

# INSPECTION REPORT

**SHIBDEN HEAD PRIMARY SCHOOL**

QUEENSBURY

LEA area: BRADFORD

Unique reference number: 107290

Headteacher: Mrs Carole Holdsworth

Reporting inspector: Mrs Lesley P A Clark  
25431

Dates of inspection: 31<sup>st</sup> March – 3<sup>rd</sup> April 2003

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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:	Hainsworth Moor Grove Queensbury Bradford
Postcode:	BD13 2ND
Telephone number:	01274 882458
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Stella Newton
Date of previous inspection:	First inspection

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25431	Lesley Clark	Registered inspector	Science Art and design Design and technology Special educational needs English as an additional language	What sort of school is it? What should the school do to improve further? How well is the school led and managed?
19446	Susan Wood	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
10269	David Figures	Team inspector	English History Music	The school's results and achievements
22291	Keith Saltfleet	Team inspector	Information and communication technology Physical education Children in the foundation stage	How well are the pupils taught?
32568	Tara Kelly	Team inspector	Mathematics Geography Religious education	How good are the curricular and other opportunities offered to pupils? Educational inclusion

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

### **INFORMATION ABOUT THE SCHOOL**

Shibden Head Primary School is larger than average with 296 pupils between the ages of four and 11. It serves the semi-rural area of Queensbury on the outskirts of Bradford close to the border of neighbouring Calderdale. Most pupils come from the immediate area and the schools population is relatively stable. Almost all pupils are of white British heritage with a very small number from minority ethnic groups; none is learning English as an additional language. The pupils' socio-economic background covers a very wide range and is below average overall. The proportion of pupils who have special education needs is below average at 13 per cent. Two pupils have statements of special need which is about average. The range of special educational needs includes moderate learning difficulties and emotional, behavioural or communication difficulties. Pupils' attainment on entry to the reception classes is close to average although many have poor communication skills when they first start school.

The school opened in September 2000 as a primary school, following the reorganisation of schools in the Bradford area. It has more than doubled in size since then. There are two classes in each year group except in Years 4, 5 and 6 which will increase proportionately over the next three years. Like other schools in Bradford, the school took on new staff from other schools which closed during the reorganisation. At the time of the inspection, one teacher was newly qualified and two had joined the school recently.

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

This is an excellent school. Standards are very high as the result of very good teaching and excellent leadership and management. The school gives excellent value for money.

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

- Well above average standards in English, science, art and design, and design and technology; by the age of seven standards are also well above average in music
- Children have a very good start in the reception classes
- Attitudes, personal development and relationships are excellent because of the excellent guidance and encouragement pupils receive from all staff
- Pupils with special educational needs make excellent progress because of the excellent provision for their needs
- The quality of teaching is very good throughout the school with the proportion of excellent lessons being higher than usually seen
- Excellent leadership and management at all levels
- Precise assessment of pupils' attainment and progress greatly assists teachers in targeting individual needs. This helps pupils to achieve very well.

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

- There are no key areas for improvement

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

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

This is the school's first inspection

## 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	C	A*	A*
Mathematics	n/a	D	B	B
Science	n/a	D	C	C

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

The National Curriculum test results for pupils at the end of Year 6 in 2002 were significantly better than those the previous year (the first time the school had entered pupils) the biggest improvement being in English where results were in the top five per cent nationally. They accord with the standards of work seen during the inspection: standards achieved at the end of Year 6 are well above average in English and above average in mathematics. Science standards continue to rise and are now well above average. The school exceeded its 2002 target in English, but fell marginally short in mathematics. Standards in reading, writing and mathematics at the end of Year 2 are above average. In science, standards at the end of Year 2 are well above average. Pupils make very good progress and achieve very well by the end of Year 6. Pupils with special educational needs make excellent progress.

Standards in art and design and design and technology are well above average at the end of both Year 2 and Year 6. They are above average in history and religious education, the result of good achievement in these subjects. In music standards are well above average at the end of Year 2. Standards are average and achievement satisfactory all other subjects.

Pupils' standards when they leave Reception and start Year 1 are above average in all the areas of learning. In relation to their attainment when they start school, their achievement is good.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils enjoy their time in school and become fully involved in all activities. They concentrate hard in lessons and take pride in the work they produce. They are genuinely interested in learning.
Behaviour, in and out of classrooms	Very good. Pupils behave very well and are considerate of others. They are most attentive in lessons and work and play together exceptionally well.
Personal development and relationships	Excellent. Relationships throughout the school are excellent. Pupils are responsible and trustworthy. They have many opportunities to use their initiative and so become self-assured and mature for their age.
Attendance	Very good. Attendance is well above national averages. Pupils clearly love coming to school to learn.



## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

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

The overall quality of teaching is very good and pupils learn at a very fast rate as a result. The quality of teaching in English (including literacy), science, art, design and technology and geography in Years 1 - 6, and in music in Years 1 and 2 is very good. In mathematics (including numeracy), physical education, information and communication technology, and history it is good. Too few lessons were seen to judge teaching and learning in religious education, or music in Years 3 - 6.

The impact of this high quality teaching is to motivate pupils so they want to learn. Teachers in the reception classes make very good use of the valuable support of experienced classroom support assistants and together they make a very good team: children's learning is highly active and all are keen to learn and show good levels of concentration for their ages. This results in happy, secure and increasingly confident children. Throughout the school, teachers' very good subject knowledge makes a substantial contribution to the high standards. Teachers teach information and communication technology (ICT) confidently and make good use of it to help pupils learn very well in other subjects. Planning is very good and all teachers set very high expectations in what they expect pupils to achieve, both in work and behaviour. Teachers' very skilful questioning is a key factor in pupils' very good achievement. Work is marked regularly and positively and homework is set regularly to supplement and support work done in class.

Work for pupils with special educational needs is extremely well planned to match their individual targets and very good use is made of support staff. This good practice enables pupils to make excellent progress and achieve the targets set for them.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good and meets statutory requirements. The very good range of learning experiences for pupils, including the creative way in which the subjects are linked together, helps pupils to achieve highly. The curriculum is enriched through the range of additional activities including visitors to school, visits and clubs.
Provision for pupils with special educational needs	Excellent. Pupils with special educational needs make rapid progress because their needs are identified extremely early and the level of support is precisely targeted to their requirements.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. In particular, the school has developed an ethos where pupils can flourish and grow into mature and responsible members of the community. There are notable strengths in the school's provision for pupils' social development and in the many opportunities within lessons for pupils' spiritual development to be nurtured.
How well the school cares for its pupils	Very well. The school provides a very caring and supportive environment in which all children can learn. The assessment of pupils' work is exceptionally thorough and consistently influences standards.
How well does the school work in partnership with parents?	Very well. The parents are very supportive of the work of the school. They are kept well informed about their children's learning through regular information home.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. At all levels, leadership manifests a shared commitment to very high standards and the extremely efficient management ensures that their aspirations are realised.
How well the governors fulfil their responsibilities	Very well. Governors have a very clear view of the strengths and areas for development throughout the school. The governing body works very well as a team and is closely involved in making decisions which shape the educational direction of the school.
The school's evaluation of its performance	Excellent. Every aspect of the school's life is analysed and actions taken in response. All aspects of teaching and learning in all subjects are thoroughly evaluated, resulting in high standards and rapid improvements in performance.
The strategic use of resources	Very good. Resources are used very well to promote and achieve high standards. Financial management is extremely good and very good educational provision is achieved at a very low cost. Educational and financial decisions are very carefully considered to help the school decide whether it is providing best value.

