

## INSPECTION REPORT

**St. Aidan's Church of England  
Voluntary Aided First School**

Skelmanthorpe

Huddersfield

LEA area: Kirklees

Unique reference number: 107744

Headteacher: Ian Richardson

Reporting inspector: Stafford Evans  
21217

Dates of inspection: 20<sup>th</sup> - 22<sup>nd</sup> January 2003

Inspection number: 246712

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First school
School category:	Voluntary aided
Age range of pupils:	4 - 10
Gender of pupils:	Mixed
School address:	Smithy Close Skelmanthorpe Huddersfield
Postcode:	HD8 9DQ
Telephone number:	01484 222951
Fax number:	01484 222591
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Alwyn Cooper
Date of previous inspection:	2 <sup>nd</sup> February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr S. G. Evans 21217	Registered inspector	Inclusion English Mathematics Information and communication technology Physical education	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Mr B. Jones 9542	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs T. Galvin 21020	Team inspector	Foundation Stage Art and design Geography History Music	Pupils' attitudes, values and personal development.
Mrs S. Russam 10228	Team inspector	Science Design and technology Special educational needs	How good are curricular and other opportunities?

The inspection contractor was:

TWA Inspections Ltd  
102 Bath Road  
Cheltenham  
GL53 7JX

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

### **INFORMATION ABOUT THE SCHOOL**

St. Aidan's is a Church of England Voluntary Aided first school with 124 pupils on roll aged 4 to 10, with slightly more girls than boys. The school is smaller than the national average. Attainment on entry to the reception class at the age of four is in line with that expected for children of this age. The school has identified 15 per cent of pupils as having special educational needs. This is below average. One pupil has a statement of special educational need. This is proportionately lower than found in most primary schools nationally. The school has identified one gifted pupil. The percentage of pupils entitled to free school meals is below the national average. There are no pupils from ethnic minority backgrounds or who speak English as an additional language. The number of pupils who start or leave the school other than at the normal dates is much smaller than found nationally.

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

This is a good and improving school with very good features. It gives good value for money. Good teaching ensures all pupils learn well. By the end of Year 5, pupils attain standards that are well above average in English and mathematics. Staff promote pupils' personal development effectively, and pupils in turn behave very well. It is a very friendly and welcoming school with a purposeful working atmosphere. The headteacher, ably supported by staff, governors and parents, provides very good calibre leadership.

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

- Children have a good start in reception, and they achieve well by the time they leave the school.
- Most teaching is good, very good or excellent. This has a positive effect on pupils' learning.
- The pupils like school and the attendance rate is well above the national average. Their attitudes to school, their behaviour and their relationships with one another are very good.
- Pupils' personal development is good because the school places a strong emphasis on provision for pupils' spiritual, moral, social and cultural development.
- Provision for pupils identified as having special educational needs is very good.
- The leadership and management of the school are good, which ensures an effective improving school.

#### **What could be improved. These areas have been identified by the school and are included in the current school improvement plan.**

- The school does not monitor teaching and learning regularly so strengths and areas for improvement are not identified.
- Teachers sometimes make ineffective use of the results of pupils' assessments. Therefore, they do not always match work accurately to pupils' varying needs and abilities.
- Facilities for outdoor play in the Foundation Stage is unsatisfactory.

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

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

The school was last inspected in February 1998. The school has made good improvement since then and is well placed to build on this further. Standards of attainment are higher now than they were at the time of the last report. The quality of teaching is better. For example, the amount of very good or better teaching has very nearly trebled to 31 per cent. Also, the quality of teaching in the Foundation Stage is significantly better. The leadership and management of the school have improved from satisfactory to good. However, there has been insufficient progress made in the development of the role of subject co-ordinators in relation to monitoring teaching and learning within the subjects for which they are responsible - a key issue from the last inspection. The learning opportunities provided for the pupils, including those with special educational needs, are much improved.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
Reading	A	C	B	C
Writing	A*	A*	A	A
Mathematics	A*	D	A	C

  

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Inspection evidence indicates that standards in English and mathematics are very good and good in science by the time pupils leave the school at the end of Year 5. They achieve well in relation to their prior attainment. By the age of 10, pupils attain above nationally expected standards in information and communication technology and art, and in line with nationally expected standards in design and technology, geography, history and physical education. Insufficient lessons were observed in music to make a judgement. However, standards in singing are above national expectations. By the time pupils enter Year 1, they attain standards above national expectations in their personal and social development, communication, language and literacy, mathematical development and knowledge and understanding of the world. They attain in line with national expectations in their physical and creative development. Pupils build on this progress well so that they attain well above the national average by the end of Year 2 in English and mathematics. They attain above national expectations in information and communication technology and music. They attain nationally expected standards in other subjects. Throughout the school there is no significant difference in the attainment of boys and girls. Higher attaining pupils, including those identified as gifted, achieve well. Pupils identified as having special educational needs make good and sometimes very good progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are motivated and interested in their work. Most concentrate hard and work productively.
Behaviour, in and out of classrooms	Pupils behave very well. Their behaviour has a positive effect on standards of achievement, the quality of learning and the quality of life in the school.
Personal development and relationships	Pupils show good standards of personal development. They are confident and treat each other with mutual respect. They display a capacity for reflection and curiosity.
Attendance	The pupils' attendance record is very good.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 5
Quality of teaching	Good	Good	Good

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

The quality of teaching is good. Throughout the school, the teaching has many strengths and few weaknesses. The strengths include: the teaching of basic skills, including literacy and numeracy, the good management of pupils' behaviour, the effective use of a range of teaching methods and deployment of support staff. Learning support staff make a very positive contribution to pupils' learning. The teaching and learning of pupils with special educational needs is good. The school meets the needs of the higher attainers satisfactorily. A weakness in some lessons is the overuse of worksheets for pupils to record their work. Also, expectations of the standard of work pupils are expected to do are not always high enough. The quality of marking varies from very good to unsatisfactory. This inconsistency in the marking of pupils' work slows the progress that some pupils make.

The quality of pupils' learning is good. They are keen to learn and work hard. They usually show a real interest in what they learn and concentrate well. They acquire basic skills, knowledge and understanding at a good rate. When appropriate they work co-operatively and collaboratively. Pupils in Years 3 to 5 have a good knowledge of their own learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a satisfactory range of learning opportunities for pupils in Years 1 to 5. However, the school has not sufficiently thought through how the curriculum is to be planned effectively for pupils in each of the mixed-aged classes. The very good provision for extra-curricular activities enriches the quality of pupils' learning further. Work is well planned to cover the six areas of learning for the Foundation Stage.
Provision for pupils with special educational needs	There is very good provision. It enables pupils to participate fully and with confidence in all their learning. There is a very good partnership between all the people involved, including support staff in school and parents. Arrangements for supporting pupils who have statements of special educational need are very effective.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The promotion of pupils' moral and social development is very good. It is good for their spiritual and cultural development. The content of assemblies, lessons and activities outside lessons provide a wide range of opportunities for pupils to enhance their personal development.
How well the school cares for its pupils	The school is effective in promoting the welfare, health and safety of its pupils. The level of pastoral care is high. The pupils are well known and supported well by the staff and this has a good effect upon their attitudes to work. Procedures for checking pupils' progress are satisfactory. The information from the checks is not always used effectively to plan work for pupils' varying needs.
Links with parents	The school has very effective links with parents, who give very good support to the school. They make a very significant contribution to their children's learning at home and in school.



## 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. He has a very clear vision of what sort of school it should be and how to bring it about. He puts pupils' high academic and personal development standards at the forefront of school life. The newly formed senior management team provides good support. Subject co-ordinators make a satisfactory contribution to the leadership and management of the school.
How well the governors fulfil their responsibilities	The chair of governors provides very good leadership of a governing body that has a very strong commitment to the school. Governors' roles are clearly defined and there is appropriate delegation. The governing body committees do effective work. All aspects of school life required by law are in place.
The school's evaluation of its performance	The school monitors its performance closely and evaluates it very effectively. It knows its strengths and the areas that require development. The staff and governors are taking effective action to secure improvement.
The strategic use of resources	The school makes efficient use of its resources to provide a good quality education. The school applies the principles of best value effectively. However, it has only recently begun to use the school improvement plan to guide budgetary decisions. There are sufficient staff to meet the needs of teaching the National Curriculum. However, there are insufficient support staff in the Foundation Stage. The school is adequately resourced to support pupils' learning. Accommodation is satisfactory, except for the Foundation Stage because there is no appropriate outdoor play provision. The school is taking steps to deal with this shortcoming.

## 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 school enables their children to make good progress.</li> <li>• The teaching is good.</li> <li>• Their children behave well at school.</li> <li>• Homework provision is appropriate.</li> <li>• The school is very easy to approach with concerns.</li> <li>• Staff have high expectations for their children.</li> <li>• The school works closely with parents.</li> <li>• The school is well led and managed.</li> <li>• The provision for their children's personal development is good.</li> <li>• The range of extra-curricular activities is good.</li> </ul>	<ul style="list-style-type: none"> <li>• A significant minority of parents feel they are not well enough informed about their children's progress.</li> <li>• A very small minority of parents believe the school does not work closely enough with them.</li> </ul>

Parents think very highly of the school. Inspectors agree with the positive features identified by the parents. There is an annual report of good quality, formal occasions when parents discuss work with teachers and times when teachers discuss how pupils are taught. The headteacher and teachers are available to meet with parents informally to discuss any issues or concerns that a parent might have. Inspectors feel that these arrangements are at the least as good as other schools and are sufficient to keep parents informed about their children. Inspectors agree with the vast majority of parents that the school is very keen to involve them fully in the life of the school.

## **PART B: COMMENTARY**

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

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

1. Children enter the reception class with early learning skills that are broadly in line with those expected for this age. Children's achievement is good because the teaching is good and sometimes it is very good or excellent. Therefore, by the end of reception, most of the children attain above the expected standard in personal, social and emotional development, communication, language and literacy, mathematical development, and in knowledge and understanding of the world. Their attainment in physical and creative development is at the expected level.
2. Pupils achieve well by the end of Year 2 compared with the time they leave the Foundation Stage. Inspection evidence indicates that standards in reading, writing and mathematics are well above the national average in comparison with all schools. Standards are well above average in writing, and average in reading and mathematics when compared with similar schools to St. Aidan's. Standards in science are above the national average. Standards reflect pupils' 2002 national test results. By the end of Year 2, pupils attain above nationally expected standards in information and communication technology and music. Standards in art, design and technology, geography and history are in line with national expectations. Inspectors made no judgement regarding standards in physical education because no lessons were observed in Years 1 or 2. In all subjects, boys and girls attain similar standards to one another.
3. The rate of progress of pupils in Years 3 to 5 is good. By the end of Year 5, pupils attain well above average in English and mathematics and above average in science. Standards are above national expectations in information and communication technology and art. They are in line with national expectations in design and technology, geography, history and physical education. Not enough lessons were observed in music to make a judgement. However, standards in singing are good. Teachers set individual targets for pupils that are appropriate and sufficiently challenging. Literacy and numeracy standards are very good throughout the school.
4. Standards are higher than they were at the time of the last inspection. The main reason for this is the quality of teaching and learning, both of which are now good compared with satisfactory at the time of the last inspection. Also, in the case of information and communication technology the significant improvement in resources and the use of specialist support staff ensure that pupils attain higher standards than they did at the time of the last inspection. Another important factor is the good quality leadership provided by the subject co-ordinator.
5. The school's programme of support for pupils with special educational needs is very good. It is very effectively organised to identify pupils who need additional help in class. This ensures they make similar progress to that of their classmates. Arrangements for supporting pupils who have statements of special educational needs are very good and ensure they attain standards, which regularly exceed their prior achievements. Pupils who have individual education plans also make good progress in meeting their targets. Therefore, their attainment in relation to these targets is also good.

