to learn in a secure and calm atmosphere.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Very strong connections between different subjects and the special emphasis placed on ICT have a marked effect on pupils' learning. Children in the reception class have too few opportunities to learn through first-hand experiences.
Provision for pupils with special educational needs	Good. The work, guidance and resources provided for pupils with special educational needs help them to make good progress towards their personal targets. Pupils' learning also benefits from well-managed support from skilled classroom assistants and the use of ICT.
Provision for pupils with English as an additional language	There are no pupils in the school with English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision for pupils' spiritual, moral and social development makes a very positive contribution to pupils' spiritual life, attitudes, behaviour and relationships. Good provision for their cultural development increases their understanding of important features of their own culture and that of people with different backgrounds.
How well the school cares for its pupils	The school takes very good care of pupils' well-being and is very effective at maintaining harmonious behaviour. The close checks teachers make on pupils' progress and the use they make of information from assessment ensures that pupils do their best in all subjects. Close partnerships with parents provide a good basis for pupils' learning and personal development.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and management for the school. The systematic way in which improvements are planned is developing teachers' expertise to increasingly high standards and raising the quality of pupils' achievements.
How well the governors fulfil their responsibilities	Satisfactory overall. Governors fulfil all statutory responsibilities and are clear about the school's strengths and areas for development.
The school's evaluation of its performance	Through thoroughly checking all aspects of its provision, the school has a very clear view of the strengths in its performance and takes effective action to improve areas in need of development.
The strategic use of resources	The school makes very good use of all funding. It does this by getting the best value from spending on resources. Current savings in the budget result from planning to maintain good staffing levels for another financial year and for resources for classrooms due for renovation. A shortage of resources and large outdoor equipment limits the activities and physical development of children in the reception class.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The teaching is good.</li> <li>• Children are expected to work hard and do their best.</li> <li>• Their children make good progress.</li> <li>• Parents think that behaviour in the school is good.</li> <li>• They feel comfortable approaching teachers about their concerns.</li> <li>• Teachers help their children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• They would like a more interesting range of activities for their children outside lessons.</li> <li>• Some parents would like more homework for their children.</li> </ul>

Inspectors agree with parents' positive views of the school. They judge that there are enough interesting activities outside lessons for a school of this size and that pupils receive reasonable amounts of homework for their age.

## **PART B: COMMENTARY**

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

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

1. In 2001, assessments indicated that children's early experiences of reading, writing and numbers were typical for four-year-olds. Most children make good progress and will achieve the national objectives for their learning in personal, social and emotional development, reading, mathematical development and knowledge and understanding of the world before the end of their reception year. Their progress in writing, physical and creative development is satisfactory and they are likely to achieve the goals for their learning by the end of their time in reception. More able children work at the first level of the National Curriculum in reading, writing and mathematics and a significant number of average able children reach this level in mathematics.
2. More than half of the 12 pupils who took National Curriculum tests in Year 6 in 2001 joined the school during the junior phase and a high proportion of them had special educational needs. This unusual situation resulted when the school changed from a first to primary school in September 1999 and many parents preferred to send their children to a middle school on the border of Bradford. Reorganisation also caused a period of disruption to pupils in last year's Year 5 and Year 6 stemming from several changes of staff over a twelve-month period. As a result, standards in national tests were average in English, well below average in mathematics and below average in science. Pupils' results were better, however, when compared with those reached by seven-year-olds in the school in 1997. They were well above average in English, average in science but remained below average in mathematics. Too few pupils reached high standards in mathematics and science, although more able pupils did reasonably well in English. Girls did better than boys in all three subjects.
3. A significant proportion of pupils in this year's Year 6 is achieving high standards in English, mathematics and science as a result of two years of strong and consistent teaching. However, these pupils' achievements are unlikely to be reflected in the results of this year's national tests. This is because a high proportion of pupils in the class have statements of special educational needs for their learning difficulties and these pupils will probably reach standards just below those expected for their age. Strong teaching has also addressed the needs of pupils who joined the school towards the end of the junior phase and these pupils make the same very good progress as other pupils in the class.
4. Although there have been slight fluctuations in standards over the last three years, pupils in Year 2 did well in reading and mathematics in National Curriculum tests in 2001 and very well in writing. Teachers' assessments showed that standards in science were well below average last year. This resulted from a temporary weakness in assessment that has since been corrected rather than being an accurate reflection of pupils' results. Over the period 1999 to 2001, the results have been maintained at an above average level compared with all schools nationally and similar schools. Boys did consistently better than girls over this period, although there is no apparent reason for this result apart from the obvious confidence of the boys in this year's Year 2. More able pupils also did well in reading and mathematics and very well in writing and science. These high standards reflect the focus of recent development planning for improvement in the school, the EAZ and the local education authority. High standards in writing result from the special emphasis the school has placed on improving the quality of pupils' spelling in recent years.

5. There is a greater proportion of pupils with special educational needs in Year 2 than there was last year. However, good quality guidance for their learning ensures that these pupils make good progress in their learning at a level below that expected for their age. Many pupils are doing well enough in reading, writing, mathematics and science to achieve high standards in this year's national tests. In both Years 2 and Year 6, several pupils' achievements are much higher than those attained by seven and 11-year-olds nationally.
6. Standards in ICT, geography and religious education have improved since the last inspection and pupils in Year 2 and Year 6 make good progress and achieve standards that are better than those expected for their age. Pupils in Year 2 do well in history and their achievements are high for seven-year-olds. Pupils in Year 6 do well and reach high standards in physical education. Standards are satisfactory in art and design and in design and technology throughout the school. Pupils in Year 6 make steady progress in history and pupils in Year 2 do well enough for their age in physical education. The school achieved the targets it set for attainment in English in 2001 but not for mathematics.

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

7. Pupils have very good attitudes to school. Their keenness and enthusiasm is apparent in the interest they show in lessons and this is one reason why learning is so effective.
8. Children in the foundation stage thoroughly enjoy their time in school. Very good relationships with teachers and other adults help them to settle quickly into the school's routines and to become eager to learn. Children behave very well and follow instructions with care. For example, they showed how sensible and reliable they have become in school by donning aprons before a practical activity without needing reminders from an adult. In other classes, teachers have very high expectations that all pupils will work hard and support them by making sure that pupils understand what they need to do. As a result, pupils are eager to take part in all activities and work with sustained effort and concentration. In an excellent lesson in science in Year 3, pupils' strong interest and enthusiasm helped them to work together very effectively to decide how to conduct experiments where the testing was guaranteed to be fair.
9. Pupils' behaviour is very good and has been maintained at this high level since the previous inspection. They settle down quickly to work, listen attentively and do as they are told without any fuss. As a result, teachers waste no time establishing order and make maximum use of the time allocated for teaching and learning. In a lesson in Years 5 and 6 in ICT, pupils maintained their concentration and very high standards of behaviour even in the difficult conditions created by a music lesson in the adjoining hall. At playtimes and lunchtimes pupils behave very well. They play together harmoniously and without harassment. Any incidents of bullying are soon quashed because they are handled firmly by the teachers. No exclusions for poor behaviour took place in the last academic year.
10. Pupils' personal development is also very good. Teachers encourage them to act independently and to take responsibility for themselves and their learning. Relationships between staff and pupils are very good. As a result, pupils are happy, confident and keen to do well. Relationships between pupils are generally positive in lessons. They work together amicably and share equipment sensibly. In a lesson in English in Years 5 and 6, the high level of challenge set by the teacher meant that it was important that pupils knew how to work together collaboratively to discuss and prepare diagrams and flow charts. Pupils know how their actions affect others and demonstrate this when discussing their feelings about a variety of issues. This consciousness was evident in assembly when pupils in the juniors eloquently compared their own feelings of anger

with the anger shown by Jesus on finding merchants and moneychangers at work in the temple.

11. Although attendance is satisfactory and in line with the national average, it has declined since the previous inspection because more parents take their children on holiday in term time.

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

12. Teaching is much better than it was at the last inspection. Across the school much of it is good with a considerable proportion that is very good or excellent in the juniors. Most of the teaching that is satisfactory rather than good is in music. Because teachers are skilled at teaching English, mathematics and science most pupils make very good progress with their learning in all three subjects. The school uses the specialist skills of the subject leader very productively to raise standards in English in Years 5 and 6. Standards in mathematics have risen from a low level in the juniors since the introduction of the National Numeracy Strategy. This is because staff make very good use of the strategy to provide pupils with work that promotes their thinking and extends their learning and vocabulary at a brisk pace. Teachers also put the National Literacy Strategy to very good use in lessons. The work they plan in English is made meaningful for pupils through thoughtful planning that links the subject to their learning in science and ICT. Teachers are exceptionally skilful at integrating ICT into many lessons as a means of extending pupils' learning and accelerating their progress in other subjects.
13. This emphasis on ICT is also a means by which teachers improve the learning of pupils with special educational needs. In addition to using pupils' skills with computers to increase their progress in other subjects, good guidance from skilled classroom assistants gives them access to all the activities teachers provide in lessons. Children with special educational needs in the reception class receive close attention from the teacher, nursery nurse and support assistant to ensure that they take part in all activities and to provide work to match the targets of their individual educational plans. Pupils with statements of special educational needs receive individual guidance from support staff that aids not only their learning but also their personal development.
14. Although lessons in the reception class are planned in all six areas of the foundation stage curriculum, not enough activities are provided for children to make their own choices and decisions or to become independent learners. Activities, at times, are too prescribed, with insufficient scope for the natural spontaneity that children have at this age. Good teaching underpins children's mathematical development through the emphasis placed on practical activities. Although children learn to read and write at a steady pace, they are introduced to a full hour of literacy before they are ready. While the teaching of physical development is good in lessons in the hall, children's progress is restricted by a lack of suitable resources.
15. A strong feature of teaching is teachers' willingness to continuously improve their own skills. Because they have good knowledge of most subjects, teachers always take lesson plans beyond the levels suggested for different year groups in national programmes. With high expectations, teachers extend activities to develop pupils' learning to a high level in subjects such as religious education and history. In geography in Year 2, for example, work on a well-known story used as a contrasting locality for study is so thoroughly planned that pupils cover the work in sufficient depth to achieve high standards in the subject. Teaching is also augmented by the excellent skills of a specialist teacher who works part-time with junior pupils raising standards in physical education to increasingly high levels.

