

# INSPECTION REPORT

## **BURLEY OAKS PRIMARY SCHOOL**

Burley in Wharfedale

LEA area: Bradford

Unique reference number:132221

Headteacher: Mr Roy Pallas

Reporting inspector: Dr Brian Male  
14906

Dates of inspection: 30 June – 3 July 2003

Inspection number: 248761

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Langford Lane Burley in Wharfedale Ilkley
Postcode:	LS29 7EJ
Telephone number:	01323 762177
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Christine Smith
Date of previous inspection:	No previous inspection

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
14906	Dr Brian Male	Registered Inspector	English History Geography	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve? Provision for pupils for whom English is an additional language
19419	Mrs Susan Boyle	Lay Inspector		Attitudes, values and personal development How well does the school work in partnership with parents?
16492	Mr Bob Lever	Team Inspector	Mathematics Information and communication technology Design and technology	How well does the school care for its pupils? Provision for pupils who have special educational needs
3942	Mr Keith Sanderson	Team Inspector	Science Religious education Physical education	How good are the curricular and other opportunities offered to pupils?
22452	Mrs Mary Farman	Team Inspector	Foundation Stage Art and design Music	

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

### **INFORMATION ABOUT THE SCHOOL**

This large community primary school takes pupils from four to 11 years old, and is maintained by the Bradford Metropolitan Council. At the time of the inspection there were 290 full-time pupils in 12 classes. The Year 1-2 class was being taken by two teachers. Many pupils start school with standards of attainment well above those usually found. The percentage of pupils known to be eligible for free school meals is well below the national average. The percentage of pupils identified as having special educational needs is also well below the national average. There is a relatively low proportion of pupils from ethnic minorities or for whom English is an additional language. The school was opened as a primary school in September 2000.

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

This is a good school where pupils achieve high standards. These standards are promoted by the good quality of the teaching, the focus of the curriculum, the pupils' very positive attitudes to learning, and by the support given by parents. Pupils behave very well and are keen to learn. The headteacher sets a very clear educational direction, and has ensured that the new school has operated very successfully in its first three years. The school provides good value for money.

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

- Standards in the core subjects of English, mathematics and science are high.
- Pupils behave very well and have very positive attitudes to school.
- Children receive a very good start to their education in the reception classes.
- Teaching is good overall with a significant amount of very good teaching, and the teaching of music is excellent.
- Parents are very supportive of the school and make a significant contribution to learning.
- There is a very good range of extra-curricular activities, particularly for pupils in Years 3-6, and very good provision for art and music.
- The headteacher provides a very clear educational direction.

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

- In order to build on the already high standards, pupils could be involved in a wider range of learning strategies in some lessons.
- There could be more emphasis on the monitoring and control elements of the information and communication technology (ICT) curriculum for the oldest pupils.

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

These next steps are essentially 'fine tuning' provision that is already good. The school is already planning to extend the scope of the ICT curriculum.

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

This is a new school that has not been inspected before. The indications are that there has been a trend of high standards during its first three years. There are no figures for 2000 in the table below as the school did not open until that year.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	n/a	B	A	B
Mathematics	n/a	A	A	A
Science	n/a	A	A	A

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

The school's scores in national tests for Year 6 pupils in 2002 were well above the national average in all three subjects. These scores were well above the average of similar schools in mathematics and science, and above that average in English. 2003 comparative scores were not available at the time of the inspection although the tests had been carried out. Inspection evidence indicates that these high standards have been maintained this year in all three subjects, and are likely to be well above similar school in all three subjects. Standards in music and art are well above average, and the quality of musical performance of some pupils is very high. Standards in physical education are above average, and standards in other subjects are generally in line with the national expectations. Standards are average in ICT, but are below those usually found in the monitoring and control elements for the oldest pupils.

Standards are high at the end of Year 2, with scores in national tests being well above the national averages and well above the average of similar schools in reading, writing and mathematics. Standards in other subjects in relation to national expectations are similar to those at Key Stage 2.

Pupils make a very good start to their education in the reception class and standards are well above those usually found as pupils move into Year 1.

Pupils with special educational needs make good progress in terms of their targets, and the small number of pupils for whom English is an additional language make very good progress in their acquisition of English.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school. They take a keen interest in lessons and are keen to learn. Even the youngest pupils sustain their concentration very well.
Behaviour, in and out of classrooms	Pupils behave very well. Teachers have high expectations, and pupils conform to these.
Personal development and relationships	There are some very good relationships across the school. Pupils are sensible and responsible. They get on well with each



	other and are supportive in their approach.
Attendance	The rate of attendance is well above the national average.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1-2	Years 3-6
Quality of teaching	Very Good	Good	Good

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

The quality of teaching is good overall with a significant amount of very good teaching, particularly in the reception class. The teaching of music is excellent. Teachers work very hard, and teaching assistants provide valuable support across the school. Teachers have been successful in creating an attractive environment that values pupils' work and sets a good tone for achievement.

Where teaching is best, there is a sense of excitement in lessons, and pupils are involved in a good range of practical activities that stimulates their interest and challenges their understanding. In these lessons, pupils are given independence to explore learning in a range of styles.

The teaching of literacy and numeracy is very effective and underpins the high standards. There is good support for pupils with special educational needs and for those for whom English is an additional language.

The pace of learning is good overall, and is best in those lessons where pupils are involved in a range of learning strategies. Pupils work very hard and are keen to do well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a wide and balanced curriculum that involved the pupils in a wide range of experiences, including French in Years 5 and 6. There is a very good range of extra-curricular activities. Opportunities for independence within learning could be extended in some lessons.
Provision for pupils with special educational needs	The school makes good provision for these pupils. Individual education plans have helpful targets and support is well focused. There is some particularly good support for some pupils with formal Statements of Special Educational Need.
Provision for pupils for whom English is an additional language	Good quality support ensures that the few pupils in this category make very good progress.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	There is good provision for spiritual, moral and social education, and very good provision for cultural development. The programme for personal, social and health education (PSHE) does not always receive appropriate emphasis. The proposed school council will be a very valuable development.

How well the school cares for its pupils	There are good arrangements for assessing pupils' attainment and tracking their progress. There are appropriate arrangements for ensuring pupils' health, safety and welfare.
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Parents are very supportive of the school and make a significant contribution to their children's learning. There is scope to develop this further through providing more information about the curriculum, and further procedures for consultation.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher sets a very clear educational direction for the school and provides very focused leadership. He has ensured that the new school has operated very successfully in its first three years and that standards are high. The arrangements for covering the absence of the deputy headteacher were working well during the inspection. Teachers with special responsibilities manage their areas effectively. The time allocated to co-ordinators is valuable when used to monitor and evaluate teaching and learning.
How well the governors fulfil their responsibilities	The governing body takes an active interest in the school, and is well informed about its developments. Governors need to ensure that they are always rigorous in considering alternative proposals and arrangements.
The school's evaluation of its performance	The school has some very effective systems for monitoring and evaluating its performance. Pupils' progress is tracked, and attainment is analysed rigorously. This rigour underpins the high standards attained. There is effective monitoring of teaching by the headteacher and deputy, and action now needs to be taken to ensure that reporting back to teachers is carried out effectively by subject co-ordinators.
The strategic use of resources	The school manages its budget very effectively and has carefully drawn plans for the future when income will decline as extra funding allocated to a new school comes to an end. The school's finances are well administered, and the principles of best value are observed.

The school is very well staffed with teachers and teaching assistants. The school building is large and offers very spacious accommodation that has been well developed as an attractive environment, although some classrooms are rather small. The grounds are extensive, if ill drained, and are being developed. The level of resources is generally good, but the library is in urgent need of development.