The school is very well staffed and the very good accommodation and good resources for learning are used very well to promote learning.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school is well led and managed</li> <li>• Teaching is very good and teachers have high expectations of pupils</li> <li>• Parents feel welcomed by the school and comfortable to discuss any concerns they might have</li> <li>• Pupils behave well</li> <li>• There is a good range of activities outside lessons</li> </ul>	

The inspection team agrees with the very positive views of the parents.

## **PART B: COMMENTARY**

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

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

1. The most striking feature of the standards achieved by pupils at the end of Year 6 is the significant improvement in English and science and the marked (though less dramatic) improvement in mathematics standards since pupils were first entered for the national tests in 2001.

2. In English, where standards at the end of Year 6 are now very high and compare very favourably with those of other schools, the improvement has been brought about by the high quality of the teaching and, in particular, the extremely high quality of the subject leadership. Very careful and thorough analyses of pupils' work, with teaching carefully planned to address directly the areas where pupils most need help, leads to their very good progress and they achieve very well. The standards of the present group of pupils in Year 2 are not so high, because, although some are very good, a sizeable minority are below average for their age.

3. In science, excellent planning, so that pupils progressively build up skills, ensures that they achieve very well. Plenty of practical work, which pupils record with increasing autonomy, and the practice of pupils learning to ask their own questions - more and more demanding as they get older - leads to pupils' very good progress and their high standards. In mathematics, teachers know the subject well and plan lessons thoughtfully, but because some adjustments have still to be made to the balance of topics within the subject and because pupils have more to learn about applying mathematical knowledge across the whole range of subjects, standards, though improving, are above average, not well above average.

4. In art and design and design and technology, pupils' standards are well above average at the end of both Year 2 and Year 6. In art and design this is because of the wide experience pupils are given across a big range of media, with two and three-dimensional work well balanced. Excellent subject co-ordination supports very well planned and taught lessons: pupils make very good progress as a result. In design and technology, standards are very high because pupils are free to express their ideas practically; they learn to evaluate their own work and that of others with a critical sense which becomes more stringent as they get older.

5. In some subjects the teachers' good knowledge of the subject matter and their enthusiasm for it is mirrored by the pupils' own interest and enthusiasm. This is the case in music, where pupils' standards at the end of Year 2 are very high: the result of the teachers' expertise and the very high quality of the teaching. (Year 6 pupils were not involved in enough music during the inspection for a judgement to be made) In history standards are good at the end of Year 2 and Year 6 because the teachers' knowledge and enthusiasm for the subject is matched by extra energy given the subject by visits and visitors. When Year 6 studied life in post-war England the memories and memorabilia of the older members of their families provided much first-hand and relevant information. In religious education, standards at the end of Year 6 are above average, because of the good quality coordination and the carefully planned links to the pupils' spiritual, moral, social and cultural development.

6. In geography, good standards at the end of Year 2 become satisfactory standards at the end of Year 6 because, although pupils make good progress during Years 3 – 6 in acquiring geographical information, they do not make enough progress in developing geography skills. The reason for overall standards being satisfactory in ICT and physical

education, lies in the recent history of the school. The accommodation and resources for ICT are very recent, and although the school is now very well placed to improve, it is too early to see the results in enhanced standards. Similarly for physical education: indoor and outdoor facilities for physical education are now very good, but the former school building, where the older pupils spent most of their primary schooldays up to 2000, had an inadequate hall and no playing field and so their opportunity to develop appropriate skills has been greatly circumscribed.

7. Pupils with lower levels of attainment including those with special educational needs make excellent progress because of the quality of the provision made for them. It is based on meticulous monitoring and evaluation of their progress which in turn leads to well targeted programmes. In particular, many younger pupils are helped by the well-judged policy of early intervention, so that difficulties are overcome before pupils lose confidence in their ability to learn.

8. Building self esteem and fostering independence are features of provision for pupils in the reception classes which lead to these pupils achieving above average standards. Their programme is well planned, their progress carefully assessed, the total resource of the classes, including teaching and non teaching staff expertise, is accurately directed at what the pupils need to learn. As a result they become enthusiastic learners, make good progress and lay down a good foundation of knowledge and skill on which to build when they go on to Year 1.

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

9. Pupils' attitudes to school are excellent. They are very keen to come to school and settle quickly to their tasks. They listen very carefully in lessons and respond well to questions, giving answers that are sensible, mature and relevant to discussions. Pupils are very interested in what they are learning and show respect for each other's views and opinions. They clearly know what is expected of them and they are eager to please the class teacher. For example, Year 2 pupils were totally absorbed in their counting tasks during a numeracy session. They worked sensibly and generally quietly, concentrating for long periods of time whether working as individuals, in pairs or in a group. A measure of their attentiveness and capacity to be absorbed in their tasks is that pupils are often disappointed when they are asked to stop. Older pupils as well as younger enjoy taking work home and the attendance at out-of-school clubs, many of which are designed to improve attainment in targeted subjects such as science, is very high. Pupils' enthusiasm for school is reflected in the attendance figures which are very good and well above the national average. Pupils arrive at school in good time to enable the lessons to start promptly. Pupils behave very well throughout the school day. The school is a very orderly community and pupils move around the building in a very sensible manner. They are polite to visitors and often open doors or offer to help. Behaviour in the playgrounds is very good as there is good quality equipment to play with. Pupils play harmoniously and are at ease in each other's company. Boys and girls play together very well, in one instance, organising a game of rounders together. Pupils respect property and handle resources well. They clearly understand what is expected of them. When passing through the hall during physical education lessons, for example, they are uniformly sensible and responsible, keeping close to the edge so as to cause minimum disruption to other pupils.

10. Pupils respond well to the teachers' strategies to support behaviour, which stress the positive. For example, pupils are rewarded for asking others to join in their game, or for refusing to be drawn into a dispute. Pupils therefore quickly learn to be independent and to moderate their own behaviour. No pupil has been excluded since the school opened.

11. Relationships throughout the school are excellent. Pupils know the daily routines of the school and very quickly respond to teacher's requests. They show concern for each other. In one instance, pupils quickly took an injured pupil to the office to receive first aid after an accident. Pupils respond maturely to the range of responsibilities provided by the school. For example, there is a buddy system where Year 6 pupils help Reception pupils settle in to the routines of the school day, and pupils carry out office duties over lunch time. Pupils respond with great enthusiasm to opportunities to show initiative. In one instance, three girls took it upon themselves to keep the school library tidy and found they had landed themselves a regular job; in another, some pupils produced a joke book to raise funds for charity.

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

12. The quality of teaching throughout the school is very good, with a good proportion of excellent teaching, particularly in Years 3 - 6. Almost a fifth of lessons were excellent, and nine out of ten lessons were good or better. The impact of this high quality teaching is to motivate pupils so they want to learn because they find the work so interesting.

13. The overall quality of teaching in the Reception classes is very good. Teachers have the valuable support of experienced classroom support assistants and they make a very good team. They have a good understanding of the needs of young children and are skilled in questioning children about what they are doing and what they see. Children's learning is highly active and all are keen to learn and show good levels of concentration for their ages. Basic skills are taught very well and there is good emphasis on developing children's self esteem and the teaching of reading, writing and number through a wide range of practical activities. Because of this very good teaching the children achieve very well.

14. The most successful feature of teaching is the skill with which teachers question pupils. The types of question teachers use are carefully planned to relate to the age and ability of pupils. Probing questions, specifically targeted at pupils with different levels of attainment, draw out pupils' thoughts and help them to learn through articulating what they have understood. Lesson planning throughout the school is of a very high quality, the result of much time spent on developing this skill, seeking ways to put the emphasis on pupils' learning. Teachers look at their lesson plans from the perspective of the child. This is why there are so many practical activities and why pupils are so keen to learn. In a Year 4 English lesson four levels of work were planned to meet pupils' differing needs, together with individual planning for pupils with special educational needs which gave them a mixture of individually supported work and tasks which involved working with others. Teachers also plan for moments of spiritual enlightenment in their lessons: instances when pupils are open-mouthed or excited when they suddenly understand something because they have discovered it, as it were, for themselves, are carefully thought out in advance.