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

6. The school has improved upon the good standards noted in the previous inspection. Pupils' attitudes to learning, their behaviour and their relationships with everyone in the

school are now very good. This has a very positive effect on their learning. Parents feel that pupils' behaviour is very good and that their children like school.

7. In the reception class - Foundation Stage - children's attitudes to learning and their behaviour are very good. This was very evident when the teacher read them the story of the gingerbread man. The children listened very carefully to the teacher and were keen to take part in the discussion. A child spoke as if he was the fox and said, 'I will take you across the river'. In a lesson in mathematical development the children spontaneously congratulated their classmates when they explained how they had worked out the correct answer to a calculation, such as one less than ten.
8. From Years 1 to 5, pupils have very good attitudes to the school. They enjoy coming to and being at school because teachers give them many practical interesting activities. These gain pupils' interest and encourage them to work together. This has a very positive effect on their personal development as well as their learning. This was evident in an art lesson when pupils in the Years 4/5 class tied fabric or made patterns on fabric with wax then dipped the fabric in the batik process. Pupils took great care not to damage their own work or that of other's. A considerable number of pupils take part enthusiastically in the additional clubs, such as the pottery and computer clubs, and in the extra music tuition that the school provides for them. Pupils readily take on responsibilities when staff give them the opportunity. For example, Year 5 pupils work the compact disc player in assemblies and sell snacks at break time. The school has recently introduced a school council where representatives from each class discuss pupils' suggestions and present these to staff.
9. From Years 1 to 5, pupils' behaviour is very good. This is because they respond very well to teachers' expectations of how they should behave in lessons and around the school at playtimes, in the dining hall and when moving to and from lessons. In lessons, they listen with very good attention to their teachers and to each other. This shows that pupils value and respect the ideas and opinions of other people. In a Years 3/4 geography lesson about the water cycle pupils showed mature attitudes to their work, discussed it purposefully and sensibly listened to others.
10. Relationships between pupils, and between pupils and staff, are very good. Staff set a very good example of care and respect for the feelings, values and beliefs of others. This is a key factor in the creation and maintenance of a purposeful working atmosphere and a very friendly, welcoming school. The success of this approach is shown in the way that pupils work together as friends and are kind towards one another at playtimes. They readily include others in their play. Year 5 pupils say that they do not need to discuss incidents of bullying because there are not any in the school. No pupils have been excluded from the school. Boys and girls get on very well with each other. For example, when Year 1 pupils were drawing and labelling a variety of exotic fruits, such as avocado pears and persimmon fruit, a girl spontaneously helped a boy to find the correct label. Pupils are courteous and polite. They readily help adults with equipment and say 'excuse me' when they pass in front of people. They take good care of their own and the school's property, such as books and computers.
11. Pupils with special educational needs generally respond very well to their lessons and demonstrate a very positive attitude to learning alongside their classmates. Pupils who have emotional and behavioural problems respond very well to the help the school provides in enabling them to come to terms with their difficulties and build meaningful relationships with adults and their classmates.
12. Attendance is very good. Last year the rate was 96.2 per cent, more than 2 per cent above the national primary average. It closely matches the rate seen in the previous

report. Pupils are keen to come to school, and arrive punctually. They make a prompt start to their learning each morning.

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

13. The quality of teaching is good. It is satisfactory or better in all lessons. It is excellent in 8 per cent, very good in 23 per cent, good in 54 per cent and satisfactory in 15 per cent. The quality of teaching is significantly better than at the time of the last inspection.
14. The quality of teaching in the reception class - Foundation Stage - is good. In 40 per cent of lessons it is very good or excellent. This is a considerable improvement since the time of the previous inspection. Staff have very good relationships with the children. They are very caring, supportive and encouraging. For example, they give children lots of praise and encouragement. This raises children's self-esteem and gives them increasing confidence to learn.
15. A strong feature in the teaching in the Foundation Stage is that the teacher has high expectations of what children should achieve in their work. Therefore, the children make good and sometimes very good progress. For example, in a lesson in mathematical development she expected the higher attaining children to add numbers to a total of up to 16 and to explain their thinking. They responded enthusiastically and solved the calculations accurately. However, the teacher did not have any support staff to help her and she was unable to help more than one group at a time. A group of children new to the school this term soon lost concentration and interest. Thus, the rate of their learning slowed down. The teacher noticed this and when she could she gave them the extra help they needed. The progress over the whole lesson was satisfactory.
16. Staff teach basic skills, such as speaking and listening, spelling and handwriting very well. They take every opportunity to develop children's vocabulary through interesting, practical activities. Therefore, children are motivated to take part in them. They speak with increasing confidence and use a good vocabulary to describe their ideas and experiences. This was evident in a lesson in knowledge and understanding of the world when the teacher asked the children to feel and describe a cube of jelly. They used words such as squishy, wobbly and sticky. The teacher explained to them the difference between 'smoke' and 'steam' when they watched the kettle boil.
17. Throughout Years 1 to 5, teachers plan and prepare interesting lessons. Teachers' lesson plans show clearly what is to be taught and learnt. This is usually shared with pupils at the start of lessons. This helps the teacher and pupils to remain focused on the purpose of the lesson and ensure they cover sufficient work in the lesson. Teachers give priority to securing for all pupils the basic skills of literacy and numeracy. Teachers give satisfactory opportunities to develop literacy, numeracy and information and communication technology skills in different subjects.
18. Teachers use a range of appropriate teaching methods. These include whole class teaching, group and individual work, and involve practical, investigative and problem solving activities. In a very good Years 3/4 numeracy lesson, pupils used numbers to solve addition problems set by the teachers. During their explanations of how they arrived at their answers, pupils demonstrated a very good understanding of place value. This was a direct result of very good teaching of basic skills. Also, it was because the pupils' learning combined investigative, practical and problem solving very effectively and this in turn strengthened their understanding of what they were doing.
19. Teachers use time and resources efficiently. This was evident in a Year 2 literacy lesson in which the pace of learning in the opening part of the lesson sustained pupils' interest. It also ensured they had enough time to complete written work. This pacy approach to

learning is not always evident in numeracy lessons. Some numeracy lessons are too long and the pace at which pupils complete work tends to slacken as the lesson proceeds. Teachers have secure subject knowledge. A great strength of the teaching is the very good relationships between staff and pupils. This is the main reason why they manage pupils' behaviour so effectively. Another reason is the high expectations of good behaviour within the school. This reflects the importance the school attaches to the moral development of pupils. There is good use of homework to extend pupils' learning.

20. The quality of the marking of pupils' work is too variable. It varies from unsatisfactory to very good. In an excellent Year 4 literacy lesson, the teacher used his knowledge of pupils' previous learning so that they evaluated very effectively the model poem that the teacher provided. Throughout the school, teachers mark work very constructively combining praise to motivate pupils and ideas on how pupils can improve their work. However, this good practice is inconsistent. In fact, some work is not marked at all. In other work it is just a series of ticks. Much of the ineffective marking is found on printed worksheets. It is in the overuse of worksheets that pupils' standards of work and presentation fall. Teachers do not always have the same high expectations for the completion of the worksheets as they do for work in pupils' exercise books. Also, when pupils use worksheets they sometimes produce too little work.
21. Pupils' learning is good because of the good quality of teaching. They respond readily to the challenge of the work set, show a willingness to concentrate, and make good progress in most lessons. Pupils apply their basic skills of literacy and numeracy to satisfactory effect in all subjects. Pupils adjust well to the demands of working in different situations, selecting appropriate methods for carrying out tasks and organising effectively the resources they need. They are developing a good knowledge of their own learning because teachers are beginning to use the end of lessons for allowing pupils to assess what they have learnt in the lesson. Also, teachers are beginning to involve pupils more fully in target setting. Pupils are confident and alert to ask questions and to persevere with their work when answers are not readily available. Where appropriate, pupils readily help one another.
22. Members of support staff assist pupils' learning effectively and contribute very positively to pupils' progress. For example, in a Years 4/5 numeracy lesson the teaching assistant helped special educational needs pupils make good progress. During the introduction, she asked them additional questions so that they were fully involved in this part of the lesson. In a Year 1 literacy lesson, the teaching assistant enhanced lower attaining pupils' learning by providing guidance on how to add captions to pictures. This ensured that these pupils read the text accurately and placed them in the correct order.
23. Support in whole class lessons for pupils with special educational needs is good. It is very effective in enabling pupils to participate fully and with confidence in all learning tasks. Experienced learning support staff are particularly effective and make a very valuable contribution to the quality of teaching and learning frequently providing excellent support for individual pupils. Teachers make effective use of individual education plans to inform their planning and match the work they provide to the pupils' individual needs. Volunteers who work with small groups of pupils also have high expectations about the quality and standard of work produced by the pupils.

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

24. Good opportunities that develop their knowledge and understanding across all the recommended areas of the curriculum benefit reception children. The teacher plans carefully the work so that it is practical, challenging and interesting. In physical development she promotes children's large-scale movements through high quality lessons in physical education in the school hall. However, there is unsatisfactory provision for outdoor play. Thus the school is unable to extend further children's learning by linking this work to the whole curriculum, for example in creative development.
25. The quality and range of learning opportunities for pupils in Years 1 to 5 are satisfactory. They are sufficient to ensure pupils make progress in each subject. However, the school has not sufficiently thought through how the curriculum is to be most effectively organised for pupils in each of the mixed age classes. The school places a high priority on the core subjects, information and communication technology and religious education. A significant amount of time each day is dedicated to teaching literacy and numeracy. As a consequence, the time available for teaching other subjects is very restricted and slows pupils' progress. There are sound strategies in place to ensure basic literacy and numeracy skills are promoted through all the other subjects of the curriculum. These strategies help raise standards achieved by pupils. There are satisfactory policy documents and schemes of work to guide teachers' planning for what they are going to teach in each lesson. The quality of half-termly planning is satisfactory; although a scrutiny of pupils' work indicates what has been planned is not always taught. Sometimes what is being taught is not at a level appropriate for the full range of ages and abilities of the pupils in the class. All subjects are taught within each class, but in some classes long periods of time elapse before pupils return to some subjects, for example in history and geography.
26. The school makes good provision for pupils' personal, social and health education. Teachers sensitively include opportunities for sex and drugs education in pupils' learning so as to acknowledge and respect the views and opinions of everyone. At the same time, teachers clearly place an emphasis on the development of pupils' awareness of the associated dangers. The school values highly the contributions of visitors with professional expertise. Pupils learn a great deal from these visitors about how to keep themselves safe. Particular examples of this are: the school nurse who provides help with the drugs awareness programme; the local police involvement in a 'safe cycling scheme'; and the fire brigade who visit to raise pupils' awareness of the dangers of fire.
27. The provision for pupils with special educational needs is very good. The school provides a flexible range of support to meet the various needs of individual pupils. The most effective is the support from learning assistants when pupils are taught with their classmates. Teachers have copies of pupils' individual education plans and they use them to effectively plan suitable work to meet the needs of individuals. The school ensures that the provision outlined in pupils' statements is in place and is reviewed annually in line with the Code of Practice<sup>1</sup>. The school actively promotes the inclusion of all pupils in providing them with equality of access to the full National Curriculum.
28. The contribution of extra-curricular activities to enrich pupils' learning opportunities is very good. Teachers, parents and other visitors provide pupils with opportunities to learn pottery and aerobics, receive instrumental music tuition, learn the recorder and develop their computer skills. The range of activities provided by the school has improved since the last inspection. Pupils' wider personal development is also well promoted through

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<sup>1</sup> Code of Practice - this gives advice to schools and local education authorities about their responsibilities and tasks to ensure pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the Special Educational Needs and Disability Act 2001.

participating in the thriving school orchestra, the school's 'puzzle club' and competitive sport as members of local inter-school leagues and through participating in events such as the inter-schools soccer championships and the area schools cross country championships. Opportunities are provided for pupils to benefit from field trips, which use a range of environments as a rich source of knowledge and information beyond pupils' daily experiences. The oldest pupils are also given the opportunity to participate in a residential visit to Cliffe House in Shepley.