### 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>Parents are very supportive of the school. They feel comfortable approaching the school, and are pleased with the quality of teaching and standards attained.</li> </ul>	<ul style="list-style-type: none"> <li>Some parents would like to see a wider range of extra-curricular activities</li> </ul>

Parents were very supportive of the school in their replies to the questionnaire and at the meeting with inspectors, although some concern was expressed about the organisation of mixed age class in Years 1 and 2, and about the school's focus on national tests in Years 2 and 6. The inspection finds that the range of extra-curricular activities is already wider than those usually found. The mixed age-range classes generally work well. There has been a close focus on national tests, in response to national priorities, and a wider emphasis on other subjects could now be undertaken.

## **PART B: COMMENTARY**

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

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

1. The standards of attainment are high in the core subjects of English, mathematics and science at the end of Year 2 and Year 6. The school's scores in national tests for seven and 11 year olds have been well above the national average, and generally well above the average of similar schools since the school has been open. These high scores have been maintained in the 2003 national tests for seven and 11 year olds. Although the national comparative figures for 2003 were not available at the time of writing this report, scores in reading, writing and mathematics for seven years olds, and in English, mathematics and science for eleven years olds, are likely to continue to be well above the national average and well above the average of similar schools.
2. These high standards represent good achievement for the pupils, and are promoted by the good quality of the teaching, the focus of the curriculum, the pupils' very positive attitudes to learning, and by the support given by parents. The curriculum focus is particularly important here. Teachers have a very good understanding of the requirements of National Curriculum in English, mathematics and science and ensure that lessons are well focused to allow pupils to progress to the higher level. Most pupils find learning easy, and access to the appropriate levels of the curriculum is sufficient for them to develop a good understanding. For example, reception class pupils were told in one lesson that the correct term for the corner of a three-dimensional shape is 'vertex' for which the plural is 'vertices'. This knowledge was put into a good practical context, and the next day they were able to apply these terms correctly. This quality of learning is exceptional.
3. Children start in the reception classes with standards of attainment already well above those usually found. The very good teaching and the rich and supportive environment ensure that they build well on this start and acquire a very secure basis to their education and very positive attitudes to learning. By the time children move into Year 1, many have already exceeded the national Early Learning Goals for this age. This is a very good start indeed.
4. Standards in art and music across the school are also well above those usually found. A rich curriculum that involves pupils in a wide range of musical and artistic media and experiences, together with some very good and excellent teaching, underpins these high standards. The quality of musical performance from some pupils is very high indeed. Standards in physical education are above average across the school.
5. Standards in history, geography, religious education, ICT and design and technology are generally in line with those usually found. Far fewer pupils attain the higher expected levels (Level 3 in Year 2 and Level 5 in Year 6) than in English, mathematics and science. This is because the curriculum does not focus so specifically on these levels and so does not challenge pupils' thinking in the same way. Standards in ICT are lowered because the required monitoring and control elements are not covered appropriately with older pupils.

## **Progress of different groups**

6. Pupils for whom English is an additional language make particularly good progress because of the quality of support they receive. Pupils with special educational needs make good progress in terms of their targets, and some particularly good support enables the needs of some pupils with statements to be met well. Higher attaining pupils are well catered for, and the school has been particularly successful in ensuring that high numbers of pupils attain the higher expected levels. The attainment of boys and girls is in line with national trends.

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

7. Pupils' attitudes, behaviour and personal development are very good. Attendance is excellent.
8. Pupils like school and have a very positive approach to learning. They settle to work quickly and are attentive even when lessons are not as interesting as they might be. Pupils' very positive attitudes come from the very positive views that their parents have of the school, and mean that pupils start school already very keen to learn. These attitudes are harnessed well in the reception classes, and good work habits are quickly established.
9. Pupils behave very well in and around the school. They move around the school well and with the minimum of fuss. Teachers have high expectations for behaviour and pupils respond well to this. Pupils do as they are asked, and there is very little in the way of poor behaviour. There is occasionally some jostling in the lunchtime queue, but this is because pupils are sometimes asked to stand in line for too long. Some pupils do not always behave well when they are not being supervised, for example when using the computers in the corridors. This is partly because there has been an emphasis on control rather than self-discipline.
10. Pupils are very sensible and responsible. They get on very well with each other and support each other. A good example was when the Year 6 pupils were rehearsing for their leavers' assembly. The boys were quite embarrassed as they performed the poem that they had written, but when they had finished, the girls, without being prompted, clapped encouragingly. Pupils think about others and frequently support charity events by organising fund-raising activities. They volunteer their help in the dining room and to the teachers of the younger children. It is noticeable that these sorts of tasks are undertaken mostly by girls, whereas the boys tend to do tasks such as putting out the chairs for assembly. The school needs to ensure that its procedures do not encourage such gender stereotyping. Pupils generally work well with each other and this is particularly so in the reception classes. However, this is not always the case, and in some classes, not all pupils are as good at sharing as they might be.

## **Attendance**

11. Attendance rates are extremely high by comparison with other schools. Pupils arrive punctually at the start of the day.

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

12. The quality of teaching is good overall, and very good in a significant number of

lessons, particularly in the reception classes. Teachers work very hard and generally have good relationships with their pupils. Teachers have been successful in creating an attractive environment that values pupils' work and sets a good tone for achievement. A particular strength is the focus of teaching within English, mathematics and science, and the quality of experiences provided in art and music. The teaching of music is excellent. Teaching assistants give valuable support for learning.

#### **Foundation Stage**

13. The quality of teaching is very good overall and this enables the children to make a particularly good start to their education. Through their own very positive approach, the teachers and the nursery nurse ensure that children develop very positive attitudes and approaches to learning. They also ensure that children develop a very secure basis of knowledge and understanding.

#### **Key Stages 1**

14. The quality of teaching is good overall. It is very good in art and excellent in music, which is often taken by a specialist teacher. Teaching is good in English, mathematics, science, and in physical education. Teaching is generally satisfactory in history and geography, and insufficient lessons were seen in design and technology, ICT, or religious education for a judgement to be made.

#### **Key Stage 2**

15. The quality of teaching is good overall. It is very good in art and excellent in music, which is often taken by a specialist teacher. Teaching is good in English, mathematics, science, ICT, physical education and design and technology. Teaching is generally satisfactory in religious education, history and geography.

#### **General**

16. Where teaching is best, there is a sense of excitement in lessons, and pupils are involved in a good range of practical activities that stimulates their interest and challenges their understanding. For example, in a very good Year 3-4 English lesson, pupils were given the opportunity to discuss their previous day's visit to the Nell Bank Centre in groups of two and three. A focus was provided to this discussion through having to review the strengths and suggest improvements to features of the centre such as the habitat trail. The sense of excitement was palpable, and the immediacy of the task encouraged pupils to listen to others' views and make their points cogently. The fact that pupils did not have to write down all their experiences individually made the lesson all the more valuable as it allowed ideas to be shared and developed, and contributed to the sense of excitement that makes learning enjoyable. The whole Nell Bank experience clearly provided very valuable learning for the pupils. There was similar excitement and focus in a very good Year 2 science lesson where pupils explored the flora and fauna around the school. This involved them in good first-hand experiences, and enabled them to follow their own lines of investigation with a good degree of independence. Reception class lessons are particularly effective at involving children in a range of practical experiences in which they have good independence to explore different methods and ideas. These lessons then challenge children's understanding through skilful questioning and so ensure good intellectual development.
17. Art lessons also offer pupils good opportunities for independence and to try out different ideas. These are the requirements of the National Curriculum. For example, in a very good Year 5-6 lesson pupils were encouraged to use a variety of methods and media to create particular images and communicate feelings. It was the freedom

given to pupils to experiment, and the evaluation of different effects, along with the helpful direct teaching of some techniques, that made this lesson so valuable.

