

## INSPECTION REPORT

### **WORTH VALLEY PRIMARY SCHOOL**

Keighley

LEA area: Bradford

Unique reference number: 132220

Headteacher: Paul Grundy

Reporting inspector: Godfrey Bancroft  
3687

Dates of inspection: 19<sup>th</sup> – 22<sup>nd</sup> May 2003

Inspection number: 248947

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Bracken Bank Crescent  
Keighley  
West Yorkshire

Postcode: BD22 7AX

Telephone number: 01535 604240

Fax number: 01535 611456

Appropriate authority: The governing body

Name of chair of governors: Mr M. Scarborough

Date of previous inspection: The school has not been inspected previously

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Godfrey Bancroft 3687	Registered inspector	Mathematics Art and design Design and technology Physical education Equal opportunities	What sort of school is it? What should the school do to improve? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
Brian Jones 9542	Lay inspector		Pupils' attitudes values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Stephanie Cook 14842	Team inspector	Foundation Stage Science Information and communication technology Geography	How good are the curriculum and other learning opportunities offered to pupils?
Debbie Townsend 24758	Team inspector	English History Music Religious education Special educational needs	

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

### **INFORMATION ABOUT THE SCHOOL**

Worth Valley Primary School was opened in September 2000. A nursery, with 26 children attending part-time, was added in January 2003. At the time of the inspection the school had 151 pupils in the 3 to 10 years age range. By September 2003 it will provide for the full 3 to 11 years age range. The school serves pupils mainly from the Bracken Bank estate, which is two kilometres south of Keighley. The community faces many social and economic challenges. Attainment on entry to the nursery is below average. The proportion of pupils eligible for free school meals is above average. There are very few pupils from minority ethnic backgrounds and no pupils who speak English as additional language. There are 29 pupils on the register of special educational needs, which is below average. The proportion of pupils with Statements of Special Educational Need is broadly average.

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

Worth Valley Primary is a good school with some very good features. It has developed very well since it was opened three years ago, responding effectively to significant challenges along the way. Pupils make good progress and achieve well. The quality of teaching is good. The leadership provided by the headteacher and governing body is very good. The school is managed well and provides good value for money.

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

- Standards in art and design and physical education throughout the school and in mathematics by the end of Year 2 are above average.
- Teaching is good.
- Pupils' attitudes to the school and their attendance are very good.
- The quality and range of learning opportunities are good and the provision made for pupils' spiritual, moral, social and cultural development is very good.
- The leadership provided by the headteacher and the governors is very good.
- Parents have very positive views of the school.

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

- Standards in speaking.
- Standards in information and communication technology by the end of Year 5.
- The opportunities for the co-ordinators for art and design, design and technology, geography, history, music and science to monitor and evaluate the quality of teaching and learning in their subjects.

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

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

This is a relatively new school that has not been inspected previously.

## 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	n/a	E	E	C
writing	n/a	C	E	D
mathematics	n/a	C	B	A

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

Children make good progress in the nursery and satisfactory progress in the reception class. By the end of the Foundation Stage of their education children currently in the reception class are unlikely to achieve the early learning goals in literacy, language and communication, mathematical development and knowledge and understanding of the world. They will attain the early learning goals in the other areas of their learning. Children currently in the nursery are on course to attain the early learning goals. Because of the overall size of the school at the time only a very small number of pupils took the national tests at the end of Year 2 in 2001. Their attainment in reading was well below average and their attainment in writing and mathematics was average. The 2002 tests showed standards in reading and writing to be well below average and standards in mathematics to be above average. When the 2002 test results are compared with those found in similar schools, standards in reading are average, standards in writing below average and standards in mathematics well above average. Inspection findings show that standards by the end of Year 2 are average in reading and writing and above average in mathematics, with pupils making good progress in all three areas. This is mainly because these pupils have been in school for longer than those taking the national tests in previous years. Pupils listen well but the standard of their speaking is below that expected for their age. The school will not have Year 6 pupils until September 2003 and there are currently no test results on which standards can be compared with all schools or with similar schools by the end of Year 6. Inspection findings show that by the end of Year 5 standards in English, mathematics and science are in line with those expected for pupils of this age, with pupils achieving well and making good progress in all three subjects. By the end of Years 2 and 5, attainment in most other subjects is in line with that expected for pupils of those ages. By the end of Year 5, standards in information and communication technology are below those expected. This is because the computer suite is a relatively recent addition and pupils in Years 3 to 5 have not had time to catch up with the standards expected for their age. In art and design and in physical education, standards exceed those expected for pupils' ages by the end of Years 2 and 5. Many pupils who have joined the school at different times since it opened arrived with attainment that was below average and below that expected for their age. However, pupils of differing abilities, including those with special educational needs and those from different backgrounds, all achieve well and make good progress. The school has set challenging but realistic targets for the current group of Year 5 pupils for their attainment in English, mathematics and science when they reach the end of Year 6 in July 2004.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very positive about the school. They enjoy coming to school and enjoy learning. Pupils are enthusiastic about the opportunities that the school provides for them.
Behaviour, in and out of classrooms	Pupils behave well during lessons, at playtimes and around the school. Instances of oppressive behaviour, bullying, sexism or racism are extremely rare. When they do occur they are managed very well by teachers and by teaching assistants. No pupils have been excluded from the school in recent years.
Personal development and relationships	Relationships between pupils and between pupils and adults are very good. Pupils are very caring and supportive towards each other. They show respect for the feelings, values and beliefs of others. Pupils show initiative and take responsibility very well.
Attendance	The level of attendance is very good and is above the national average.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 5
Quality of teaching	Satisfactory	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.*

During the inspection, the teaching was good in over four lessons in five. It was very good or excellent in two lessons in every five. The basic skills of literacy and numeracy are taught well. The basic skills of information and communication technology are also taught well, particularly in Years 1 and 2. Teachers use questions well to challenge pupils to think hard about what they are doing and to extend their thinking. Pupils listen well. However, pupils do not have enough opportunities to plan what they intend to say or to ensure that the answers they give are sufficiently detailed and logical. Teachers' planning is good. They use a good range of teaching methods well to ensure the needs of all pupils are met. During the introduction to lessons and during whole class teaching, teachers take great care to ensure that pupils from all abilities are included well. Teachers have high expectations of how well their pupils will learn and of how well they will behave. They also manage the pupils very well. Pupils respond well to these expectations by working hard. Pupils acquire skills, knowledge and understanding well and have good knowledge of their own learning. Teachers use opportunities well to make ongoing assessments. They adapt what they are teaching in lessons in response to the progress that pupils make. During lessons, teachers keep pupils well informed about how well they are learning and making progress. However, teachers' marking across the school is inconsistent. They use the available time, support staff and resources very well. The partnership between teachers and teaching assistants works very well, with teaching assistants making a very good contribution to pupils' learning. They provide very good support for pupils of all abilities and backgrounds, but particularly for lower attaining pupils and for those with special educational needs. Homework is used satisfactorily to extend pupils' learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are good and the curriculum meets the needs of pupils of all abilities and backgrounds well. The school's strategies for teaching the skills of literacy and numeracy are good. There is a very good range of extra-curricular activities. The provision for pupils' personal, social and health education is also very good.
Provision for pupils with special educational needs	These pupils are supported well. The provision made by the special educational needs co-ordinator and by teachers and teaching assistants to promote the learning of these pupils is good.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Provision for pupils' moral and social development is very good and is reflected in the way in which pupils relate to each other and behave well. Provision for pupils' spiritual and cultural development is good. The school promotes well pupils' understanding of their own and other cultures.
How well the school cares for its pupils	Procedures for child protection and ensuring pupils' welfare are very good. There are excellent procedures for monitoring and promoting attendance and very good procedures for monitoring and promoting good behaviour. Procedures for assessing pupils' attainment and progress are satisfactory, while those for supporting their personal development are good.

The schools' links with parents and the impact of parents' involvement on the work of the school are very good. The school provides parents with good information about how well their children are making progress. Parents make a satisfactory contribution to their children's learning at home and at school. The school works very effectively to involve parents in supporting their children's learning. The newly created post of parental involvement officer is making a very effective contribution to this aspect of the school's work.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is very good. The deputy headteacher makes a very effective contribution to the management of the school. The co-ordination of subjects such as English, mathematics and science is good. However, in some other subjects there are not enough opportunities for the co-ordinators to monitor and evaluate the quality of teaching and learning.
How well the governors fulfil their responsibilities	The governing body fulfils its duties well. In partnership with the headteacher the governors do much to ensure the successful development of the school. Their role in shaping the direction of the school is very effective and they have a good understanding of its strengths and of the areas for development. Some additions are needed to the governors' annual report to parents and to the school brochure for these documents to fully meet requirements. The shared commitment to improvement and the capacity to succeed in the future are very good.
The school's evaluation of its performance	The improvement plan is very thorough and well prepared. The plan addresses the school's priorities for improvement very well. The actions taken to meet the identified areas for improvement are very effective. Arrangements to monitor and evaluate the quality of teaching, however, are only satisfactory.
The strategic use of resources	The educational priorities identified in the school's improvement plan are supported very well by the school's financial planning. The headteacher is very good at accessing additional funding to support pupils' learning and excellent use is made of grants designated for specific purposes. The school is served very well by its teachers and by support staff. Accommodation is good and resources to support pupils' learning are satisfactory. Governors apply the principles of best value very well when purchasing services and resources.

## 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>• Children make good progress at school.</li> <li>• Behaviour is good.</li> <li>• The quality of teaching is good.</li> <li>• They are comfortable to approach the school with questions or problems.</li> <li>• The school is well managed and led.</li> <li>• The school helps children to become mature and responsible.</li> <li>• The school provides an interesting range of activities outside lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Based on the analysis of the questionnaires returned by parents, and on their comments at the parents' meeting and in other discussions, there is nothing about the school that any significant number of parents would like to see improved.</li> </ul>

Inspectors agree fully with parents' views of the school. Parents have very positive views of the school and hold it in high regard. They are very appreciative of everything that the school does on behalf of their children and the community. Parents express high levels of respect and confidence in the headteacher and in the governing body.