15. Teachers have very good subject knowledge and are very well supported by the expertise of a leading literacy teacher and leading numeracy teachers, and so the basic skills in literacy and numeracy are taught very well making a substantial contribution to the high standards achieved. Numeracy lessons have good mental warm-up sessions clearly focused on improving pupils' mental agility. Teachers confidently teach ICT and make good use of it to support pupils' learning in other subjects. Teachers have very high expectations of what they expect pupils to achieve, both in work and behaviour so that in all classes behaviour is invariably very good and pupils co-operate together in a sensible and constructive way.

16. In the best lessons, teachers manage pupils with great skill. A good example was seen in an excellent Year 5 science lesson where the teacher's intervention was so discreet

it appeared that the pupils were learning by themselves. Similarly in a Year 3 class discussion, pupils responded very well to the teacher's sense of fun, questioning, use of praise and encouraging manner which created a very responsive learning atmosphere. Where the quality of teaching is good, lessons have a logical and progressive sequence of activities and maintain a good pace which contributes to pupils' successful learning. In the small proportion of lessons where teaching is satisfactory, lessons are still very well planned and pupils consolidate what they have learnt previously. However, sometimes noise levels in discussions slow the pace of learning and a small number of pupils have to be reminded of what is expected of them when working.

17. Teachers use time and resources very effectively so the majority of lessons move briskly with the effect that pupils remain involved in their work and have to think and work hard for sustained periods. All classrooms are stimulating places to learn with well-presented displays of pupils' work around the school. They use a good range of criteria, including questioning and formal testing to assess what pupils know, understand and can do and use this to plan work to meet their differing needs. In the Reception classes the support assistants monitor the children's progress very closely. All staff give sensitive and encouraging support to boost pupils' self-esteem. Work for pupils with special educational needs is planned to match their individual targets and good use is made of support staff. Sometimes this support is individual but usually pupils are taught as part of a small group and as a result they make excellent progress, achieving the targets set for them in their individual education plans. Work is marked regularly and positively and for junior pupils becomes more evaluative as they get older. It tells them not only how well they have done but also how to improve. Homework is set regularly to supplement and support work done in class. These features of teaching have a big impact, not only on academic standards, progress and achievement but also on the attitudes and behaviour of pupils.

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

18. The curriculum is very good with a strong emphasis on the creative arts. The meaningful links between subjects make the curriculum very interesting to pupils and also help them to apply the skills they have learnt in one subject to help them in another. The school makes excellent provision to include all pupils and ensures that no-one misses out on activities. The national strategy for teaching the skills of literacy is used exceptionally effectively and that for teaching the skills of numeracy is used very well.

19. Provision for pupils with special educational needs is excellent. Pupils are given work that matches their ability and their individual education plans are given sufficient attention to ensure they make excellent progress. They are supported very effectively by learning support assistants who successfully question their understanding throughout lessons. Booster classes are used very well to target pupils in Year 6 who need extra help to gain a higher level of attainment in the national tests.

20. The school has excellent links with the schools that pupils transfer to at the age of 11. Links have been made with teaching staff from both schools and there are opportunities for team teaching. For example in one physical education lesson, teachers from both schools worked as a highly effective team to ensure excellent teaching and learning. The head of the local secondary school takes part in assemblies in Shibden Head and the Year 6 pupils visit their new school. Liaison between the staff concentrates on both academic progress and the personal development of the pupils. Summer schools are held at the secondary school that include sessions in art and for gifted and talented pupils and so provide opportunities through which standards are extended.

21. The school provides a wide range of activities to develop pupils' interest and increase their motivation for school. They change according to the needs of the school and are planned to complement as well as extend work done during school hours. After school clubs at present include sport, recorder, choir, ICT, science, street dance, young authors and French. They are available to all pupils in Years 3 – 6 enriching their experiences and contributing very well to the positive ethos of the school. In one case, pupils in Year 4 were totally absorbed and enthusiastic about the project they were working on in the Young Scientists club. One boy said he came to the club 'because its fun!'

22. The provision for pupils' personal, social, health and citizenship education is very good and provides extensive opportunities for pupils to develop into mature young adults. The programme of work is very well planned, and handles sex and drugs education appropriately. In recognition of this the school received the Bradford Schools Drug prevention Initiative Charter Award recently. Much of the work is innovative and reflects the extremely good quality of the leadership and management of this aspect of pupils' education. Drama and role-play are used very well to give pupils insight into complex issues. For example, in Year 3, pupils learnt that being part of a community involved compromise as they fiercely debated the issues for and against a new supermarket in their area. Pupils in Year 6 are encouraged to think about their role in society in five, ten and twenty year's time. This helps them to see their current interests in context and encourages ambitious aspirations. They identify strategies for success such as working hard, being well-prepared and organised, and knowing when to relax at the right times.

23. The school has very good links with the community at large which enrich the curriculum. A local rugby team is involved, through assemblies, with helping to promote motivation to work as a team and appreciate the importance of fair play. Similarly a local football team helps with football coaching and supports the school with events such as Euro Day. The school has a link with a local building firm: pupils in Year 1 visited 'show houses' and were involved with a scheme to design a garden for one of them. In return, the company sponsors the school football team. There are excellent links with a nearby community of artists and the school has undertaken various projects with them. The results are extremely successful as are links with local orchestras to provide a composer in residence at the school. Courses for parents, during the day and in the evening, offered along with the other two primary schools in Queensbury, are very well attended. Parents make 'story sacks' for the school, act as reading partners to help pupils who need additional practice and help with the school library.

24. The school's provision for pupils' spiritual, moral, social and cultural development is excellent and makes a significant contribution to promoting the aims of the school. The school has developed an excellent ethos that maintains a happy and supportive environment in which learning flourishes. Pupils' spiritual development is excellently promoted through assemblies where the children reflect on the theme of the day. They are encouraged to link the theme of the assemblies to their own experience of life in ways which are appropriate to their differing levels of maturity. Spiritual moments are planned for in lessons. In a Year 4 lesson, for example, pupils meditated before learning about Buddhism. The opportunity to reflect Buddhist values in their own lives prompted one girl to say that by being friends with someone, we give the gift of friendship. In most lessons there are carefully planned opportunities for pupils to discover new things for themselves. It is not uncommon to see pupils enthralled by discovering something new. Throughout the school there is a strong sense of community in which regular reflection forms a vital part and impinges on the pupils' lives.

25. Provision for pupils' moral development is very good. There is a warm, supportive atmosphere, underpinned by strong mutual respect and concern for others. Class and school rules operate effectively and the positive behaviour policy is applied successfully.

Pupils who demonstrate good behaviour at lunchtime are rewarded and their success celebrated in class. Members of staff provide very good role models by consistently taking advantage of the opportunities to promote good behaviour.

26. The provision for pupils' social development is excellent. As well as frequent opportunities to work collaboratively, the school encourages pupils to work together using their initiative to do something helpful and socially responsible. As pupils say, 'If you have an idea for a charity and want to do it then you go and see the headteacher or the deputy.' Pupils contribute to making decisions about their school through the school council. This level of responsibility is further extended as pupils serve on a 'sports' council', made up of pupils from the three local primary schools, to set events and then evaluate the effectiveness of these. Lunchtimes are used exceptionally well to develop pupils' socially. Each week, a class is responsible for choosing the menu for one day. While this does lead to some extraordinary choices from an adult's point of view, it means that pupils look with interest at what they are eating and discuss healthy options with increasing maturity. Residential visits promote teamwork and this is further developed when pupils return to school as they produce a school newspaper illustrating what they have done and what they have learnt.