18. The lessons taken by the special music teacher also often have this sense of excitement and real commitment to the task. In some excellent lessons taken with a whole key stage, she was able to enthuse large numbers of pupils and keep a very good focus on elements of music. The level of challenge was high and the methods used to keep all pupils involved of a very high standard. This approach in lessons underpins the high standards of music in the school.
19. Many lessons in English, mathematics and science have a very clear focus on learning. Teachers are very clear about the expectations of the National Curriculum, and ensure that pupils learn the things they need in order to attain the higher levels of attainment. It is this focus that underpins the high standards in these subjects. The focus is nowhere near as clear in other subjects such as history, geography and religious education. As a result, far fewer pupils attain the higher levels and so standards are lower.
20. In many lessons, where teaching is satisfactory, there is a prevalent, fairly formal, style of teacher explanation followed by pupils writing individually. This is perfectly appropriate for some aspects of knowledge, but it does not always extend learning sufficiently or deepen understanding. There are some lessons, such as the one described above, where pupils are engaged in a wide range of learning styles that increase participation and understanding. However, not all teachers make sufficient use of such techniques and so pupils tend to learn in one style rather than in the range that proves more successful.
21. In many of these lessons there are too few opportunities for pupils to investigate independently, select their own methods, materials and approaches, or to decide how to record their findings. All of these are requirements of the National Curriculum.
22. The teaching within the school's programme for personal, social, health and citizenship (PSHCE) programme is often perfunctory, and the time allocated is sometimes used for the teaching of other subjects. The programme is not statutory, but is recommended by the Department for Education and Skills and is most successful where there is a committed whole-school approach that allows pupils to explore issues of social and personal importance in a setting and ethos different from the normal lesson.
23. Teachers generally manage their classes well and the pupils behave very well indeed. In most classes, the pupils' behaviour is so good that there is seldom need to have recourse to the school's positive behaviour policy. However, some teachers have a very narrow range of strategies to deal with incidents that might occur, and some resort to shouting at pupils or using punishments such as standing against a wall. These are not effective in the long run and never acceptable as a way of dealing with pupils.

#### **Teaching of different groups**

24. There is good support for pupils who have special educational needs that ensures that they make good progress. Teaching of the very few pupils for whom English is an additional language is particularly effective. The groups that are formed within classes at Key Stage 1 are successful in ensuring that teaching is well focused on the needs of both higher and lower attaining pupils. This has ensured that in English and mathematics very few pupils fail to attain the expected level (Level 2) by the end

of Year 2, and that high numbers attain the higher level.

25. The setting arrangements in Years 5 and 6 in English and mathematics work generally effectively to promote high standards and to ensure that teaching is targeted appropriately at different levels of attainment. The setting arrangements in Years 3 and 4 are introduced much earlier than in most schools and at an early stage in pupils' development. The formation of groups within a class, or the grouping of pupils across classes by year group usually allows teaching to be most effectively targeted at this age.

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

### **The curriculum**

26. The quality and range of learning opportunities provided by the curriculum are good, and all statutory requirements are met. A wide range of extra-curricular activities and a very good programme of visits and visitors motivate pupils to take a full part in school activities.
27. The school has responded very well to implementing the national strategies for literacy and numeracy and this makes a significant contribution to the high standards achieved. The overall quality of teachers' planning is good. The school has developed a common format of shared year group planning, and is very mindful of the need to arrange its planning to best suit the two-year planning cycle necessary for mixed age group classes. It is now also looking to refine its planning even further, in the light of experience.
28. The curriculum is enhanced by a very good range of out of school activities, visits and events. Clubs include football, games club, cross stitch, dance club, recorders, choir, pottery and various instrumental groups. The school has residential and day visits to the Nell Bank and Robin Wood Outdoor Activities Centres, and other visits such as those to the Eden Camp World War 2 Museum, the Danelaw Viking village, all make a significant contribution to pupils' social, physical and cultural education. Visitors such as the artists in residence, members of the Sikh community and local residents sharing early life experiences contribute to pupils' cultural education. The school supports well-attended "Early Birds" and "Night Owls", before and after-school clubs as part of its community involvement. This is developing well, with clergy from local churches taking assemblies, the school hosting the village fete, the Community Council meeting in school and parents talking about their work, being just some examples of the community working together.
29. There is no local state funded nursery provision but the school has good relationships with several private nurseries. There are good links with other primary schools through the Wharfe Valley partnership of schools.

### **Personal development**

30. Provision for pupils' personal development is good overall. Provision for cultural development is very good, and provision for spiritual, moral and social development is good.
31. Pupils' spiritual development is fostered effectively through the curriculum. Pupils learn to appreciate the natural world through visits to places such as the Nell Bank Centre where they appreciate the diversity and beauty of the natural world. Pupils in



Years 1 and 2 listen well when the 'Child of the Week' talks about what is important to them. This helps them to learn about valuing others. Staff listen to pupils, but there is scope in some lessons to give pupils more opportunities to share their views and to express their feelings. The school plans to develop 'circle time' (where pupils discuss matters of personal and social importance in a setting different from lessons) within the personal and social education programme, which should give pupils these sorts of experiences. Daily acts of collective worship are appropriate. They are Christian in nature and often support pupils' personal development very effectively.

32. Provision for moral development is implicit in the life of the school. Classroom rules are clear and give pupils a good framework for their behaviour. Teachers sometimes use them very effectively to remind pupils about how they should behave towards others.
33. The school provides good opportunities for social development through residential visits that require pupils to work together in challenging situations. There are good opportunities to learn about contributing to the community by taking part in school productions, and organising charity events. Pupils formulate their own classroom rules but there is not a school council nor any formal mechanism for taking pupils' views into account.
34. The very good provision for cultural development comes from the opportunities pupils have for music and art, and the range of visitors to school who bring with them skills and expertise. In addition to this, pupils have good experience of performing in concerts and school productions. Pupils visit a good range of museums, art galleries and places of interest that supports the work they are doing in lessons. Pupils are developing an awareness of other cultures through listening to people talk about their culture and beliefs, and the good links the school has with an African village. Last year, this link culminated in a calendar to which the children contributed their drawings.

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

### **Welfare**

35. The procedures for child protection are appropriate. There is great emphasis on the health and safety of pupils, and rigorous monitoring for health and safety issues. The school assesses risks but has yet to formalise its procedures for risk assessment.
36. The system for rewarding pupils' achievements and behaviour is based on rewards. This may well be an effective way of encouraging pupils to behave and to work hard, but it does have the potential to inhibit really effective relationships between pupils and teachers, and gives pupils fewer opportunities to show they can be self-disciplined. In some lessons, the recording of merits actually slows down the pace of learning.
37. Pupils generally get on very well with each other. They sometimes call each other names and this can be upsetting, but generally it does not constitute bullying. Parents and pupils feel confident that bullying would be dealt with if it occurred.
38. Teachers have very high expectations of pupils' behaviour, but their approach in achieving this varies. Some staff are very positive and have established very good relationships with their pupils. However, a few staff tend to be more negative in their approach and sometimes use an unnecessarily loud voice. This way of managing behaviour, although it seems to work, is not effective in the long term, is a poor model

- for pupils and gets in the way of pupil-teacher relationships.
39. The school monitors attendance appropriately. Pupils want to come to school, and this is reflected in the extremely high rates of attendance, and the way pupils run happily to school in the mornings!

#### **Academic**

40. Effective assessment procedures have been set up and resulting information is well used to inform what children will learn. These procedures are particularly good in English and mathematics and at the Foundation Stage. Other subjects are assessed appropriately at the end of topics against the specific learning objectives. In addition to the statutory assessments in Years 2 and 6, the school uses optional tests in Years 3, 4 and 5. These are very helpful in allowing progress to be tracked and targets to be set, but become a hindrance if performance in tests becomes the focus of the teaching. The school analyses assessment data from national tests effectively to identify strengths and weaknesses in learning and determine the action needed.
41. The school uses assessment data from teachers, national and standardised tests to inform target-setting procedures in individual education plans for pupils with special educational needs in Years 3-6. It is using assessments made on entry to school and in Years 1-2 to enable the early identification of pupils needing extra support.