## **PART B: COMMENTARY**

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

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

1. The attainment of the children currently in the nursery was below average when they entered the school. These children are making good progress and are likely to attain standards that are close to those expected for their age by the time they are ready to begin Year 1. When the children currently in the reception class began school their attainment was well below that expected for their age. These children are making satisfactory progress. However, by the end of the Foundation Stage of their education they are unlikely to achieve the early learning goals in literacy, language and communication, mathematical development and knowledge and understanding of the world. They will attain the early learning goals in the other areas of their learning.
2. The first group of pupils to do the national tests for the end of Year 2 did so in 2001. This, because of the overall size of the school at the time, involved only a very small number of pupils. Their attainment in reading was well below average and their attainment in writing and mathematics was average. Even as the school expanded, the 2002 tests were taken by fewer than 20 pupils. Many of these pupils did not attend the school until the year in which the tests took place. The tests showed standards in reading and writing to be well below average and standards in mathematics to be above average. This is mainly because when these pupils started school their attainment in literacy, language and communication was well below that expected for their age and their progress was slow. They found the skills and understanding of mathematics easier to acquire. Consequently, they made good progress and attained higher standards. When the 2002 test results are compared with those found in similar schools, standards in reading are average, standards in writing are below average and standards in mathematics are well above average.
3. Inspection findings show that standards by the end of Year 2 are average in reading and writing and above average in mathematics, with pupils making good progress in all three areas. This is mainly because these pupils have been in school for longer than those taking the national tests in previous years. Within English and in other subjects, pupils listen well but the standard of their speaking is below that expected for their age. This tends to restrict the rate at which they make progress in reading and writing. However, in reading, writing and mathematics, because the teaching is good, pupils are achieving well and making good progress.
4. The school will not have Year 6 pupils until September 2003 and there are currently no tests results on which standards can be compared with all schools or with similar schools by the end of Year 6. Inspection findings show that by the end of Year 5 standards in English, mathematics and science are in line with those expected for pupils of this age, with pupils achieving well and making good progress in all three subjects.
5. In all subjects, the pupils achieve well for their abilities and make good progress. By the end of Years 2 and 5, attainment in most subjects is in line with that expected for pupils of those ages. The exceptions are information and communication technology where by the end of Year 5, standards, although improving steadily, are below those expected. This is because the computer suite is a relatively new addition to the school's accommodation and pupils in Years 3 to 5 have not had time to catch up with the standards expected for their age. The other exceptions are in art and design and physical education. In both subjects standards exceed those expected for pupils' ages by the end of Years 2 and 5.
6. Many pupils who have joined the school at different times since it opened arrived with attainment that was below average and below that expected for their age. However, pupils

of differing abilities, including those with special educational needs and those from different backgrounds, all achieve well and make good progress. This is because all pupils are included well in all activities offered by the school and are supported well in their learning. The school has set challenging but realistic targets for the current group of Year 5 pupils for their attainment in English, mathematics and science for the time when they reach the end of Year 6 in July 2004.

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

7. Pupils' attitudes, behaviour and relationships are strengths of the school. Pupils feel valued and respected. They take a pride in their activities and have good self-esteem. The school's strong spiritual provision has a positive effect on their life at school. For example, a visit to the exhibition on water, air, fire and earth at Sheffield's Magna made a deep impression on them. A pupil wrote:  
    'Into the wonderful world of water  
    Swishing and swirling like waves on a beach  
    Clean and clear water like a mirror's reflection.  
    Rushing of water like a tornado in the sea  
    The splashing of water like spinning whirlpools  
    Children feeling happy, getting soaked'.  
At the pre-inspection meeting a parent said, 'A lot of the children don't want to break off what they are doing - at lunchtime and even at the end of the day'. Pupils are proud of the school. They planted an array of bulbs and flowers in the courtyard. They wrote their school song: 'At Worth Valley, we are a team'. They sing it enthusiastically in assemblies.
8. Behaviour is good in lessons and around the school. Pupils with special educational needs are well behaved, enjoy their activities and have good attitudes to learning, wishing to succeed. Pupils understand and respect the school rules. They are very keen to win rewards for good work and good behaviour - for themselves and for the group they work with. Pupils follow the very good moral teaching they receive. The school's 'good book' has four instances of pupils finding coins in the playground and handing them in to the office. A Year 5 pupil found a CD player on a local bus and brought it for the school to return as 'lost property'. The school is fully inclusive and has pupils with behaviour difficulties. However, good management by the staff quickly brings about improvements. The school has never excluded any pupil. There was no disruptive or aggressive behaviour in the week of the inspection. Bullying incidents are rare. The school resolves them speedily and effectively when necessary. Boys and girls work and talk happily together. Pupils welcome visitors with friendship and courtesy. They bring credit to the school on trips and visits. At the Bradford Alhambra pantomime last term they had the front two rows of the stalls. At the end of the show, the cast applauded them because they had behaved so well.
9. The school's very good social provision results in very good relationships between pupils and between pupils and staff. They learn very well together in pairs and groups. There is a strong sense of family within the school. If pupils have a fall in the playground, other pupils comfort them and take them to the office. Year 4 and Year 5 pupils each have a 'Friendship Club' one day after school each week. They play a wide choice of board games, snooker and table football. The clubs are very popular and almost every pupil takes part. The learning mentor runs the clubs. She makes costumes for pupils to use in role play. This builds up pupils' friendships and their confidence in speaking. Gifted and talented pupils in Year 5 are writing versions of traditional stories for the reception class. This builds their understanding of how to communicate with younger children.
10. Pupils show very good personal responsibility. Nominated pupils in each class take the registers to the office. From the nursery upwards, all are responsible for keeping their classrooms tidy. Year 5 pupils have always been the senior class ever since the school

opened in September 2002. They are proud now to be 'Junior Mentors'. They accept their responsibilities as role models for the other classes. The 'dream tree' in the hall shows that pupils think about their ambitions for life after school. One pupil wrote, 'I want to be a vet. I have had lots of animals and I love them'.

11. Attendance is very good. Last year the rate was 95.8 per cent. Worth Valley is in the top 10 per cent of primary schools nationally. Registers for the present year show that the school has kept up this high level of attendance in 2002-03. Pupils are punctual. They are in the school playground when the bell rings at 08.45 hours and there are very few stragglers. The high standards of attendance and punctuality have a positive effect on pupils' learning.

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

12. The quality of teaching in the nursery is good and that in the reception class is satisfactory. Teaching in Years 1 to 5 is good. During the inspection the teaching in lessons was good or better in four out of every five lessons seen. It was very good or excellent in two lessons in every five.
13. The basic skills of literacy and numeracy are taught well. Teachers apply effectively the principles of the national strategies for these areas of pupils' learning, enabling pupils to make good progress. The basic skills of information and communication technology are also taught well, particularly in Years 1 and 2. The good teaching of information and communication technology is also bringing about an improvement in standards in Years 3 to 5. Teachers use questions well to challenge pupils to think hard about what they are doing and to extend their thinking. However, although pupils listen well, not enough is done to improve their speaking abilities. Pupils do not have enough opportunities to plan what they intend to say or to ensure that the answers they give are sufficiently detailed and logical.
14. Teachers' planning is good. Day-to-day planning is linked well to the half-termly and termly plans and to the schemes of work for each subject. This is particularly effective in English and mathematics, but is only satisfactory in some other subjects. Well-structured plans are in place to further strengthen these links in the subjects where they are developed less well. Day-to-day plans usually explain well how the learning needs of pupils of differing ability and attainment will be met. Teachers also use a range of teaching methods well to ensure these needs are met. They ensure that all pupils are involved well in the introduction to lessons. They make certain that pupils are clear about what they are expected to learn and what they will have to do to bring this learning about. They also set targets for what each pupil is expected to learn and pupils respond well to these challenges. During whole class teaching, teachers take great care to ensure that pupils from all abilities are included well, often keeping records of which pupils have answered questions and phrasing questions carefully to challenge pupils from differing ability groups well. Teaching for pupils with special educational needs is good. These pupils make good progress. Teachers know their pupils well and plan activities to match their needs. The pupils' individual education targets are reviewed and amended where appropriate to provide new challenges. Support staff are used very effectively.
15. In Years 3 to 5, teachers have high expectations of how well their pupils will learn and of how well pupils will behave. They also manage their pupils very well. Pupils respond well to these expectations by working hard. They acquire skills, knowledge and understanding well. This supports the good progress they make in most subjects. Pupils have good knowledge of their own learning. They recall their previous learning well and teachers make good use of questions to enable pupils to do this. Teachers also use opportunities well to make ongoing assessments. They adapt what they are teaching in lessons in response to what pupils say and do, and modify their plans for what they will teach next in

the light of the pupils' responses. Teachers keep pupils well informed about how well they are learning and making progress. However, teachers' marking across the school is inconsistent. Where the best practice is applied, pupils are involved fully in the marking of their work and have a good understanding of the procedures used by their teachers, sometimes using the procedures to mark their own work. In other classes marking is restricted to ticks and short comments and does not provide pupils with enough information about what they need to do to improve.

16. Teachers use the available time, support staff and resources very well. No time is wasted and lessons progress at a good pace. This helps the pupils to work productively and they try hard. The partnership between teachers and teaching assistants works very well, with teaching assistants making a very good contribution to pupils' learning. They provide very good support for pupils of all abilities and backgrounds, but particularly for lower attaining pupils and for those with special educational needs. Consequently, these pupils learn well and make good progress. Homework is used satisfactorily to extend the pupils' learning. This mostly takes the form of English or mathematics. Homework is sometimes set in other subjects, but not consistently enough.

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

17. The curriculum for children in the Foundation Stage is satisfactory and is securely based on the six areas of learning recommended for young children. Children are mostly offered a satisfactory balance between activities directed by the teacher and those they choose themselves. Experiences offered to children in both classes are relevant, practical, interesting and matched to children's developing needs. However, children in the reception class do not receive as much direct teaching as they need in literacy and mathematics. In the nursery, there is satisfactory but less scope for children to learn through play outside, partly because there is a shortage of suitable equipment.
18. The school provides a broad and worthwhile curriculum that meets all statutory requirements for pupils in Years 1 to 5. There are strengths in mathematics, art and physical education. The curriculum for information and communication technology has significantly improved since the setting up of the computer suite. Lessons cover the required curriculum and the locally agreed syllabus for religious education. Teachers' use of nationally recommended guidelines for teaching and planning is helping to ensure that all subjects are taught in enough depth and breadth. Planning for English and mathematics is very thorough and provides a clear framework for teaching, so that what is learnt in one class is built upon in the next. This feature is only developed satisfactorily in some other subjects. However, the school is aware of this and has good plans in place to address this issue. Lesson plans identify what pupils are to learn and these objectives are communicated to the pupils. The objectives for lessons are referred to at the end of each lesson so that both the teacher and the pupils have a clear understanding of what has been learnt.
19. The school adopts good strategies for teaching the basic skills of literacy but there are not enough structured opportunities for pupils to improve their speaking skills in English lessons and in other subjects. The school successfully uses the national strategy for teaching numeracy and this has made a significant contribution to the improving standards in mathematics across the school.
20. A very good curriculum has been developed to support pupils' personal, social and health education. This includes sex education, drug awareness and citizenship, for which the school has set aside time for weekly lessons. Healthy eating has been part of the programme and the school has been awarded a 'Healthy Schools Award'.