27. The school makes very good provision for the pupils' cultural development. The school has an annual arts festival, which develops their skills in art and music. The school was involved in Bradford's bid to become City of Culture and produced artwork to reflect the diversity of culture in Bradford. Links with schools in Germany and Sweden are kept alive through pen pals who communicate via e-mail. The talents of pupils are used effectively in school; for example, each week a pupil is selected as the musician to play music for assemblies. There are extensive opportunities for pupils to learn about their own culture and other cultures. The school arranges for many visitors to share their talents and ideas with the pupils, thus enriching their experience.

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

28. The school provides an exceptionally caring environment in which pupils and staff can work happily. The school's very good procedures ensure pupils' welfare, health and safety, and uses appropriate agencies to support the needs of individual pupils. All pupils are very well known to staff, with pupils feeling confident to approach any adult if they have worries or concerns. Pupils are also encouraged to support others if they are hurt or upset.

29. The school has very good procedures to monitor attendance and parents are very clear about what they have to do if their child is absent from school. Pupils' personal needs are met and monitored through staff knowing each individual child and they quickly recognise any change in behaviour or attitude, which are then recorded. The school celebrates pupils' personal achievements during assemblies, recording these in 'the star book'. The 'star pupil' sits in a special chair during lessons. In the Reception classes, children each have a turn at being 'child of the week'. This is most successful at building children's confidence and at reinforcing the strong links between home and school. Pupils with special educational needs are very well provided for with personal needs included in their individual educational programmes.

30. Consistently applied reward systems are successful in promoting very good behaviour. The special assembly to celebrate pupils' achievements highlights pupils who have worked hard to improve or those whose attitudes to school are noteworthy. The school does not tolerate anti-social behaviour, such as bullying, and there is no evidence of it in the school.



31. Assessment procedures are excellent. The school has developed efficient, manageable and effective systems to assess pupils' work in all subjects. These include: regular monitoring of pupils' progress through analysing test results, analysing what pupils know and understand at the end of units of work, scrutinising work across year groups and subjects, and regular monitoring of teaching in all areas of the curriculum. Very careful and thorough analyses of pupils' work are used by teachers to plan lessons directed at the areas where pupils most need help. This leads to pupils making very good progress and their consequent very good achievement. The information is used to make adjustments to the teaching programme as a whole, to give guidance to teachers and to determine the programme of professional development for teachers and other classroom staff. The link between assessment procedures and the actions taken as a result of the scrupulous and wide-ranging analyses is where the excellence lies. This is why the latest national test results have improved on those in 2001 because the school has targeted precisely where the weaknesses lay in English, mathematics and science and devised an effective programme to rectify them. Precise measurement of the progress made by pupils with special educational needs, in which their individual attainment is tracked over the course of a year, using ICT to make the system manageable, pinpoints exactly the progress these pupils make alongside others in the year group and gives clear indication of what they need to learn next in order to catch up.

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

32. Parents think very highly of the school and are extremely well pleased with what it provides and achieves. They appreciate the very close partnership they have and are impressed with their children's progress. They always feel welcome and find all the staff very approachable. Many parents help in school voluntarily.

33. Parents regularly receive very good quality information through newsletters and information sheets and other school publications which are presented in a lively and informative manner. Very detailed information is sent home explaining what pupils are to study each half term. This enables parents to support their children's learning by helping them with work at home or sending relevant artefacts into school. The school organises courses for parents to further involve them in their children's learning and also practical sessions such as making a range of resources to stimulate younger pupils' interest in stories. The school makes very good use of external help to co-ordinate the work it does with parents.

34. The well constructed written reports at the end of the academic year explain clearly what pupils know and understand and the skills they have developed. Consultation evenings with parents at intervals during the year give additional information on the progress that the children make. Parents of pupils with special educational needs are very closely involved in their children's learning. Home visits and regular meetings with parents help them to talk openly and to share their knowledge and understanding of their children so that pupils' needs are tackled consistently and supportively. Parents of pupils with special educational needs are also involved, when appropriate, in working alongside their children.

35. The school recognises, celebrates and values parental help. When helping in class, parents are carefully prepared so they know what to do; this ensures that their contribution benefits the pupils' learning. In the reception classes, parents and grandparents of the 'special child' of the Monday feature 'Child of the Week' are encouraged to visit the class during that time. Not only does this strengthen links between home and school but it increases parental understanding of how the school fosters their children's social development. Parents have confidence in the school and through social events involving staff, governors and pupils, play a full part. Suggestions they make are considered

seriously. The 'Walking Bus system' to ensure that pupils cross the many interconnecting roads near the school safely, is organised and manned by parents. In the school's arts week, work by parents and grandparents is also displayed and celebrated alongside that of the pupils.

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

36. The school is exceptionally well led and managed by a calm, dynamic and purposeful team of people. The excellent educational direction provided by the headteacher and deputy headteacher is mirrored in the work of the key stage managers as well as the subject co-ordinators, setting a pattern of excellence which supports as well as inspires those new to the school. The school is managed most effectively with the minimum of fuss. New technology is used well to enhance the efficiency of administrative systems. Consequently, the school's management is not overwhelmed by bureaucratic procedures and has time to think out carefully the most effective means of achieving its goals.

37. From the very beginning, the expansion and almost instant growth of the school from a first to a primary school was planned meticulously in order to build on the acknowledged strengths of a small school, where every pupil was known well, to achieve a similarly harmonious larger school community. The needs of pupils in each stage of education were examined closely and structures put in place to afford the maximum support and clearest path for development so that teachers new to the school, or placed in the school from others which had closed, could share in the school's aims and play a key part in helping it to attain its objective of the highest standards for all. This has successfully led to a particularly rich curriculum, with an emphasis on the creative arts, underpinned by a network of extra-curricular clubs and activities, some of which unobtrusively support learning in specific subjects, such as science. Standards of literacy and numeracy are high and yet the school day is not dominated by them. Good quality play equipment and the fact that adults are prepared to spend time playing with children in order to help them learn how to play mean that pupils learn throughout the school day both formally and informally in many different ways.

38. The school development plan is an excellent working document: it is meticulous, comprehensive and manageable. Areas for development, such as the outdoor area for children in the reception classes, are clearly presented. It is easy to see the progress the school has made and with what success; for example, achieving its aspiration to develop the school grounds as a facility for teaching and learning. Subject co-ordinators' plans become an integral part of the document, each part of which is evaluated for its effectiveness. The document gives clarity of purpose for the school, indicating what it wants to achieve, how it is shared by all and the very effective systems it has in place to achieve this. The headteacher and deputy are skilled at using and interpreting data: this means that decisions are based on strong evidence. Throughout, a belief in the contribution of the creative arts to raising standards of literacy and numeracy are made very clear.

39. The school's management is based on the premise that everyone has a contribution to make and that this should be acknowledged and celebrated. The effect of this is that teachers want their part in it to succeed, hence the high status of the role of the subject co-ordinator within the school and their role in monitoring its work. The school is much further ahead than many in this respect, for all co-ordinators monitor teaching and learning and standards, in all subjects, following a carefully planned programme set out by the headteacher and deputy. Excellent use is made of experts within the school such as leading mathematics and literacy teachers to raise standards and inspire others by working alongside them. Teachers are used to monitoring each other and welcome professional dialogue about effective teaching techniques to promote learning. The effectiveness is seen in the overall high standards. Furthermore, each teacher, classroom and support assistant

and lunchtime supervisor has a yearly interview from which a general overview of their work is used to set targets which are relevant both to their professional development and to the development of the school. Because the leadership of the school takes its fair share of routine duties as well there is mutual trust and good levels of communication between all staff. External awards such as the Basic Skills Award and Investors in People have further helped to establish a sense of pride and belonging.