29. The contribution the local and wider community makes to pupils' learning is good. Pupils are regularly involved in a range of initiatives that include the distribution of harvest gifts and collecting for needy causes and national initiatives including 'Jeans for Genes' and 'Red Nose Day' as well as the immediate locality such as involvement with the local council to design road safety materials. Pupils have presented performances of Snow White and the Seven Dwarfs for relatives, senior citizens and nursery children, and also Hosanna Rock for audiences both in school and the local church. Year 5 pupils performed at Huddersfield town hall.
30. Relationships with partner institutions are very good. Systems are in place that ensure pupils' transfer to the next phase of their education is smooth and free from unnecessary stress. Pupils enjoy sharing experiences with other schools and benefit from opportunities to meet older past pupils of the school who occasionally return to visit on work experience placements. Although the school has no nursery, the school has very good opportunities for new pupils to experience school life when they attend short introduction and story sessions with parents or carers. The local network of schools provides opportunities for staff and pupils to work together and share visits to concerts and the theatre. The middle and secondary schools regularly update the headteacher about how well past pupils are achieving in subsequent national tests. Together staff analyse the results to identify any areas of weakness or gaps in pupils' earlier learning experiences. The school has very good links with a local school that caters for pupils with special educational needs.
31. The provision for pupils' personal development is good and underpins the whole work of the school. Most parents feel that the school helps their children to become mature and responsible. Improvement since the previous inspection is good.
32. The main strengths in the provision are:
  - assemblies make a significant contribution to pupils' spiritual development;
  - the celebration of success and raising of self esteem;
  - teachers give pupils many activities in which they practise and develop their social skills;
  - the school provides very well for the understanding of British and European cultures.
33. The area to develop is:
  - staff planning opportunities for reflection and spiritual awareness in subjects.
34. The provision for pupils' spiritual development is good. Staff encourage pupils to value themselves and foster a respect for others within a strong Christian framework. Collective worship makes a significant contribution to pupils' development. This is because the headteacher gives pupils time for stillness, prayer and reflection and creates a special atmosphere with music and a lit candle. The head teacher is a very able storyteller. Therefore, pupils remember the Christian message that he wants to put over to them. This was very evident in the story about the *Friendless Fiend*. The headteacher removed the dye stains on a cloth that represented the fiend's feelings of jealousy, greed and hate by dipping the cloth into a dish of liquid. This represented what happened if we asked God's help to forgive others. Pupils gasped in wonder as the stains disappeared. The school has strong links with the local church and the vicar also contributes regularly

to assemblies. Teachers do not develop sufficiently pupils' spiritual awareness through subjects, such as art, music and science.

35. The school's provision for pupils' moral development is very good. Staff implement consistently the school's positive code of conduct. They reward pupils with praise, stars, stickers and *golden time* each week. Staff also celebrate pupils' efforts and achievements in *The Achievement Assembly*. This raises pupils' self esteem and confidence and motivates them to behave very well. Staff ensure that pupils are aware of the need to take responsibility for their own actions, to be honest and to show respect and care for others. The school's programme for personal, social, health and citizenship education makes a significant contribution. This is because in the lessons teachers give pupils good opportunities to reflect upon moral issues. Therefore, pupils develop a clear sense of right and wrong.
36. The provision for pupils' social development is very good. Teachers give pupils of all ages many practical activities in which they practise and develop their social skills such as working together as friends in pairs or groups in lessons. This was very evident in a Years 4/5 geography lesson on the Indian village of Chembakolli. Groups of pupils worked collaboratively and co-operatively on a variety of activities, such as using information to play a board game or matching photographs to information. Pupils take part in school productions, such as Hosanna Rock, and a local music festival. Year 5 pupils have a residential visit to Cliffe House. Pupils show care and consideration for others when they distribute harvest gifts to the elderly in the local community. Also they raise considerable funds for charity, such as 'Jeans for Genes' and Kirkwood Hospice.
37. The school's provision for pupils' cultural development is good. The school provides very well for the understanding of British and European cultures. Pupils study a range of European art, local history and geography. The school provides a good range of out-of-school visits, for example to the railway museum in York linked to the work in history, and places of interest such as Scarborough. Expert visitors, such as a theatre group, and people from the local community make a good contribution and inspire pupils' work. The school provides well for the understanding of life in modern multi-cultural Britain. Pupils listen to a range of music, such as Ladysmith Black Mambazo from Zambia and study African and Indian art. They learn about the traditions and customs of other cultures and world faiths, such as Hinduism, through subjects such as geography and religious education. The school has recently started a pen-pal link with a multi-ethnic school and has plans for pupils to visit a mosque and a temple.

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

38. The school provides good care for the pupils. The named governor for health and safety carries out a risk assessment with the headteacher each term. They establish short, medium and long term priorities, and the governing body takes action as necessary. Although the caretaker joined the school only a week before the inspection, the school has already arranged for him to attend a health and safety course. The school has a three-year rolling programme for redecoration. The premises are in good, clean condition. There are at present two health and safety concerns. The pond is unfenced. The sloping tarmac surface of the playground becomes very slippery in wet weather.
39. At the time of the inspection no member of staff had a current full certificate for first aid. Three members of staff will train later this term. The school takes care to notify parents of head bumps or other injuries requiring caution. The headteacher is the designated teacher for child protection. He ensures that staff are aware of the requirements.
40. Procedures for monitoring pupils' personal development are satisfactory. Teachers and assistants know their pupils well. The child's personal progress plays an important part in



meetings between class teachers and parents. The annual reports also cover this aspect of how pupils are developing. For example, a pupil is 'very helpful, considerate towards her peers and adults alike. She is a very capable girl who can be relied on to produce good standards of work'.

41. There is good support for pupils' personal development. The school's very good moral and social provision helps pupils to work together effectively and responsibly in lessons. The school has just established a school council. Pupils gained experience of citizenship by taking part in hustings and electing members to represent their class. The council has not yet had its first meeting. The school has allocated £500 for playground facilities, and the school council will decide how to spend this money.
42. The school has very good procedures to promote attendance and punctuality. The administrator contacts parents at 10.00 if a child is absent and parents have not given the reason why. She makes effective use of the computerised registration system. This shows whether any pupils are giving cause for concern. It keeps track of applications for holiday leave. The school closes its front door at 9.00 each morning. Pupils arriving after that time have a late mark in the register. Scrutiny of the registers shows that lateness is rare. The headteacher meets and greets parents each morning. This too encourages prompt arrival.
43. Procedures for behaviour and discipline, and against bullying, harassment and other oppressive behaviour are very good. The school has a strong positive ethos. It makes clear its expectations of good behaviour, and gives pupils responsibility and the opportunity to make choices. Teachers manage their classes well in lessons. Learning support assistants also play an effective part. The four lunchtime supervisors provide good coverage of the hall and the playground in the midday break. At the pre-inspection meeting, parents agreed that the school had resolved a bullying incident quickly and effectively.
44. The school has very good links with outside agencies to ensure full implementation of the provision outlined in statements of special educational needs. The special educational needs co-ordinator is responsible for liaising with a wide range of other professionals, parents, carers and other schools. She carries out these duties diligently and with meticulous attention to detail, as reflected in the organisation of annual review meetings.
45. The school implements good assessment procedures to identify pupils with special educational needs and comply with the new Code of Practice. The school uses the information effectively and consistently to review the appropriateness of pupils being retained on the school's special educational needs register and to decide what further help they may require. This results in a significant percentage of pupils being withdrawn from the register. This is good practice. The school meets its statutory requirements as outlined in all pupils' statements of special educational needs. Statements and reviews are up to date and the school implements specified provision, including access to additional staffing.
46. The reception teacher has good systems for checking children's attainment and progress. She checks the ability of the children when they first start school, and repeats this towards the end of the year. The information from this is used to group the children for some of the work, for example in communication, language and literacy, and mathematical development. The teacher also checks and records regularly children's knowledge and understanding in some of their work in lessons, such as initial letter sounds and numbers to ten. She does not have a system to check and record what individual children know and understand in order to plan the next step in their learning. This would enable her to track children's progress across a wider range of their work than she does now.

47. Assessment procedures for pupils aged 5 to 11 are satisfactory. There are good systems in place to monitor what pupils know and are able to do in mathematics, English and information and communication technology. In these subjects teachers make more effective use of assessment information to help them plan what they intend pupils to learn next. Less comprehensive procedures are in place for most of the other subjects. The relatively recent introduction of regular assessment linked to subject schemes of work is beginning to enable teachers to plan more effective lessons which build upon pupils' existing knowledge and understanding. However, it has yet to impact upon informing curriculum planning throughout the school.
48. The assessment records include information about what pupils do well and what they need to do next, but the range of information is inconsistent. Collections of samples of pupils' work are developing slowly so teachers have some information about the quality of pupils' work throughout the school. The school is not rigorous enough about the need to match pupils' work to National Curriculum levels in order to closely evaluate how standards within the school reflect those found in other schools.
49. At the time of the inspection, the school had no established assessment strategies to track the achievements of particular groups of pupils. The headteacher, who co-ordinates assessment, uses information to compare the achievements of pupils in the school with those in similar schools. In discussion with the co-ordinator it is clear that plans are also being put in place to use information to monitor groups of pupils, such as the achievement of boys and girls, plus any minority groups who, from time to time, may be represented in the school.
50. Teachers know their pupils very well and report annually to parents how their child is developing personally as well as academically. The school has fewer formal records that note how pupils demonstrate qualities such as persistence, application, co-operation with others, the ability to concentrate and be self-confident. Some initiatives have been introduced recently which develop pupils' responsibility for their own learning and provide them with a better knowledge and understanding about their own progress and achievements. Any personal achievements outside school are also celebrated, such as those gained in sport or music. The school recognises that this can have a great impact on raising pupils' self-esteem and further promote positive attitudes to learning and personal initiative, especially for the very small number of pupils who have emotional or behavioural problems.
51. The recently appointed headteacher has, with the governors, already identified the need to develop the use of assessment, particularly with regard to using the information to guide curricular planning. He has a very clear view about how to implement appropriate procedures and the benefits these will bring about in further raising the standards of work pupils achieve, particularly in subjects other than English, mathematics and information and communication technology.