21. The school values all pupils equally, whatever their needs and is committed to providing them with equal access to a wide ranging, well balanced curriculum. The provision for pupils with special educational needs is good. The school fully implements the national Code of Practice. Pupils follow structured programmes identified in their individual education plans, which are reviewed regularly. They contain targets that are realistic and achievable. A limited number of pupils are withdrawn only when there is a need to follow the structured programmes identified in their individual education plans. The pupils are supported well by teaching assistants. The inclusion of pupils with special educational needs in a wide range of activities reflects the productive relationships with outside agencies.
22. A very good range of extra-curricular activities enriches the curriculum. This includes a friendship club, football, table tennis, Goldilocks club and Sunshine club. Clubs and activities are very well attended with sometimes up to 75 pupils taking part. The school takes part in competitive sports locally. Pupils in Year 3 and above have the opportunity to take part in residential visits, to undertake adventurous activities and to improve their information and communication technology skills. These activities significantly contribute to pupils' personal and social education. Parents are pleased with the range of activities provided outside the school.
23. The school is successful in promoting pupils' spiritual, moral, social and cultural development. The provision is very good and is a strength of the school. Teachers are sensitive to pupils' needs. All pupils, including those with special educational needs, are encouraged to feel a strong sense of identity within the school community. The provision for spiritual development is good. It is largely promoted through assemblies, acts of worship, religious education and personal, social and health and citizenship education. Religious education lessons provide pupils with a good understanding of how beliefs held by people of different religions affect their values and ways of life. Pupils say prayers in assemblies and occasionally in lessons at the end of a school day. In a Year 4 religious education lesson, pupils were awestruck when learning about the significance of the Torah in the Jewish faith. Pupils are taught to have respect for other religions. For example, a Year 2 pupil discussed the importance of understanding about different places of worship and commented, 'When I go into the Jewish synagogue I will know what to do'. Music for assembly is carefully chosen for the occasion of quiet reflection and to encourage spiritual insights. Pupils also show care and respect for each other.
24. The provision for moral development is very good. It underpins much of the work of the school. Considerable attention is given by staff to ensuring pupils know right from wrong. The consistent application of the school rules and rewards system ensures a very good framework for the pupils' moral development. The school organises reward trips for pupils in Years 3 to 6. The pupils are rewarded for good behaviour and good work. For example, some pupils were awarded a trip to the Yorkshire Dales Falconry and Conservation Area. One of these was for being a very good friend to a pupil in need. Pupils understand that systems of rewards and sanctions are based upon fairness and there is a willing acceptance by pupils that merit has been earned. The school has made impressive efforts to ensure pupils are made aware of the consequences of their actions, not only for themselves but for others as well. Adults provide good role models. Pupils are enthusiastic about personal, social, health and citizenship education. In a Year 5 lesson the pupils discussed friendship and the importance of loyalty, honesty, respect and care for each other. The good displays reinforce the school values.
25. The provision for social development is very good. The school works hard at creating a community where everyone feels valued and respected. This is reflected in the very good relationships within the school. The inclusion of pupils with special educational needs in all the activities offered by the school is demonstrated by the high degree of consideration and empathy shown to them by others. Pupils are encouraged to support each other and do so quite naturally. For example, in a music lesson when a pupil performed a solo to the

class the pupils applauded, without prompting by the class teacher. The school provides good opportunities for pupils to develop socially through, for example, school productions and residential visits. In September 2003 the new formed Year 6 will visit the Robinwood Centre in which pupils will take part in outdoor and adventure activities. Pupils in Years 2, 3, 4 and 5 visit Ingleborough Hall, where they take part in caving, gorge scrambling, tree climbing and fell walking. These residential experiences encourage independence successfully and build on the school's support for pupils to think things through for themselves, both academically and personally. The consistent praise, encouragement and recognition of achievement raise confidence and build pupils' self-esteem; staff do this well.

26. The provision for cultural development is good. The curriculum offers a good range of activities to develop pupils' local knowledge and cultural awareness. Items of interest, observed during visits into and beyond the immediate community are recorded using a digital camera. The follow-up work in school has a positive impact on raising the level of pupils' cultural awareness. School assemblies and religious education lessons often reinforce knowledge of established cultural celebrations with religious origins, including those from different faiths. History, music, art and design and English lessons also provide opportunities for appreciation of world cultural achievements. Cultural development is also promoted through extra-curricular learning opportunities, for example visits to the Alhambra Theatre. The school works effectively, in partnership with outside agencies and individuals, to develop pupils' understanding and the beliefs and values of other cultures.
27. The community makes a very good contribution to pupils' learning, with the school having links with the local church, organisations such as the RSPCA, the Zephania Trust and local businesses. For example, the local supermarket's baker demonstrated bread making, after which the pupils made their own bread. Pupils have very good opportunities to make visits to places of interest that are linked to their current work, in most areas of the curriculum. The many visitors to school and visits to places of interest provide very good enrichment to pupils' learning. The school does not yet have Year 6 pupils, but, despite this, good links are being established with partner institutions. Teachers from the nearby local secondary school visit the school, sporting events are arranged and curriculum links are being forged. For instance, Year 5 pupils worked with the local secondary school to compose and produce CD on 'Healthy Living'.

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

28. The school cares for the pupils very well. As a new school, it has an up-to-date policy for health and safety. It has recently carried out risk assessments. The headteacher, the caretaker and governors, together with the staff representative, regularly monitor the premises. The caretaker checks the site and repairs most defects as they arise. He and his team of cleaners keep the school in a good, clean condition. With a grant from the Football Association the school has drained its soccer area beside the River Worth. This has provided two new pitches and improved the safety. The deputy headteacher is the designated person for child protection. Staff are aware of the requirements. The school follows local procedures and stays in close contact with local agencies. Five members of staff have full certificates for first aid. The school keeps written records and notifies parents when there is an injury. Last term the school won a Healthy Schools Award. The lunchtime menus contain a healthy choice each day. Pupils in class have a water bottle from which they drink whenever they need.
29. The provision for pupils with special educational needs is good and statutory requirements are met fully. The level of care and support given by teaching and support staff is of a high standard and is a strength of the school. Pupils' needs are identified early and outside agencies are used effectively.

30. Arrangements to assess children's attainment and progress in the nursery and in mathematics are good. They are satisfactory in other year groups and subjects. The school has very good procedures for analysing information gained from the formal testing of pupils and tracking their progress from year to year. The deputy headteacher diligently analyses every paper and every question in order to find out what pupils learned well and what could be improved. The information gained is then fed into teachers' planning for English, mathematics and science. Assessment procedures in subjects other than these are less well developed. The school is aware of this and is introducing computer-based assessments that are tailor-made for individual pupils. The school also has good plans to build up portfolios of moderated work for teachers' reference. From the analysis of these, the school will be able to keep a very careful track of pupils' attainment and progress in all subjects.
31. The school monitors pupils' personal development very well. Class teachers and assistants know their pupils, as does the headteacher. The reward system means that the school keeps records of pupils' good behaviour, as well as when a pupil causes concern. The annual reports to parents start with a review of the child's personal progress. The interim reports, issued at the end of the autumn and spring terms, give a grading for effort in individual subjects. This is an effective, innovative way to keep parents informed about their child's attitude to learning.
32. There is good support for pupils' personal development. The school's emphasis on social provision helps pupils to work together effectively as they learn. Awards at the weekly assemblies encourage pupils to work hard and behave well. The highest achievers win a special award, designated as 'A Place in the Sun'. This year it was a visit to a falconry centre. The fact that it happened on the wettest day for many months in no way lessened the impact of the award. The school also makes awards annually that recognise pupils' achievements in many areas of their learning.
33. The school has excellent procedures to achieve good attendance. Teachers take the registers promptly. The office staff run the computerised system expertly. Personal contact with parents plays a very important part in encouraging attendance and punctuality. The parental involvement officer meets parents every morning. The headteacher greets them at the start of most school days. If pupils are away and parents have not given the reason by 9.30, the learning mentor contacts them. The other important factor is that pupils want to come to school. Even when they are ill, most attend if they possibly can.
34. The school has very good procedures to improve behaviour. It achieves high standards through its positive behaviour policy. The policy has seven simple rules displayed around the school. There are clear guidelines for dealing with poor behaviour. These are very effective against bullying. Teachers manage their classes well in lessons. The school has strong procedures against racist language.

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

35. Worth Valley has an excellent reputation with parents and the community. Parents are happy because their children like the school and are making good progress. They are pleased with the quality of teaching. A mother says, 'The teachers here all really want to teach'. Another parent says, 'It's like being part of a family'. There were outstandingly favourable comments at the pre-inspection meeting. Four of the 12 answers on the questionnaire were positive from every parent; four other questions were 98 per cent positive. The lowest figure for any answer was 90 per cent positive. Parents like the opportunities their children have to learn in subjects additional to English and mathematics. They particularly value the music, the computers and the extra-curricular sports, with high class coaching in association football and table tennis.



36. The school has very good links with parents. In the autumn term the class teacher meets parents and tells them what their children will be learning. In the spring term there are parents' evenings to review the child's progress. The school is strong in its informal contacts with parents. It is an open school. Class teachers and the headteacher keep closely in touch and give much information day to day. Parents take part in assemblies with their children once each term. The school has a parental involvement officer. She meets parents in the playground every morning as they bring their children to school. She lives in the community and knows the families well. Her weekly coffee mornings with home baked buns get good support, for example 18 parents came in the week before the inspection. She makes it easy for parents to raise a concern at an early stage. This makes it easier for the school to resolve it. She also does much to encourage good attendance and punctuality.
37. Parents of pupils with special educational needs are actively involved at all stages of the Code of Practice and are fully involved in review procedures. When needs are reviewed once a term, parents and pupils are invited to contribute. Parents are very supportive of the work of the school.
38. Parents' involvement in the work of the school has a very good impact on their children's learning. The school ran an introductory course for parents helping in class and now has a team of volunteers who come in weekly. Parents take part in courses held at the school and provided by Keighley College, including support for children with complex needs. The computer course for the community has built parents' confidence in using computers to help their children learn. The parents' and friends' association frequently organises events. The Christmas fair raised a substantial amount of money. The summer fair later this term will prove equally popular. These events fund facilities for pupils' learning and leisure and add significantly to their life at school. The events help develop pupils' confidence and social skills. Parents support fund raising for charities. The favourite in the past year was the penalty shoot-out, where children won extra sponsorship money for every goal they scored past Billy Bantam, the Bradford City mascot.
39. Parents receive good information about how well their children are doing. Annual reports cover in detail what the child knows and can do in English, mathematics and science. There are targets for improvement, but these are not yet consistently seen in all reports. The reports open with a sensitive section on the child's personal development. At the end of the autumn and spring terms the school sends parents an interim report on their children's progress. This is unusual and parents find it very helpful. Parents get good newsletters about events and life at school. The governors' annual report and the prospectus are clear and well presented. They do not, however, meet statutory requirements, which have changed recently. The school is aware of the new requirements and has undertaken to ensure it meets them fully in future.
40. Parents make a satisfactory contribution to their children's learning. They sign an agreement in support of the school's homework policy. Parents use the reading record and many give good support to their children's home reading. However, not all parents are yet reading consistently with their children at home. This is likely to improve as parents build up their experience. Similarly, not all the classes in Years 3 to 6 are yet getting homework in subjects other than English and mathematics. This too is in the process of development.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The headteacher is well respected by pupils and by parents. He is held in very high regard by the community served by the school and provides very good leadership. Since it was opened, the school has faced a series of difficult challenges and barriers to its progress. The very good, clear, educational direction provided by the headteacher has been a central feature to meeting these challenges and in the successful development and progress made by the school. This is evident in the way the school has expanded, with increasing pupil numbers, increasing popularity within and beyond the immediate community and improving standards. The headteacher and governing body also work very effectively to ensure that the aims of the school are reflected in all aspects of its work.
42. The management of the school is good. The deputy headteacher makes a very effective contribution to the management of the school. This includes providing very good support for her colleagues and undertaking a detailed analysis of the attainment and progress of each pupil. This analysis is followed by the modification of what is taught and is a central feature of the improving standards. The co-ordination of subjects such as English and mathematics is good. However, the co-ordination of some other subjects, such as art and design, design and technology, geography, history, music and science, is not yet developed fully and some co-ordinators have not had enough opportunities to monitor the quality of teaching and learning in their subjects. In some cases this is because the co-ordinators are new to the school and have been appointed only recently. The co-ordinator for special educational needs maintains the register of pupils for special educational needs efficiently. She has a clear vision for the development of special educational needs in the school. This contributes significantly to the good level of provision, effective support and the good progress that is made by all pupils with special educational needs. Outside agencies are involved as required. The co-ordinator is a knowledgeable and experienced practitioner
43. The governing body fulfils its duties well. In partnership with the headteacher the governors do much to ensure the successful development of the school. They are hard working, supportive and very committed to the school. Their role in shaping the direction of the school is very effective and they have a good understanding of its strengths and of the areas for development. This is because they work closely with the headteacher and with other members of staff. This good understanding is typified by the very informative presentation provided by the governors for the inspection team during their initial visit to the school and by the governing body's detailed plan for their own development and record of their achievements over the last three years. Governors are frequent visitors to the school and often see it working at first hand. They also benefit from regular, clear and very full reports provided by the headteacher about all the activities of school. Many members of the governing body regularly attend training events and this helps them to keep up to date with educational developments and to understand the needs of the school in the light of these developments. Governors fulfil those duties required of them by law well. However, some additions are needed to the governors' annual report to parents and to the school brochure, in the light of recent legislation, for these documents to fully meet legal requirements. The shared commitment of the governing body, headteacher and staff to improvement and their capacity to succeed in the future are very good.
44. There is a very good, very thorough and well-prepared school improvement plan. The preparation of the plan involves all interested parties from the governors, the headteacher, the staff and the community. Consequently, governors have a good understanding of the direction the school is going in and are well placed to influence this. The plan addresses the school's priorities for improvement very well. Over the past three years the actions taken by the governing body and headteacher to meet the identified areas for improvement have proved to be very effective. Arrangements to monitor and evaluate the quality of teaching are satisfactory. These arrangements are undertaken well by the