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

42. Support for the school from parents is very good. They make a significant contribution to learning, both in school and at home, by being so positive about the school, by helping their children with homework, and as parent helpers. Parents help in lessons in a variety of ways, such as playing learning games with pupils and supervising group work. Parents send particularly comprehensive collections of photographs and memorabilia into school for the 'Child of the Week'. A great deal of thought goes into these collections, and it is this that makes these lessons so interesting and valuable. The parent-teacher association is very active and raises a great deal of money.
43. The school has a genuine open door policy. Parents of children in the reception classes and Years 1 and 2 bring their children into the classroom and use the opportunity to see the work the children are doing and to talk with the teacher. This practice has not extended into Year 3, but the school is now looking at ways to ensure that there is not such discontinuity as pupils move into Year 3.
44. Information for parents is generally appropriate. Pupil annual reports are informative although there is a tendency in some to focus on pupils' attitudes to work rather than the progress pupils have made and what they find difficult. A particularly good feature is the invitation to pupils and parents to comment. The school does provide some information about the curriculum in advance. However, although this is interesting it does not always have sufficient information to allow parents to help effectively at home. The school does not have any formal way to seek the views of all its parents on other aspects of its work. There are no workshops or curriculum events that would help parents to understand the curriculum and enable them to help their child at home. The school is planning to strengthen these aspects.

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

### **The headteacher and senior staff**

45. The headteacher sets a very clear educational direction for the school and provides very focused leadership. He has ensured that the new school has operated very successfully in its first three years and that standards are high. There has been an understandable emphasis, reflecting national priorities, on ensuring high standards in the core subjects and by measuring these through national tests. At the same time, the school has put good emphasis on art and music and ensured a wide curriculum that includes French for older pupils. Now that high standards have been well established the school is in a good position to widen its emphasis to other subjects.
46. The headteacher has been well supported during the school's opening years by the deputy headteacher who was absent on maternity leave during the inspection. Her role was being covered by three different teachers, and these arrangements were working well.
47. Teachers with special responsibilities for subjects manage their areas effectively. The school has been able to arrange time for co-ordinators to be released from classroom duties in order to carry out aspects of their management role. This is most valuable when used to monitor and evaluate teaching and learning rather than carry out administrative tasks. Co-ordinators do not always make most effective use of the monitoring information that they gather, and need to be more incisive in reporting back to colleagues and working with them on aspects of teaching and learning in their subjects.
48. The role of the year-group co-ordinators is not so clear, particularly in terms of monitoring teaching and learning, and having responsibility for organisation within these years.

### **The governors**

49. The governing body takes an active interest in the school, and is well informed about its developments. Governors are very supportive of the school and many take part in school events and contribute to its work. For example, some governors made a valuable contribution to the visit to the Nell Bank Centre. They have not been as involved in visiting lessons as many other governing bodies are, partly because this has not always been seen by the school as an important part of their role. Nor have they always been able to hold the school fully to account for its internal arrangements, as these have not always been seen as appropriate areas for governors to discuss.

### **Monitoring, evaluation and targets**

50. The school has some very effective systems for monitoring and evaluating its performance. Pupils' progress is tracked, and attainment is analysed rigorously. This rigour underpins the high standards attained. There is monitoring of teaching by senior staff, and effective discussion of issues raised by this. Action now needs to be taken to ensure that reporting back to teachers is carried out effectively by subject co-ordinators.

### **The budget and best value**

51. The school manages its budget very effectively and has carefully drawn plans for the future when income will decline as the extra funding allocated to a new school comes to an end. The budget surplus is large at the moment but there appropriate plans for its use. The school's finances are well administered, and the principles of best value are observed.

### **Staffing, accommodation and learning resources**

52. The school is very well staffed with teachers and teaching assistants. The employment of the 0.4 specialist teacher for music is particularly valuable, and she is deployed directly to teach pupils which she does particularly well. The deployment of other staff to provide release time for class teachers to carry out management tasks is most valuable when this is used to impact on the quality of provision.
53. The school building is large and offers very spacious accommodation that has been well developed as an attractive environment, although some classrooms are rather small. The grounds are extensive, if ill drained, and are being developed. The level of resources is generally good, and are very good for science, but the library is in urgent need of development.

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

54. In order to broaden the already high standards in all subjects, the next steps for the school are to:
- 1) involve pupils in a wider range of learning strategies in some lessons.  
(*Paragraphs 20 & 21*)
  - 2) place more emphasis on the monitoring and control elements of the ICT curriculum, and provide the appropriate equipment and additional training for this to be done. (*Paragraphs 5, 95 & 98*)

#### **Minor issues**

- improve provision for PSHCE and arrangements for seeking pupils' views.  
(*Paragraphs 22 and 33*)
- avoid unnecessary gender distinctions.  
(*Paragraph 10*)
- provide more curricular information for parents.  
(*Paragraph 44*)
- formalise procedures for risk assessment.  
(*Paragraph 35*)
- ensure that co-ordinator release time is used effectively and that feedback is given after monitoring. (*Paragraphs 50 and 52*)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	72
Number of discussions with staff, governors, other adults and pupils	38

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	19	19	28	2	0	0
Percentage	6	26	26	39	3	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		290
Number of full-time pupils known to be eligible for free school meals		10

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register		34

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

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	10

### Attendance

#### Authorised absence

	%
School data	4.4
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	24	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	23	21
	Girls	16	17	16
	Total	37	40	37
Percentage of pupils at NC level 2 or above	School	90 (90)	98 (100)	90 (95)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	21	21
	Girls	17	16	17
	Total	39	37	38
Percentage of pupils at NC level 2 or above	School	95 (93)	90 (95)	93 (95)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2002	20	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	20
	Girls	15	16	17
	Total	33	34	37
Percentage of pupils at NC level 4 or above	School	89 (90)	92 (90)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	20
	Girls	17	17	17
	Total	35	35	37
Percentage of pupils at NC level 4 or above	School	95 (77)	95 (80)	100 (93)
	National	73 (72)	74 (74)	82 (82)

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	243	0	0
White – Irish	0	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	1	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	1	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	2	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	2	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– Y6**

Total number of qualified teachers (FTE)	14.65
Number of pupils per qualified teacher	19.8
Average class size	22.5

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

Total number of education support staff	13
Total aggregate hours worked per week	298

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

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

*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	3
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	725,254
Total expenditure	731,551
Expenditure per pupil	2,523
Balance brought forward from previous year	107,254
Balance carried forward to next year	101,395

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	290
Number of questionnaires returned	155

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	44	5	0	0
My child is making good progress in school.	53	43	3	1	1
Behaviour in the school is good.	53	45	1	0	1
My child gets the right amount of work to do at home.	37	45	15	1	2
The teaching is good.	63	34	1	0	2
I am kept well informed about how my child is getting on.	35	48	14	4	0
I would feel comfortable about approaching the school with questions or a problem.	64	31	4	1	0
The school expects my child to work hard and achieve his or her best.	65	33	1	1	1
The school works closely with parents.	34	49	11	5	1
The school is well led and managed.	51	40	3	0	6
The school is helping my child become mature and responsible.	52	42	3	0	3
The school provides an interesting range of activities outside lessons.	25	43	15	6	12

## **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. The school provides very effectively for children in the Foundation Stage of learning. This is particularly noticeable in the quality of teaching and in the provision for children's personal, social and emotional development. Most children enter the reception classes with standards of attainment already well above those usually found. They make very good progress towards the national Early Learning Goals and most are likely to exceed them by the time they enter Year 1. This indicates high quality learning and achievement.
56. The quality of teaching is very good. This is reflected in the standards the children achieve. All adults have suitably high expectations of what the children should achieve and plan demanding work for them. The reception classes give the children many opportunities to explore and investigate inside and outside the classroom. The teachers and nursery nurse match the work carefully to children's identified needs. This enables the children to make the necessary small steps of learning towards the Early Learning Goals. All members of staff work and plan well together. They keep clear and careful records of the children's interests, abilities and progress. This information guides the team's next stages of planning. It ensures full inclusion because it enables all groups of children to learn well and make very good progress. Both teachers are very ably assisted by the nursery nurse who gives valuable planned support to the children. The Foundation Stage of learning creates a very secure basis for the children's future education.