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

52. Parents have a very good opinion of the school. It continues the strong partnership with parents noted in the previous report. Answers to the questionnaire show very favourable responses. All parents say the school has high expectations of their children. All but one say their children like the school. The main concern, from a minority of parents, is the amount of information about their children. A few parents expressed a similar concern at the pre-inspection meeting. The inspection finding is that the school provides good information on what pupils have learnt and the progress they have made.

53. The school has very good links with parents. It aims to be an open school. Parents come enthusiastically to the family assemblies. In the week of the inspection, more than 30 parents attended. The headteacher greets parents at the start and end of each school day. He and the class teachers are ready to discuss concerns informally. In the spring term, teachers hold parents' evenings to review progress of children in Years 1 and 2. They discuss pupils' annual reports at the end of the summer term. Parents of pupils with special educational needs take part in reviews of their individual education plans. The parent teacher association is active and successful. It arranges events, such as the Christmas and summer fairs, in which pupils take a full part. The children's disco is very popular. These events recently raised substantial funds that helped to pay for improvements to the Year 5 classroom and the playground. They help develop pupils' social skills and awareness.
54. Parents get very good information from the school. Last year's annual reports were individual to each child. They were well presented. They covered in detail what the child knows and can do in English, mathematics and science. They consistently set targets for improvement in these three subjects. They gave shorter comments on the other subjects. They included a sensitive section on the child's personal development. At the start of each term, the school sends parents a newsletter about what their children will be studying in the term. Parents also get newsletters about events and life at school. A key issue in the previous report was that the governors' annual report did not meet the statutory requirements. The school has corrected this. Both the annual report and the prospectus are clear and easy to read.
55. Parents make a very good contribution to their children's learning. They help in school, especially with literacy and numeracy, and also with swimming, Christmas artwork and Indian baking. They accompany pupils on educational visits. They give very good support to their children's homework. Reception, Year 1 and Year 2 classes take home reading books regularly. Parents regularly share books with their children. Pupils in Years 3, 4 and 5 get homework regularly. Parents know when to expect it, and pupils do it. These older pupils read less frequently at home as they work through the reading scheme and become 'free readers'. The school is setting up a 'parents and children together' scheme to sustain the valuable contribution that parents could make to these older pupils' reading.
56. Parents of pupils with statements of special educational needs are very closely involved in annual review meetings. The school invites them to contribute both in writing and verbally to the discussions about the continuing needs of their child and the progress they have made since the previous review. The school is also very efficient in consulting with parents of pupils who have individual education plans, to inform and involve them in identifying their child's needs and in contributing to setting targets and working to achieve these both at school and at home.

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

57. The leadership and management of the school are better than at the time of the last inspection. They are now good compared with satisfactory last time. The headteacher, appointed earlier this school year, provides very good leadership. By teaching regularly, he leads from the front to promote very good quality teaching. He ensures clear direction and focus for the work of the school. The areas for improvement have been correctly identified and appropriate priorities established. These incorporate national initiatives and school-based issues for improvement. For example, very good performance strategies have been introduced. He has identified the need to implement the key issue from the last inspection relating to monitoring and evaluating teaching. Despite the time lapse since the last inspection this issue has not been addressed effectively. He also has plans to strengthen the role of subject co-ordinators, another weakness identified in the last

inspection. Subject co-ordinators provide good leadership within the subjects for which they are responsible and manage them satisfactorily. The headteacher is well supported by a good quality senior management team and by all staff. Together, with very good support from the governing body and parents, they have the capacity to bring about further improvement.

58. The school is managed well. There is a good quality school improvement plan based on a very clear analysis of the strengths and weaknesses in the school. Staff and governors are fully involved in the planning process. The school improvement plan is a good instrument for planning and monitoring improvement. The headteacher has made a start on monitoring teaching and learning but it is not yet rigorous enough to provide a basis on which to plan improvements in this area of the work of the school. The headteacher is in the process of establishing effective procedures for the evaluation of the school's work. There are detailed analyses of standards pupils attain. Teachers' lesson plans are scrutinised.
59. Leadership and management by the special educational needs co-ordinator are very good. Support staff are particularly effective in the contribution they make to teaching and learning, because they are well deployed to support pupils in whole class lessons. The additional support provided for pupils with statements of special educational needs is very effective because it is used to enable pupils to be taught alongside their classmates. The special educational needs co-ordinator has a direct teaching remit for working with many pupils who have special educational needs. There are also opportunities to directly monitor and evaluate the work of other colleagues and the use they make of individual education plans throughout all subjects of the curriculum. There is a suitable policy for special educational needs and there is a named governor with responsibility for this aspect of the school's work. The governors have regular involvement in monitoring the quality of special educational needs provision and devising criteria for assessing the value of this element of the school's work, and how the school uses the devolved budget for special educational needs. The school provides a level of staffing and appropriate resources to meet the needs of this group of pupils.
60. The new aims and mission statement of the school include high expectations for what pupils are to achieve. The aims of the school are carried out well and are visible in the daily life of the school. They are the basis of a very good atmosphere within the school, which contributes significantly to pupils' learning, academic standards and their personal development. There are effective working relationships between the headteacher, governing body, staff, pupils and parents in order to achieve the school aims.
61. The chair of governors provides very good leadership of the governing body. The governors are very well organised and demonstrate a very good understanding of their roles. Some governors are very active in the life of the school and all governors keep themselves very well informed about what is going on in the school. They have a clear picture of how the school performs and a good knowledge of the school's strengths and weaknesses. They take effective steps to support the headteacher in bringing about improvement. The governing body fulfils all statutory requirements. The school's performance management arrangements are fully in place. Targets for raising standards have been set for teachers and the headteacher. The deputy headteacher plays a very good lead role in the school's performance management strategies. The school has very good potential to provide very effective initial teacher training.
62. The school makes efficient use of its financial resources to provide a good quality of education. However, reserves of money have been used up to balance previous budgets and although financial planning is sound, long-term financial planning is not as secure. From recently, the school uses the school improvement plan to guide budgetary decisions. Funds are spent on appropriate priorities. There are good procedures for

evaluating the effectiveness of budget allocations for the different areas of school life. The administration officer carries out the routine daily administration of the finances very efficiently. The school implemented the very small number of minor recommendations that the latest auditor's report identified. The school ensures it allocates its grant for staff training to support targets in the school improvement plan and in this way relates them directly to pupils' learning.

63. The school has a satisfactory level of staffing, and teachers have a sound balance of skills and experience. It has real expertise in providing for pupils with special educational needs. The learning support staff provide effective help in classes, and they are extending their skills considerably with training in many areas. The administrator gives effective support to management and teaching staff.
64. Accommodation is satisfactory overall. The classrooms have restricted space. When the school uses a shared area for a lesson, even less space is available. The toilet facilities are very restricted, and the boys' toilet does not have a urinal. On the other hand, staff and pupils are really enthusiastic about the new computer suite. Good outdoor accommodation includes a sports field. However, the school lacks a separate outside area for play and learning of children in the Foundation Stage. The poor quality of tarmac in the playground restricts the use that pupils can make of it.
65. Learning resources in the school are satisfactory. The library has adequate space and a wide range of fiction and non-fiction books, well displayed. However, it lacks modern poetry and science reference books. The new computer suite has a good stock of computers. Some geography books, especially atlases, are outdated. The school is also short of artefacts for history and the study of world faiths.

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

66. The headteacher and staff, with the support of the governing body should:
- monitor teaching and learning so that they identify very good practice that can be shared throughout the school, and identify areas in which the teaching can be improved. For example, the satisfactory teaching can be improved by:
    - having consistently high expectations of the quality of pupils' work, including presentation;
    - increasing the amount of work pupils' complete independent of worksheets;
    - ensuring teachers mark pupils' work to a consistently high standard (paragraph 57 and subject paragraphs);
  - use the information they have about pupils' attainment and progress to ensure work is always matched accurately to their varying needs and abilities (paragraphs 47, 48 and subject paragraphs);
  - implement their plans to improve outdoor play provision for Foundation Stage children (paragraphs 24, 64 and 79).

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In addition to the above key issues the less important area for development is to:

- improve curriculum planning in subjects, other than English, mathematics and information and communication technology, so pupils develop skills, knowledge and understanding progressively and work becomes appropriately harder as they move through the school (paragraph 25 and subject paragraphs).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

26

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

23

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	2	6	14	4	0	0	0
Percentage	8	23	54	15	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 three percentage points.

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR– Y5
Number of pupils on the school's roll (FTE for part-time pupils)	124
Number of full-time pupils known to be eligible for free school meals	9
<b>Special educational needs</b>	YR– Y5
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	18
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	3.7
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	12	11	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	12	12
	Girls	11	11	11
	Total	22	23	23
Percentage of pupils at NC level 2 or above	School	96 (83)	100 (100)	100 (89)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	11	11	11
	Total	23	23	23
Percentage of pupils at NC level 2 or above	School	100 (94)	100 (89)	100 (89)
	National	85 (85)	89 (89)	89 (89)

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

### ***Ethnic background of pupils***

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

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	124	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*



### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y5**

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	20.7
Average class size	24.8

#### **Education support staff: YR – Y5**

Total number of education support staff	5
Total aggregate hours worked per week	91

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
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	2001-02
	£
Total income	296,766
Total expenditure	297,666
Expenditure per pupil	2,255
Balance brought forward from previous year	17,896

## Results of the survey of parents and carers

Questionnaire return rate - 40 per cent

Number of questionnaires sent out	122
Number of questionnaires returned	49

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	27	0	0	2
My child is making good progress in school.	57	37	6	0	0
Behaviour in the school is good.	33	63	4	0	0
My child gets the right amount of work to do at home.	27	63	8	2	0
The teaching is good.	71	27	2	0	0
I am kept well informed about how my child is getting on.	43	26	29	0	2
I would feel comfortable about approaching the school with questions or a problem.	56	38	6	0	0
The school expects my child to work hard and achieve his or her best.	63	35	0	0	2
The school works closely with parents.	51	33	12	2	2
The school is well led and managed.	37	53	4	0	6
The school is helping my child become mature and responsible.	51	45	2	0	2
The school provides an interesting range of activities outside lessons.	45	51	4	0	0

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**

67. The quality of education provided for children in the reception class is good. Children's progress is good so that, by the end of reception, most of them attain above the expected level in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. Their attainment in physical and creative development is at the expected level.
68. There are no children with special educational needs or gifted and talented children in the reception class this year. Improvement has been good since the time of the previous inspection. For example the standard that children attain in knowledge and understanding of the world is higher. Also the quality of teaching and the work that teachers plan for children to do are better.
69. The main strengths are:
- standards are above average in most areas of children's learning;
  - the quality of teaching is good and sometimes it is very good or excellent;
  - the teaching is underpinned by careful lesson planning;
  - the very good provision for children's personal social and emotional development.
70. The main areas to develop are:
- a system to check and review children's attainment and progress in lessons;
  - the time allocated to staff who support the teacher in lessons;
  - the outdoor play provision.
71. The teacher checks and records regularly children's knowledge and understanding in some of their work in lessons, such as initial letter sounds and numbers to ten. She does not have a system to check and record what individual children know and understand in order to plan the next step in their learning. This would enable her to track children's progress across a wider range of their work than she does now.