headteacher, by members of the governing body and by the co-ordinators for English, mathematics and science. However, the co-ordinators for some other subjects have not had enough opportunities to undertake this aspect of their work effectively.

45. The school makes very good strategic use of its resources. In September 2000 it opened with three teachers and 47 pupils in the premises of a former middle school. The middle school's youngest pupils were 10 years old. Toilets, wash basins and resources were all unsuitable for the new school, whose youngest children were aged four. Worth Valley invested speedily and imaginatively. For example, every pupil came to school in a smart new uniform supplied by the school. The impact on the pupils' self-esteem and the community's respect was very positive. In the first year the school bought resources as teachers worked their way through the curriculum. Nonetheless, the school sustained high quality in the way it spent its money. It placed particular emphasis on making the interior look inviting and attractive. In response to demand from the local community it provided for nursery aged children. It established a pre-school group at Easter 2001 and opened its nursery in January 2003. The school got additional funding to provide the new facilities required. It made wise and effective use of this money. Today, the school's budget reflects the educational priorities of its development plan. It has controlled its spending very efficiently, recording a small carry forward at the end of the last financial year.
46. The school uses grants for specific purposes very well. It plans meticulously the spending of money allocated for special educational needs. It is unusually good in identifying where it needs extra funding and unusually successful in bidding for it. Excellence in Cities pays for the learning mentor. A grant from national government funds the parental involvement officer. There is national funding for the breakfast club, theatre visits and table tennis coaching. A national charity supports the school's language development room. The Variety Club of Great Britain found a sponsor for a minibus. A local environmental charity supports the garden area. This money from very different sources has a very positive impact on pupils' learning at Worth Valley.
47. The school's systems for financial planning and control are very good. There is very close co-operation between the headteacher and the governing body. The local authority audited the accounts in December 2001. It recommended that the school should raise purchase orders for significant purchases. The school has implemented this recommendation. The headteacher ensures all staff are clear about their role relating to the school's financial systems. The bursar controls income and expenditure from day to day very efficiently. She uses the computer accounting system to produce a month-by-month analysis of expenditure. Governors find this very helpful. Indeed, one governor says, 'I only wish every organisation I belong to presented its information so clearly'. This helps governors to anticipate opportunities for development and to recognise when to exercise caution.
48. There are good arrangements to ensure that the school follows the principles of best value. Governors take their full part in the planning of the budget and staff are aware of the financial situation. Subject co-ordinators make bids for extra funding linked to the school's development priorities. The school seeks tenders from a number of contractors, both regional and local. They are prepared to change suppliers if costs compare unfavourably with other quotations.
49. The school has good staffing, accommodation and learning resources. It has achieved a great deal since it opened less than three years ago. In particular, it has invested significantly in hardware, software and training for information and communication technology.
50. The teaching staff have a very good balance of qualifications and experience. They work closely together. They get very good support from the teaching assistants. The school

has provided high quality training in the past three years. It is sensitive in support of new staff when they join the school as it expands to the older year groups. The midday assistants and the kitchen staff play a valuable part in the smooth, happy running of the school. The bursar and the secretary support teachers and managers very effectively. All staff show high levels of commitment to the well-being and happiness of pupils.

51. The school adapted the former middle school's accommodation so that it is now a good environment for primary pupils. Classrooms are adequate in size and very well decorated. Staff make creative use of pupils' work and digital photography for display. Pupils love the new information and communication technology suite. The library is a calm, attractive environment. The hall is larger than usually seen in a primary school. It works well for assemblies and physical education. The school has a separate dining hall, refurbished by a local group that uses it for activities after school. The outside area consists of a good playground, two primary size soccer pitches and another field for games. The Foundation Stage has a newly created outside area with tarmac and grass. An outside veranda provides shelter from rain.
52. The school had no primary resources when it opened three years ago. It has built resources up to a satisfactory level in most subjects. It lacks larger equipment for physical development in the Foundation Stage. It is short of computer software, whiteboards and globes. It will correct these shortages in the near future. The beautiful natural setting of hills, woods and the Worth Valley railway will continue to serve as an inspiration for studies in subjects such as art, history and geography.
53. The school provides good quality teaching and learning for its pupils. Their attitudes, attendance and personal development are very good. Their behaviour is good. Standards are average, but pupils achieve well as they move through the school. The leadership of the school is very good. Overall, the school provides good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. In order to improve the quality of education the governors, headteacher and staff should:
- (1) raise standards in speaking by:
    - ensuring that children in the nursery and reception classes have frequent opportunities to learn the sounds of letters, the sounds made by combinations of letters and the initial sounds of frequently used words;
    - planning for a wider range of opportunities to further develop pupils' speaking skills in all subjects;(paragraphs 3, 13, 17, 19, 61, 67 and 68)
  - (2) raise standards in information and communication technology by the end of Year 5 by:
    - ensuring that all aspects of the required curriculum are taught to pupils in Years 3 to 5;
    - providing pupils with more opportunities to develop their use of databases and spreadsheets;(paragraphs 5, 112 and 114)
  - (3) create more opportunities for the co-ordinators of art and design, design and technology, geography, history, music and science to undertake their monitoring role by:
    - providing a planned cycle of opportunities for the co-ordinators to observe lessons;
    - ensuring that co-ordinators have regular opportunities to analyse samples of pupils' work for their subject from each year group;
    - providing opportunities for co-ordinators to share the outcomes of their monitoring activities with colleagues.(paragraphs 42, 91, 97, 101, 106, 111 and 122)

In addition the school should consider the following less significant areas for improvement in its action plan:

- ensure that the marking of pupils' work is consistent across the school (paragraphs 15, 75 and 82);
- make more consistent use of homework to enhance pupils' learning in subjects in addition to English and mathematics (paragraphs 16 and 40);
- improve the range of outdoor play equipment for children in the nursery and reception classes (paragraphs 17, 52 and 64);
- ensure the content of the school brochure and the governors' annual report to parents meets fully with requirements (paragraphs 39 and 43).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	30

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	4	12	17	6	0	0	0
Percentage	10	31	44	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 almost three percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	13	138
Number of full-time pupils known to be eligible for free school meals	0	54

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y5
Number of pupils with Statements of Special Educational Needs	0	29
Number of pupils on the school's special educational needs register	0	4

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	4.2
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	10	8	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	8	7	9
	Girls	6	6	7
	Total	14	13	16
Percentage of pupils at NC Level 2 or above	School	78 (100)	72 (100)	89 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	8	8	8
	Girls	6	7	6
	Total	14	15	14
Percentage of pupils at NC Level 2 or above	School	78 (100)	83 (100)	78 (100)
	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**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	136	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	2	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)	7.4
Number of pupils per qualified teacher	18.6
Average class size	23

#### Education support staff: YR – Y5

Total number of education support staff	9
Total aggregate hours worked per week	251

#### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	2
Total aggregate hours worked per week	66
Number of pupils per FTE adult	6

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	4.4
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	2002-3
	£
Total income	565,358
Total expenditure	519,326
Expenditure per pupil	3,462
Balance brought forward from previous year	33,352
Balance carried forward to next year	46,031

## Results of the survey of parents and carers

Questionnaire return rate 35%

Number of questionnaires sent out	150
Number of questionnaires returned	53

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	85	15	0	0	0
My child is making good progress in school.	85	15	0	0	0
Behaviour in the school is good.	64	34	0	0	2
My child gets the right amount of work to do at home.	56	38	4	0	2
The teaching is good.	89	11	0	0	0
I am kept well informed about how my child is getting on.	64	30	4	0	2
I would feel comfortable about approaching the school with questions or a problem.	79	21	0	0	0
The school expects my child to work hard and achieve his or her best.	89	9	0	2	0
The school works closely with parents.	70	26	2	0	2
The school is well led and managed.	79	19	0	0	2
The school is helping my child become mature and responsible.	78	22	0	0	0
The school provides an interesting range of activities outside lessons.	63	29	0	0	8

## 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**

55. Since the school opened, children's attainment when they first come to the school has been below average. It was well below average for the current reception class. Children have much lower than average skills in communication, language and literacy, mathematical development and in their knowledge and understanding of the world on entry to the reception class this year. Children make at least satisfactory progress in all the areas of their learning and their attainment in the physical and creative areas of learning is average. Children with special needs make similar satisfactory progress to their classmates in the reception class.
56. This year, children's attainment when they joined the newly established nursery was average. These children are making good progress towards the nationally recommended early learning goals in nearly all the areas of learning because the teaching is usually very good. Their personal, social and emotional development is very good because staff place a strong emphasis on this area of learning and the children benefit from the high level of good support they receive. Children's physical development is partly restricted because the school does not yet have a good enough range of equipment for improving these skills.
57. The leadership and management of the Foundation Stage are effective. An action plan for the development of this stage has been agreed and its implementation is being monitored satisfactorily. The quality of the teaching and the provision made for children's learning in the nursery are very good. They are satisfactory overall for children in the reception class. Staff plan their work according to the national guidance for children of this age, but there is insufficient liaison between the staff of the nursery and the reception class. Consequently, there is no guarantee that children's learning in the nursery will be built upon in the reception class. Activities, such as sand and water play, are sometimes not planned with sufficient attention to what children will learn. This means that children's skills are not always built upon progressively. Staff in the nursery work very well together and the teacher makes very effective use of the classroom assistant in the reception class. Staff are good at asking questions to make children think and provide interesting and relevant activities that match the needs of the children in both classes. However, there is insufficient direct teaching of literacy and mathematics for children in the reception class. In the nursery, staff regularly observe children in their activities and make written notes for their records on what children know and can do. Satisfactory arrangements are made in the reception class to observe and record children's progress, but the records are not always up to date and therefore do not show what progress children have made. However, the teacher knows the children well and plans activities that match their needs.
58. Liaison between the staff of the nursery and the teacher of the reception children with parents is good. The staff keep parents regularly and clearly informed about how their children are getting on and parents are confident about discussing any problems or concerns they might have.