16. A positive feature of teaching and learning is the very good quality of relationships between teachers and pupils. These inspire pupils with the confidence to learn, help them to control their behaviour and allow them to work in a calm atmosphere without any disturbance. Teachers take good care to track pupils' learning and their personal development. By reminding pupils of their targets for improvement and keeping them aware of all objectives for learning, teachers ensure that pupils become increasingly responsible for themselves, their work and their behaviour. The way that teachers mark pupils' work also provides them with information about their strengths and guidance to improve their weaknesses.
17. Teachers make good use of homework to extend pupils' learning with their parents. Many of the most competent readers in the school benefit from extra reading at home.

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

18. The curriculum for pupils in the infants and juniors is good. It is broad and balanced with a strong emphasis on English, mathematics, science and ICT. The curriculum for children in the foundation stage is not wide ranging enough. Although work is planned in all six areas of learning, too few activities give children the opportunities they need to make choices for themselves and to develop independence in their learning.
19. The issue about long-term planning has been resolved since the previous inspection. The school has successfully implemented the National Literacy and Numeracy Strategies, the new locally Agreed Syllabus for religious education and the national schemes of work for all other subjects including personal, social, health and community education (PSHCE). Strong progress in learning is ensured through scrutiny of teachers' planning and pupils' work, monitoring the quality of teaching and talking with pupils. Teachers follow the guidelines of National Literacy and Numeracy strategies very effectively and ensure that there are strong links between literacy and numeracy and other subjects, particularly ICT. Medium-term planning is good. With the exception of literacy and numeracy, subjects are planned over two years, and this ensures that pupils in a mixed-age class receive a suitable curriculum. Weekly booster classes are raising standards in English, mathematics and science for pupils in Year 6.
20. The school makes very good provision for PSHCE. In addition to being a specific subject, aspects of it are taught through religious education, science and assemblies. Teachers' planning in this subject is very good and lessons meet the needs of each age group. In an excellent lesson in Years 5 and 6, the teacher tackled the delicate issue of *body image* in a tactful and sensitive way. Drugs abuse and sex education are included in the PSHCE curriculum. Education to prepare pupils for puberty starts in Year 6. Parents are consulted and separate sessions for girls and boys are led by female and male nurses.
21. The school provides a good range of extra-curricular activities to improve pupils' education and to extend their interests. Parental concerns about this aspect of provision are not justified. Activities for juniors include singing in the choir, keyboard and recorder tuition, ICT, football and workout clubs. A gym club is run for pupils in Years 1 and 2. Visits and visitors enrich the curriculum. Pupils have visited Whitby, Murton Park, the Science and Industry Museum in Manchester and the Bradford Colour Museum. Visitors include the local vicar, leaders from a local Interfaith Centre and an Asian musical duo.
22. The school has satisfactory links with the community and other schools. It is on good terms with a local chemical company that allowed pupils in the juniors to see their learning in science being put into practice. Good links with the church maintain the

school's Christian ethos and provide guidance for pupils' spiritual, moral and social growth. Organisations, such as Bradford Bulls, provide coaching that adds to pupils' skills and interest in sport. Local businesses help to swell the school funds by cash donations. Helpful arrangements with the local secondary school enable pupils to move on smoothly to the next stage of their education. Through involvement in the Education Action Zone links with other local schools are developing well. For example, teachers share ideas and the school has gained from advice about the choice of hardware for ICT.

23. Provision for pupils' spiritual, moral, social and cultural development is better than at the last inspection and is very good overall. The school's character embodies clear Christian values and a strong commitment to the care and well-being of its pupils. Provision for spiritual development is very good. Staff use assemblies to raise spiritual awareness through hymns and prayers. Carefully chosen themes help pupils to consider and to express their feelings. Prayer plays an important part in developing their spirituality. A pupil in Year 2 thanked God for *the wonderful creatures all around*. While pupils in Years 5 and 6 wrote prayers for the coming school year, pupils in Year 3 wrote their own versions of the Lord's Prayer: *precious is your holy name, you are great and powerful*. Spiritual development is also promoted through science, art, literature and poetry. Pupils in Year 2 wrote poems of a spiritual nature: *It was so quiet that I heard the snow melting across the hills, moonlight shining, a tiny fish wriggle its tail in the calm water*. PSHCE makes a strong contribution to spiritual development. Teachers use this subject very well to foster self-esteem, and to help pupils understand their own feelings and feel good about themselves.
24. Provision for moral development is very good. The school promotes a very strong moral code and emphasises the care and respect which pupils should have for each other. Staff and pupils make promises at the start of each school year. Staff promises include making *everyone feel special* and to *help you to do your very, very best in whatever you do*. Pupils' promises include *care for each other* and *behave well at all times*. The promises are displayed prominently in the hall to remind pupils of the partnership with their teachers and the active part that they play in promoting their own moral behaviour. Regular opportunities to discuss moral issues occur during PSHCE. The teacher in Years 5 and 6 helps pupils to consider the pressures young people may experience and the importance of making the right decision whatever the pressure.
25. Provision for social development is also very good and is promoted strongly during PSHCE. Very caring relationships contribute strongly to pupils' social development and self-discipline. Teachers encourage pupils to work together responsibly and in a co-operative way. Each year group is responsible for many of the school's routine tasks. Pupils in Year 1 take out a fruit bin each morning and in Year 2, they ring a bell at the start and end of playtimes. Pupils in Year 3 tidy litter in the playground and in Years 4 and 5, pupils enjoy helping younger pupils with their coats and taking care of them at lunchtime. During their last year at school, the oldest pupils take on responsibility for playground equipment, setting up the hall for assemblies and being friends to other pupils in the playground. They are proud to be chosen as head pupil for a term or as a prefect. The school prepares pupils for good citizenship by encouraging them to raise money for charities such as UNICEF and Help the Aged and distributing harvest gifts to elderly residents in the village. Pupils in Years 5 and 6 develop awareness of social issues as they discuss the rights of the local community against those of the HGV drivers who take short cuts through Oakenshaw. Older pupils practise their social skills as they show visitors around the school. They take part in a residential visit that helps them to develop their skills in an unfamiliar setting.

26. Provision for cultural development is good. Teachers plan work in many subjects to enable pupils to learn about other cultures and religions. Fieldwork in geography and visits to museums and places of historical interest develop pupils' knowledge of their own culture and of the wider world. They are introduced to different ways of life in other countries and to the problems of less developed parts of the world. Studies of eras from the Vikings to the Victorians, help pupils to see how their own society developed. Visits to local landmarks help pupils to understand how the Richardson family shaped their village in the past and the changes brought about by the building of two busy motorways. Pupils study the work of artists from a number of cultures and appreciate the richness of the techniques used by the Indian artist Sarjit Natt. In religious education, pupils learn of the cultural and ethnic diversity of British society when they study faiths such as Hinduism, Judaism and Islam. Leaders from the interfaith centre visit school to talk about aspects of their respective religions. Visitors to the school include theatre groups and musicians.

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

27. The school takes very good care of pupils' health, welfare and safety. Assessments of risks to pupils' safety are very thorough and are applied consistently to maintain a safe place for learning in the building and grounds. Very good arrangements are in place to ensure that teachers, support staff and mid-day assistants are competent to identify and to deal promptly with issues concerning child protection. Staff trained in first-aid take good care for pupils who are unwell. The school keeps comprehensive records of any accidents and informs parents if their child is injured at school. This ensures that parents are aware of potential problems arising from earlier injuries when pupils come home from school.
28. Good procedures exist for monitoring and promoting attendance. The headteacher checks attendance regularly and safeguards pupils' well-being by contacting parents who fail to supply reasons for absence. Through newsletters, parents are reminded of the importance of good attendance. Despite these good procedures, attendance has declined since the last inspection and pupils' learning is disrupted when parents take them out of school for holidays in term time
29. The school's very thorough procedures for monitoring and promoting good behaviour are reflected in pupils' attitudes and high quality relationships. Procedures consist of praise and guidance that filters through to teachers' marking. Encouragement for positive behaviour is also evident in coveted awards in the form of stickers and star charts. Pupils are very proud of these awards and are keen to explain to adults how they gain them. Because teachers use awards consistently and give strong praise to pupils who deserve it, pupils throughout the school respond with very positive behaviour. Rare incidents of poor behaviour are recorded and monitored closely to ensure that no recurrence takes place. Bullying is eliminated promptly and firmly.
30. Procedures for assessing and monitoring pupils' personal development are very good. Personal development is assessed on entry to the school, reviewed regularly and issues are shared with parents. In Years 1 and 2, teachers make provision when planning lessons to assess personal development systematically, through observing and noting pupils' attitudes and relationships with others. All teachers extend their pastoral roles successfully by maintaining formal records of pupils' personal development. Records stem from observations teachers make during all activities but especially from work that concerns personal and social development, health and issues about citizenship. Teachers and support staff provide pupils with very helpful encouragement and guidance founded in positive relationships. Pupils with special

educational needs for learning, personal and behavioural difficulties always do their best as a result of caring, individualised support for their needs.