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

57. The children make very good progress in their personal, social and emotional development. This is because of the very good quality teaching. All members of staff expect the children to behave well, and are fair in their dealings with children and each other. The children soon settle to the carefully explained and expected routines. This gives them the chance to work in a secure, calm and ordered classroom. The children chat happily and confidently with visitors and each other, and concentrate well. Most children co-operate well with each other, understand the class rules and the behaviour expected of them. For example, the children know that they need agreed codes of behaviour to live harmoniously together. All adults expect the children to be polite and to tidy up after activities. Relationships are very good, and contribute to the children's very good behaviour. The children line up to go to the hall sensibly, and in assemblies they sit quietly and pay attention. Most of the children exceed the Early Learning Goals by the time they move to Year 1.

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

58. Most children start school with language skills that already exceed the expectations for their age. Many have very well developed speaking skills. They make very good progress during their time in the reception classes because of the high quality teaching. This ensures that the vast majority of children exceed the expected requirements by the time they enter Year 1. Children listen well to each other and adults, and speak clearly in class discussions. They talk happily with each other as they work. For example, when using dictionaries one child said, "Look at 't' and go down to 'u' because 'u' comes after 't'." All children respond very well to question and

answer sessions and enjoy trying out new words. This is evident in their writing. For example, a child wrote, "I like the morse (moors) because I like climbing on rocks". Another pupil began to put sentences together and wrote, "I went to the pet shop and I got a dog. It ran roud (round) in the garden. I called it Peter." All adults work hard to increase the children's knowledge and understanding of words and language. They encourage the children to speak clearly in sentences to each other and adults. Both teachers use a simplified form of the literacy hour to introduce the children to the letters and sounds needed to build their reading and writing skills. This is particularly effective in supporting groups of different abilities and pushing them as far as they can manage. The children enjoy looking at and talking about books, and many are already reading simple sentences. This prepares them very well for work in Year 1. The vast majority of children already exceed the Early Learning Goals by the time they enter Year 1.

### **Mathematical development**

59. Children start school with very well developed skills in mathematical awareness. The very good quality teaching ensures that they make very good progress in leaning new skills. Most children already exceed the Early Learning Goals at the end of the reception year. The teachers plan and provide a very good range of practical activities to give the children hands-on experience. This leads the children to understand shape, size and pattern. For example, children look closely at solid shapes and use correct mathematical language to describe them: "That's a cuboid. It's got two squares and four rectangles". They extend this learning to everyday objects in and out of the classroom as they discover different patterns in bricks. There was some particularly exciting teaching of directions, where children walked with Wellingtons dipped in paint, helping them to remember how to make right and left turns. All members of staff stress the importance of correct vocabulary, and ensure that the children know words such as 'vertices' and well as simpler terms such as 'full' and 'empty'. They seize every opportunity to identify the importance of numbers. For instance, children count the number in the class and sing number rhymes. The regular play with construction kits enables the children to see different shapes, how they fit together, how heavy they are, and how to make patterns with them. The teachers use careful observations to check where the children are in relation to the mathematical stepping stones. This knowledge helps the teachers to plan and match work to the children's needs and abilities.

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

60. The children enter the school with well above average levels of knowledge and understanding of the world. They make very good progress throughout the reception year. This ensures that most are ready to exceed the required learning goals. The teaching is consistently very good, and creates a lively learning environment filled with objects to stimulate the children's curiosity. Teachers plan topics to capture the children's interest. The children become totally engrossed; for instance, in how to construct strong buildings. They found the concept of overlapping bricks difficult but were confident to experiment and look closely at existing buildings. Children learn to classify ideas; for instance, the difference between babies, children and adults. They learn about the world in and around the school. For example, the children make good use of the school's site to explore growing things. A variety of visits into the local area helps them understand that they are part of a wider community. All children have very good direct teaching on the use of computers. This increases their hand/eye co-ordination and their ability to move objects around the screen. They talk about the seasons, the changes in the weather and the passage of time. One child said, "This

brick's like a rainbow". The teachers use religious education lessons to introduce the children to a range of cultures and faiths. This helps them understand the diverse cultures within Britain.

### **Physical development**

61. The children start school with above average levels of physical movement and control of more precise movement such as hand movements with pencils or other tools. Very good teaching enables them to make very good progress through the Foundation Stage, and most already exceed the ELGs by the time they finish the reception year. The school has a secure outdoor play area, where the reception children can grow in confidence and practise climbing, jumping and playing imaginatively. They quickly become agile, alert and enthusiastic. Plans to extend this area are already in the process of being realised. This will give the children shelter and increase their opportunities for imaginative work. The children have a range of physical education sessions in the school hall. This enables them to co-ordinate and control their bodies well and show concern for the safety of others. The wide range of equipment and media provided allows the children to learn to use tools and materials safely. Their ability to use tools such as pencils is well developed and most children use scissors accurately and confidently. This is evident in children's writing, drawing and collage making.

### **Creative development**

62. Many children's creative development meets the expected levels on starting school. All children are confident in using media such as paint and use brushes well. They make very good progress and are on target to achieve the final stepping stones by the time they leave the reception classes. This rate of progress is due to the wide experiences provided, and to the very good teaching of basic skills in the reception classes. The children concentrate and work hard to develop their own imaginative response. They gain a very good knowledge of colour, texture and shape, for instance when printing repeating patterns. Many activities lend themselves to song and the adults lead the children in singing a wide range of simple songs and rhymes. Children develop their skills of playing percussion instruments and singing together, in music lessons. The high quality teaching ensures that the children quickly recognise patterns within the music. This helps them in their mathematical awareness.

## **ENGLISH**

63. Standards of attainment are high across the school. By the end of Year 6, standards in reading and writing are well above the national average, and well above the average of similar schools. Standards in speaking and listening and in writing are also high, although pupils tend to be much more confident and articulate in individual conversations and in performances than in wider discussions. The high standards result from the quality of the teaching, the focus on the requirements of the higher levels of attainment, and from the pupils' very positive attitudes to learning. Pupils receive a particularly good start in the reception classes, and receive very valuable support from parents.

### **Speaking and listening**

64. Most pupils are articulate and confident and are able to draw upon a wide vocabulary. This is developed well from an early age with even the youngest pupils being taught the correct technical terms; for example, 'vertices' in mathematics rather than

'corners'. In conversation, most pupils express themselves clearly and express their ideas well. For example, Year 3-4 pupils discussed animatedly their recent visit to the Nell Bank Centre, listening to others' views and making their points sensibly and cogently. Pupils respond well to public performances and are confident in these formal situations before others. Skills of discussion in larger groups are not so well developed as there are comparatively few occasions for pupils to enter into discussion or debate that is not directed by a teacher. Some classes use paired discussion to help pupils develop and extend their ideas, but in many cases, there is more emphasis on written work that limits development.

## **Reading**

65. Standards in reading are high across the school. Most pupils read very fluently and with good understanding. By the end of Year 2, most pupils have already attained the higher level (Level 3) where they use a range of strategies to interpret meaning, and can make comparisons between different texts. For example, Year 2 pupils were able to talk about the differences in style and setting between two stories about pirates. Some Year 1 pupils are already able to interpret meaning; for example, working out that 'Mummy' must refer to the elephants' mother as it was they who had come into the house to play in the story "Two Baby Elephants". By the end of Year 6, most pupils attain the higher level (Level 5) where they can interpret meaning beyond the literal and understand some of the literary devices used by authors. For example, Year 6 pupils were able to recognise the use of imagery, metaphor and personification in lines such as "The breath of the world passing by" in a poem by Gareth Owen. Pupils receive a very good start in the reception classes and build up a good understanding of reading. There is a good focus on techniques and form in the literacy hour lessons and a considerable focus on reading through group and individual activities that promotes good progress. Most pupils are enthusiastic about reading and read widely for pleasure.