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

59. Many children enter the reception class with below average skills in personal and social development. They are taught satisfactorily and make satisfactory progress and some children achieve well by the end of the year. Children are encouraged to feel confident about what they can achieve because staff in both classes offer a good level of praise for children's efforts. Children usually play and work well together, showing consideration towards each other. The staff regularly remind them how to relate and listen to one another. When children were reading a sentence about the seed packets they had made, the other children listened carefully and with interest. Occasionally, when children have to sit for too long on the carpet they become restless and inattentive. Children find it difficult not to shout out answers to questions because the teacher does not insist on them putting

up their hands. Children are enthusiastic about their learning and many are able to work well independently. The teacher provides many opportunities for them to choose activities for themselves and materials are easily accessible. Some children stay on a task or play activity for 10-20 minutes but others have difficulty in concentrating and flit from one activity to another after a short while. Their behaviour is satisfactory and sometimes good when their interest is captured and maintained.

60. Children in the nursery achieve very well and are on track to attain the recommended goals because of the very good teaching they receive. Staff have excellent relationships with the children and have high expectations of how children will behave. Consequently, children's behaviour is very good and they show very positive attitudes in all that they do. They are very familiar with all the routines of the nursery and are keen to please. They show a very good level of independence in choosing activities and resources and show a great maturity for their age when tidying up. They have learnt to share equipment and show consideration to each other because the staff constantly reinforce children's good responses. Children make very good progress because they feel valued, secure and cared for well.

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

61. By the end of the reception year, standards are below those expected. Children in the nursery make very good progress and those in the reception class make satisfactory progress. The teaching of children's language and literacy skills is satisfactory in the reception class and very good in the nursery. The staff in both classes ask open-ended questions that successfully encourage children to think and to contribute well to class discussions. However, although some children are confident speakers and speak clearly, many in the reception class have poor speaking skills and it is difficult to tell what they are saying. When the teacher intervenes in children's play in the *Giant's Castle* and helps them with their dialogue, the quality of their speech improves. Opportunities are missed in the whole class oral lessons to encourage children's speech when the teacher does not encourage children to speak in sentences. In the nursery, many of the children speak well and the staff involve children in conversations, encouraging them successfully to give lengthy answers to questions. Children in the reception class have weak skills in talking. Many have a limited vocabulary and find it difficult to express themselves. Children in the nursery recognise their names and are learning to write them because staff provide good opportunities for them to do this. There is a table in the reception class set aside for writing, but it is not equipped sufficiently well to encourage children to choose this activity for themselves. There are not enough opportunities for all children in reception to benefit from good, direct teaching of writing. Children in the nursery are on track to achieve the expected standards for their age because staff provide very good opportunities for them to speak at length, arrange interesting and relevant activities that promote this area of learning and encourage a love of books through the stories they read.

### **Mathematical development**

62. The teaching of mathematics is very good in the nursery and satisfactory in the reception class. Staff in the nursery provide lots of exciting activities to promote mathematical development and often use these activities well to assess children's progress. Staff regularly engage children in rhymes and counting songs and children can count to five confidently. In the reception class most children can count correctly to ten and beyond. Staff are adept at finding different ways of presenting the same concept for children to enable them to think through problems. The teacher encourages the reception children to do their best by saying, 'Show me your best counting'. In one lesson in the reception class, children made good progress in learning to count because the teacher kept their interest by using 'quick-fire' questions in the oral part of the lesson and provided interesting and practical activities for the children to do. She carefully monitored the

activities and made timely interventions to take children's learning forward. Although children are on track in the nursery to achieve the expected standards for their age, many in the reception class will not achieve the recommended standards by the end of the year.

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

63. The teaching of this area is satisfactory in the reception class and very good in the nursery. Staff teach children to appreciate the passing of time by building on children's own experiences of events in their lives. They develop their early geographical skills when they go on local walks and when they use roadway floor mats. Children build models to a reasonable standard using construction kits and talk about them in simple terms. They are skilled for their age in using the computer and the cassette recorder because they have many opportunities to use such equipment. Children enjoy listening to a wide range of taped stories. They are very familiar with the computer programs on offer and click on icons on the screen and use the mouse with great confidence and speed. However, the school has a limited amount of software suitable for children of this age and this is a missed opportunity to promote children's learning. The staff give children in both classes good opportunities to explore the natural and man-made world. Children in the reception class have a weak general knowledge and have difficulty in retaining information. For example, in one lesson the teacher asked, 'What do plants need to grow?' and 'What are the parts of a flower called?' Many of the children were unable to provide an answer despite having previously looked at plants and having a wealth of information in the classroom to help them to answer these questions. Children make the best progress in this area of learning when they benefit from direct teaching and adult support in the reception class. In the nursery, children make good progress because the staff are aware of children's needs and provide a wide range of interesting and relevant experiences.

### **Physical development**

64. Teaching in this area is good. Children in both classes have access to an outdoor play area that is equipped with some wheeled toys. However, this area of learning does not yet have suitable large apparatus to promote children's co-ordination and awareness of space through such activities as climbing and balancing. This is compensated for in the reception class as children benefit from good teaching in the lessons in the hall. When they visit the hall, children in reception can control a large ball well with their hands and with their feet. They respond promptly and correctly to the advice of their teacher and make good progress because of the good opportunities for them to practise and improve their skills. Although the nursery provides adequate access to the outside area, this is not sufficiently well resourced to mirror the good quality of provision found indoors. Staff monitor well what children are doing. Children use wheeled toys sensibly and run, jump, throw and kick balls with increasing dexterity. Children's skills in using pencils, scissors and paintbrushes are satisfactory. Most children should achieve the expected standard by the end of the year.

### **Creative development**

65. The teaching of creative skills and knowledge is good in both classes. Children have good opportunities to paint pictures and to experiment with pastels and a wide range of other materials. Children in the reception class paint colourful and vibrant pictures of sunflowers after careful examination of those in a vase and children in the nursery learn how to mix yellow and blue to make green. Staff provide good opportunities for role-play in the 'Giant's castle', the 'Post Office' and 'home corner' to promote children's imagination and creativity. Children greatly enjoy learning songs as the staff make learning fun, encourage children to accompany the songs with actions and take every opportunity to reinforce children's knowledge of numbers. Most children are on track to achieve the recommended standards for children of nursery and reception age.

## ENGLISH

66. Inspection findings show that standards in reading and writing are average by the end of Year 2 and that standards in English are average by the end of Year 5. The majority of pupils enter school with attainment that is lower than that expected for their age. Pupils of all abilities, including those with special educational needs, achieve well and make good progress. The quality of teaching is good. The National Literacy Strategy for developing pupils' skills in reading and writing has been established well. It has helped teachers to improve their subject knowledge and teaching skills.
67. By the end of Year 2, pupils have moved from a low base to being able to listen carefully and contribute orally in lessons with adults and other pupils. Pupils make good progress in listening. They listen carefully and with great interest when stories are read to them. Pupils' speaking skills are below average. In the best lessons pupils are given good opportunities to contribute in class discussions. For example, in a Year 2 lesson the pupils were learning how to use question words such as 'what?', 'where?' and 'when?' while writing sentences. The teacher worked effectively to develop the pupils' speaking and listening skills. They were encouraged to speak correctly, in full sentences. The pupils also recalled using the computers to find out about frogs and spiders. One pupil accurately commented, 'We used the search engine'. The teachers' good questioning style encouraged pupils to think carefully about their sentence construction and helped them to make good progress.
68. By the end of Year 5, standards in listening are average. Pupils listen carefully to teacher's instructions. Standards in speaking are below average. The school has identified the need to raise standards in speaking. In some classes pupils do not have enough opportunities to take part in extended discussions between adults and with other pupils. However, in an excellent lesson observed in Year 4, the pupils were given very good opportunities to develop their speaking and listening skills. These pupils were very confident and enthusiastic when asking and answering questions. The teacher's careful questioning supported the pupils' good progress. The pupils responded well to the teachers' high expectations. They worked hard to improve their sentence constructions and their speaking and listening skills were further developed through the good use of drama. They were given opportunities to perform interviews with the class teacher. The successful use of microphones enhanced the learning for both the actors and class audience. The teacher's very good questioning style promoted the development of the pupils' speaking and listening skills very effectively. Her wonderful enthusiasm enabled the pupils to comment freely, confidently and to listen accurately to the questions asked.
69. Attainment in reading is in line with what is expected by the end of Year 2. The pupils thoroughly enjoy reading and take books home regularly. They can name and comment about the authors, illustrators and publishers of books. They know how to use the contents page and index correctly to locate information. Pupils read from commercial reading schemes and other materials. Teachers ensure that reading books are suitably matched to the pupils' level of ability. Higher attaining pupils read fluently and with expression, showing an understanding of punctuation. They understand the main points of the text and retell stories well using their own words. They read silently and with understanding. They confidently express preferences about the books they have read. Lower attaining readers recognise familiar words and use a range of reading strategies well. For example, they use their knowledge of initial letter sounds and pictures to understand the story. They talk satisfactorily about the characters and the plot, but read aloud with little expression. They identify their favourite authors and the most interesting aspects of their books. The more able pupils understand how to use the school library and locate fiction and non-fiction books confidently and quickly.