31. Very thorough procedures are in place for assessing and monitoring pupils' learning, with particular emphasis on English, mathematics and science. Pupils' progress is checked very carefully through a variety of school and national tests. Their achievements are tracked with care and used very helpfully to provide them with personal targets for improvement. Analysis of test results identifies trends in attainment and highlights particular strengths or areas for development. Teachers usually use information from assessment well to match activities to pupils' needs or to fill gaps in the curriculum. Regular and careful assessments of the learning of children in the reception class provide clear information that enable the teacher to build up individual profiles and to group children with others at similar levels of achievement. However, this information is not always used as a starting point for teaching and learning, particularly in literacy. This results in some children listening to explanations about work that are beyond their understanding.

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

32. Most parents have positive views of the school. A parent commented at a meeting before the inspection that his first impression of the school was that it is welcoming, caring and disciplined and that he still believes this to be true. Parents are pleased that their children enjoy lessons. They think that the teaching is good and that teachers expect their children to work hard and behave well. Inspection findings confirm these favourable opinions. Some parents question the amount of homework teachers set and think that there are too few activities to interest pupils after lessons. Inspectors judge that teachers make good use of homework to extend pupils' work in school. It is used to particularly good effect on learning in Year 2. Also, although too many pupils want to take part in existing activities, enough activities are available over a full school year to extend most pupils' interests.
33. The school remains committed to its partnerships with parents and recognises that pupils gain from good working relationships in terms of rising standards. Parents are welcome to come into school and, although they are invited, only a few respond to encouragement to assist teaching and learning in classrooms. The benefits of parental support were evident in a lesson when a parent improved pupils' achievements by sharing his expertise in design and technology. A grandparent who visits the reception class and Year 1 to improve children's confidence with spoken English provides another example of helpful support. Recent initiatives by the school improved parents' understanding of its programme for numeracy. Following discussion with an adviser from the local education authority, parents gained insights about work from the National Numeracy Strategy by observing lessons in classrooms. From the time children start school in the reception class, teachers encourage parents to share books with them at home. The effectiveness of parental support in this aspect of learning is evident in high standards and the interest many pupils have in reading.
34. The quality of information provided for parents is satisfactory. The prospectus provides detailed information about school routines and information about the curriculum. To add to the strength of partnerships, the headteacher seeks parents' views through questionnaires. The effectiveness of consultation is apparent when the school acts on parents' suggestions. For example, as a result of consultation, parents are informed every term about the topics to be covered by each class. This initiative, together with regular, good-quality newsletters, keeps parents up-to-date with school events and encourages them to work with their children at home.



35. Parents of children in the reception class receive helpful booklets that answer their concerns about issues such as settling children into school and helping them to read and write at home. The headteacher invites these parents to visit the school with their children to meet the teacher and familiarise themselves with daily routines. This helpful induction continues when children start school. The teacher makes parents welcome each morning and is available to discuss their concerns after school. The parents of pupils with special educational needs receive clear information about their children's progress. The teacher responsible for special educational needs goes to considerable lengths to involve parents in reviewing their children's individual targets by meeting them at convenient times when they are available. Most parents appreciate this effort and are glad to work closely with teachers to add to their children's achievements.
36. Reports to parents about their children's progress are satisfactory overall. The best examples tell parents clearly what their children are achieving in different subjects and contain helpful targets for future learning. They also inform parents about their children's personal development. However, in some classes, the reports of less able pupils and pupils with special educational needs concentrate too much on negative features of achievement. This contributes little to pupils' self esteem. When peppered with incomprehensible jargon, reports do little to help parents who want to increase their children's learning.

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

37. Strong determination to get the best deal for pupils combined with a very thorough and exacting approach to achieving this end are at the heart of very good leadership and management of the school. The headteacher knows how to motivate teachers, provides them with every opportunity to improve their skills and makes sure that improvements take place through careful planning and rigorous monitoring. Because they are given the opportunity to exercise their responsibilities, teachers share an outstanding commitment to raising standards and maintaining very good relationships with pupils and positive partnerships with their parents. The principal outcome of very strong leadership is that standards are rising not only in English, mathematics and science, but also in ICT, religious education, history, geography and physical education.
38. Regular monitoring of teaching and learning is based on the school's priorities to raise standards in literacy and numeracy that are quantifiable in terms of improvements to the results of national tests. The headteacher's personal targets for development match the school's priorities but also include standards in ICT. These in turn are fed into teachers' targets for school and personal professional development. To ensure that all staff members are capable of contributing to improvements to standards, support staff are included in targets and training. The final step in this systematic approach is that all targets are shared with governors and fed into the school's overall planning for improvement.
39. To ensure that staff maintain an overview and strong expertise in all subjects, the headteacher changes their roles and responsibilities. The headteacher provides the deputy headteacher and the teacher in Years 5 and 6 with opportunities to develop their skills by managing the performance of teachers throughout the school. By managing the performance of support staff, the headteacher has all essential information to maintain high levels of expertise in teaching and to plan for improvements to teaching in the school's development plan. Subject leaders have a much stronger role in ensuring the targeted development of their subject than in the past. However, although the co-ordinator is aware of the need to improve the curriculum, there has been no opportunity to check the quality of teaching and learning in the foundation stage to match recent

national initiatives in this area. The action plan to improve provision in the foundation stage includes a priority to increase and extend existing resources.

40. The school met an issue from the last inspection concerning its provision for special educational needs by
  - ensuring that the register is completed with care
  - providing pupils with clear achievable targets in their individual education plans
  - monitoring and evaluating pupils' progress and the quality of their individual plans
  - including a summary of provision in the brochure for parents
  - appointing a teacher to co-ordinate provision.
41. Governors have sound knowledge of their roles and responsibilities. They fulfil all statutory requirements and have clear understanding of the school's strengths and areas for improvement. Several governors have attended staff training. They meet subject leaders on a regular basis, deal with relevant issues from the last inspection, and provide good encouragement for the co-ordinator for special educational needs.
42. Recent issues that have engaged governors include keeping the school open, maintaining a reception class and setting targets for standards of attainment. The need to make best use of limited funds by placing finance into areas for development motivates the headteacher and governors to exercise careful control of the school's finances. Governors are committed to gaining best value from all spending. This is achieved very effectively through analysis of the results of national tests to find out where priorities lie. It is also achieved through the use of national data to compare patterns of expenditure. The school challenges itself by questioning its provision. It consults staff, parents, governors and pupils about issues such as home/school agreements and alternative secondary education and ensures that recent developments such as the provision of new computers are related to economic, efficient and effective services.
43. The school employs a good number of suitably qualified teachers to maintain separate classes for all but pupils in the two smallest year groups. It also has a good number of trained support staff to provide helpful individual guidance for pupils with special educational needs. The skills of classroom assistants are also used productively to support teaching and learning in lessons. The teacher in the reception class makes good use of the work of a nursery nurse to guide children in many activities. Her contribution is particularly noticeable when she works with small groups, talks to them and guides them through the task in hand. Good procedures are in place to aid the professional growth and confidence of newly qualified teachers. Their work is monitored closely and their needs addressed through training and guidance within the school. This enables new teachers to provide pupils with activities that meet their needs and allow them to do their best.
44. Although the school's accommodation is sufficient for teaching and learning, improvements are due to take place that will extend existing provision and provide better space and facilities for physical education, work with pupils with special educational needs, teaching in the reception class and pupils in Years 1 and 2. This drive to improve the accommodation is also evident in outdoor areas. The school is pressing to add to the quality and extent of its field for sporting and leisure activities.
45. The school makes very good use of all available resources and supplements gaps in its provision through loans from other schools and agencies. A particularly successful improvement to resources lies in the provision of equipment that allows the full curriculum to be taught and standards to rise rapidly in ICT. While the classroom for children in the foundation stage is bright and welcoming, there is a shortage of suitable

and stimulating resources. There is a particular lack of resources to extend the range of outdoor activities. Without large equipment and climbing frames, children miss opportunities to improve their co-ordination by swinging, scrambling and balancing, and controlling the direction of wheeled vehicles.

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

46. The school should provide a better curriculum for children in the reception class.

The curriculum should:

- take account of the different starting points from which children develop
- provide a good balance between work taught by adults and that which children choose and initiate for themselves
- have the right equipment outside to promote children's physical development.

The subject leader should:

- have time to monitor the quality of teaching and evaluate its impact on the children's learning and achievements.