**Personal, social and emotional development**

72. Staff promote successfully children's personal, social and emotional development. The very good relationship that the staff have with the children is the main reason why they manage children's behaviour so effectively. Staff give the children lots of praise and encouragement so children feel very secure and this gives them increasing confidence to learn. Therefore, most children have very good attitudes to their work and their behaviour is also very good. They show good levels of initiative and responsibility for their own learning. For example, they complete worksheets independently and file them away in a tray. This results in a busy hum of purposeful activity in lessons.
73. Staff give children time to reflect upon their actions and work, and encourage them to be sensitive to one another's feelings. This was evident when the teacher used Eddy the Teddy in a mathematics lesson. A child said, 'If he gets it wrong we're not going to laugh at him'. Therefore children begin to value what others say and understand other people's point of view. They listen with courtesy and respect when adults, and their classmates, speak. This was evident when the children used their senses to observe a piece of jelly and say one thing about it before passing it to the next person. Children develop a good awareness that some actions are right and some are wrong.

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

74. Teaching is good and sometimes it is very good. It is underpinned by the very good teaching of basic skills, such as speaking and listening, initial letter sounds and handwriting. The teacher plans carefully a variety of practical, interesting and challenging activities that promote very successfully children's learning. Therefore, children are highly motivated and keen to participate. Most children speak confidently and use a good vocabulary to describe their ideas and experiences. This was very evident when the teacher asked the children to suggest the words to accompany the pictures of the story of the gingerbread man. A child said 'Gingerbread man flies in the air and the fox goes scrunch, with a bite and a munch, in his mouth'.
75. The teacher encourages the children to attempt their own writing. For example, they attempt to write lists, re-tell familiar stories, and try to write about their experiences. Therefore, children have the confidence to have-a-go at writing simple sentences, such as 'I like the trike'. Most children form their letters correctly. The teacher uses interesting books that promote children's enjoyment and skills in reading very well. Therefore, children recognise initial letter sounds and key words in the reading scheme. Higher attaining children use these strategies to read the unfamiliar words that they come across in fiction books.

### **Mathematical development**

76. Teaching is good. The teacher has high expectations of what children should achieve and this is shown in the challenging work that she gives them. Also, she encourages the children to explain their thinking. Therefore, children make good and sometimes very good progress. This was evident when the teacher expected the children to add numbers up to 16. A higher attaining child said, 'I counted in my head, I said 9, 10, 11'. Children compare objects by size and length, and recognise three-dimensional shapes, such as cubes and spheres. The teacher provides very well structured homework tasks that support successfully children's learning in the classroom. The parents and teacher use these to communicate very effectively with each other about the children's progress.
77. A shortcoming in one of the lessons was that the teacher did not have any support staff to help her. Although she planned the work carefully she was unable to help more than one group at a time. A group of children who are new to the school this term soon lost concentration and interest, and the rate of their learning slowed down. The teacher noticed this and she gave them the extra help they needed when she was free to do so. However, their progress over the whole lesson was only satisfactory compared to the good progress other children made in the lesson.

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

78. Through good teaching children make good progress. A strong feature in the teaching is that the teacher gives detailed written instructions to support staff or adult volunteers. This ensures that the children also make good progress on the occasions when they work with extra adults in the classroom. The teacher also links most of the activities into the main topic for the lesson so that each activity has a clear purpose. Therefore, children have a good understanding of what they are to learn in the lesson, they concentrate well and their learning is good. This was evident when children made gingerbread men, constructed a boat for him and read the story on the computer. They used the mouse competently to work the computer program. The children discuss changes, for example when hot water is poured onto jelly. A child said, 'Before we added the water the jelly looked like a big cube. Then it was runny'. Children's learning is made better by visits out of the classroom to places such as Cliffe House.

### **Physical development**

79. Through good teaching the children successfully develop the skills to help them gain safe control of finer movements, such as cutting with scissors. The teacher also provides

physical education lessons in the school hall. In an excellent lesson the teacher very quickly and skilfully showed children how to improve their imaginative dances to produce better quality movements. A strong feature in this lesson, and across all of the work, is that the teacher uses every opportunity to extend children's listening skills and vocabulary. For example, she asked, 'What is the opposite of small?' when talking about their movements. The children showed good control and co-ordination of their body shapes and movements. The children use wheeled toys in the hall each week. However, there is no planned outdoor play. This provision and the resources to support it are unsatisfactory. Therefore, children's progress is unsatisfactory in this part of physical development. Also, the teacher is unable to extend children's learning by linking this work to the whole curriculum, for example in their creative development.

### **Creative development**

80. Teaching and learning are good. The teacher plans carefully the imaginative play areas, and provides good resources that gain children's interest and motivate them to learn. This was evident in the play area designed as a pizza hut. The children took turns to act out the role of the cashier, customer, cook or waitress. They put different toppings on the pizzas. A 'waitress' said, 'Excuse me' as she passed with a tray in front of a 'customer'. Children mixed paints to make effective pictures, such as autumn trees and pictures in the style of Van Gogh's *Starry Night*. They enjoy singing and pronounce clearly the words, for example when they sang *Five Currant Buns in a Baker's Shop*.

### **ENGLISH**

81. Inspection evidence indicates that by the end of Years 2 and 5, standards are very good and higher than they were at the time of the last inspection. The main reason for this improvement is the better quality of teaching. It is now good compared with satisfactory at the time of the last inspection. When compared with the attainment of pupils attending similar schools, standards were average in reading and well above average in writing in the Year 2 2002 national tests.
82. Pupils make good progress in relation to their prior attainment by the end of Years 2 and 5. There is no significant difference in the attainment of boys and girls. Provision for pupils with special educational needs is very good. All pupils participate fully in all lessons. Competent teaching assistants support them well in class. Pupils with special educational needs make good progress in relation to their prior attainment.
83. Pupils' speaking and listening skills are very good. Teachers provide lots of activities to extend pupils' speaking and listening skills in English and other subjects as well, such as discussions in pairs and small groups and in speaking to an audience. For example, during an assembly pupils shared their ideas about what friendship means. In a Year 5 literacy lesson, pupils articulately retold the story of Theseus and the Minotaur. In the same lesson they discussed, in pairs, what they felt were the characteristics of the main characters in the story. They did this with a willingness to listen to one another and to make well thought out contributions. Throughout the school, pupils listen carefully and respond appropriately to adults. In a Year 2 lesson, pupils listened carefully to the teacher's introduction about story settings, key words and phrases. During the introduction, pupils responded with a very good range of vocabulary that they used correctly. They used words such as 'supportive' and correctly described the text as a 'traditional tale'. Teachers give pupils many opportunities to speak during lessons through skilled questioning of the pupils.
84. Pupils achieve very good standards in writing by the end of Years 2 and 5. The good progress pupils make in the development of writing skills is the result of staff teaching the basic skills of grammar, including punctuation, effectively. They combine this effective attention to the basic skills with making work interesting and this motivates pupils to

concentrate and learn. In a Year 1 literacy lesson, the pupils enjoyed the choice of text - 'Little Red Riding Hood'. As a result they were keen learners. The teacher emphasised the correct use of capital letters. By the end of the lesson, higher attaining pupils wrote captions for pictures and remembered to use capital letters to start sentences. Throughout the school, standards of spelling and handwriting, although varying from unsatisfactory to very good, are good overall.

85. Throughout the school pupils achieve well across a range of writing, such as poetry, story, reports and scripts, because of the good writing opportunities the teachers provide. An average attaining Year 5 pupil wrote: 'In the lifeboat everyone was quiet and huddled together for warmth'. A Year 2 pupil used punctuation correctly, including speech marks accurately. The pupil wrote: 'The woman was really a fairy and she said, "You will have to love other people" '. Another example of very good use of punctuation and vocabulary was by a Year 5 pupil. The pupil wrote: ' "What do you want?", I asked her. "Your shadow is very beautiful", she replied. "Would you sell it to me?" "Why would I sell my shadow?", I questioned'. The quality of some of the poetry writing is of a very good standard. A Year 3 pupil wrote a poem entitled 'The Creation Poem'. This poem included the lines: 'Then came trees and honey bees, And then the streams, rivers and seas'. Teachers make some use of other subjects to develop pupils' literacy skills but this is an area for development. In design and technology pupils wrote how to make a 'pop-up girl'. The quality of teachers' marking varies from very good to unsatisfactory. Teachers use too many worksheets to extend pupils' learning. It is the marking of these worksheets that is least effective. This is because there are too few comments to help pupils improve their work. In pupils' exercise books the quality of marking is often very good. For example, a teacher wrote: 'Good use of connectives. Use adjectives to make your descriptions more interesting'. In the next piece of writing there was a significant improvement in the quality of the pupil's descriptive writing.
86. There are a number of reasons why reading standards are very good. The good teaching of basic skills has a positive effect on pupils' standards. For example, Year 4 pupils discuss with confidence the stories they read. They use a range of strategies to tackle unfamiliar words. They break long words into smaller words and use context and visual clues. Teachers identify pupils' specific needs in learning to read very early. They then provide appropriate work skilfully. Teachers ensure that pupils who need extra help have the support required. They receive very good support from teaching assistants and this has a very definite and positive effect on pupils' learning. Teachers use books effectively to promote pupils' interest and enjoyment in reading and match them accurately to pupils' different reading levels. As a result, most pupils enjoy reading and achieve well. Pupils have good library skills. Another very significant factor in the pupils' success in learning to read is the excellent support they receive from their parents. Parents regularly listen to their children read at home and make helpful comments in the pupils' reading diaries.
87. Teaching is good and affects pupils' learning positively. Teachers structure the different parts of the literacy lessons carefully. As a result, pupils waste no time and they cover a lot of work. Teachers usually ensure that the work is sufficiently challenging yet matched to the learning needs of all pupils. However, sometimes the work for the higher attaining pupils is not hard enough. Teachers make sound use of information and communication technology to support pupils' learning. For example, Year 4 pupils word processed their scripts on 'playground games'. Year 2 pupils proof read texts and insert the correct punctuation. The co-ordinator has a very good knowledge of standards within the subject and the quality of teaching and learning. Procedures for assessing pupils' work are good. Teachers, to match work to pupils' varying needs, use the information gathered from assessment satisfactorily. All pupils have targets for what to aim for in writing. However, these are not always fully understood by pupils.