40. The leadership and management of provision for pupils with special educational needs are excellent and have a marked impact on the overall standards. Because pupils' needs are identified very early, many problems are averted very early on. The co-ordinator has responsibility for teaching specific reading skills to these pupils; this plus the weekly monitoring of support and teaching staff to review how pupils' needs are being met contribute to the excellent progress pupils make. The co-ordination of provision for pupils with special talents or gifts is at an early stage; the school development plan has a comprehensive programme outlined to develop this area.

41. The governors' contribution to the school is very good and they are proud of what it has achieved so far. They have a crucial role in recruitment and have played a major part in keeping morale high throughout a time of change. The headteacher's and deputy's thoughtful approach, characterised by their ability to see issues from alternative perspectives, has ensured that governors sample the working life of the school in different ways. Each governors' meeting is held in a different classroom and begins with the teacher showing governors around whilst discussing areas of work and answering questions. Governors are also involved in analysing data to monitor standards. This helps them to get to know the strengths and the areas to develop in the school.

42. The school's excellent systems to train new teachers and support those who are new to the school include non-teaching staff. The philosophy that all are valued and respected as individuals is seen in their successful integration into the school community. All possible aspects of induction are covered and the programme provides excellent support and guidance for those new to the school. The result has been the very effective integration of staff from different backgrounds.

43. Financial management is excellent. The governing body offers extremely good support and the school bursar manages the finances each week. Administrative systems are most effective because there is a clear division of duties and responsibilities between administrative and clerical assistants and the bursar; no time therefore is wasted and the day-to-day running of the school proceeds with similar clarity to the ways in which the other aspects of the school are run.

44. The school gives excellent value for money because high quality outcomes are achieved at a cost per pupil that is well below the national average.

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

In this excellent school there are no key issues to address.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

58

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

51

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	11	21	19	7	0	0	0
Percentage	19	36	33	12	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	YR –Y6
Number of pupils on the school's roll (FTE for part-time pupils)	296
Number of full-time pupils known to be eligible for free school meals	28

FTE means full-time equivalent.

#### Special educational needs

	YR –Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	40

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	12

### Attendance

#### Authorised absence

	%
School data	3.5
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.2
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	34	25	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	32	33	32
	Girls	24	24	25
	Total	56	57	57
Percentage of pupils at NC level 2 or above	School	95 (87)	97 (87)	97 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	32	32	33
	Girls	24	25	25
	Total	56	57	58
Percentage of pupils at NC level 2 or above	School	95 (87)	97 (93)	98 (93)
	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	13	14	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	13
	Girls	13	9	12
	Total	26	22	25
Percentage of pupils at NC level 4 or above	School	96 (77)	81 (77)	93 (88)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	13
	Girls	11	11	11
	Total	24	24	24
Percentage of pupils at NC level 4 or above	School	89 (85)	89 (81)	89 (77)
	National	73 (72)	74 (74)	82 (82)

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

### **Ethnic background of pupils**

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

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

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
237	0	0
2	0	0
1	0	0
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)	13
Number of pupils per qualified teacher	23
Average class size	27

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

Total number of education support staff	10
Total aggregate hours worked per week	175

### **Financial information**

Financial year	2001-2
	£
Total income	495949
Total expenditure	550851
Expenditure per pupil	1860
Balance brought forward from previous year	-26972
Balance carried forward to next year	-27929

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	228
Number of questionnaires returned	129

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	42	4	2	0
My child is making good progress in school.	52	44	3	0	1
Behaviour in the school is good.	57	42	0	1	1
My child gets the right amount of work to do at home.	46	47	5	2	0
The teaching is good.	59	40	0	1	1
I am kept well informed about how my child is getting on.	45	45	9	1	1
I would feel comfortable about approaching the school with questions or a problem.	67	30	1	2	0
The school expects my child to work hard and achieve his or her best.	74	24	0	0	2
The school works closely with parents.	47	47	6	0	1
The school is well led and managed.	71	27	0	1	2
The school is helping my child become mature and responsible.	56	42	2	0	1
The school provides an interesting range of activities outside lessons.	57	29	4	2	8



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

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

45. Fostering independence and helping pupils to learn self esteem are crucial features in the provision for children in the reception classes which lead to them achieving above average standards overall. Almost all reach expected standards in all the areas of learning by the end of the year and a substantial proportion exceed these. When children start in the reception class in the September of the academic year in which they become five, their attainment is broadly in line with that expected of children the same age; a minority have poor communication skills at first. Children who have special educational needs are identified through careful assessments and so they receive the extra help they need very early on; they make excellent progress. Children's programme of learning in the reception year is well planned, their progress carefully assessed, and activities accurately gauged at what the pupils need to learn. As a result they learn enthusiastically, make good progress and lay down a good foundation of knowledge and skill on which to build when they go on to Year 1.

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

46. The quality of teaching is very good. Children are given a good range of opportunities to develop their self-confidence and independence and soon develop positive relationships with each other and with adults in the classroom. In 'sharing time', at the start of the day, most children talk confidently and articulately. The Monday feature 'Child of the Week' gives each child the chance to be the centre of attention. Parents are informed well in advance and the child brings into school photographs and items which have a special meaning and talks to the class about them. Children who are naturally more withdrawn blossom as gentle questioning prompts them to be more forthcoming; equally, more confident children learn to listen and are encouraged to frame questions sensitively when it is their turn to speak. By helping children to sequence their belongings in chronological order, children learn about different life stages, develop confident speaking and communication skills and extend their knowledge and understanding of the world. While the 'child of the week' talks, the support assistant types what is said about each item so an immediate display can be made to provide a focussed discussion point for the rest of the week. Children play happily with each other in the home corner and in the sand and water areas. They share and tidy equipment away and wait their turn patiently. They are busy and happy and by the end of the year can concentrate for long stretches of time and work with more independence than is usual for children of their age.

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

47. Teachers have a lively and engaging approach and the literacy strategy has been adapted well to the needs of younger pupils. The quality of teaching is very good. As a result children make good progress with their reading and writing skills and achieve well. All children write their own names. Similarly, most copy writing confidently and the more able children spell key words and write out simple stories with a degree of independence. Children love listening to stories and poems and with the help of the teacher follow the text of a big book. They use a growing vocabulary to retell stories and enjoy repeating rhyme patterns. A good example was seen when children listened to 'Pass the jam, Jim' and enthusiastically recognised rhymes such as 'Pass the tea, Lee' and 'Use your spoon June.' Average and higher attaining children recognise an increasing number of words and lower attainers develop a satisfactory grasp of simple letter sounds. The most able children know and use all these sounds competently. By the end of the reception year children have made

a good start as emerging readers: a number are working well within the early stages of the reading scheme of the school. They are given many good opportunities to talk and give their opinions and so become confident talkers. They speak clearly when they answer the teacher's questions and show a good degree of reasoning and thoughtfulness.

### **Mathematical development**

48. Teaching and learning are good overall. Lessons are well planned and include many practical activities and role-play situations, such as the Happy Bakery, where children have daily opportunities to count and also to use mathematical language. Children are at ease with numbers and make good progress. Lessons start with a mental number session, which makes children think hard; for example, counting backwards from 9 to 0 and adding one to a number by counting on. Most average and lower attainers count reliably up to ten and higher attainers count beyond. Most children order coins from 1p to 50p, and match and sort £1, 2p and 1p coins into sets. They develop the correct mathematical vocabulary when making comparisons, such as the difference between heaviest and lightest. In the sand and water trays, children use a variety of containers and begin to understand weight, capacity and space. They have a clear recognition of two-dimensional shapes such as circle, square, triangle and rectangle. The vast majority reach the standard expected of their age and a sizeable proportion achieve more highly.