*(See paragraphs 14, 18, 31, 39, 44, 50, 53, 56 and 57 of the report.)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	24

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	10	14	11	0	0	0
Percentage	11	26	36	27	0	0	0

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

### 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)	0	119
Number of full-time pupils known to be eligible for free school meals	0	12

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	27

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	15

### Attendance

#### Authorised absence

	%
School data	5.0
National comparative data	5.6

#### Unauthorised absence

	%
School data	1.0
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	6	12	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	16	18	17
Percentage of pupils at NC level 2 or above	School	89 [100]	100 [96]	94 [96]
	National	84 [83]	86 [84]	91 [90]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	16	17	14
Percentage of pupils at NC level 2 or above	School	89 [96]	94 [92]	78 [96]
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	6	6	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	10	7	12
Percentage of pupils at NC level 4 or above	School	83 [n/a]	58 [n/a]	100 [n/a]
	National	75 [75]	71 [72]	87 [85]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	10	7	12
Percentage of pupils at NC level 4 or above	School	83 [n/a]	58 [n/a]	100 [n/a]
	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	1
Black – African heritage	0
Black – other	3
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	99
Any other minority ethnic group	0

*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)	7
Number of pupils per qualified teacher	19.2
Average class size	19.8

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

Total number of education support staff	6
Total aggregate hours worked per week	134.5

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

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

*FTE means full-time equivalent.*

### ***Recruitment of teachers***

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

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000 - 01
	£
Total income	347510
Total expenditure	304904
Expenditure per pupil	2364
Balance brought forward from previous year	9093
Balance carried forward to next year	42606

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

### **Questionnaire return rate**

Number of questionnaires sent out	119
Number of questionnaires returned	66 (55.5%)

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

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school	65	33	2	0	0
My child is making good progress in school	53	42	3	0	2
Behaviour in the school is good	56	39	2	0	3
My child gets the right amount of work to do at home	27	56	12	5	0
The teaching is good	55	42	0	0	3
I am kept well informed about how my child is getting on	29	58	6	5	3
I would feel comfortable about approaching the school with questions or a problem	61	33	6	0	0
The school expects my child to work hard and achieve his or her best	67	30	0	0	3
The school works closely with parents	24	59	15	0	2
The school is well led and managed	38	45	11	0	6
The school is helping my child become mature and responsible	48	44	3	0	5
The school provides an interesting range of activities outside lessons	26	48	18	5	3

### **12 (18%) parents made additional comments**

#### **Strongest points in order:**

- Some parents would like more out of school activities for their children.
- Parents are very pleased with the quality of education the school provides.



## **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**

47. Children start school in a small class of 15 in the autumn term following their fourth birthdays. Few of them benefit from attending nurseries, although more attend playgroups before starting school. For a quarter of the children, the school is their first experience of being away from home. Teaching is mainly good and warm and friendly relationships in the reception class have a positive impact on children's learning.
48. Early assessments indicate that children's speech, and early experiences of books and numbers are typical for four-year-olds. Most children make good progress towards what they are expected to learn by the end of the year in personal, social and emotional development. Progress is also better than expected in reading, mathematical development and knowledge and understanding of the world. Their progress in writing, physical and creative development is satisfactory. More able children work at the first level of the National Curriculum in reading, writing and mathematics and a significant number of average able children also reach this level in mathematics.

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

49. The staff place great emphasis on developing social skills in the reception class and this is a feature of the good teaching and learning. The teacher and nursery nurse provide very good role models for children. They are calm and organised and treat children with respect and courtesy. This leads to warm and trusting relationships and helps children to behave in a friendly manner to one another. Both members of staff welcome parents and children each morning and this helps them to feel at ease. It also gives parents the opportunity to speak to either of them. Children enjoy being at school. Their pleasure is obvious in the beaming smiles they give to their teacher and nursery nurse, and to their friends as they register themselves by putting their name card into a box. Children are given responsibilities for putting things away and carrying out jobs such as taking the register back to the office. They proudly put their name on the classroom door if they are *helpers* for the day.
50. The teacher takes great care to ensure that children share resources fairly, get on well with others and take turns, particularly during discussions. As a result, they make good progress towards the planned goals for their learning by following the routines of the classroom and school. This would be even better if there were more activities planned to encourage children to make choices and to take decisions and become more independent in their learning. Very good care for children's personal development is evident throughout the school day. The nursery nurse waits by the classroom door until all children have arrived. During an assembly for the whole school, his teacher quickly reassured a boy who was overwhelmed by pupils' enthusiastic response to a story. At breaks and lunchtimes, reception children are secure in the knowledge that teachers, support staff and older pupils are watching out for them and are always on hand to help and comfort them.

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

51. Although teaching is satisfactory in this area of learning, very good relationships ensure that children join in discussions with confidence and enthusiasm. The teacher extends children's spoken language by encouraging them to talk about their work. One child, for example, shared his description of the skin of an onion as *looking like cling film*, while

another explained how she had shown the onion's root in her drawing. Children enjoy sharing books. They listened attentively when the teacher read about *The Bad Tempered Ladybird*, followed the pictures and responded sensibly to questions about the characters. Constant questioning helps children to develop their vocabulary and speech, and most will reach the expected level of language development by the end of the reception year.

52. Because of strong emphasis on the sounds and names of letters, most children use the first letter accurately to build simple words. More able readers confidently blend letters such as *s* and *h*, to read more difficult words in simple sentences. Children enjoy discussing their favourite books and know that the author writes a book while the illustrator draws the pictures. Because they have regular opportunities to share books with adults and to practise reading at home with their parents, most children are on course to achieve the expected goals for literacy by the end of the reception year. More able children already work at the first level of the National Curriculum.
53. The teacher gives children regular opportunities to develop their writing and they make satisfactory progress in this area of learning. A good variety of writing materials is always available, alongside helpful displays of words and sounds. They also practise their handwriting with the result that they hold pencils and form letters with reasonable accuracy. All children write their names unaided while more able children write short sentences such as *the wulf is climbin up the chimnl*. Although elements of the National Literacy Strategy are used well for average and more able children, difficulties arise when the teacher expects four and five-year-olds to remain seated too long, sharing texts that are too difficult for them to read. Activities are too prescribed at times and opportunities to develop activities that children initiate are missed, such as developing their spoken language when they became engaged in role-play with some puppets they made.

### **Mathematical development**

54. Good teaching ensures that children are given many opportunities to develop mathematical skills and knowledge and that most of them will exceed the levels expected for their age by the end of the reception year. All children count to ten and many count beyond, some to 100. The good variety of activities that the teacher provides for counting maintains children's interest. They particularly enjoy reaching high numbers when counting. The teacher maintains a good balance between practical activities and recorded work and provides suitable activities for different groups of children. As a result, less able children are secure in understanding numbers to ten although they are not confident when writing digits. Children whose achievements are average add on one while more able children tackle sums such as  $8+2$  with confidence. Children sing a range of counting songs and number rhymes such as *One little finger*, that increase their understanding of *more* or *less* in an enjoyable way. Most children make good progress in understanding measurement through simple comparisons and by ordering longer and shorter objects. Many name and identify simple two-dimensional shapes, while more able children identify three-dimensional shapes.

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

55. Teaching is good in this area of learning. Opportunities for learning within the classroom and during outdoor activities ensure that children make good progress in their knowledge and understanding of the world. The teacher organises visits to a local shopping area and park to extend children's knowledge of their own village. Children know how they have grown since they were babies and understand some of the changes that have taken place since they were babies and toddlers. They know that

eating fruit and vegetables is good for them and identify fruit and vegetables such as onions, apples, pears and oranges. Children plant grass seeds, observe the growth of spring bulbs and learn to recognise *leaves*, *roots* and *stems*. They particularly enjoy shopping in a *Garden Centre* set up by the teacher, to develop their understanding of growing things and appreciation of real flowers and plants. Teaching of ICT is good and children learn to control a mouse to draw or erase pictures on the screen. There are no large building blocks for children to design and produce large-scale models. Existing materials are not varied or exciting enough to arouse children's imaginations or to develop a wider range of constructional skills. Children learn about different religions and cultures through assemblies and visits to the local church. They know that Guru Nanak washed himself in the river *because he wanted to talk to God*. The teacher uses stories from the Bible productively to promote values such as *caring* and *belonging*. As a result of good teaching most children will reach the expected goals by the end of the reception year.

### Physical development

56. With sound teaching, children make steady progress in developing physical skills. Most children's physical development is typical for their age by the end of the reception year. The teacher's clear instructions during a lesson in the hall enabled children to move about steadily in a controlled way. However, because of a lack of resources for outdoor activities, children miss opportunities to experiment and experience a range of challenging physical activities through large-scale climbing equipment. This in turn restricts their co-ordination and sense of balance. There are no wheeled vehicles for children to negotiate around the playground in a controlled way and with an awareness of space. Although resources for outdoor play are very limited, pupils look forward to daily sessions when they initiate their own activities such as using trowels to fill plant pots with compost or deciding how many numbers they must jump over to cross an imaginary river. Children gain reasonable skills in cutting, gluing and using hole punches and paper fasteners to make ladders for a mouse in *Hickory Dickory Dock*. What they lack is independent access to tools and materials to increase their co-ordination in activities they select for themselves. Children who cut out finger puppets asked permission to use adhesive tape because good habits in selecting their own materials are not natural to them.