70. By the end of Year 5, standards in reading are average. Pupils demonstrate enjoyment in reading. Higher attaining pupils talk in detail about the plot, characters and humour in the stories read. They read with expression, showing an understanding of the correct use of speech marks, question marks and exclamation marks. Pupils understand and explain the difference between fiction and non-fiction books. Lower attaining pupils read with enjoyment and understanding. They read with little expression, but use phonic cues well to aid word recognition. Sometimes they correct their own errors. They discuss the plot, characters and their likes and dislikes about books they have read. They also make predictions of events in the story and show understanding of the words 'index', 'author', 'publisher' and 'illustrator'. Pupils are confident when reading and discussing their books. They read from commercial reading schemes and other materials. The pupils' reading books were suitably matched to their level of ability. They take books home regularly and often read at home by themselves and with others.
71. Teachers keep up-to-date reading records that provide information about books pupils have read and have accurate and helpful evaluative comments on pupils' progress. All pupils have good opportunities to use the school library for research and learning in other subjects. The planned guided reading in English lessons provide further good support for pupils' progress in reading.
72. Attainment in writing is in line with the standards expected from pupils by the end of Years 2 and 5. Pupils start school with low levels of attainment but make good progress in developing their writing skills. Pupils' handwriting and presentation are good. Their writing develops well so that by the end of Year 2 many write confidently, using basic punctuation accurately. Pupils have good opportunities to develop their writing. The basic skills are well taught so that pupils achieve well. During the inspection, pupils in Year 1 were learning how to retell stories and most were able to put events in the correct order. They used some complex words ending in 'ing', for example 'watering', 'planting', 'tidying' and 'gardening'. Higher attaining pupils sort given words into order and then write in complete sentences, correctly using capital letters and full stops. Lower attaining pupils write captions for pictures in which most words are spelt correctly. In Year 2, pupils learn about humour in writing. The very good choice of books and excellent teaching inspires pupils to achieve well in their writing. One pupil wrote, 'We are sliding down the beanstalk, Wheeee, BUMP!' with correct spelling and punctuation. A lower attaining pupil accurately wrote, 'sliding down the elephant's trunk'. Higher attaining pupils write structured and imaginative sentences. Their spelling is generally correct and handwriting is accurately formed and consistent. Lower attaining pupils have satisfactory knowledge of punctuation and are beginning to write in sentences. Their handwriting is clearly shaped with generally accurate form.
73. During the inspection, pupils in Year 5 were reading 'Treasure Island' as written and published in 1895. They became increasingly engaged in discussions about the vocabulary to be used, for example 'configuration'. The pupils learned how to retell an event from another character's point of view. They confidently worked together to discuss the characters and emotions in the story. Higher attaining pupils used descriptive words effectively in their writing. For example, they wrote 'creaking, groaning, melancholy woods'. Lower attaining pupils construct sentences using increasingly interesting adjectives. A few of these pupils found difficulty in understanding the historical concept and language used in the book, but were helped to do this well by their teacher. All pupils are confident in the use of dictionaries and use them effectively to further develop their writing.
74. Pupils in Year 4 learn about the book *Cliffhanger* by Jacqueline Wilson. They summarise, analyse and write about the characters' experiences and emotions during events in the story. They make excellent progress in their writing, with correct use of punctuation for effect. Higher attaining pupils choose words adventurously and with good effect. Lower

attaining pupils show confidence in writing and their use of structured sentences improves satisfactorily. Pupils made very good use of the class computer to support their writing. The presentation of work in pupils' books is good and they clearly take pride in their work.

75. The marking of pupils' work by teachers is satisfactory. Throughout the school there are examples of supportive marking relating to content, pupils' attainment and effort. However, marking in some classes does not give pupils sufficient information about what they need to do to improve. The classrooms have good teaching displays to support pupils' learning in literacy. There are many good quality English displays around the school showing a range of writing being undertaken. For example, Year 2 pupils have learnt about poetry and stories from other cultures. The display entitled 'Catch me the moon' provides a very good example of poems written by pupils. For example, one pupil wrote, 'Catch me the moon so that I can touch its smile. Catch me the moon so that I can see it shine a while'.
76. The leadership and management of the subject are good and the co-ordinator has provided staff and parents with guidance, support and training in various aspects of teaching English. This is contributing effectively to good teaching and learning. The school has good systems in place for assessing pupils' attainment and progress. The deputy headteacher analyses thoroughly the results of tests and other assessments. The outcomes of this analysis are used well to modify future teaching. There has been monitoring of English teaching by the subject co-ordinator and, because of this, she is aware of the schools' needs. She recognises the need for further staff training, especially to develop pupils' speaking and writing skills. She is committed to raising standards for all pupils and the capacity for this to happen successfully is good. Resources for English are broadly satisfactory. The school has identified the need for an improvement in the quality of reading books and has plans to further develop the schools' teaching and learning resources. The school library has limited fiction and non-fiction books. The school has identified this as an area for development.

## **MATHEMATICS**

77. Inspection findings show that standards are above average by the end of Year 2 and average by the end of Year 5. This is mainly because many pupils did not join the school until Years 3 and 4 and did not experience learning in Years 1 and 2 at Worth Valley. Pupils from all abilities and backgrounds, including those with special educational needs, achieve well and make good progress. The quality of teaching is good.
78. Teachers plan their work well to match the learning needs of the full range of abilities in the classes they teach. During whole class teaching and during group work, teachers meet the needs of the full range of abilities of pupils very well. Gifted and talented pupils are challenged and supported well. Teaching assistants make a very good contribution to the learning of lower attaining pupils and to the learning of those with special educational needs, providing support when these pupils work alone and when they work in groups.
79. The very good teaching of mental and oral mathematics is a significant feature of many lessons. Throughout the school, teachers expect pupils to explain their working out when they do calculations in their heads. They also provide pupils with alternative methods of doing calculations. In Year 1, pupils count on and count back to and from numbers in excess of 100. They do this quickly and confidently in 2s, 5s and 10s. Teachers of pupils in Years 1 and 2 have high expectations of their pupils' ability to work with numbers effectively. Many higher attaining pupils successfully undertake calculations in their heads without recourse to other forms of help. Higher attaining pupils in Year 2 are quick to answer multiplication problems worked out correctly in their heads, such as  $9 \times 3$ . The ability of these pupils to use and understand the significance of fractions is also developing well. Pupils in Year 2 also use standard measures accurately. This work is building very



effectively on the work done by pupils in Year 1, when they use non-standard measures, such as hand spans and the length of toy crocodiles, to measure accurately. When pupils in Year 1 measure they use fractions correctly to express the proportions of the unit of measure they are using.

80. Teachers in Years 3 to 5 build effectively on the good foundations laid in Years 1 and 2 to develop pupils' mathematical abilities. The ability of pupils in these year groups to add, subtract, multiply and divide is developing well. In Year 3, pupils show good understanding when they explain their calculations correctly. Pupils in Year 4 apply their knowledge of fractions well when they measure and when they divide the area of shapes they have previously calculated. This work continues well in Year 5, when pupils express percentages as a fraction of 100 and express fractions as percentages. When they do this they clearly understand the links between the two. Their understanding of and ability to use place value is also developing satisfactorily.
81. The work undertaken by the oldest pupils in applying their mathematical knowledge to problem solving is developed less well. This is because their abilities in language are not developed as well as their mathematical abilities. The subject co-ordinator and teachers are working effectively to overcome this challenge to pupils' learning.
82. Procedures to assess pupils' attainment and progress in the subject are good. Teachers modify what they teach in lessons with regard to pupils' responses and the progress that pupils are making. Teachers also modify subsequent lessons in the light of how well pupils are learning. Teachers involve pupils well in gaining knowledge of their own learning. This helps pupils to understand how well they are getting on. All pupils have targets for learning in mathematics that they understand well and these are readily accessible in pupils' books. In Year 5, pupils often mark their own work, making good use of the same system for marking that is used by their teacher. In some classes marking does not provide pupils with enough information about what they should do to improve. The subject co-ordinator undertakes a thorough and detailed analysis of how well pupils are progressing by scrutinising their work and looking closely at the outcomes of any tests undertaken by pupils. The school's scheme of work, teachers' planning and what is taught during lessons are subsequently adapted in relation to the outcomes of this analysis, so what is taught is matched well to pupils' abilities.
83. The quality and range of learning opportunities in mathematics are good. The co-ordinator and teachers ensure that each strand of the subject is covered fully and effectively. For example, in each year when pupils handle data, teachers ensure that pupils always undertake a level of analysis of the data that is matched well to their age and ability. Information and communication technology is used well to enhance pupils' learning. When pupils record and analyse mathematical data they often do so by using computers. In each year, teachers also create opportunities for pupils to revisit, repeat and consolidate their learning in each aspect of mathematics. This helps to reinforce pupils' learning well. All teachers develop good links with literacy by encouraging pupils to use the correct mathematical terms and language. Pupils do this well.
84. The leadership and management of the subject are very good. The co-ordinator provides very good support and guidance for her colleagues. She has provided a good scheme of work that helps teachers to apply the principles of the National Numeracy Strategy very well. Resources to support pupils' learning are good.

## **SCIENCE**

85. The 2002 results of teacher assessments indicated that the pupils' performance at the end of Year 2 was below average. Inspection findings indicate that standards in the current Year 2 are average, although few pupils are likely to reach the higher than expected Level

3. Standards in Year 5 are typical of those expected for pupils of this age. Pupils make good progress, especially as many enter the school with below average attainment. There are few differences between the attainment of boys and girls. Pupils of all abilities are challenged and are performing well because of the good teaching and level of support they receive from their teachers and classroom assistants.
86. Pupils' written work shows a good coverage of all aspects of science across the classes and shows that most pupils have an inquisitive approach to science. At the end of Year 2, pupils have a satisfactory knowledge of the differences between living and non-living things. This is illustrated by the 'bean diaries' they keep to monitor plant growth, detailing the changes over time. Teachers provide good opportunities for pupils to learn through first hand experience and put a strong emphasis on investigation and experimentation. For example, Year 1 pupils make thoughtful predictions about what will happen when red food colouring is put into a vase of carnations. Year 3 pupils learn satisfactorily that certain types of paper absorb water at different rates, through a carefully prepared and well executed scientific investigation, which enables them to record outcomes and draw their own simple but accurate conclusions. Year 4 pupils investigate thoroughly the density of shadows by using torches and find out which materials produce the darkest shadows. By Year 5, pupils confidently predict the outcomes of their investigations. They consider how to make their tests fair in a carefully planned investigation, discovering what conditions are necessary for plant growth. Pupils in Year 5 demonstrate a satisfactory understanding of the human body by their work on the heart. They also have a satisfactory understanding of forces such as gravity and friction. Some opportunities are provided for pupils to use computers for recording their findings, but there are not enough opportunities for pupils to use computers for recording data.
87. By the end of Years 2 and 5, pupils show a satisfactory breadth of knowledge across all the aspects of science. They make sensible predictions before carrying out tests. By the time they reach Year 5 they show a good understanding of the principles of a 'fair test' and make precise observations. The work of pupils is well presented, with careful attention to accuracy in diagrams and tables of results. A strong feature of the work is the way the same topic of work is covered in different year groups and knowledge is built upon effectively from one year to the next. For example, pupils in Years 1 and 2 and Years 3 to 5 study an aspect of the life of plants each year. In Years 1 and 2, pupils look carefully at the main parts of a flower and name the stem, root, petals and leaves, and pupils take this a stage further later on in the school. Year 5 pupils take apart a tulip and name its reproductive organs, using vocabulary such as filaments, ovary, carpel and stamen. This means by the end of their time in school they have built up a satisfactory knowledge and understanding of their work.
88. The quality of teaching is good. Lessons are planned systematically and in detail. Specific targets for learning are identified. Teachers have a good knowledge of how to teach the subject and practical tasks are very well managed. They ask relevant questions to promote pupils' thinking and provide stimulating and interesting activities, often based on learning through first-hand experience. Demonstrations by teachers are brisk, well focused and catch pupils' interest. They use visual aids well to illustrate teaching points. While pupils have good opportunities to carry out investigations and experiments, they rarely pose their own questions and set up their own lines of investigation. In one satisfactory lesson the teacher rushed through the conclusions and findings from a previous lesson. This was a missed opportunity for the teacher and pupils to assess what had been learnt.
89. Pupils co-operate very well in lessons, helping each other in investigations so that they complete the tasks. Teachers stress the need for fair testing and accurate measurement so that results are reliable. Pupils with special education needs are given effective support

by classroom assistants. This support enables them to understand their investigations and to record their results correctly.