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

49. The quality of teaching and learning is very good. All children achieve well in this area and this reflects the teachers' awareness of extending the higher attaining children. Teachers have very good strategies to involve children and keep their attention, for example encouraging them to use their hands to model the growth of the carrot tops. Children are given opportunities to solve problems and to make decisions; these prepare them well for their future studies. For instance, deciding the best place to grow carrot tops led to interesting discussions such as 'The one outside will grow because all the weather is outside and inside it isn't in the same place.' Children find out about the world around them, for example, by using small model figures to enact imaginary scenes, using blocks to construct buildings and roads, and through imaginative role-play. They learn about the properties of different objects and materials as when making rubbings of different walls round school. Children quickly become familiar with the computer and show good eye hand co-ordination and mouse control when using the paintbrush tool in an art program. They discover the properties of different objects and materials by using their senses, by kneading and rolling clay to make slugs and snails, and a pineapple with a spiky top. They learn the rudiments of forces by pushing and pulling toy cars. Outside visits are made from time to time within the immediate locality. Children learn about other cultures and important events in the Bible through listening to stories both in the classroom and during assembly. The quality of teachers' questioning, giving time to pupils who do not fully understand, and the careful planning of exciting activities to stimulate learning contribute to the above expected standards children achieve by the end of the year.

### **Physical development**

50. This is an area of learning children particularly enjoy and is a reflection of the very good quality of teaching. Standards are above those expected overall by the end of the year. Children learn to move confidently, control their bodies and handle equipment efficiently. In their physical education lessons they move with confidence and exuberance and try hard to use space well when hopping, running, and jumping, changing direction and stopping on command. Average and lower attainers show increasing control in activities using pencils and brushes, and scissors and glue to cut out and stick shapes. Good examples of these skills were seen in a classroom display of paintings of bread using

powder paints to mix different shades of brown. Teachers also plan plenty of opportunities for children to work with dough, which they roll, squeeze, push and knead into recognisable shapes, for example, when making vegetables such as broccoli, cauliflowers and onions. Their co-ordination is good. Higher attainers quickly become adept at throwing and catching when working with a partner. There is a separate, enclosed outside space for use by children but at the moment this is some distance from the Reception classrooms and so access is not ideal though it is used extensively for children to create their own purposeful activities. In one lesson, children drew daffodils using yellow and green chalks whilst others dug assiduously for worms. Equipment is of good quality and well thought out to develop imaginative play. The need to extend this with large outdoor equipment and a variety of wheeled vehicles to develop children's strength is part of the school's development plan.

### **Creative development**

51. The quality of teaching and learning is good. The children enjoy being creative and are proud of their efforts. Teachers provide them with many opportunities to develop skills such as cutting, sticking and printing to help the children gain safe control of these finer movements. As a result, children can shape realistic slugs and snails out of clay or print repeated patterns using different types of fruit. Higher attainers use coloured pencils very well indeed to distinguish between the different rings in an onion and others discriminate accurately between the varying shades of purple and white in cabbages. Children enjoy listening carefully to music and enthusiastically join in with action rhymes and songs. They play extensive imaginary games and average and lower attainers have lively conversations as they take on a variety of roles. They learn to experiment with colour, texture and shapes in their art and design work and talk about what they are doing. They use a variety of materials such as when making a collage of 'The Very Hungry Caterpillar' and higher attainers use pencil crayons very well to distinguish the rings in a sliced onion. These activities are very well planned to help develop children's literacy and numeracy skills. By the end of the reception year children have made good progress and achieved well. Attractive displays of children's work make it clear that children's work is valued.

52. The overall quality of teaching in the foundation stage is very good. Teachers have the valuable support of experienced classroom support assistants. They have a good understanding of the needs of young children, work well as a team and are skilled in questioning children about what they are doing and what they see. Recording of children's day to day progress and more formal assessment procedures are excellent. Children's learning is highly active and all are keen to learn and show good levels of concentration for their ages. They are managed well and there are high standards of behaviour and friendly relationships with other children. The use of praise and acknowledgement of the children's good behaviour plays an important part in the growth of their self-esteem. Instructions are explained clearly so that children know exactly what is expected of them and as a result, there is a busy working atmosphere in classes.

### **ENGLISH**

53. Standards in English at the end of Year 6 are very high. The national test results in 2002 were much higher than most schools and were distinguished by a big increase over the previous year, the first time pupils from the school had been entered. Just short of two thirds of the pupils (63 per cent) attained at a level normally expected of thirteen-year-olds. Boys did better than girls, a significant achievement when compared with the national picture in which girls are about half a year ahead of boys at this age. This accords closely with the quality of work seen: current pupils are set to achieve results which are well above average by the end of Year 6. They are achieving very well to maintain and extend the good standards reached when they were in Year 2 and are achieving very well over their time in school.

54. Pupils achieve well in Years 1 and 2 so that standards at the end of Year 2 are at present above average. The most recent year's test results were slightly better than this, and better than the previous year, although a comparatively modest proportion of pupils attained at the nine-year-old level. The present year group, however, is unusually small, so that, despite the high quality of work from the best pupils, a comparatively large number of pupils with special educational needs disproportionately affect the outcome.

55. These high and very high standards have been brought about in a number of ways, the principal being the quality of teaching and the very high quality of the subject leadership. In addition, the successful implementation of the National Literacy Strategy has provided teachers with a strategic framework within which they can plan lessons. The added pace means pupils work at a faster rate and make very good progress in their time in school.

56. Pupils in Years 3 – 6 do well because they are taught very well. In some instances the quality of teaching is excellent. Where lessons are particularly successful, it is because the teacher knows the subject and is clear what is to be learned in the lesson by pupils of different levels of ability. Pupils respond by being interested, eager and wanting to please. Teachers use different devices to inject pace and urgency into the lesson so that pupils concentrate and work hard, making the best of the time. A well-planned mixture of tasks – discussion pairs, table discussions, individual work – keeps the lesson moving and maintains interest. A warm, fruitful relationship leads to very good class management and ensures pupils' very good behaviour and productive work. Questioning is very good: it frequently involves a follow-up question requiring further thought and greater refinement of ideas on the part of the pupil. Ideas are well demonstrated, but accurately judged so that there is a real task to be done by pupils at their own level. Pupils are asked to evaluate for themselves how well they have done in the lesson, thus giving the teacher a good means of assessing the progress they have made.

57. The result is the very high English standards seen at the end of Year 6. Pupils speak confidently and well. The best are thoughtful and articulate, speaking clearly in well constructed sentences which convey their ideas well. They thoughtfully justify preferences for their choice of reading, for example. Pupils listen with attention to the teacher and each other. They are very good readers. The best have mature tastes and are enthusiastic about what they have read, discussing in turn plot, character and situation. In the middle range of attainment pupils are good readers with a wide range of reference. Other pupils are competent readers but sometimes make mistakes. All pupils understand what they are reading, however, as a result of the teacher's careful focus on comprehension throughout Year 6. Pupils' knowledge about how books in a library are classified and about how to find information in a reference book is very good.

58. The quality of pupils' writing is very high because they have been well taught how to handle a wide range of styles. At its best, the writing is varied, lively, interesting and generally technically correct. It is fluent with varied sentence structure and the vocabulary is often apposite. In a poem about spiders: 'Suddenly a fly is caught in the spider's jewel coated trap.' Striking opening sentences engage the reader. 'A ferocious storm had started as Craig rushed into the house.' The middle ability pupils have similarly good ideas which they express in simpler prose which is generally accurate and properly spelt. Pupils with lower attainment, including those with special educational needs organise their writing competently but their sentences are shorter and lack sophistication.