### Creative development

57. Teaching in this area is satisfactory overall. Children mixed paints and used words like *shade* and *palette* as they discussed with their teacher how to make lighter or darker shades of green. They *smudge* pastels to achieve different textures in pictures of hyacinths. However, much of their art is directed by the teacher and lacks scope for pupils' imagination and flair. Regular opportunities to sing allow children to acquire a repertoire of favourite songs. They are keen to join in the actions that accompany many songs. Because they are taught to sit up straight, open their mouths wide and sing clearly, they sing well and with clear diction. The school lacks resources for role-play. Children do not have enough opportunities to develop their imaginations in role-play or by using props to take on the roles of imaginary characters. Children's progress in this area of learning is mainly satisfactory and most of them achieve the skills expected for their age by the time they leave the reception class.

## ENGLISH

58. Most pupils in Year 6 achieve high standards and their achievements in English are very good. Pupils in Year 2 achieve the same high standards in reading and writing that

pupils in Year 2 reached in national tests in 2001. Many pupils in Year 6 do better in English than pupils in the same class last year when standards were average. This rise in standards is attributable to two years of very good specialist teaching from the subject leader for pupils in Years 5 and 6. Strong teaching and supportive guidance from classroom assistants also deals effectively with the learning of pupils with special educational needs. Help is often given on an individual basis and makes a useful contribution to pupils' reading and writing. Although this year's Year 6 contains a high proportion of statemented pupils and pupils who joined the school part way through the juniors, the teaching is strong enough to overcome many of the difficulties pupils experience and to ensure that they all make strong progress albeit from different starting points.

59. Very strong leadership for English over the last two years developed the subject throughout the school and had a marked impact on raising standards and expectations in Year 6. Particularly effective is the depth of analysis that identifies weaknesses in attainment and focuses planning for improvements. Recent checks on the quality of teaching and learning are also responsible for improvements to standards. With a very clear focus to observations, the subject leader identified the need for specific changes to the strategies teachers use to teach spelling throughout the school and reading in the juniors. Not only were these findings built into plans for development and shared with the staff as a whole, but the subject leader turned action plans for the subject into practical ideas for use in lessons. This meant that all teachers played a full part in actions to improve pupils' spelling and the benefits are already apparent in pupils' written work.
60. However, the work of less able pupils in Year 6 still contains some of the weaknesses in spelling that teachers are eliminating throughout the school. In Year 2, for example, where helpful strategies to improve spelling have taken hold, most pupils' spelling is outstanding for their age. For instance, a pupil of average ability experienced little difficulty when recording a scientific investigation in beautifully presented handwriting. Without any prompting, he reminded the less able pupil he was working with, *there's a c in distance, don't forget!* Handwriting and the presentation of work are strong features of achievement in Year 2. The range and quality of pupils' writing are evident in their work in many different subjects. Because the teaching is strong, the most able pupils in Years 2 and 6 produce work at such high levels that their achievements are well beyond those of most seven and 11-year-olds.
61. Teachers in the infants pay very close attention to aspects of pupils' reading in need of improvement. Records of most pupils' achievements contain accurate diagnoses of the difficulties they encounter. Although teachers usually deal with these weaknesses very thoroughly, this is not always the case with less able readers. With guidance from teachers and support staff there is little difference in the high standards reached by average and more able readers. On occasions when other adults in the school work with pupils with special educational needs, these pupils often look to them for help with new words. Their knowledge of letter sounds is often not strong enough and they make little use of a range of strategies to improve their reading. This difficulty is also evident in the reading of less able pupils in Year 6. The most confident and able readers in Year 6 select books intended for adult audiences when reading for pleasure. All pupils express an interest in reading that ranges from being avid readers for pleasure to readers who are keen to improve their achievements.
62. The quality of assessment has improved since the last inspection. By tracking pupils' performance and providing them with clear achievable targets, teachers help pupils to improve because they know their own weaknesses and are keen to address them. High quality marking also guides pupils to improve their work and gives them strong encouragement for their achievements. This encouragement is central to all aspects of learning. It forms the basis of very good relationships between teachers and pupils and

the drive pupils need to make coherent contributions to discussions. A pupil in Year 4 glowed and looked round with pride when the teacher praised him with carefully chosen phrases. His self-esteem was boosted to such a degree that he went on to read a passage of writing that demanded all his resources.

63. A very strong feature of teaching is that teachers use English as a powerful vehicle for learning in other subjects. By incorporating work from science and ICT into planning for English, teachers create meaningful situations where they use pupils' understanding of English and command of spoken language to extend their learning in all three subjects. This initiative is driving standards up and accelerating pupils' achievements by constantly reinforcing and extending their learning. Once pupils achieve a new skill in the context of the National Literacy Strategy, they use it immediately to increase their knowledge of science and ICT. When pupils in Year 3 wrote instructions, their teacher extended their knowledge and use of the vocabulary associated with living things to a high level. They moved forward in their understanding of growth and wrote readable instructions for children in the reception class to plant bulbs. When pupils in Year 4 learned how to take notes, the teacher provided them with an excellent *note-making pack*. They used it during the literacy hour to scan text from a website about nutrition, to isolate specific information and to record their findings in well-produced notes. The beauty of the packs was that while looking identical, they contained subtle modifications that ensured suitable levels of learning for different groups of pupils.
64. The additional time allocated to English each day pays off by providing pupils with opportunities to complete more thoughtful pieces of writing and for teachers to read with them more often. An initiative, *talking partners*, that involves parents in improving spoken English in Year 1, proved successful when monitored. Its success is evident in the confident and articulate way that younger pupils contribute to discussion.

## MATHEMATICS

65. Pupils in Year 2 and Year 6 attain standards in numeracy that are above those expected for their ages and their achievements are very good. This was reflected in national tests for seven-year-olds in 2001, which also showed that standards were comparable with similar schools. This was not the case for 11-year-olds in 2001 when standards were well below average both nationally and in similar schools, particularly for the proportion of pupils reaching the higher level. This was the first time that pupils had taken the tests in Year 6 since the school became a primary school. Results in mathematics were affected by disruption to staffing at the time of reorganisation that had a detrimental effect on standards. During Year 5, the class had a number of different teachers and this lack of continuity caused standards to fall steeply. This was also the year when the National Numeracy Strategy was introduced into Bradford schools, and, because of staffing problems, its implementation was not as successful as it should have been for this group of pupils. Despite good teaching in Year 6, when the subject leader took the class, and pupils made up some lost ground, standards remained well below those expected. Three pupils missed the expected level by three or four marks, and within a group of only 12 pupils, this had a marked effect on the results.
66. Since last year, the subject leader made a thorough analysis of test results and identified gaps in pupils' learning. This highlighted weaknesses in fractions, decimals, area and co-ordinates. She also rigorously monitored teaching with a particular focus on what teachers expect of more able pupils. This ensures that all teachers are aware of their strengths and know what they need to do to improve. The subject leader's work has been successful on both counts. Standards have risen so that almost half the pupils currently in Year 6 are likely to achieve the higher level, and average and more

able pupils confidently find the surface area of the nets of cuboids and plot co-ordinates in four quadrants.

67. The quality of teaching has improved since the last inspection and is very good in infant classes. As a result, standards have been consistently high for seven-year-olds over the last three years. Teaching in junior classes is good and standards have risen dramatically in the last year. A strength of all teaching is the very high expectations of teachers, which together with the very good relationships between staff and pupils, ensure that pupils have very positive attitudes to mathematics and are prepared to do their best.
68. A further strength of teaching lies in the way teachers ask questions that make pupils think and then encourage them to explain their answers. In this way, the teacher in the Years 5 and 6 class helped pupils to develop the skills of rounding numbers and approximation by encouraging them to make sensible estimates against which to check their answers. As a result, most pupils quickly estimated that  $3847+3928+3864$  should be in the region of 11000. Another good feature of the lesson was the way that the teacher insisted on the use of correct mathematical language as pupils explained their strategies. One pupil, adding the tens column, was asked to think again as he said  $2+5$  instead of  $20+50$ . This approach ensures that pupils understand mathematical operations rather than just knowing the method of working and enabled more able pupils in Year 6 to understand that  $13/100$ ths was equivalent to  $1/10$ th and  $3/100$ ths in their additions.
69. Teachers in Years 1 and 2 know how to teach the basic skills of numeracy and recognise the importance of practical activities in helping pupils to understand mathematical ideas. They explain to pupils what they will do during the lesson so that they know what is expected. The aims of a lesson in Year 2 were very positive, *I can solve a problem, I can explain what I have done*. Pupils listened to one another's explanations about how they found different ways of making 50p using only 5p, 10p, and 20p coins. As well as developing their understanding, this strategy enabled them to see that problems can be solved in different ways. Less able pupils chose to solve the problem by  $20p+20p+10p$  while more able mathematicians multiplied 5p by 5 and doubled the answer.
70. The pace of lessons has improved since the last inspection and is generally good, particularly in mental mathematics. Pupils in Year 3 enjoyed the challenge of counting in multiples of five to 200 at a very fast pace, while pupils in Year 1 rattled off the doubles of numbers to 10. This is not always the case, however, as when some more able pupils in Year 6 waited for other pupils to complete their work before being given the next example. Teachers make sure that pupils understand how to improve their work by discussing their targets with pupils and their parents. Daily assessments are also productive. For example, after checking pupils' work from the previous day, the teacher in Year 4 amended the planning because pupils' understanding of frequency tables and bar graphs was not good enough to take them further. Marking remains as thorough as at the last inspection. Pupils are pleased to read positive comments and use the helpful hints and methods of working provided by their teachers to correct their work. Homework, particularly in Year 2, usefully consolidates pupils' learning and prepares them for future work.
71. Teachers give the right amount of help to pupils with special educational needs. They plan work that matches pupils' targets and enables them to complete the same range of work as other pupils but at a suitable level. Pupils appreciate the guidance they receive during group activities that helps them to keep up with the pace of the work. Classroom assistants sit alongside them during discussions and prompt them to contribute. Good help from a classroom assistant in Year 6 enabled pupils to reinforce their knowledge of

multiples of two as they worked out how many 50p coins would be needed to make £4.00. Teachers make sure that these pupils take part in all aspects of the work. Very good relationships with their teachers assure them that they will be praised for their efforts and reassured if they make mistakes.