## **Writing**

66. The quality of writing is also high across the school. By the end of Year 2, most pupils' writing is organised, imaginative and clear, which is the requirement of the higher level (Level 3). Most pupils can write extended pieces where punctuation is used appropriately and spelling is accurate. Many enjoy manipulating forms of words in rhythm and alliteration; for example, "down to the shining sea crawled the crusty crab." Many lessons encourage this well by exploring forms such as poetry and narrative. By the end of Year 6, pupils are able to write in a variety of forms and express their ideas in more complex sentences and paragraphs which fulfil the requirement of Level 5. For example, one Year 6 pupil was able to use a formal style, writing, "I once had the privilege to interview the world famous musician ..."
67. There is some good use of ICT to extend both reading and writing skills. The Internet is used for research, and pupils type and print out their writing. Although young pupils often write straight to screen, older pupils often write on paper first and copy to screen which is not always best use of time. There are some extended pieces of writing in subjects such as history, geography and religious education, but in many cases writing is short and does not allow higher order skills to be deployed and developed.
68. The leadership and management of the subject are good. The co-ordinator has very good knowledge and understanding of the subject and is in a very good position to advise colleagues. Assessment procedures are very detailed and have identified the areas for improvement.

## MATHEMATICS

69. Pupils in Years 2 and 6 attain well above average standards in numeracy and all other areas of the mathematics curriculum. This finding indicates that the high standards in the 2002 national tests are being maintained. The progress is underpinned by the good quality of the teaching and the focus of the curriculum.
70. The quality of teaching and learning is good and leads to good progress by all pupils. Teachers manage their classes and groups well, and work is well matched to pupils' needs. There is a particularly good focus on the sort of work that will promote the higher levels of attainment for each age group. For example, in a good Year 3-4 lesson, pupils were already successfully interpreting line graphs which is the expectation for Year 6.
71. Pupils feel secure and in the best lessons are given opportunity to explain their mathematical reasoning; for example, in a good Year 1 lesson pupils were asked to explain how they added four numbers together. Teachers explain clearly what pupils are going to learn, and provide good mental warm-ups. Pupils have very positive attitudes to their work and are keen to participate and rise to a challenge. For example, in an excellent Year 5-6 lesson, the headteacher really challenged the highest attainers by extending their understanding of transforming shapes. Pupils had to concentrate and rose well the challenge. There was very good pace and pupils really had to think from start to finish. In another Year 5-6 lesson, pupils were well taught to explore rotating a shape on a point in preparation for plotting co-ordinates in four quadrants.
72. Teachers ensure that pupils cover the various aspects of the mathematical curriculum appropriately. There is a good focus on number and place value, but also on shape, space and measures as well as data handling. There is some work on problem-solving and the application of mathematics in various situations, but pupils do not always have sufficient scope to pursue investigations independently or follow up their own lines of enquiry or use their own methods.
73. Mathematics is appropriately used across the curriculum. In science, pupils use accurately a range of measurements, collect data from their investigations and display them in a range of graphs. Measuring skills are appropriate in technology. There are time lines in history and sound use of mathematical skills in map work in geography. Computers are used to handle and display data but use could be extended, particularly for the oldest pupils, to employ simulations and explore models to answer, "What if...?" questions, or to investigate the effect of altering values on a spreadsheet.
74. The co-ordinator manages and monitors the subject well. Assessment of work and analysis of other assessment data are well used to identify areas for development. The provision of training has been good and has led to increased confidence of teachers. Resources are good and well used.

## SCIENCE

75. Standards of attainment are well above average at the end of Year 2 and Year 6. Inspection evidence confirms the school's scores in national tests. Pupils are rigorously prepared for national tests and this contributes to the high scores, but teaching is good overall and ensures that pupils' understanding is also well above average. There is a well planned curriculum that focuses well on the higher levels expected at each age. Pupils show very positive attitudes to the subject, behave well and are keen to learn. They are very well supported by their parents. Resources to support teaching and learning are very good both in quality and range, and the subject is well led by a conscientious and enthusiastic co-ordinator.
76. By the end of Year 2, pupils achieve standards well above average. For example, they show good understanding of electrical circuits and can employ past experience to say why a bulb will light. When studying living things they show very good understanding of how different creatures live in different habitats, and show confidence in sorting living things into groups. For example, in a very good Year 1 lesson in the school grounds, pupils examined different habitats, and were fascinated when the teacher shook a bush and a variety of creatures fell onto a sheet below, many of which they had predicted would be there. One creature particularly caught the eye. When it had been gathered into a container, some pupils said, "It has got six legs", whereupon others confidently declared, "It's not a spider then". Pupils have confidence when grouping materials and have good knowledge of how some changes to materials, such as changing water into ice cubes, can be reversed.
77. By the end of Year 6, pupils have a very good understanding of living things, materials and physical processes. Pupils know that irreversible changes in materials are chemical changes and reversible changes are physical. They know how to construct keys to identify and classify plants, birds and animals, predators and prey. Pupils understand that they can "squash" air "because particles in gases have more room than in solids and liquids, and are able to be squashed much easier". Teachers provide opportunities for pupils to undertake "investigative work". In experimenting "to show the transport of water and nutrients in plants" or "which solids dissolve in water?" many pupils are secure in making predictions and can say whether a test was fair or not, and why. However, teachers sometimes direct their classes too much by telling them exactly what to do and how to do it when conducting an investigation. Teachers could adopt a wider range of learning strategies. This would include giving pupils more experience of undertaking experiments and investigations for themselves, and would allow teachers to more fully monitor the development of pupils' scientific understanding. Pupils are confident in making predictions and readily appreciate the value of repeating experiments in order to get a more reliable set of results. They are able to deploy a range of literacy and mathematical skills in using clearly written text, diagrams, charts, tables and graphs, to present their work.
78. Teaching is good overall and although there are variations in teachers' skills, a number of strengths account for pupils' very good progress. These include good organisation, thoughtful implementation of a well planned curriculum, good use of time, support staff and resources and rigorous teaching of basic skills. Some of the best teaching was where these factors were present and there were the added elements of pupils being active in learning, of having opportunities to apply their knowledge. A very good Year 2 lesson, after a rather protracted introduction, suddenly blossomed. Pupils were excitedly looking at habitats created in the classroom. Adult support, from learning assistants and parents, enabled them to use microscopes to examine pond creatures and CD-ROMs to investigate the fauna in



detail. Pupils and adults engaged in lively discussions, and ideas, suggestions and observations were enthusiastically shared.

79. The range and quality of learning resources are very good and well used, and the subject is led with enthusiasm and purpose. Very good use is made of the Nell Bank Outdoor Learning Centre for a range of practical activities and these promote very good learning. The school is making a good effort to integrate work in science with other curriculum areas, such as work on Life Processes and Living things being linked to an art programme. However the use of ICT to support learning in science appears inconsistent at present.