## **MATHEMATICS**

88. Inspection evidence indicates that by the end of Years 2 and 5 standards are very good. This reflects the standards attained by Year 2 pupils in the 2002 national test. Pupils attain satisfactorily in relation to schools similar to St. Aidan's. Pupils identified as having special educational needs make similar progress to their classmates. Standards are higher than they were at the time of the last inspection.
89. Pupils by the end of Year 2 use numbers up to and beyond 100 very confidently, and have a very good understanding of the value of different digits in two- and three- digit numbers. They use this knowledge very effectively to solve problems with numbers up to 100. Pupils collect information and represent it in charts, graphs and pictograms correctly. They interpret the information in the graphs accurately. Pupils have a good understanding and knowledge of measuring in centimetres. They estimate intelligently and measure accurately.
90. By the end of Year 5, pupils work out calculations in their heads quickly. They use their well-developed mental skills quickly and accurately to work out problems involving multiples, factors and square numbers. They have a very good understanding of place value up to 1000. They identify the symmetries of two-dimensional shapes correctly. They calculate the perimeter and area of simple shapes accurately. Pupils show a very good ability to check their results and make reliable estimates.
91. Mathematics is taught well. This has a positive effect on pupils' learning. The teaching has many strengths and few weaknesses. Through skilled questioning, teachers ensure pupils can look for patterns in number sequences and seek to establish a rule they can apply in all situations. For example, in a Years 2/3 lesson pupils were quick to recognise a number pattern when working out pairs of numbers that equal 20. Teachers have high expectations of what they want pupils to achieve in mathematics. Some pupils are taught work that is consistently above that expected for their age. Year 4 pupils show a developing understanding of why associative law applies to addition and how it leads to more efficient mental and written calculations.
92. A strong feature of all the very successful lessons throughout the school is that teachers manage the different parts of the National Numeracy Strategy successfully. Mental calculation work is completed effectively at the start of the lesson. Teachers give explanations in the introduction and use the end of the lesson successfully to review pupils' understanding of the work. As a result, pupils cover a good deal of work during the main part of the lesson. However, some numeracy lessons are too long and the pace at which pupils complete work tends to slacken as the lesson proceeds. Pupils get on very well together when they work in pairs or groups. Teachers have very good relationships with the pupils. This underpins their successful management of pupils' behaviour. Pupils' behaviour and attitudes to their work are very good and this makes a positive contribution to their learning. This reflects the school's strong emphasis on pupils' social and moral development.
93. The subject co-ordinator is new to the role this year. She has made a good start and has a good clear view of how to develop the subject. She has identified the correct priorities for development based upon an analysis of pupils' test results by the headteacher. The co-ordinator has very strong commitment to improvement and a definite capacity to succeed. However, to date there has not been enough monitoring of teaching and learning so as to establish what needs to be done to improve the satisfactory teaching within the subject. Assessment procedures for the subject are good. Teachers make good use of assessment information to group pupils according to their ability. However, because of weaknesses in the marking of pupils' work, especially of the numerous worksheets filled in by pupils, work planned by teachers is not always based on their prior

learning. There is satisfactory use of information and communication technology to support pupils' learning.

## SCIENCE

94. In the 2002 assessments of pupils aged seven, the school's results were very high compared to the national average, and schools similar to St. Aidan's. More able pupils achieved very well. The quality of work produced by pupils currently in Year 5 suggests they will attain higher than average standards by the age of 11 years. Throughout the school pupils make good progress. Pupils with special educational needs make at least good, and often very good, progress because they receive good help in lessons. Since the time of the last inspection the high standards pupils achieve have been maintained. The school is well placed to improve standards further.
95. Standards by the end of Year 2 are good and pupils make good progress. For example, in a very good Year 1 lesson, less able pupils achieved good standards of work because the work the teacher gave them was well matched to the different abilities of the pupils in the class. Also, adults helping the teacher supported pupils' learning well. In the lesson, pupils correctly sorted food items according to whether they were fruits, vegetables, and cereals or made from milk. More able pupils knew that by combining a range of foods, a healthy meal provided them with energy and all the nutrients to help them grow.
96. Standards by the end of Year 5 are good. The majority of pupils make good progress. However, a small minority of more able pupils have not made as much progress in spite of being keen and conscientious in their work. They have high personal aspirations and want to do well, so they enjoy being made to work hard to achieve their goal. However, work in lessons is not always hard enough for them. All pupils make good progress in practical activities, but this is not always evident from the level of scientific vocabulary pupils include in their recorded work. For example, pupils who tested ways of separating mixed materials were not confident in using a range of scientific vocabulary to explain and then record the processes of dissolving, separation, condensation, evaporation and filtration. They sequenced correctly the processes in order to extract substances from a mixture using sieves of varying gauges, but they were not clear about whether they were using the process of separation, filtration, or even both to accomplish their task.
97. Pupils in Year 3 have a good recall and ability to explain features of materials, which are good or poor insulators. Their recall of physical processes, including electricity, forces and light, is also good. Over time pupils make better progress in this aspect of their work through experimental and investigative work. They make least progress in developing their knowledge and understanding of life processes and living things. In part this is due to the way in which the curriculum is organised because some pupils miss significant parts of the curriculum because they change classes during the course of the academic year. No systems are in place to track which pupils in each year group have, or have not, been taught the programmes of study intended for their age.
98. Throughout the school, science is well taught. Teachers organise their lessons skilfully by using different teaching styles to vary the activities. They expect pupils to work hard and try their best so they endeavour to make the work challenging and interesting. Pupils enjoy their lessons and behave very well. Teachers' lesson planning is satisfactory in mixed age classes, and good, with examples of very good planning, in single year group classes. Teachers provide some good opportunities for pupils to use their numeracy skills for recording work. For example, they use pictograms, bar graphs and tally charts. Less emphasis is placed on the development and use of extended writing and technical vocabulary. In a very good Years 3/4 lesson, the teacher had high expectations about what she expected the pupils to achieve. The teacher's own confidence, knowledge and understanding about the subject are good and this helped pupils explain clearly basic



features such as fair testing and how to devise and carry out their own experiments and investigations. The best teaching capitalises upon the pupils' high levels of self-confidence in order to generate positive attitudes towards the subject by helping them to apply scientific knowledge and understanding within their daily lives.

99. Teachers link science work effectively to other subjects, including geography, design and technology, numeracy and literacy. They give pupils very good opportunities to learn through firsthand investigations and through work in small groups. However, there is too great a reliance on the use of worksheets as a means of recording. This curtails pupils' natural curiosity and, therefore, limits their independent learning. As a result much of the work so far recorded by pupils is only satisfactory. Also, there is not enough use of computers for pupils to record their work. Teachers plan well for the use of information and communication technology to complete scientific measurements. Pupils who write independent accounts of their science work have a clearer knowledge and understanding of the subject, and these pupils talk knowledgeably about what they have learned because of their better level of scientific language. For example, by the end of Year 2, they know all living things need food and water to grow, including plants. Most are familiar with some uses of natural and manmade materials, including wool, plastic, wood and paper, but not all are confident about which are natural and which are manufactured. They have a good understanding about the benefits and dangers of electricity, and have a realistic knowledge and understanding about safety issues.
100. All pupils enjoy investigative work. It is especially beneficial for pupils who have special educational needs, as they receive good support from adults and classmates. The practical approach to learning ensures they make good progress in the development of their knowledge and understanding of the subject. This was evident in their recall of information about sources of light.
101. The procedures for assessing pupils' work are underdeveloped and so is the use teachers make of any available information. Teachers do not always mark pupils' work well enough, because too rarely does it include comments that help pupils improve their work. Teachers keep some records of pupils' progress and the development of scientific skills, but they are inconsistent and not updated often enough. Therefore, they are of too little help and do not inform teachers' planning for subsequent lessons. There is no effective monitoring or evaluation of science teaching and the co-ordinator is not involved in monitoring the quality of pupils' work throughout the school by regularly looking at the work in their books. However, the subject is well led and managed by the co-ordinator because the action taken to maintain standards pupils achieve in school has been effective.

## **ART AND DESIGN**

102. The standard of pupils' work is in line with that found in most primary schools by the end of Year 2. Pupils attain above the expected level by the end of Year 5. Most pupils make good progress. During the inspection it was possible to see only one lesson in the Years 4/5 class. Further evidence on teaching and learning comes from teachers' lesson planning, discussions with pupils and teachers and pupils' work on display. The school has made good progress in the subject since the previous inspection. For example, the standards that Year 5 pupils attain across the range of their work, and in observational drawing throughout the school are good.
103. The main strengths in the subject are:
- the standard of observational drawing is above average throughout the school;
  - some of the work on display by pupils in the Years 4/5 class is of a very good standard;
  - there is good teaching and pupils have very good attitudes to their work;

- the subject makes a good contribution to pupils' social and cultural development;
104. The main areas to develop are:
- teachers' planning of work so that all pupils progressively build upon their skills, knowledge and understanding as they move through the school;
  - the teachers having a system to check pupils' attainment and review regularly their progress;
  - the monitoring of teaching and learning.
105. From Years 1 to 2 most pupils make good progress in observational drawing and painting. For example, Year 2 pupils' drawings of fruit show close attention to detail and good use of shading to create a three-dimensional effect. On the other hand Year 2 pupils also produce work of an average standard, for example when they use wax crayon, mix paint to produce patterns and paint pictures linked to their work on Ancient Egypt.
106. From Years 3 to 5 teachers extend further the range of materials and processes that pupils use to include textiles, clay and sculpture. Therefore, most pupils make good progress. This was evident when Year 5 pupils painted portraits in the style of Picasso's *Crying Lady*. The standard of some of the work on display is very good, for example the work about patterns of nature by the pupils in the Years 4/5 class. Pupils transferred the images of detailed drawings of natural objects, such as shells, coral or a honeycomb to brightly coloured painted patterns. They used a digital camera and computer program to extend the images, whilst maintaining the original pattern. Pupils used this work to create very effective patterns with a variety of fabrics and textures, such as hessian, fur, pulses and sand.
107. On the other hand, some pupils do not make as much progress as they should. This is because the subject guidance for teachers is not organised so that teachers ensure that all pupils build progressively upon their knowledge, understanding and skills as they move through the school. The teachers plan the work based upon the subject guidance for a single year group even though pupils are mainly in classes that have more than one year group. This leads to gaps in some pupils' learning. For example, the Years 2/3 class covers the work for Year 2 and the Years 3/4 class the work for Year 3. Also teachers do not have a system to check pupils' attainment and review regularly their progress so as to enable them to plan the next step in pupils' learning.
108. Pupils' work indicates that teaching is good. In the Year 5 lesson observed, teaching was also good. The teacher planned the lesson carefully and an adult volunteer and support staff taught it. A strong feature in the lesson was that the adults explained clearly the processes for dyeing the fabrics, such as tying the fabric and making patterns with wax - Batik – an East Indian method- before dipping the fabric in dye. Therefore, pupils knew what they were to learn and they made good progress. Pupils explained the processes using the correct vocabulary such as wax and water resist. Pupils with special educational needs make the same progress as their classmates because the adults ensure that they take part fully in the work. This includes a visiting pupil with special educational needs. A shortcoming in the teaching was that the classroom-based teacher did not check and review the artwork that was taught in the area outside the classroom. Therefore, she was not sufficiently aware of all the teaching and learning during the lesson.
109. The teacher chose a variety of attractive resources that gained pupils' interest and motivated them to learn. Therefore pupils' attitudes and behaviour were very good. Pupils took great care not to damage their own work or that of other's which is important when carrying out tie-dyeing and Batik processes. They worked busily so the rate of learning was good. Pupils' very good attitudes are also evident in the work that teachers celebrate in good quality displays around the school. These help to raise pupils' self-

esteem and confidence and promote positively their learning. Also the school provides a pottery club that enhances the learning of pupils who take part in it.