72. A productive feature of all teaching is the way that teachers give pupils opportunities to use mathematics in other subjects. This is particularly evident in ICT. Pupils in Year 2 use their knowledge of position and direction to guide a robot through a maze. In history, they use a time line to show specific events in the life of Florence Nightingale. Pupils in Year 4 use ICT to plot bar graphs that show the average monthly rainfall in Chembakolli in India. Pupils in Years 5 and 6 use their knowledge of co-ordinates to find grid references on an Ordnance Survey map of the local area. In science, they use spreadsheets to record and interpret information about the solar system.
73. Management of the subject is good. The subject leader has revised the curriculum for mathematics and standards are rising. Leadership of the subject strengthened when the local education authority's Numeracy Strategy Director monitored the subject. This initiative enabled the subject leader to develop and improve the management of mathematics through informed support and guidance for all teachers. The subject leader raised the profile of mathematics in the community by holding an event where parents observed lessons throughout the school. Competent leadership combined with the teachers' strong commitment to improve their expertise places the school in a good position to raise standards even higher.

## SCIENCE

74. Standards in science are rising. A greater proportion of pupils attain standards higher than expected nationally by the age of seven and 11. However, a greater proportion than in most schools have special educational needs and this has a detrimental effect on the school's results in national tests. The rise in standards since the previous inspection is the result of good leadership and management of the subject. The school took effective action to correct weaknesses in planning and aspects of teaching. Consequent improvements raised the level of teachers' expertise and provided pupils with a comprehensive and interesting curriculum, which enables them to make good progress.
75. Most of the teaching is very good and sometimes excellent. It is rooted firmly in an experimental and investigative approach to science. As a result, pupils are very highly motivated and learn quickly. Teachers show them how to plan and carry out investigations and record their observations and findings in a scientific way throughout the school. This encourages pupils to become independent learners progressively as they get older. Consequently, pupils in Year 2 already have a good understanding of a *fair test*. For instance, during an investigation a pupil observed, *You can only change one thing at a time to make it a fair test*. This level of knowledge put pupils in a good position to learn quickly about the effect of friction in slowing down a toy car on different kinds of surface.
76. By the time pupils are in Year 6, many carry out investigations independently and in a thoroughly scientific manner. In a lesson about the effect of dissolving solids in water, pupils took great care with their measuring and observations. Most understood that repeating measurements and observations increased the likelihood of producing accurate results. When they encountered problems many suggested ways of overcoming them. An initiative that has forged close links with a local chemical business provides scientific experiences that make a positive contribution to raising standards for pupils in Year 6.

77. Because teachers know the subject so well, they explain what is to be done in an interesting and informative way. As a result, pupils know exactly what to do in the subsequent investigation. Lessons are conducted at a brisk pace and pupils' productivity is good. Pupils' response to teachers' very high expectations of them is very good. An outstanding feature of a lesson in Year 2 was the way pupils recorded their work with accuracy of spelling, neat handwriting and good presentation. Teachers are good at conveying to pupils the idea that they work like *real scientists*. An example of this was seen in Year 3, when excellent relationships built up pupils' confidence and self-esteem. As a result, pupils' learning reached higher levels, moving them from statements of what they knew, to devising questions to test. One pupil, for example, posed the question, *do plants need water to grow and be healthy?* To which another pupil added, *Water one plant and don't water the other.*
78. Teachers explain work in clear scientific language, so pupils quickly acquire new ideas and talk about them fluently. Pupils in Year 1 talked with understanding about shiny objects needing a *light source* to *reflect* light. By the time they are in Year 6, pupils use a wide scientific vocabulary. During lessons about the water cycle and dissolving, pupils spoke fluently about *evaporation*, *condensation* and *physical processes*. This contributes significantly to how well they communicate the findings of investigations in a scientific way.
79. Teachers' very high expectations challenge all pupils to learn well. They give more able pupils a greater challenge than others do by expecting more of them. For instance, teachers direct specific questions at them in discussions and during investigations to deepen their thinking and knowledge. Teachers have realistic, but high, expectations of what less able pupils can do and this encourages them to do as well as they can. They use good teaching methods, which enable pupils with special educational needs to make the same good progress as others. They target suitably pitched questions at them and make good use of classroom assistants to help them. The strategy of grouping pupils to work with others at different levels of ability helps pupils to learn from one another. The positive results of these strategies were seen in a lesson in Years 5 and 6. The teacher's skilled questioning enabled her to change a pupil's pronunciation of a word from *unsoluble* to *insoluble*. A classroom assistant followed this up to consolidate the pupil's new learning. With good help from the assistant and the high level of group work during the activity, the pupil learnt well.
80. A great strength of teaching is the way teachers link science with other subjects by skilfully drawing strands of learning together. Teachers use lessons in literacy and ICT very effectively to increase pupils' scientific knowledge and to show them how to record investigations in a scientific way through diagrams, flow charts and explanations. The way teachers use ICT to boost pupils' learning in science is far better than at the time of the previous inspection. In a lesson in Year 3, the teacher drew together pupils' learning in science, literacy and ICT to show them how to record instructions for *How to take care of a plant*. This approach to planning and teaching makes a valuable contribution to the high quality of learning in science.
81. A good improvement since the previous inspection is the thorough way the subject leader checks the quality of teaching and learning in science. This helps the school to identify strengths and to work on areas for development in the subject. The high quality of leadership and management in science puts the school in a good position to continue to raise standards.

## ART AND DESIGN



82. Standards reached by pupils by the end of Year 2 and Year 6 remain satisfactory, as they were in the previous inspection. Pupils experiment with a satisfactory variety of tools, techniques and media for drawing, painting, collage and sculpture, and explore a suitable range of materials.
83. Teaching is mostly sound in art and design although teachers provide good opportunities for accurate observational drawing. This positive feature of teaching was evident at the previous inspection. Drawings of shoes by pupils in Year 2 show extremely careful attention to detail and line. Steady progress at this very high level is demonstrated by the very fine detail of line and tone in the sketches that pupils in Year 6 make of objects and landscapes. However, pupils experience difficulty in introducing facial expression into portraits of people. Teachers are good at linking art and design with other subjects. Pupils in Year 1 paint characters from stories, such as *Bob the Builder*. In Year 3, pupils paint landscapes of lush pastures and forests to support work in geography about India. The use of computers to develop pupils' skills in design has strengthened, as ICT has become more prominent in the school. For example, pupils *capture* a picture on a computer and *copy and paste* it to make repeating patterns.
84. Lessons are well-planned and organised. Enjoyable tasks raise pupils' interest to a high level. The encouragement teachers provide during practical activities maintains pupils' concentration and confidence in what they are doing. In a lesson in Year 3, the teacher's enthusiasm and help kept pupils fully engaged in an adventurous lesson, where they designed and made three-dimensional chairs. However, the nature of the resources, junk materials, limited the visual aspect of the finished product, because pupils did not take enough care in how they adapted it. By contrast, the same class made high-quality and beautiful silk paintings in the style of Hindu art; this was the result of the teacher's good use of a visit by the class to a multi-media workshop. This valuable experience clearly inspired not only pupils, but also the teacher, to strive for high standards and a wider range of skills and experiences. Teachers ensure that pupils at different levels of learning take a full part in all activities.
85. The subject leader has only recently become responsible for art and design, but has already identified ways of moving the subject forward. These include introducing a wider range of media and placing greater emphasis on printing. Supportive leadership and teachers' enthusiasm for the subject puts the school in a good position to build on sound standards by making increasingly successful use of its guidelines for art and design.

## DESIGN AND TECHNOLOGY

86. The school has maintained satisfactory standards in design and technology since the last inspection. The newly appointed subject leader has made a good start at improving the curriculum by helping teachers with their planning. This provides a sound basis for raising standards. The subject leader has also introduced new procedures for assessing pupils' learning. This initiative identifies and addresses gaps in the school's provision and places the school in a good position to raise standards.
87. Teaching is mainly satisfactory and sometimes good. Teachers provide suitable opportunities for pupils to design and make a range of products. Good features of teaching include the planning of activities that are relevant to pupils' interests and the way that teachers link design and technology with other subjects. In Year 2, for instance, the teacher reinforced pupils' understanding of the benefits of healthy eating from lessons in science, when they designed and made fruit salads in design and technology. In Year 6, pupils extend their learning about sound in science by investigating and disassembling musical instruments to find out how they work. The teacher extends their learning even further by using the internet for research and listening to music from other cultures. In this way, learning becomes more meaningful to pupils when work in science is developed in design and technology, ICT and music.
88. Teachers make sure that pupils understand the importance of making a design before working on a product. In Year 2, for instance, pupils drew a plan for a wheeled vehicle and labelled its parts: *2 axles, 4 wheels, 1 box chassis*. Most teachers emphasise the purpose of evaluation consistently in lessons. In Year 2, for example, this resulted in concise yet thorough evaluations such as, *My vehicle can move. The axle rotates. It has fulfilled its purpose*. This groundwork by the teacher prepares pupils for greater independence and more detailed evaluation at the next stage of learning. In a good lesson in Year 4 the focus on evaluation was clearly stated. The teacher directed pupils regularly towards an evaluative approach as the lesson proceeded. Consequently, pupils learned quickly how to adapt their designs and improved how they made purses for keeping their money. Support staff provide extra help for pupils who find it hard to follow instructions, or experience problems when using tools. As a result of such help, pupils who have difficulties with learning make steady progress in measuring, cutting and sewing.
89. Teachers are not always as competent at ensuring that the quality of the product is as good as the design. Sometimes materials are not joined together with sufficient care or finished consistently well.