59. Pupils' good standards at the end of Year 2 come about because of teaching which is good in quality and which includes some very good practice. The best lessons are thoroughly planned on several levels to take account of pupils' varied needs, with appropriate targets, as in one of the Year 1 classes: 'I will try and use full stops in my writing'. They are well organised, with clear instructions, so that pupils have the security of

knowing what they have to do and what will come next. There is much insistence on good classroom practice, especially for pupils who need help in hearing what they are listening to: 'I want everybody looking at me first.' All of this leads to pupils' very good behaviour and attentiveness, contributing to good progress.

60. Pupils listen with care: in an assembly on baptism, pupils' articulate answers to questions showed how carefully they had been listening. In discussing the Great Fire of London, pupils in Year 2 talked in considerable detail about what they had learned. At the same time, however, a significant minority of pupils tend to answer questions in single words and short phrases, needing time to put their ideas into words. Reading standards are high: the best readers are accurate, they read with good expression and understanding. Others make mistakes over the sounds of words but follow the meaning well, chuckling with delight over the content: 'I like books with a sense of humour.' The teacher's very detailed records with an appraisal of individual strengths and needs are part of the well focused support which helps pupils make good progress.

61. The best writing at the end of Year 2 is very good. The highest-attaining pupils open their stories well: 'One day Katie was going to look for an adventure.' Their handwriting is well controlled, and spelling mostly accurate. Others, however, have good ideas, but are challenged by the technicalities of recording them. In particular, the immature writing skills of the pupils with special educational needs stand in the way of their setting down their ideas effectively. Nevertheless, the key feature of the work with pupils with special educational needs in Years 1 and 2 is the well-judged policy of providing effective support as soon as difficulties have been identified. This ensures needs are tackled before the pupils become discouraged and directly contributes to the good standards at the end of Year 2.

62. Other aspects of the teaching which help pupils in all parts of the school to make good progress include the imaginative cross-referencing between subjects so that they very effectively promote each other. For example, the well-planned integration of English, history, art and design and design and technology into Year 1 work on houses enhances each and contributes to good English standards. When Year 5 pupils write a diary for Sir Francis Drake, they do so consciously using the standard of correctness as for any other piece of writing. ICT is used regularly for presenting work. Furthermore, all teachers provide varied prompts and aids to learning, which informally help pupils. In some classrooms new vocabulary is recorded on the wall, or the 'words of the day' for all subjects have a special place on the board. Pupils in Year 6 tackling new styles of writing have prompt sheets which set out the characteristics of the writing they are trying to emulate. They evaluate each other's work: four or five sentences accurately and sensitively epitomising the strengths and weaknesses of a piece of writing.

63. The quality of the subject leadership also makes an outstanding contribution to the standards achieved by the pupils. Skilled and knowledgeable co-ordinators are very well organised and cover every aspect of the role very effectively. This includes thorough assessment, regular monitoring of pupils' progress through analysing test results and work scrutiny, and regular monitoring of teaching. The information thus gained directs adjustments to the teaching programme, informs guidance to teachers and determines the programme of professional development for teachers and other classroom staff. The subject is thus in a very good position to maintain, or even improve, the existing very high standards.

## **MATHEMATICS**

64. Standards are above those generally expected of pupils at the end of both Year 2 and Year 6 and reflect the results of the national tests. Good teaching ensures that pupils have a good, broad understanding of mathematics. A significantly large proportion of pupils apply their knowledge to solving problems involving mathematical calculations. Standards

are above rather than well above average because some adjustments have still to be made to the balance of topics within the subject and because pupils have more to learn about applying mathematical knowledge across the whole range of subjects. The excellent leadership skills of the coordinator has led to a thorough analysis of the pupils' strengths and weaknesses in national and school based tests. From these, targets are set to help pupils to improve and standards are rising as a result.

65. There are several reasons for the improvement in mathematics in 2002 compared with the first set of national results in 2001. The leadership of the co-ordinator is excellent and has made a significant contribution to setting the individual pupil targets and making sure that pupils are very aware of them. In Years 3 – 6, for example, they are printed in the pupils' books and in Years 1 and 2 they are displayed on their tables. There are stringent procedures before targets are assessed as having been met. Pupils have to demonstrate five times that they have met the target before they move on to the next. This is to make certain that they have really understood. This benefits both higher and lower attainers alike and makes a significant contribution to their learning. The procedures for monitoring teaching and learning are excellent, involving observing lessons and analysing pupils' work and teachers' planning. This means that areas for development are regularly reviewed and discussed so that changes can be implemented throughout the school. The fun element of mathematics also plays a vital role; for example, events such as an organised 'number day' when pupils arrived at school dressed-up as a number. Teachers know the subject well and plan lessons thoughtfully. Effective questioning, which ensures pupils have to explain their thinking, plays an important part in helping them to understand mathematics. Pupils with special educational needs make excellent progress. The effective use of planning and well-targeted classroom support accompanied by clear individual targets for improvement aid this. Support staff are well trained and each has a prepared pack of numeracy resources to use with pupils to clarify their understanding.

66. Standards are above average by the end of Year 2. In Year 1 there is a clear progression of the number range used from the beginning of the year, which leads to good progress. In one lesson, the pupils discussed the properties of two-dimensional shapes with great understanding. They chose a property of a particular shape and matched it to its given shape. One girl commented that if the property was six sides then it must be a hexagon. Pupils begin to communicate their mathematical processes in their written work and by the end of Year 2 higher-attaining pupils communicate their mathematical understanding with clarity. In Year 2, pupils add two 2-digit numbers using a variety of methods, they know some properties of two- and three-dimensional shapes and use standard measures accurately to measure. They are beginning to acquire quick and accurate recall of basic number facts and apply their understanding to a range of word problems. This good foundation means that pupils begin to discuss their work confidently using appropriate mathematical vocabulary.

67. Pupils continue to make good progress in Years 3 - 6, building on their knowledge and skills. Higher-attaining pupils in Year 3 discussed the outcomes of their investigations into the lines of symmetry in regular and irregular shapes in small groups and sensibly tried to find strategies to prove they were correct, using correct mathematical vocabulary. Lower attaining pupils accurately inserted data into a chart and interpreted the results. The teacher's meticulous planning ensured that all pupils were involved. Carefully planned questions involved pupils of different levels of attainment. By Year 6, higher-attaining pupils calculate using all four number operations with confidence. They apply this knowledge to solve written problems, including those which involve ratio. Lower-attaining pupils cover the same breadth of mathematics. However, where the pupils have difficulty with formal calculations, they are not always shown how to use less complex strategies. For some average and lower-attaining pupils, the move from appropriate informal calculation to more formal calculation is too quick. All pupils have been encouraged to apply their knowledge to

solving mathematical problems couched in words. However, some of the calculation work is repetitive and pupils have limited opportunities to apply what they know to investigate an aspect of mathematics.