110. The subject makes a good contribution to pupils' social and cultural development. This is because teachers enable pupils to take responsibility for their own learning through working together in pairs or small groups. This promotes positively pupils' social skills of co-operation and collaboration as well as their skills in art. Teachers also promote pupils' cultural development when they study African and Indian art.
111. Leadership and management of the subject are satisfactory. The co-ordinator uses her enthusiasm and expertise well to give good guidance to staff and to improve their subject knowledge. She takes in samples of pupils' work and checks this against the work that teachers plan for them. However, the school does not have procedures for the co-ordinator to check and review systematically the quality of teaching and pupils' learning. Therefore, the co-ordinator does not have a clear overall view of the provision and standards in the subject to help her focus on further improvement.

## **DESIGN AND TECHNOLOGY**

112. Standards in design and technology are in line with expectations for pupils at the end of Year 2 and also by the end of Year 5. This is because teaching is satisfactory but the quality of the curriculum does not always ensure enough coverage of all elements of the planning, evaluating, designing and making processes. Pupils, excluding those with special educational needs, make satisfactory progress by the end of Year 5. Pupils with special educational needs make good progress because of the good quality of support they receive in helping them with their learning. Since the time of the last inspection the school has brought about few improvements in the quality of learning opportunities provided for pupils. As a result standards pupils achieve have remained broadly similar.
113. In Years 1 and 2, pupils become familiar with the design process. They experiment with construction kits, make early sketches of their intentions and begin to join different parts of their models using simple techniques such as tape and glue. The pupils make appropriate progress and achieve average standards in designing models and begin to evaluate their work. Through links with other subjects, such as science, pupils in Years 1 and 2 develop, plan and use their ideas to make good quality models, which incorporate mechanisms that activate their puppets, such as a model bird that flaps its wings. In their geography work they make model houses from boxes and other 'junk' materials, based on their work about homes and playgrounds.
114. Pupils use wood and dowelling to construct photograph frames and a range of textiles to make a patchwork curtain of good quality. Pupils constructed a modern townscape, based on a painting by L. S. Lowry. The quality of finished work and range of skills and techniques used by the pupils show examples of the subject being well taught and, therefore, pupils make good progress in all aspects of learning.
115. Pupils in Years 3 and 4 have a limited understanding of the design process or the need to use careful plans and labelled diagrams to enhance their work. In discussions, they do not recall having had opportunities to plan and build prototype models or to experiment with these to find the most effective ways of making parts move reliably. Pupils show satisfactory skill in making, but are less secure in working out solutions to problems such as those created when constructing packaging or making photograph frames and money containers. Pupils evaluate some of their work. They discuss what they found easy, what they found difficult and how they would have changed parts of their products.
116. Pupils in Year 5 recall a number of projects they had undertaken in the junior classes and could describe many of the skills they had learned. They were familiar with the processes

of planning and evaluating their work, but could not recall having learned how to read diagrams that show them how to construct component parts, nor had they produced any three-dimensional representations of their finished models. Nevertheless, they could confidently explain in detail the processes involved in making Victorian toys, papier-mache masks and Viking hats and necklaces. Their recall of food technology was also good. Pupils produce good and very good work when the tasks they are given are challenging and teachers plan their lessons well. This was evident from the display of moving toys, which were constructed by the oldest pupils in the school. Pupils planned and evaluated their work well and utilised a good range of materials and techniques. As a result some individual toys were of a very high quality.

117. Throughout the school pupils' attitudes towards their work are good. Pupils accept the teachers' expectations of their work very well and in fact they frequently set high expectations of themselves. They pay attention to detail and try to be accurate in their work. Pupils listen carefully to teachers and to each other during their evaluations and take activities seriously. During practical work, pupils are very sensible and this helps to create a safe environment in which pupils work comfortably and effectively. A particular example of this was seen when pupils in Year 5 were using hot wax to create patterns on fabrics.
118. Teaching is at least satisfactory throughout the school, and some is good and better. However, not all teachers have a good enough knowledge and understanding of the designing and making process and do not always make a clear distinction between the design element required in technology and that, which is needed in pupils' art lessons. Nevertheless, they organise their rooms and manage their classes well, and this creates a good learning environment. Teachers' expectations are satisfactory. These are effectively communicated to pupils, who respond positively and often create high expectations of themselves and their own work. Lessons are conducted at a steady pace and teachers make effective use of time and resources. This effectively sustains pupils' interest and enthusiasm and ensures that they work productively and make suitable use of the time available to them.
119. The school makes some use of a range of guidance to support the teaching of design and technology. In spite of this the overall extent of learning opportunities is not good enough and, therefore, the curriculum is unsatisfactory. This is because activities are not planned well enough to ensure they systematically build upon pupils' existing skills, knowledge and understanding. Pupils are not given enough time to use a wide range of materials, such as electrical components, mouldable materials or stiff and flexible sheet materials. The subject leader has good subject knowledge and provides satisfactory leadership for the subject. There are some effective links with other subjects such as measuring in mathematics, but these could be further developed, especially through a greater focus upon developing the use of information and communication technology and consolidating literacy skills, particularly writing. Assessment and its use is underdeveloped.

## **GEOGRAPHY**

120. The standard of pupils' work is similar to that found in most primary schools by the end of Year 2 and Year 5. Most pupils make satisfactory progress. As well as from the lessons observed, evidence on teaching and learning comes from teachers' lesson planning, discussions with pupils and teachers and pupils' work on display. Improvement has been satisfactory since the time of the previous inspection.
121. The main strengths in the subject are:
- good and very good teaching;
  - pupils' very good attitudes to their work;
  - its good contribution to pupils' spiritual, moral, social and cultural development;

- the expertise of the co-ordinator.
122. The main areas to develop are:
- teachers' planning of their work so that pupils develop skills, knowledge and understanding progressively;
  - teachers using the information they have about pupils' attainment to match the work to pupils' varying needs and abilities and to track their progress;
  - monitoring of teaching and learning.
123. Year 2 pupils use information from texts and their observations to respond well to questions about the local environment, such as how to make the road safer outside the school. The use of 'Barnaby Bear' has a positive effect on the development of pupils' knowledge and understanding of places and countries, such as New York, the Grand Canyon and America in general. Year 5 pupils describe physical and human features of Skelmanthorpe and the Indian village of Chembakolli. They correctly identify physical features on a map of India, such as mountains, oceans and neighbouring countries.
124. Pupils with special educational needs make the same progress as their classmates. This is because the teachers match the work to pupils' learning needs and staff give them good and sometimes very good extra support. These good features were very evident in a lesson in the Years 3/4 class when the teacher gave pupils with special educational needs work on the use of water and water pollution. Therefore pupils made the same good progress as their classmates.
125. Although pupils make good and occasionally very good gains in their learning in some lessons their progress over a longer period of time is only satisfactory. There are a few significant factors that contribute to this. The school does not have a system for matching the guidance for teachers on what should be taught to the learning needs of pupils in different year groups who are in the same class. Therefore, teachers do not develop pupils' skills, knowledge and understanding progressively and provide work that becomes increasingly harder as they move through the school.
126. Another contributory factor is that teachers plan the work as part of a project. This can last as long as a term so teachers do not reinforce pupils' knowledge understanding and skills at regular intervals throughout the year. Therefore, pupils have difficulty remembering the work that they have covered previously. Teachers and pupils refer to the work as a 'project' so pupils are often not aware that they are studying geography. Also teachers use many worksheets for pupils to record their work. These reduce the opportunity for pupils to think for themselves, make choices and show what they know and understand. The teachers mainly plan the work at the same level, except for the lower attaining pupils. Therefore, some pupils do not make the progress that they should, for example the higher attaining pupils.
127. Teaching was good in the lessons and in one lesson it was very good. However, pupils' work and discussions with pupils show that teaching and learning over a longer period of time are satisfactory. A strong feature of the successful lessons is that the teachers' very careful planning gives a clear focus to the teaching. This underpins their explanations, questioning and promotion of discussion. Therefore, pupils make good gains in their learning. This was evident in a Years 3/4 lesson about the water cycle. Pupils discuss the work purposefully. When sharing their ideas they have mature attitudes, they sensibly listen to others and show respect for their differing opinions. These show that they reflect well upon the work, for example a pupil said 'People in this country waste water. Some countries will never have enough water'.
128. In the very good lesson in Year 1 the teacher had very high expectations of pupils' behaviour and work. Therefore, the pupils listened very carefully to the teacher, located

Dublin and Chester on a map of the British Isles and identified the symbols for a church and gardens on the key for the map. Throughout the school, teachers make good use of information and communication technology to support pupils' learning, for example pupils use the computer to present their work to the rest of the class.

129. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils study the British Isles and contrasting places abroad, such as Chembakolli. Teachers give pupils practical work that enables pupils to take responsibility for their own learning and promotes pupils' social skills of co-operation and collaboration as well as their skills in geography. This was evident in a Years 4/5 lesson about Chembakolli when the teacher gave groups of pupils a range of interesting activities, for example a group of pupils made coconut barfi. Another group of pupils played a board game in which they had to answer questions about India in order to win.
130. Leadership and management of the subject are satisfactory. The co-ordinator is new to the role this year. She uses her considerable expertise to give good guidance to staff. The school does not have procedures for the co-ordinator to check and review systematically teaching and learning in order to share good practice and identify areas in which teaching can be improved. For example, the teachers' expectations of the presentation of pupils' work and the challenge in the written work are not high enough. Also the marking of pupils' work is unsatisfactory. This is because teachers often do not mark the work or they fail to point out to pupils how to improve it. The co-ordinator has the ability and commitment to improve the subject further.

## HISTORY

131. The standard of pupils' work is similar to that found in most primary schools by the end of Years 2 and 5. Most pupils make satisfactory progress. Pupils with special educational needs make the same progress as their classmates because of the extra support that staff give them. The organisation of the school's timetable meant that during the inspection it was only possible to see one lesson in the Years 2/3 class. Further evidence on teaching and learning comes from teachers' lesson planning, discussion with pupils and teachers and pupils' work on display. Improvement has been satisfactory since the time of the previous inspection.
132. The main strengths in the subject are:
- there is good teaching;
  - pupils have very good attitudes to their work;
  - out-of-school visits and visitors to the school enhance pupils' learning;
  - the subject makes a good contribution to pupils' spiritual, moral, social and cultural development.
133. The main areas to develop are:
- teachers' planning of the work so that pupils develop skills, knowledge and understanding progressively;
  - teachers using the information they have about pupils' attainment to match the work to pupils' varying needs and abilities and to track their progress.
  - monitoring of teaching and learning.
134. Year 2 pupils develop soundly their knowledge and understanding of famous people and events in the past such as Samuel Pepys and the Great Fire of London. Year 1 and some Year 2 pupils compare life in the past with that of today, such as Victorian toys. Pupils asked their parents and grandparents to fill in a questionnaire about the toys that they had when they were children. This homework motivated pupils and enhanced their learning in the classroom.