## **ART AND DESIGN**

80. By Year 2 and Year 6, standards in art are well above those expected for most pupils of this age. This is a direct result of the high quality teaching from teachers and support assistants. Pupils have a wide range of rich and varied learning experiences, and this increases their interest in art and makes them eager to achieve. All adults are confident in their teaching and have a good level of support from the subject leader and the helpful scheme of work.
81. As they move through the school, pupils develop their artistic skills and techniques well. This is particularly noticeable in the development of the use of pattern from Year 1 to Year 2. For example, by Year 2 pupils were able to look closely at half of a picture by David Hockney. They used their imagination to choose shapes, media and colours to complete it. Careful teaching of techniques increases pupils' skills, and they use a wide range of media to good effect. In one lesson, pupils designed and made prints to create repeating patterns in the style of William Morris. They experimented and tried out ideas confidently and drew comparisons between their work and that of Morris. For example, a pupil said, "I've put a stem on mine and he just did the flower". This led pupils on to amend their own work.
82. Very skilful teaching ensures that all pupils make very good progress in learning and using new skills and techniques. Pupils use computer programs confidently to create pictures in the style of artists such as Mondrian and Jackson Pollock. These are very effective and skilfully executed. This work increases the pupils' understanding of how technology can be used in art. Displays of pupils' work around the school confirm the judgement of well above average standards. The woven collage of the Isle of Struay and their clay work are particularly effective.
83. The very skilful teaching continues as pupils move into Years 3 and 4. Pupils maintain and increase their interest and enthusiasm for art and enjoy learning new skills. Their wall hangings are of a very high quality and demonstrate the increase in their skills from Year 2. This rapid rate of progress continues as pupils move into Years 5 and 6. They work with a very strong sense of concentration and urgency and produce high quality landscapes. The systematic teaching of techniques increases pupils' skills and, in Year 5, they use perspective to good effect. All pupils quickly learn how to evaluate pictures by different artists and use their observations to produce work in different artistic styles. Their skills are evident in the work in the style of artists such as Monet. By Year 6 pupils are confident to put forward suggestions for improvement and say how they achieved their desired effect. For example, one pupil said, "I smudged it (pastels) to make the hills look softer in the distance". Further careful teaching ensures that the pupils understand how to use pastels and watercolours to create texture. All adults ensure that pupils have ample chances to

use clay to make artefacts and sculptures based on natural objects. The teachers and support assistants keep careful notes of pupils' achievements and use these to plan the next steps of learning. This is very useful for the development of pupils' skills and techniques. The well-attended pottery club makes a positive contribution to the development of pupils' skills, techniques and enthusiasm. It enables those with specific skills to experiment and improve. The use of ICT to support pupils' work in Years 3-6 is not as well developed as with younger children.

84. The overall quality of teaching is very good. All adults have very high expectations of behaviour and achievement. Pupils are interested in their work and learn new skills well. This is evident from the amount and quality of work around the school. It indicates very careful teaching of skills and techniques. The pupils who have special educational needs receive sensitive and effective support. This ensures they make very good progress in their learning. Relationships between pupils and between adults and pupils are consistently very good. This has a positive effect on pupils' learning and achievement. Pupils enjoy talking about their work and are confident in explaining their thinking. Teachers' planning for the subject is clear and meets pupils' identified needs and abilities. The adopted scheme of work for art provides for systematic teaching about artists and their work. All adults keep records of the progress different groups of pupils make. This is a useful tool that shows progress in learning and using skills and techniques

## **DESIGN AND TECHNOLOGY**

85. Standards in Years 2 and 6 are in line with the national expectation. Pupils are making appropriate progress in developing their skills and understanding within the design and make process as they go through the school.
86. Lessons were only observed in the Year 5-6 classes, which were all taught by the same teacher, and in a Year 3-4 class. The quality of teaching is good in these years and indications are that it is the same in Years 1-2. Year 5-6 pupils learned well how to construct a basic chassis, and incorporate an electric motor. Previous work on slippers also showed they had been well taught to use a design specification, take care with the making and evaluate the final product. In the Year 3-4 lesson, pupils learned to use a range of moving mechanisms to make moving story books. This activity provided good links to both science and English.
87. Previous work on puppets and moving parts shows that by the end of Year 2, pupils understand that the making process begins with a plan. They use pictures to develop and communicate their designs. They select from a range of materials, tools and techniques and learn to join various materials. In previous work, Year 1 pupils designed 'Joseph's Coat' using annotated pictures and identifying the parts needed. They made a pattern and traced it onto fabric, cut out the material, joined it by stitching and finished with repeating patterns. This showed a good level of skill and application. Pupils build on their skills in Years 3-4 and this is evident in their work on money containers where they have planned their work well and thought ahead about the sequence of their work. They choose suitable tools and materials and identify where evaluation of design and production has led to improvements.
88. The co-ordinator manages the subject well. She is well qualified and is enthusiastic in her role. The school uses national guidelines as a basis for its scheme of work, which ensure that skills are now systematically built on. Assessment arrangements are in place to record pupils' learning at the end of each unit. There are some good

links to other subjects, with pupils measuring accurately to support mathematics and developing appropriate technical vocabulary. Although a digital camera is used well, there is little use of computers to support designing or controlling.

## **HISTORY AND GEOGRAPHY**

89. Standards of attainment in both subjects are generally in line with those usually found. The teaching of history is generally satisfactory across the school, but it was not possible to see enough geography lessons to make an overall judgement.
90. By the end of Year 2 pupils have an appropriate level of knowledge of the periods and events they have studied in history (for example changes in seaside holidays since Victorian times) but few have gained the wider perspective that is the requirement of the higher level (Level 3). By the end of Year 6, pupils also have an appropriate level of knowledge about the historical periods they have studied. Year 6 pupils have been involved in a recent study of Britain since 1948 and can talk about some of the changes in aspects such as fashion and domestic appliances in that time. Few have a wider knowledge of social or economic change over that period or can relate change to a broader historical perspective. They have a reasonable recall of earlier topics they have studied, such as ancient Greece, and can talk about some aspects such as the differences between Athens and Sparta. Relatively few pupils have attained the higher level where they can explain changes within the period studied. This is mainly because it has not been the focus of the topic.
91. There is also an appropriate level of geographical knowledge by the end of Year 6. Pupils know about Britain and other countries and are able to make comparisons and explain differences between them. They know about physical features and how they are formed; for example they can describe the processes of erosion and deposition by rivers and explain how this formed valleys. Few have gained a good understanding of geographical patterns such as climate or patterns of settlement and so have not attained the higher expected level. As with history, this is mainly because this has not been the focus of the topics taught.
92. Both subjects are well underpinned by a series of visits and visitors. These greatly enhance pupils' interest and understanding. For example, Year 3-4 pupils had gained a very valuable insight into the life of Vikings by spending a day in a 'Danelaw' village. The dressing up and living in huts created a sense of excitement in learning, and the first-hand experiences of Viking life enhanced understanding significantly. Local visits to places such as the Nell Bank Centre enhance pupils' knowledge and understanding of local geography and ecology. Visitors, such as those from India, talking about their own countries have added very valuably to the pupils' knowledge, understanding and interest.
93. In both subjects, pupils are involved in fewer pieces of extended writing than usual, and much writing is short pieces on worksheets. These do not always allow pupils to use their very good writing skills to develop their historical or geographical thinking.
94. Both subjects are well led and there are good plans to ensure that topics are covered and resources are available. The next step is to ensure that these plans highlight the progress expected across the school, and the higher levels that might be attained.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