## GEOGRAPHY

90. Standards in geography have improved since the last inspection and are higher than those typical of most seven and 11-year-old pupils. Teachers have achieved this improvement by thorough, imaginative and effective teaching of all aspects of the subject. All pupils make good progress in geography because of the depth of their understanding of different geographical themes and their interest and enthusiasm for a strongly practical approach to the subject. Teachers in the infants establish close links between geography and other subjects. For instance, a more able pupil in Year 2 wrote an articulate letter explaining to parents why the class was collecting old spectacles for recycling and distribution by mobile opticians and optic workers in Africa. Her understanding of a specific need of people in Africa was linked with knowledge of environmental issues such as recycling. By using her mathematical skills, the pupil

demonstrated on a graph how many people in the area recycle waste objects and how many think that recycling is important.

91. Good teaching ensures that pupils use accurate geographical vocabulary. Teachers' marking provides the clear guidance needed to ensure that pupils' work is completed to a high standard and that they all understand the importance of labelling their work accurately. In Year 2, for instance, the teacher wrote, *Put numbers on the physical and human features on your map and list them*. Pupils had no difficulty understanding where the physical features are on an imaginary Hebridean island and label a map to show the siting of a village, shops and different people's homes. Their appreciation of the location of the island in relation to Bradford is increased when they plan a journey and the transport to be used from Bradford to Struay. They make good use of a map of Struay to plan a route between a farm, the post office and a shop. The teacher moves pupils' learning to a higher level at this point by planning activities that allow pupils to link the use of land on Struay with the jobs people do. They describe the work of a farmer, artist and postman and write an account of a journey starting at the ferry that successfully incorporates the main physical and human features of the island. The most able pupils draw and label maps that are of a very high quality for their age.
92. Pupils in Years 5 and 6 make large strides from learning about the use of land on an imaginary island to land use in their own locality. Their teacher challenges them to record the outcomes of fieldwork in a variety of different ways. As a result, pupils produce clearly labelled drawings of how water is controlled around the building showing features such as fall pipes, drains and sloping roofs. They list the use of water in their own homes, extract information from tables about the use of water in the United Kingdom, devise flow charts about the use of land in their village and graphs to record the flow of traffic on a nearby road.
93. The teacher puts the experience pupils gain from recording so much data and from raising pupils' awareness of the environment to practical use in a geographical investigation. Armed with large Ordnance Survey maps, pupils worked in groups with very helpful suggestions from the teacher and classroom assistant to plan alternative routes to the nearby motorway for heavy goods vehicles. Pupils learned of the need to protect the rights of local people, maintain local industry, promote road safety and preserve the environment. The teacher was uncompromising in the use of geographical language: *Find and follow the road that runs parallel to the motorway in a northerly direction*. By the end of a vigorous and exciting lesson pupils had learned a lot, worked hard and gained a clear understanding of the nature of the roads north of Bradford and how places in the region are connected to the M62.
94. Recent monitoring of teaching and learning in the subject led to full and detailed coverage of the programme of work for geography. The links established between geography, English, mathematics and ICT provide pupils with opportunities for learning and recording their work that exceed the usual primary curriculum. With good and very good teaching and a firm commitment from teachers to improve standards even further, attainment in geography is likely to at least be maintained and possibly extended.

## HISTORY

95. Pupils in Year 2 attain standards in history that are an improvement since the last inspection and above those typical of seven-year-olds. Standards in Year 6 remain satisfactory and comparable with those reached by most 11-year-olds.
96. This rise in standards in Year 2 is attributable to good teaching and effective management of the subject. Following the monitoring of teaching and learning in history,

the subject leader identified and addressed the need to concentrate on more varied approaches to history rather than teaching factual knowledge. Consequently, pupils throughout the school look at history from the standpoint of people in the past, from historical documents and pictures, and through a variety of resources. Teachers' planning is more potent in that it concentrates on historical enquiry by asking pupils in Years 5 and 6 questions such as: *Who were the ancient Greeks? How do we use their ideas today? How has life changed since 1948?* What is not as successful in Year 6 is challenge in the subject for more able pupils. For example, in interpreting information about different social groups from the 1851 census, too little investigation is planned into the lifestyles and views of families at different levels of Victorian society. When pupils question the value of railways in Victorian times, some are unsure of the context of the discussion and mention, for instance, their importance in transporting fresh food to supermarkets.

97. Standards have improved in Year 2 because the teacher uses a good variety of approaches to ensure pupils' understanding of historical events. These include sequencing important events in Florence Nightingale's life on time lines and writing letters based on videos that describe conditions in the military hospital at Scutari. The teacher adds even greater depth to pupils' understanding of the deficiencies of hospitals in the past by providing them with thought-provoking ideas for drama. Jottings in diary form reveal pupils' knowledge of events in the Crimea. They go on to report the changes Florence Nightingale brought to nursing and use word processors to record the difficulties she encountered with her relations. By introducing pupils to a wider ranging ideas and investigations about a Victorian heroine and her work, the teacher extends pupils' learning to a higher level than is usual for seven-year-olds.
98. Teachers use visits and visitors to make history more meaningful for pupils in the juniors. When the subject leader took pupils in Years 3 and 4 to a Tudor manor house, they experienced the constraints of Elizabethan clothes, enjoyed dances from the era, writing with quills and making pomanders and lavender bags. The same pupils visited a Viking village where they spent a day carrying out tasks such as making candles, guarding the village and tilling the land. Not enough use is made of resources available from a loan service to supplement the school's existing artefacts. However, teachers contribute their own resources to enrich pupils' learning in history. The subject is on the brink of further improvement as a result of the productive checks that the subject leader made on the quality of teaching and learning. There is a strong likelihood that standards will rise in Year 6 to the same high level that pupils achieve in Year 2.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

99. When the school was last inspected, standards in ICT were comparable with those achieved by most seven and 11-year-olds. Resources were restricted to three computers for the whole school and teachers' expertise in the subject was so limited that they taught the subject infrequently. Since then, with the arrival of a new, skilled subject leader whose enthusiasm for the subject is infectious to teachers and pupils alike, training for teachers and a rapid influx of hardware and software, standards have risen to levels above those of most pupils in Year 2 and Year 6.

100. Teaching in ICT is good in the infants and very good in the juniors. Teachers who previously lacked confidence in the subject have met the challenge to take their own basic skills to a standard suitable for teaching. This is because the training provided by an advisory agency has not only been about improving teachers' own expertise but also about putting the subject across to pupils. The teacher in Years 5 and 6 became so aware of the need to raise her expertise to a much higher level that she undertook training at a local college to make sure that she could take pupils beyond the levels expected for their age. After adopting a new national programme for ICT, teachers decided to use computers far more than is usual in primary schools in as many lessons as possible and by working with pupils in computer clubs outside lessons. All staff contribute to extra curricular activities that give them the chance to correct pupils' weaknesses or to move individuals on to even higher levels of skill and understanding.
101. A real strength in ICT is teachers' determination that the subject is central to teaching in most other subjects. Teachers have made considerable efforts to ensure that the use of ICT is central to their planning in English, mathematics, science, geography, history and art and design. They achieve this by ensuring that lessons that would normally be taught in classrooms take place in the computer room so that all pupils in a class have instant access to machines. Computers in classrooms are in continuous use when opportunities to use a whole suite of computers are not available. This initiative is driving up standards in the subject and starts when children enter the school. In Year 2, for instance, pupils learning about the *Great Fire of London*, used ICT to communicate their ideas through text by inserting graphics on computer generated paintings and arranging text to tell the story of the fire. The teacher made sure that pupils used the right vocabulary by refusing to accept anything other than accurate language. Their personal development benefited from working together to share machines and ideas. When the teacher added graphics and superimposed them on a painting there were spontaneous cries of *Oh! Wow! Hurrah!*
102. Although all pupils gain a great deal from this interchange of skills between subjects, the learning of pupils with special educational needs benefits most. Teachers are aware that the use of computers is becoming a great leveller for pupils who experience difficulties with learning and concentration. As they develop skills in ICT, their learning improves in other subjects as they become capable of higher levels of concentration and learn through a wider variety of approaches than is normally offered through individual education plans. Their learning in ICT and other subjects is also boosted not only by teachers and classroom assistants but also by working alongside more able pupils who are keen to share their own skills and add to the skills of others. In Year 3, for example, pupils' learning during English was very rapid when they used computers to save photographs from a digital camera, word process instructions and import them into a slide show with sound.
103. High levels of staff expertise are making such a strong impact on pupils in Years 5 and 6 that they tackle new tasks competently and with very high levels of concentration. With the background of a music lesson in the hall, these pupils were exceptionally well behaved, listened very attentively to instructions and never moved away from the tasks. What raised teaching and learning to a very high standard was the way the teacher moved pupils' learning on at a very brisk pace. After ensuring that all pupils could locate fields of information and organise data to extract the information they needed, the teacher introduced a challenging final task of opening and using the information to form spreadsheets.
104. As new resources are continuously added to the school's supplies and staff confidence increases through monitoring and planning for the subject, standards in ICT continue to rise at a brisk pace. The enthusiasm of teachers for the subject places the school in a

very good position to raise pupils' achievements to even higher standards and to make a strong impact on the learning of pupils with special educational needs.