135. Year 5 pupils compare the main events and changes in Victorian times with those of today, such as leisure and industry. The teacher has high expectations of handwriting, neatness and presentation and pupils' neat work reflects this. She uses a variety of interesting methods that gain pupils' interest and motivate them to learn. For example they visit Saltaire and write from the viewpoint of a Victorian worker. Therefore, they make good progress. A pupil wrote: 'I have to get up very early to go to work in Salts Mill. It's hard work but it's better than when I lived in Bradford'. They find out more information from the Internet. This is just one example of the good use that all the teachers make of information and communication technology to support pupils' learning in history.
136. Most pupils make satisfactory progress from Years 1 to 5. However, their progress varies across the year and between year groups, for example they make good progress in some of the work in Years 1 and 5. Several factors contribute to the variability in progress. The school does not have a system for matching the subject guidance for teachers to the learning needs of pupils in classes with more than one year group. The teachers mainly plan the work at the same level, except for the lower attaining pupils. Therefore, teachers do not develop pupils' skills, knowledge and understanding progressively and provide work that becomes increasingly harder as they move through the school. Also teachers plan the work as part of a project. This can last as long as a term so teachers do not reinforce pupils' knowledge understanding and skills at regular intervals throughout the year. Therefore, pupils have difficulty remembering the work that they have covered previously.
137. Pupils' work in books and discussions with pupils indicate that teaching is mainly satisfactory. In the Years 2/3 lesson, the teacher managed pupils' behaviour very well. She was friendly yet had high expectations of pupils' behaviour, for example she expected pupils to work independently. Therefore, pupils' behaviour and attitudes were very good, for example they worked very quietly on the writing task. On the other hand the teacher's expectations of what pupils could achieve in their work were not high enough. This was very evident in the easy writing task that she gave the pupils. Average and higher attaining pupils from Years 2 and 3 placed the text about the Fire of London in the correct order and copied it out. Lower attaining pupils cut the text out and stuck it in the correct order. Therefore, their learning was only satisfactory whereas lower attaining pupils made good progress.
138. Throughout the school, the teachers' marking of pupils' work is unsatisfactory across the year and from class to class. This is because teachers often mark the work superficially, for example with a tick, or sometimes with a comment that celebrates pupils' effort. They do not point out to pupils how they can improve their work.
139. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Teachers cover British history in depth, such as the Tudors. They give pupils the opportunity to discuss moral issues. For example, they discussed the working conditions in factories in Victorian times. Also, teachers make pupils' learning better through visits out to places such as Oakwell Hall, the Railway Museum and Eden Camp, and through visitors to the school, for example linked to the work on World War II.
140. Leadership and management of the subject are satisfactory. The co-ordinator uses her expertise well to give good guidance to staff. The school does not have procedures for the co-ordinator to check and review teaching and learning in order to share good practice and identify areas in which teaching can be improved. For example, teachers mainly use worksheets for pupils to record their work. These reduce the opportunity for pupils to think for themselves, make choices and show what they know and understand. The co-ordinator has the ability and commitment to improve the subject further.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

141. Pupils' attainment in information and communication technology is good by the end of Years 2 and 5. Pupils of all abilities make good progress. Standards are higher than they were at the time of the last inspection. This is due to a number of reasons. A considerable investment in time and money has included staff training. The school has bought good quality information and communication technology resources. Lesson planning is good and ensures that pupils' work becomes harder as they move through the school and the skills they learn develop in an appropriate order. The co-ordinator leads the subject successfully and has clear plans for the subject's continued development, together with the ability and support to implement them successfully. A very significant factor in the improvement of the subject since the last inspection is the excellent support teachers receive from a specialist teaching assistant. He greatly enhances the quality of teaching and learning. Also, many pupils have computers at home and receive very good support from their parents.
142. Pupils in Years 1 and 2 properly program a floor robot to move forwards, backwards and sideways. Pupils confidently alter font and colour when word processing their work. They use an art package effectively to create images such as the good quality work on faces completed by Year 1. They competently show their 'mouse' control by clicking and dragging items on the screen to complete numeracy problems. Information and communication skills are used satisfactorily to support pupils' learning in literacy. For example, Year 2 pupils word-processed work incorporating alliteration in their poems, such as 'Bethany's beetle'. Year 2 pupils use the computer to complete exercises on punctuation. Pupils work with great confidence on the computer whatever work they are doing. They correctly access programs, save and print their work.
143. Pupils aged 7 to 10 years further gain in confidence and competence working with computers. They access the Internet and use it effectively. Year 3 and 4 pupils use an art package skilfully and artistically to develop pictures using repeated patterns. Pupils produce a newspaper front page with sub-headings. Their 'In the news' work is of high quality. This sort of work enhances pupils' literacy skills. Year 4 and 5 pupils use spreadsheets very competently to produce information about their classmates. They work quickly, confidently and accurately. Year 5 pupils put together a multimedia presentation by using a specialist program. Year 5 pupils use controlling devices to regulate model traffic lights. They use sensors to enhance their learning in science.
144. Throughout the school, pupils are very enthusiastic and interested when they use computers. They really enjoy the subject and quickly settle to the work in hand. During work in pairs they cooperate well, sharing out activities fairly. Pupils persevere when they encounter difficulties. They handle equipment with care and respect. These very good attitudes reflect the high quality of provision for pupils' moral and social development that is prevalent in all lessons. This adds significantly to the quality of their learning.
145. The quality of teaching is good and is better than at the time of the last inspection. Teachers make good use of the information and communication technology suite. Teachers have secure subject knowledge that results in them giving clear explanations and instructions. They use the correct terms for the subject. This ensures that pupils have a good grasp of basic skills in information and communication technology. There are good systems for assessing pupils' work. Teachers use the results of assessment satisfactorily to plan appropriate work. Pupils learning is greatly enhanced by a very popular and successful after school computer club.

## **MUSIC**

146. Pupils' attain above average standards in music by the end of Year 2. Most pupils make good progress. No judgement can be made on standards in music by the end of Year 5.



This is because the organisation of the school's timetable meant that during the inspection it was possible to see only one whole class lesson in the Years 2/3 class. Further evidence comes from observation of the orchestra and a recorder group, discussions with teachers and pupils, and pupils' work on display. Improvement has been satisfactory since the previous inspection. This is because the good standards have been maintained but whole school subject guidance for teachers on what should be taught is still not in place.

147. The main strengths in the subject are:
- standards in singing are good throughout the school;
  - music has a high profile in the school; 50 per cent of pupils from Years 2 to 5 play an instrument;
  - pupils attain high standards in the orchestra and very good standards on the recorder;
  - the subject makes a good contribution to pupils' personal, spiritual, social, moral and cultural development;
  - the very good expertise of the co-ordinator;
148. The main areas to develop are:
- the monitoring of teaching and learning;
  - whole school subject guidance to enable teachers to develop progressively pupils' skills, knowledge and understanding as they move through the school;
  - a system to check and review regularly pupils' attainment and track their progress.
149. The standard of singing is good. Pupils sing with clear diction, expression and control of the dynamics of their voices, pitch and rhythm, for example when they sing *Colours of Day* in assemblies and *Noisy Traffic* in the Years 2/3 class. In this satisfactory lesson the teacher's very good expertise was shown in the clear explanations of the work, therefore pupils had a good understanding of what they were to learn. Towards the end of the lesson she combined effectively the work of the different groups to produce a good quality performance. This indicates good teaching and learning in previous lessons. However, in this lesson the group work was too easy for the pupils so it reinforced but didn't extend their learning. This was because it repeated the work from the introduction when pupils placed pictures of traffic, such as cars and motorbikes, in a simple pattern on a grid. They used this to create the pattern with their voices.
150. Music has a high profile in the school with one third of pupils in Years 3 to 5 having extra tuition from visiting specialists, for example in brass, keyboard, strings and woodwind. The pupils also play in the school orchestra. Additionally the school staff give recorder lessons to a quarter of the pupils in Years 2 to 5. These experiences enhance very considerably the learning of the 50 per cent of pupils who take part in them. The orchestra is taught by the subject co-ordinator who has very good expertise. She has high expectations of what they should achieve and this is shown in the challenging work that she gives them. This was very evident when they played *Lavender Blue Dilly Dilly*. The teacher checked very carefully the pupils' performance, identified quickly what different sections of the orchestra needed to do in order to improve it, and showed them how to do it. Therefore, pupils made good progress. They played their own parts fluently to create a high quality performance. These strong features in the teaching were also evident when she taught the recorder to a small group of higher attaining pupils from Years 3 to 5. Teachers use satisfactorily information and communication technology to support pupils' learning in music, for example pupils use the *Compose* and *Musical Instrument* programs.
151. Pupils who play instruments show very good attitudes towards music. They are enthusiastic, motivated to learn, and genuinely enjoy their music making activities. They work hard and persevere when the work is difficult. They practise at home and this has a positive effect on their learning. Teachers ensure that all groups of pupils are included

fully in the lessons. Therefore pupils with special educational needs make the same progress as their classmates. Teachers also encourage them to take part in the extra activities that the school provides, such as playing an instrument. For example, a pupil with special educational needs has made outstanding progress in playing the violin.

152. The subject makes a good contribution to pupils' personal, spiritual, social, moral and cultural development. This is because teachers give pupils the opportunity to listen to a wide range of music. Also, pupils take responsibility for their own learning, for example, through working together in lessons, the orchestra, in performances for the whole school and in the community. These activities promote very positively pupils' social skills of co-operation and collaboration as well as their skills in music.
153. Leadership and management of the subject are satisfactory. The co-ordinator uses her very good expertise to give guidance and support to teachers. She takes in samples of pupils' work, including tapes of their performances, and checks these against the work that teachers plan for them. On the other hand there are some shortcomings. The school does not have procedures for the co-ordinator to check and review systematically teaching and learning in order to share good practice and identify areas in which the teaching can be improved. Also the co-ordinator has not put in place whole school subject guidance to support teachers with their lesson planning. This guidance would enable teachers to build progressively on pupils' skills, knowledge and understanding as they move through the school. This was not in place at the time of the previous inspection. Additionally, the teachers do not have a system to check regularly pupils' attainment and review their progress in lessons in order to plan the next step in pupils' learning. Therefore, pupils do not always make the progress that they should. This was evident in a lesson when the teacher gave all the pupils the same work.

## **PHYSICAL EDUCATION**

154. Only one physical education lesson was seen during the inspection. This involved Years 3 and 4 pupils. Standards in this lesson were in line with national expectations and the quality of teaching was good. No judgement on standards or the quality of teaching in the school as a whole is possible. The teachers' planning for the subject ensures there is good attention to all areas of the curriculum throughout the school. Standards in swimming are good. Teachers enhance pupils' learning through the provision of a very good range of extra-curricular activities like football and cross-country running. The subject is well led by the co-ordinator who leads by good example. She also has a clear vision for the development of the subject. There are good assessment procedures for games but there is no other assessment. Teaching and learning within the subject are not monitored.
155. A very positive feature of the good lesson observed was the full integration in all parts of the lesson by pupils with special educational needs. They made good progress in the lesson because of this. The teacher gave good consideration to pupils' personal development by having them work in pairs and small groups. This reflects the school's emphasis on the social development of pupils. Within this lesson girls performed better than boys.