95. At the end of Year 2, standards of attainment are in line with those usually found, but standards are below average by the end of Year 6. This is because, although teaching is good in Years 3 to 6, the monitoring and control elements of the curriculum are not covered sufficiently with the older pupils. The school is already planning to acquire the equipment necessary to remedy this.
96. By the end of Year 6, standards in handling and communicating information are sound but pupils have had insufficient opportunities to use computers and develop appropriate knowledge and skills in all aspects of the Programme of Study. Here, they achieve less than pupils of a similar age. More equipment for controlling and monitoring is already on order, and these aspects are planned for development next year.
97. By the end of Year 2, pupils are able to enter, retrieve and store their work. They are taught how to produce text and pictures and to handle and display simple data. They use a controllable toy and write simple procedures to make it move in a pre-determined way. In a Year 1 lesson, very good teaching led to pupils attaining good standards in using a paint package to illustrate their Fantasy Story. They moved confidently between programs and showed good independence for their age. With one pupil to a computer, they concentrated well and produced pleasing work combining text with their own pictures.
98. The quality of teaching and learning in the aspects covered is good across the school. Teachers are becoming more confident users of computers but some will require further training to fulfil the full range of the curriculum. By the end of Year 6, pupils can handle text and data at a level appropriate to their age. They use a variety of fonts, colours and sizes. They cut and paste their work and can draft and redraft to screen. They can access CD-ROM information and the Internet for research in other subjects and do this confidently. Pupils have few opportunities to control events in a predetermined way, sense physical data, and explore patterns and relationships with the aid of computer simulations or models. In the Year 5-6 lessons observed, pupils extended their skills in combining text and graphics by using wrap round text and putting pictures behind text. In Year 3-4 they supported their mathematics lesson well by using software to record and display data collected on their previous day's visit to an outdoor centre.
99. The use of computers in other subjects is developing appropriately. Pupils use word processing across the curriculum to present their work and to handle and display data in mathematics. The use paint packages well to support art and there is some very pleasing work in the styles of Mondrian and Jackson Pollock. The digital camera is well used to support work across the curriculum and this is evident in the Year 3-4 work on the Vikings. The pupils have combined text, graphics and photographs very well to report their visit to a Viking centre in York.
100. The co-ordinator is knowledgeable and skilled. She provides good leadership and has identified the areas for development. The number of computers is average and the computer suite was well used during the period of the inspection.

## **MUSIC**

101. Standards of attainment are well above average by Year 2 and Year 6. The very

effective use of a music specialist whose teaching is often excellent ensures that pupils learn and achieve very well. Pupils of all abilities have a wide range of varied, rich and interesting experiences. This increases their enjoyment and enthusiasm. A significant factor in the very high standards is the overall excellent quality of teaching.

102. By the end of Year 2, pupils' singing is enthusiastic, joyful and tuneful. This reflects the enthusiastic and very skilled teaching. It is particularly noticeable in singing practices where the pupils sing songs with clear enjoyment and feeling for the music. In one session, the pupils achieved very well and began to sing echo songs with real enthusiasm and surprising accuracy. This enthusiasm, accuracy and enjoyment continues through into lessons where the pupils perform rhythmically and maintain an accurate beat. For example, in a Year 2 lesson, the pupils used percussion instruments very effectively to create sound effects. They understood the use of correct musical symbols such as 'p'; 'f'; '< >', and a group of pupils represented the dynamics of a volcano as '<' and end it with a loud drum roll. The very skilful teaching ensures that pupils understand the properties of different instruments. For example, a pupil explained, "You can't get a rain stick loud because it always makes a soft and quiet sound". Pupils compose very clear pictorial scores and add musical symbols for dynamics correctly.
103. This very high level of achievement continues as the pupils progress through to Year 6. The teacher builds very effectively on the pupils' previous skills and ensures they learn new skills in singing. For example, in a singing practice, the pupils worked together to improve their ability to sing together in three different harmonies. The quality of their singing improved during the session, and the pupils sang with much enjoyment and enthusiasm. All the pupils have very good opportunities to increase their skills and techniques in performing and composing. Very skilful teaching enabled the pupils in Year 4 to quickly build up layers of sound with tuned and untuned instruments to create music. They thoroughly enjoyed this work and improvised to create animal sounds. A pupil described the wind chimes as being, "A swan rippling on the water". This enthusiasm continues through to Year 6 where pupils compose melodies to previously written lyrics. These reflect on their forthcoming move to secondary school and have some particularly poignant lines such as, "Goodbye is the hardest thing to say ...though I might see you around". The excellent teaching ensures that all pupils, including those with special educational needs work hard and achieve very well. They perform their finished melodies confidently and enjoy sharing their work with others. Pupils' performing skills are of a very high quality. For example, in a singing assembly, pupils performed haunting violin and flute solos as well as playing together as an orchestra and two part electric guitar performance. They played confidently, accurately and with considerable expression. This is a direct result of the pupils' enthusiasm and the very high quality teaching.
104. The school is proud of its productions and ensures that all pupils have opportunities to join in. This makes a very valuable contribution to the pupils' personal, social and cultural development. The school takes every opportunity to provide its pupils with a range of good quality music through visits and visitors. Teachers use day-to-day evaluation of the pupils' achievements very effectively to plan what the pupils are to learn next. They use recordings of pupils' performances for them to listen to and improve. Pupils make very effective use of the wide range of good quality percussion resources. This increases their skills and techniques for example, their drumming and steel pan playing skills. There are ample tuned instruments, such as keyboards, for the pupils' use but not enough programs for use on the computers. This restricts pupils' ability to use technology for composing.

## **PHYSICAL EDUCATION**

105. It was not possible to see all aspects of the physical education programme being taught, and so judgements are based on the games, athletics and outdoor activities elements.
106. By the end of both Year 2 and Year 6, standards of attainments are above those usually found. By the end of Year 5, just over 90 per cent of pupils achieve the required standard in swimming. Many pupils achieve more, and learn both a wider range of strokes and personal safety in water skills.
107. Teaching of games and athletics is good overall at both key stages. Good examples of teaching and learning demonstrated well-planned activities, lively pace and good variety. In lessons involving both Years 1 and 2 pupils, teachers gave clear instructions, helpful tips about techniques, and good opportunities for practice. Pupils quickly developed different styles of throwing and catching and extended their knowledge of associated body movements and balance. Older pupils showed above average levels of co-ordination and athleticism when a games lesson had to be transferred to the hall from outside, due to poor weather. A series of relays and "races" enabled them to demonstrate good, well controlled speed, an ability to stop and turn quickly and to adjust to circumstances such as less space. Some pupils quickly realised that qualities such as accuracy and precision were useful, as well as those of power and speed. Pupils enjoy watching each other's performances, but opportunities for pupils to comment on, and evaluate their own and others' performances are sometimes not exploited.
108. The curriculum for physical education is broad and balanced, and there is a high level of adult commitment and support in helping pupils take part in a wide range of extra-curricular activities and competitive sports. These include netball, football, games club, basketball, cross country, hockey, rounders, kwik cricket and athletics. The involvement of professional coaching from Bradford City Football Club, Otley Rugby Union Club, Bradford Bulls Rugby League Club, together with outdoor pursuits during residential visits makes a good contribution to pupils' physical and social development.

## **RELIGIOUS EDUCATION**

109. By the end of both Year 2 and Year 6, standards of attainment are in line with the expectations of the locally agreed syllabus.
110. Pupils make appropriate progress in broadening their knowledge of world religions and this is a contribution to their spiritual and cultural development. In their continuing studies of Christianity, pupils in Year 2 have sound knowledge of the Bible as a special book and are becoming aware of the importance of religious objects and festivals. They can relate some of these to their own experiences of celebrating Christmas, Easter, christenings and weddings.
111. By Year 6, pupils have studied a wide range of religions including Christianity, Judaism, Sikhism, Hinduism, Buddhism and Islam. They broaden their knowledge of Christianity through study of local churches such as the Church of England, Roman Catholic, Methodist and United Reform. They learn of the importance of religious buildings in other faiths such as the mosque, the gurdwara and the synagogue. When discussing journeys to "special holy places", pilgrimages, pupils show insight

and understanding, saying that, “people would go on these journeys to receive enlightenment”. Others suggested that “people would feel closer to their religion” and “they would remember it for the rest of their lives”. Pupils develop sound understanding of some of the customs and beliefs of Hinduism, Sikhism, Buddhism and Judaism and are coming to a better understanding of similarities and differences between faiths.

112. Insufficient lessons were seen in Years 1-2 for any overall judgements about teaching to be made, but teaching seen in Years 3-6 was satisfactory overall. Aspects of work from the newly implemented Bradford Agreed Syllabus are delivered positively. Some teachers give pupils opportunities to make good use of their literacy skills to record personal ideas. However, at other times, worksheets are over used and this limits the contributions pupils can make. In the best lessons, teachers give pupils good opportunities to speak at length during discussions.