90. Science makes a good contribution to pupils' health education. For instance, pupils have good understanding of what foods are necessary for good health and how exercise is good for them. Pupils often use information and communication technology in their work, to research information from the Internet, but on occasions the text is too difficult for younger pupils to read and understand. Visits pupils make to places of interest such as a science museum greatly enhance pupils' knowledge and understanding in the subject.
91. The subject is well led and there are good plans for its further development. The co-ordinator has developed good assessment procedures in science, but these are not as well developed across the school. The monitoring of teaching and learning in the subject are not yet sufficiently systematic to have a significant improvement on the quality of teaching and learning. Good plans are in place to address this issue.

## **ART AND DESIGN**

92. Inspection findings show that, by the end of Years 2 and 5, standards exceed those expected for pupils of these ages. Pupils from all abilities and backgrounds, including those with special educational needs, achieve well and make good progress. The quality of teaching is good.
93. Pupils in Year 1 paint and draw well. This is because they receive good guidance and are taught the techniques necessary to produce work of a high standard. The good quality of pupils' work is maintained through Year 2. Paintings, inspired by Van Gogh's *Irises* are of very good quality. The collage backgrounds to African scenes and the landscape patterns, inspired by the work of Paul Klee, produced by pupils in Year 2 typify work that exceeds the standard expected from pupils at this age. The standard of observational drawing in Years 1 and 2 is also good. Pupils of all abilities shade with great care, using pencils of differing grades when they draw. Pupils also make very good use of a range of natural materials, such as seed pods and dried leaves, in producing collages in their topic 'Mother Nature'.
94. Standards that exceed those expected for pupils ages are maintained in Years 3 to 5. Pupils benefit greatly from thoughtful and enthusiastic teaching, especially that of the subject co-ordinator. Year 3 pupils have a gallery of their art work displayed in their classroom. It contains good patchwork patterns, made up from individual squares, designed well by each pupil and brought together while working in groups. In Year 4 there are excellent examples of pupils' work in art and design. These include very lifelike pictures of faces produced in pencil and chalk, and sunset and shadow scenes painted in vivid colours.
95. The oldest pupils experience a good range of opportunities for learning in art and design and the standard of their work exceeds that expected for their age. During the inspection they worked on the topic of 'Talking Textiles'. This work is based on the Bayeux Tapestry and is linked well to their work in literacy. Pupils use well-known stories and poems such as 'The Highwayman' and illustrate them well in the style of a tapestry. This work is also linked well to information and communication technology with pupils using the Internet for research. The good standard of painting and drawing is continued by the oldest pupils. This is illustrated by the high quality of their observational drawings of boots, flowers and pots and by their paintings using different shades well to lighten and darken colours.
96. The quality and range of learning opportunities in the subject are good. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. Information and communication technology is used very well to enhance pupils' learning in

the subject. Younger pupils use paint and draw programs confidently and well to express their artistic tendencies. Very good and frequent use is made of digital cameras for pupils to plan their work and to record and evaluate the work they have done. Excellent examples are displayed around the school of the work pupils did on creating images of the locality, inspired by the visit of a digital photographic artist.

97. The leadership and management of the subject are good. The co-ordinator looks closely at displays and at other work that pupils produce, giving her a good grasp of standards throughout the school. However, she has not yet had any opportunities to observe her colleagues teaching or to work alongside her colleagues. The co-ordinator is currently developing a portfolio of assessed pupils' finished work that will help to guide her colleagues in judging the quality of work produced by pupils. The co-ordinator has introduced pottery to the school, extending the range of learning opportunities in the subject and teaching older pupils well to produce good quality thumb and coil pots. Resources to support pupils' learning are satisfactory. The co-ordinator has ensured that these are well organised and accessible for pupils and for her colleagues. She plans well to ensure that sufficient consumable resources are readily available.

## **DESIGN AND TECHNOLOGY**

98. Inspection findings show that, by the end of Years 2 and 5, standards are in line with those expected. Pupils from all abilities and backgrounds, including those with special educational needs, achieve satisfactorily and make satisfactory progress. The quality of teaching is satisfactory.
99. The work done by pupils in Years 1, 2, 3 and 4 making 'Moving Monsters', has provided them with satisfactory knowledge of moving mechanisms and levers. Pupils in Years 1 and 2 have made lighthouses and designed model rooms with features such as fireplaces and furniture. These models are close to the standard expected for pupils of this age. Pupils also use bulbs, batteries and circuits to light their models. This work is linked well by teachers to pupils' work in science. Pupils in years 3 and 4 also make picture frames based on geometrical shapes. They record each stage of their work carefully and accurately and consider how they might modify and improve the things they make. This is a feature of pupils' work throughout the school. Teachers work effectively to support pupils in the planning and evaluation of their work by providing good guidance and structures for their writing. Pupils in each year learn about food technology in increasing depth. Pupils in Year 3 make and evaluate the nutritional content of 'healthy sandwiches'. Pupils in Year 5 describe and test different types of bread. Pupils' understanding of this work is in line with that expected for their age. Pupils in Year 5 have made a range of musical instruments. They record each stage of the development by using digital cameras. This work is in line with that expected for their age.
100. The subject makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development. For example, there is clear evidence that pupils co-operate well to plan their work, and share their evaluations. Information and communication technology is used satisfactorily to enhance pupils' learning in the subject. For example, digital cameras are used to photograph pupils' work at various stages of development and this helps them with their evaluations.
101. The leadership and management of the subject are satisfactory. Teachers from Years 2 and 4 share the co-ordination for the subject. They provide satisfactory support for their colleagues. This includes the provision of a helpful scheme of work that shows clearly what should be taught in each year. The scheme ensures the range of learning opportunities available to pupils is satisfactory. The pattern of repeating topics in increasing depth in each year works well. It ensures that, as pupils join the school, they have similar learning experiences to those who have been there longer and allows all

pupils to consolidate their learning successfully. However, the co-ordinators have not had any opportunities to observe their colleagues teaching. The school plans to appoint a co-ordinator for the subject when it is staffed fully in September 2003.

## **GEOGRAPHY**

102. Attainment is in line with that expected for pupils at the end of Year 2 and Year 5 and pupils make satisfactory progress. Pupils with special educational needs make good progress and achieve standards appropriate to their abilities. This is because they receive good support.
103. Teachers teach pupils to read and interpret maps satisfactorily as pupils progress through the school. The work builds incrementally on previous work. In Year 2, pupils take pride in pointing out to the rest of the class features on a map. They correctly locate features such as 'bay', 'valley', 'waterfall' and 'castle' and talk knowledgeably about the differences between the Isle of Struay and their own local area. They are keen to express their own opinions and show what they have learnt to visitors. Pupils identify correctly the countries that make up the British Isles and make their own simple, but clear, maps.
104. By the end of Year 5, pupils have a satisfactory understanding of geography. This is illustrated by their knowledge of the effect that the need for water has on various populations. They know that water is collected in reservoirs, how dirty water is cleaned and how much water is used in the home and for what purpose. They show good awareness of environmental issues and consider these carefully, for example what impact the building of a local bypass will have on the community and whether it is a good or bad idea. Pupils are persuasive in their arguments when considering alternative ways to control traffic, and produce a questionnaire to canvas other classes' opinions. Pupils in Year 3 gain a clear understanding of land use as they recall features of the local area after their walk. They learn new vocabulary, such as 'residential' and 'semi-detached' and think carefully about the changes to the local area. They access maps on the Internet and use them to identify correctly different features. Pupils usually show high levels of interest in their lessons and work well with a partner. Although pupils build on their mapping skills as they progress through the school, they are not as familiar as they should be with the use of co-ordinates.
105. Teaching is satisfactory overall. Teachers have good subject knowledge and are well prepared and organised. They build well on pupils' previous knowledge and make effective use of a wide range of resources, especially photography. Teachers ask searching questions of the 'who?', 'how?' and 'why?' type to help pupils think critically and provoke interest and sensible answers. Good use is made of information and communication technology to enhance pupils' learning and classroom assistants give good support to small groups. Occasionally, teachers forget to explain new vocabulary such as 'glower' and 'loch', which means that pupils sometimes do not gain a deeper understanding of the work. On a few occasions, teachers interrupt the flow of lessons to regain pupils' attention or to discourage them from shouting out. This slows the pace of the lesson and the learning that pupils can make.
106. The leadership and management of the subject are satisfactory. The co-ordinator has not had any training for the subject or the opportunity to learn what goes on in other classes. Resources to support pupils' learning are satisfactory.

## **HISTORY**

107. By the end of Years 2 and 5 standards are in line with those expected for pupils' ages. Throughout the school pupils, including those with special educational needs, make good

progress and achieve well. The quality of teaching is satisfactory in Years 1 and 2 and good in Years 3 to 5. The pupils' behaviour and attitudes towards the subject are good.