## MUSIC

105. The school has maintained standards in music since the previous inspection that are typical for seven and 11-year-olds. It has made improvements to the curriculum for music by introducing a new national programme to fill gaps in provision and aid teachers' planning.
106. Teaching is satisfactory. A visiting specialist teacher contributes an extra element to the musical experiences of pupils in Years 3, 4, 5 and 6. Teachers provide many opportunities for pupils in Years 1 and 2 to play percussion instruments. They ensure that pupils hold instruments properly, use the correct techniques and follow a beat accurately. During a lesson where pupils worked in groups to form an *orchestra*, they maintained high levels of concentration. This ensured that they joined in at the right time while playing instruments to accompany their singing of *We're going on a Bear Hunt*. Pupils performed with considerable energy to reach a crescendo. They compensated for singing too loudly by showing their enjoyment of the work. A good feature of the lesson was that the teacher involved pupils in evaluating their performance. They made sensible suggestions for improvement, such as including a different instrument for a snow scene. However, the teaching was not focused on improving pupils' voices through correct posture, breathing and controlling dynamics.
107. A specialist teacher who works part-time in the school plans lessons carefully and makes sure that pupils know what is expected. The teacher uses her skills productively to demonstrate musical techniques such as minimalism. In a lesson in Years 5 and 6, the teacher provided good support as pupils worked together practising syllabic rhythms. As a result, each pupil took part in the final performance either by chanting, beating the rhythm or holding the pulse. Although the teacher evaluated pupils' performances, opportunities were missed for them to suggest improvements to their own work and that of others.
108. Pupils enjoy listening to music in assemblies although they have no opportunities to discuss different composers or the moods of different kinds of music. Pupils sing hymns such as *You are my friend* tunefully and with sensitivity to the words. Pupils in Year 2 gave a particularly tuneful rendition of *The Great Fire of London* as part of their class assembly. The choir makes significant contributions to performances in school and services in church. Teachers encourage members of the recorder and keyboard clubs to extend their skills by performing in assemblies and at concerts. Pupils' interest in music is developed effectively by visitors such as an Asian Duo and a string quartet.
109. Management of music is satisfactory. The subject leader has introduced a manageable system for assessing attainment and progress in music in Years 1 and 2 and plans to extend this to the rest of the school. In order to raise standards, the need to increase some teachers' confidence to teach music is prioritised. These plans, together with the intention to link music to ICT, place the school in a sound position to improve standards.

## PHYSICAL EDUCATION

110. Standards in physical education have risen since the previous inspection. Although by the end of Year 2 standards remain satisfactory, in Year 6 they are high. This results from improved and good leadership and management that have allowed teachers to tackle weaknesses in provision for the subject. The planning of lessons is good and this ensures that pupils cover all aspects of physical education and learn progressively as they get older.
111. Improvements to standards stem mainly from the school's decision to employ a part-time specialist teacher for pupils in Years 3 to 6. The teacher's expertise takes pupils to high levels of learning. Lessons take place at a very fast pace and as a result, pupils get through a lot of work, take every opportunity to improve and learn very quickly. They thoroughly enjoy lessons and respond to the teacher's enthusiasm with excellent attitudes and behaviour. In a lesson in Year 4, the methods the teacher used to teach the skills of tackling in hockey were so successful that pupils learned at an excellent rate. Very clear explanations and demonstrations, and a good amount of time given to *practise, watch, and improve* led to a game of hockey played with skill and enthusiasm. Another strength was the way the teacher gave pupils opportunities throughout the lesson to become aware of improvements to their skills. This showed very clearly at the end of the lesson, when pupils gave precise answers to the teacher's questions about what they had learnt.
112. When teaching is satisfactory, pupils make steady progress with their learning. In a lesson in Year 1, for instance, the constraints of the hall affected teaching and learning. The organisation of benches and mats caused overcrowding among pupils, which resulted in noise and a loss of interest. Because the teacher spent time maintaining behaviour, time for improving and evaluating performance was lost. A good feature of the lesson was the teacher's emphasis on making sure that pupils understood the exact meaning of *balance* and *improve*. This had a positive effect on performance.
113. A good feature of teaching lies in the encouragement provided for pupils to become responsible for themselves, for their own bodies, and for others. In Year 4, for example, pupils warmed up for a lesson with gusto and enthusiasm. They exercised seriously, and were clearly aware of what they were doing and why. They showed initiative and responsibility in the way they effortlessly divided into pairs and teams and played hockey with a sense of fair play. Teachers give all pupils a chance to take part in activities and encourage positive attitudes to sport. This enables pupils to cope well both with success and limitations and to be mindful of others.
114. Pupils have good opportunities to experience outdoor and adventurous activities at residential centres. By the time they are 11, most pupils attain high standards in swimming. Almost all swim at least 25 metres and many gain bronze, silver and gold awards.
115. The headteacher makes a good contribution to the school's high standards in physical education by playing an active and positive role in lessons taught by the specialist teacher. In awareness of good practice, the headteacher plans to extend the teacher's role to influencing and raising the expertise of other teachers. Staff use extra-curricular activities to strengthen pupils' interest in sport. Building is due to take place that will improve the school's accommodation for gymnastics and dance. An application has also been made to improve outdoor provision for the subject, which at present is unsatisfactory. Given these improvements and the strength of leadership and management of the subject, the school is in a good position to improve standards in physical education.

## RELIGIOUS EDUCATION

116. Standards in religious education have risen for both seven and 11-year-olds since the last inspection and are higher than expected for the pupils' ages. This improvement results from stronger teaching and also from the helpful way that the subject leader has implemented the new locally Agreed Syllabus to build year-by-year on pupils' knowledge, understanding and skills in the subject. As a result of good teaching, pupils' attitudes to learning are very positive and they enjoy all aspects of the work. The subject leader has also introduced an efficient system for assessing pupils' learning that is supplemented by samples of assessed work. Thorough assessment helps teachers to make accurate judgements about standards and to consider ways to extend the quality of pupils' learning.
117. Teaching in Year 1 is good and very good in Year 2. Work is centred on Christianity and some aspects of Buddhism and Islam. Teachers have high expectations of pupils' learning and behaviour. They use their expertise well to allow pupils to develop their own faith by exploring their feelings. They do this by discussing issues such as sharing, friendship and caring. Teachers are good at using pupils' own experiences to provide them with starting points for religious education. The teacher in Year 2 encouraged pupils to share their experiences of journeys before talking about the journeys made by Saul on the road to Damascus, the monk who told of Buddha's death, or even the journey of life itself. Pupils empathised with evacuees journeying to meet new families: *I was waiting anxiously for a family to come for me*. Pupils in Year 1 know that Jesus taught people about the need for sharing at *The Feeding of the Five Thousand*. They know that the Bible is a special book for Christians and that the Qur'an is special for Muslims.
118. Teaching is good in the juniors. Teachers plan lessons that contain a good balance of factual information and opportunities for pupils to think more deeply about religion. Most 11-year-olds have good knowledge of major religions of the world and the main events in the Christian calendar. Because teachers encourage them to look for similarities and differences between world faiths, pupils are aware that festivals, places of worship, special books and rituals of prayer are shared by more than one religion. The teacher in Year 3 used her good knowledge of the Hindu deities and avatars to help pupils to become aware of how Hindus and Christians share values such as *life is precious* and *violence is wrong*.
119. Religious education makes a strong contribution to spiritual, moral, social and cultural development. Teachers develop pupils' spiritual life by looking at prayers, writing prayers and talking about special events and places in their lives. Pupils take an obvious pride in their work, which is presented neatly and enhanced by detailed drawings. In Year 3, they ask for forgiveness after breaking a commandment. One pupil wrote that he was sorry *when I lied to my friend*, while another wanted forgiveness because *I stole from my sister*. Teachers demonstrate that they value pupils' work by the comments they write in their books. Pupils show considerable readiness to answer questions and to join in discussions. In Year 4, for example, they debated the morality of fox hunting and the feelings of immigrants starting life in a new country. Pupils in Year 6 strengthen their social and moral growth by making choices about the company they keep and whether or not to take drugs or alcohol.
120. Management of religious education is good. Since the last inspection, the subject leader has raised the profile of religious education within the school and consequently standards have risen. Strong links with the local church and the vicar extend pupils' learning and spiritual development. Visitors from an interfaith centre develop pupils' understanding and respect for different faiths. Resources have improved because the



school makes good use of the centre to supplement its artefacts and materials about major world faiths.