108. By the end of Year 2, most pupils have an understanding of the past and how things change over time that is close to that expected for their age. They have satisfactory knowledge of important people in history such as Florence Nightingale and why they are famous. Work in the books of Year 2 pupils shows satisfactory coverage of important historical events and people, for example the Plague, Great Fire of London, Guy Fawkes, Alexander Bell and Christopher Columbus. One pupil commented, 'Alexander Bell invented the telephone so that we could talk to our friends quicker'. As a result, the pupils are developing a satisfactory knowledge and understanding of chronology and events.
109. During the inspection, pupils in Year 5 learned about Ancient Egypt. The style of teaching observed supports well the development of pupils' speaking, listening, group work skills and historical enquiry. The pupils research different aspects of the ancient Egyptian civilisation, for example the pyramids, writing and leisure. They make good use of the variety of textbooks to understand satisfactorily features of life at that time.
110. The oldest pupils, very confidently, demonstrate enthusiasm for the subject. They discuss the lives of Victorian children and those of children in the Second World War, showing satisfactory understanding and demonstrating empathy for these children. Pupils have satisfactory factual knowledge of King Henry VIII and the reign of Queen Victoria and show a good understanding of the work of archaeologists. For example, one pupil commented, 'Archaeologists dig things up from the past. It all links up with how people lived and worked'. The pupils understand and express ways in which we can learn from the past. One pupil stated, 'Learning from the past can make our lives better'. Pupils' work in history also contributes effectively to their spiritual, moral, social and cultural development.
111. The leadership and management of the subject are satisfactory. The co-ordinator was recently appointed to the role and recognises that there are not enough opportunities for her to monitor and evaluate the quality of teaching and learning. However, a good development plan for the subject is in place and the shared commitment and capacity to succeed is good. Resources to support pupils' learning are satisfactory and the school uses visits effectively to build on pupils' historical knowledge and understanding. For example, pupils in Years 1 and 2 visit Clarke Hall and dress in the period costumes.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

112. Standards are in line with those expected by the end of Year 2, but below expectations by the end of Year 5. Pupils with special educational needs are helped to achieve well by the level of good support from adults. All pupils make good progress in Years 1 and 2 and satisfactory progress in Years 3 to 5. Pupils in Years 3 to 5 are catching up with aspects they were not able to cover previously because the school had insufficient computers. Pupils now have regular access to the new computer suite and other equipment. The staff have benefited from training and now have confidence and competence to teach the subject. As a result of these factors, standards in the subject are significantly improving. A strong feature of the curriculum is the use that the school makes of digital equipment. The staff take every opportunity to use digital cameras as a resource and to encourage pupils to take photographs, input them into the computer and use them to illustrate their work.
113. In Year 2, pupils log-on to the computers, access basic programs and use the mouse and keyboard with growing confidence and skill to input information. Higher attaining pupils take pictures of the school garden, select one of their pictures to work on and combine it with text. Pupils are used to using the Internet for researching for information and know

the technical terms for doing so. They understand the term 'minimise' and 'search engine' and how to access information on CD ROMs.

114. By Year 5, pupils reach satisfactory standards in word processing, researching for information from the Internet, e-mailing and incorporating pictures into text. They are adept at accessing programs and have good keyboard skills because they have special typing lessons. However, their skills in the use of spreadsheets and data handling are unsatisfactory because they have not had sufficient opportunities in the past to practise this work. A significant amount of work displayed around the school has been word-processed and pupils by Year 5 can use different fonts, change the colour of the text and incorporate digital photographs and material gained from the Internet to enhance the presentation of their work. Higher attaining pupils can use a spellchecker to check their spellings, but they are not familiar with editing their writing by using the 'cut and paste' features of the word-processing program. Pupils use the digital video recorder to present their work and compose their own music, which they later record. Pupils show an enthusiasm for using the computers and are keen to demonstrate what they can do.
115. Teaching and learning are good. All pupils are currently making good progress because teachers are confident in using the software and are knowledgeable about the subject. They use the interactive whiteboard to good effect to demonstrate to the whole class the teaching points they want to make. Teachers plan and prepare their lessons well and what is to be learned is shared with pupils so they have a clear idea of what they have to do.
116. Teachers manage pupils well. The pupils' attitudes to their work are good and they work with enthusiasm. They thoroughly enjoy using the range of information technologies. Pupils listen to instructions carefully, treat equipment with respect and are eager to develop their skills. They are thrilled to compose their own music and listen to it on their headphones. They are keen to record their compositions on CD ROMs but, as yet, this facility is not available to them in the computer suite. Work in information and communication technology is clearly supporting work in literacy and, to a lesser but satisfactory extent, in numeracy across both the infants and the juniors. Good use is made of the computer to promote and extend work in music.
117. The subject is well managed by the headteacher. The detailed scheme of work ensures pupils carry out activities in an appropriate sequence that builds upon their previous learning. The headteacher is aware of how the curriculum is being taught and what progress pupils are making because he frequently helps and supports pupils while using computers. There is an effective development plan for the subject that shows a clear long-term strategic direction for the continued improvement and development in the subject.

## **MUSIC**

118. Standards are in line with those expected for pupils by the end of Years 2 and 5. Pupils throughout the school, including those with special educational needs, make good progress. This is because the quality of teaching is good. Pupils' behaviour and attitudes in music are good and many have enthusiasm for the subject.
119. The best teaching is characterised by very good planning, which ensures that the tasks are suitably matched to the needs of all pupils. The Year 2 class composition of 'Jim and the Beanstalk' provides very good opportunities for the pupils to listen, compose, perform and evaluate their work in order to make improvements. The teachers' skilful questioning is used to consolidate pupils' knowledge and understanding. Occasionally the tasks set are too hard and do not accurately match the pupils' composing abilities. When this happens the pupils, consequently, make only satisfactory progress. Pupils consistently listen well and show an enthusiasm for the subject.

120. The standard of singing in assemblies is in line with that expected for pupils of these ages. The pupils' singing demonstrates a satisfactory knowledge of diction, melody, pitch, rhythm and beat. The words and pitch of the songs used in assemblies are well matched to the pupils' age, interest and ability levels. There are good links with information and communication technology and music in the curriculum. During the inspection pupils in Year 4 used computers to explore sounds and compose their own music. The pupils were given very good opportunities to experiment and make improvements to their compositions and they did this well. The pupils in Year 3 worked on a class song called 'I like myself because I know who I am'. They sang and played well together.
121. In discussions, pupils in Year 2 name the songs sung in assembly and discuss the content of recent class music lessons, showing satisfactory understanding. For example, one pupil commented, 'For the giant waking up, I played the trumpet'. They were also able to name a number of instruments used in their music lessons. Pupils in Year 5 confidently demonstrate enthusiasm for their music lessons. They speak about composing their own sounds using keyboard and voice. They accurately use technical language to explain their work; for example, terms such as 'ostinato' and 'polyrhythms' are used correctly.
122. Teachers make good use of the national guidelines for curriculum planning in music and there are satisfactory resources to support the teaching and learning of music. The newly appointed music co-ordinator has good subject knowledge and provides satisfactory leadership and management for the subject. She has a clear vision for the further development of music education in the school. However, there are not enough opportunities for her to monitor the quality of teaching and learning in all parts of the school.

## **PHYSICAL EDUCATION**

123. Inspection findings show that, by the end of Years 2 and 5, standards exceed those expected. Pupils from all abilities and backgrounds, including those with special educational needs, achieve well and make good progress. The quality of teaching is good.
124. Two lessons were observed during the inspection. In both lessons pupils showed standards that exceeded those expected for their ages. Pupils in Year 2 were taught hockey. Their skills of moving with and passing a ball to a partner far exceeded those expected for their age. Pupils maintained control of the ball when moving and passed accurately. They also made good use of the available space and were fully aware of other pupils moving around them. The teacher promoted excellent development during this lesson, ensuring that pupils achieved very well. She allowed pupils good amounts of time to acquire the necessary skills and provided good opportunities for pupils to apply the skills they acquired in games that were modified effectively to match the stage of their learning very well. This allowed pupils to make very good progress. The teacher also used questions very effectively to help pupils to evaluate how well they were doing.
125. Pupils in Year 3 achieve well when they develop sequences in dance. During this work, lower attaining pupils and those with special educational needs are supported very well by teachers and by teaching assistants. Higher attaining pupils devised and repeated sustained sequences that involved following and mirroring the movements of a partner. Pupils made very good progress during this lesson and their performance improved. This was because their teacher gave them good advice and guidance about how they might improve and provided them with ample time to plan and evaluate their work.
126. The quality and range of learning opportunities are good. In addition to athletics, dance, games, and gymnastics, pupils are taught to swim and experience outdoor and adventurous activities as part of a residential visit. There is a very good range of extra-



curricular activities, which are well attended by pupils and appreciated by parents. The programme includes athletics, association football and netball. Table tennis is also a strong feature of this programme and very high standards are evident. The sport is a focus for the nearby sports college to which many pupils are likely to go when they leave Worth Valley. The teaching of the table tennis is supplemented very effectively by a visiting coach on two lunchtimes each week. Pupils from the school have achieved significant success in area and regional tournaments. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. This is especially so of pupils' social development when they co-operate and work very well together during lessons and additional activities. Good use is made of information and communication technology to enhance pupils' learning in the subject. For example, pupils frequently use digital cameras well to record and evaluate their own work and that of others.

127. The leadership and management of the subject are good. The enthusiastic co-ordinator provides good guidance and support for her colleagues. This support and good opportunities for in-service training, provided by the nearby sports college, is helping to develop teachers' confidence in the subject. The co-ordinator has made good use of opportunities to observe her colleagues teaching and to teach alongside them, gaining a good view of standards throughout the school. Resources to support pupils' learning are good and are supplemented well by those provided as part of the school's successful involvement in the National Junior Sports Programme.

## **RELIGIOUS EDUCATION**

128. By the end of Years 2 and 5 standards are in line with those expected by the locally agreed syllabus for the subject. Pupils of all abilities and backgrounds, including those with special educational needs, achieve well and make good progress. In the two lessons observed during the inspection the teaching was judged to be very good and excellent. Teaching over time is judged to be good. Pupils' behaviour and attitudes to the subject are very good and they are enthusiastic learners.
129. Pupils are developing a good factual knowledge of topics they have studied. In Years 1 and 2 and in Years 3 to 5, pupils not only learn about religion but they learn from it. When talking with pupils in Year 2 they explain the meaning of religion. One pupil commented, 'Sometimes it's about God and Jesus, and it's about special things and special people'. When talking to pupils in Year 5 they demonstrated a good knowledge of different religions and could name and make comparisons between different places of worship, for example churches and mosques. They speak confidently about religions and discuss the special sacred texts used by different religions. The pupils demonstrate respect for the different religions they study. A Year 2 pupil, when talking about Judaism, commented, 'The skull cap means that you are going to prayer. It shows respect for God'.
130. When pupils in Year 4 study the Jewish faith they demonstrate very good knowledge of the Torah. For example, they know that the Torah is a special bible, it is written in Hebrew and is read from right to left. They are able to make comparisons with other special sacred texts, for example the Koran and the Bible. Speaking and listening are an important focus in lessons in this subject. Teachers ensure that pupils have time to reflect and to develop their thinking and responses. This provides many opportunities for pupils' spiritual development.
131. The excellent teaching in Year 4 promoted excellent progress and pupils' attainment exceeded that expected for this age. Pupils in Year 2 are also very enthusiastic learners. They showed respect for the Torah and clearly understood how special the Torah is to the Jewish people. They speak with knowledge and sensitivity about the sacred text and aspects of Judaism.

132. Teachers provide pupils with good learning experiences in this subject. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development and to their understanding of other cultures and beliefs. The current Year 4 classroom display of the Islamic holy book, the Koran, the class teacher's family Bible, the Marriage Service and the Order of Holy Communion further supports pupils' learning about special books in religious education. The well-planned programme for religious education is based on the Bradford Agreed Syllabus, which has been selected by the school. School assemblies also make an important contribution to the schools' work in religious education. The pupils take part in collective worship during assemblies and occasionally at the end of a school day.
133. The newly appointed religious education co-ordinator has very good subject knowledge. She has a great deal of energy and enthusiasm for the subject and has a clear vision for the further development of religious education in the school. She provides good leadership and management of the subject. The school has satisfactory resources for teaching and learning in religious education.