68. The quality of teaching and learning is good throughout the school. Teachers use the national strategy for numeracy effectively. At the start of lessons teachers explain to pupils what they are going to learn. The quality of planning is very good for it includes modified and extended work for lower- and higher-attaining pupils, ensuring therefore that work is well matched to pupils' needs. Teachers demonstrate and explain new mathematical ideas effectively so pupils understand exactly what to do. Questioning is successful as it not only consolidates previous learning but also extends pupils' thinking. Pupils are encouraged to explain fully what they have understood so that any misconceptions or uncertainties can be cleared up. Teachers use resources very well to help pupils to learn; for example in one class in Year 2, the teacher enthusiastically led the counting using puppets. This was both enjoyable and instructive. Often resources are used to help pupils to focus on what they are learning; this and skilful questioning keeps pupils alert and attentive. Marking is most effective when comments are focused on assessing pupils' learning although the praise motivates the pupils and this helps them to have very good attitudes towards mathematics. Teachers manage pupils well and insist on high standards of behaviour. Pupils co-operate extremely well with each other when they are working in pairs and there are excellent relationships between staff and pupils. This results in lessons having few interruptions and they proceed at a good pace. Good use is made of ICT to extend pupils' mathematical ability although teachers do not always explain clearly how the use of ICT supports the main aim of the lesson.

## **SCIENCE**

69. Standards are well above average by the end of Years 2 and 6. Pupils achieve well in all classes and very well overall in relation to their scientific knowledge and understanding of the world when they first start school. Standards are high because the subject is excellently led and managed by an experienced and conscientious co-ordinator with a genuine enthusiasm for the subject. Pupils are very well taught and many lessons are of excellent quality. Stringent monitoring by the co-ordinator of teaching, standards and learning and evaluating their effectiveness are the key to the high quality and improvement in standards. The provision for pupils with special educational needs is excellent and they make excellent progress, the majority attaining nationally expected standards as a result. The latest national test results have improved on those in 2001 because of excellent assessment procedures which enabled the school to target precisely where the weaknesses lay and so rectify them. Regular testing at the end of each unit of work gives a reliable measure of progress as well as helping to reinforce what pupils have learnt. The school has a good range of data from which to analyse the strengths and the areas for development.

70. The quality of both teaching and learning is very good. Excellent and very good lessons take place throughout the school and it is no wonder that pupils are so keen to learn. Many say that science is their favourite subject. Pupils in Year 1 were keen to answer questions and to talk about the differences between green plants grown in light and dark places. Year 5 pupils were transfixed when they prised open the ovary of a daffodil and saw the tiny seeds inside. Pupils are trusted to work sensibly and allowed to use their initiative. The teaching is very well organised and teachers expect pupils to be too. Work is very well planned to suit the different levels of attainment within the class. This means that pupils are challenged appropriately.

71. Science has been a focus for development this year and strategies to rectify weaknesses were teased out in discussion. Analysis of last year's results in the national tests for 11-year-olds revealed that contrary to national trends girls were under-achieving

compared with boys. In order to raise girls' attainment, opportunities are given to older girls to work in groups by themselves. Questioning is unobtrusively targeted at girls who are encouraged to express what they know using scientific terms. For example, it was found that girls find expressing comparative relationships very difficult. In order to combat this, questions are specifically phrased to encourage formulaic responses such as: 'the nearer the...the greater the.. or the lower this the higher that..' as a result.

72. In response to teachers' feeling overwhelmed by the amount of practical work to cover in science, the co-ordinator has developed an ingenious and highly effective system to ensure that the skills of investigative science are taught, learnt and assessed progressively. Thus in Year 1 pupils learn to communicate their observations, Year 2 pupils discover the importance of deciding how they might test and of predicting the outcomes, pupils in Year 3 learn to take measurements and draw conclusions; by Year 5 pupils plan their own fair tests, drawing appropriate tables and graphs so that by Year 6 pupils can carry out investigations quite independently using their own initiative. The proof of its effectiveness was seen in an excellent lesson in Year 6 where different groups of pupils constructed periscopes and kaleidoscopes while others wrestled valiantly with mirrors and light sources trying to make light go round corners. The level of investigative skill and co-operation was excellent. Pupils know as a matter of course that they have to predict, keep detailed records and use their knowledge to work out what to do. The result is pupils who really think and learn from each other. Because the relationships between teachers and pupils are excellent pupils do not misbehave. Equally, because the work is so interesting pupils want to learn.

73. The co-ordinator provides extensive guidance on what and how to teach, covering the main features of the science curriculum, that is to say scientific concepts to be taught, background information and possible activities to help pupils to learn. All classroom displays give information to extend pupils' learning and provide relevant vocabulary as well as celebrating pupils' achievements. One reason why the quality of teaching and the rate at which pupils learn is very good is the skill with which teachers question pupils. This is very carefully planned so that different types of questioning techniques are used in different year groups. In Year 2, for example, pupils discussed avidly why the tests they were looking at were unfair. Specific questions enabled average attainers to identify factors that slowed down the progress of a car rolling down a ramp. By Year 4, pupils are happy to stand in front of the class and give a detailed explanation of their investigation. Judicious questioning prompted pupils with special educational needs to recall the term 'saturated solution' which they then used with full understanding of its meaning. The teaching sets challenges which the pupils expect and indeed enjoy pitting their wits to find the answer. At the end of an excellent lesson in Year 4, pupils were left wondering 'if we can't filter the sugar out of the water how could we separate the two' and in Year 5 pupils were challenged to work out the functions of the various parts of a flower.

74. Links with literacy are explicitly planned and feature in much of the work; for example, ways of helping pupils to organise their work sequentially so that the main features of an investigation from the initial hypothesis to discussion. Analysis and evaluation are linked to work in literacy lessons where stylistic features such as opening sentences and different ways of connecting sentences are taught. The quality of teaching and learning throughout the school is extremely consistent as a result. Extra-curricular clubs are used very well to boost pupils' attainment in a most enjoyable way. The vast majority of pupils in Years 4 and 6 attend the club designed for their age group. Pupils appreciate these, recognising their value. For example, a Year 4 pupil said, 'You get to do all kinds of investigations and teachers make it fun' and an average attaining pupil in Year 6 explained, 'Science is a lot easier thanks to "Young Scientists".'



## **ART AND DESIGN**

75. Pupils achieve very well in art and standards are well above those expected of pupils at the end of Years 2 and 6. There are a number of reasons for this. The subject is exceptionally well led and managed and much of the imaginative work that takes place throughout the school has been inspired by the excellent leadership and management of the subject. Teaching and learning are monitored regularly and a portfolio of assessed work gives very good guidance as to the quality that should be achieved. Art is very highly regarded within school and seen as vital way of enriching the curriculum and broadening pupils' education. The school holds an Arts Week each year and the school hall is turned into an art gallery where pupils, teachers, parents, families and visiting artists display their work. Visiting artists and artists in residence are a regular feature of school life and pupils' work under their expert guidance is of a very high quality. A number of pupils have been identified recently as gifted or talented; so far, the provision extends to giving these pupils additional opportunities to work with visiting artists.

76. Teaching is very good and often excellent. The scheme of work is imaginatively conceived to include a great deal of three-dimensional work as well as work using different materials. The curriculum is very practical and well thought out so that pupils build on what they know and understand, developing skills progressively as they grow older. A hallmark of the teaching is enthusiasm and creativity. Teachers know when to intervene and when to suggest a different approach. The quality of intervention is very good for it is unobtrusive and allows pupils the freedom to explore for themselves. This benefits the work of pupils with special educational needs as well as higher attaining pupils. The result is work of a highly individual quality. Teachers are very well organised and so pupils learn to be too. They learn from an early age to be responsible for their own resources. Small details like good quality plastic aprons which are kept clean and neat and which are easy for young pupils to slip on mean that lessons are not slowed unnecessarily. Pupils of all ages are encouraged to bring in materials from home so that by Year 6 pupils are accustomed to continuing their work in their own time.

77. Teachers set challenging work and often link art creatively with other subjects. For example, in Year 1, pupils made sculptures to illustrate the story of the Frog Prince which their teacher read to them. They used clay, twigs, paper, compost and sawdust most inventively to recreate the scene. Interestingly, boys proved to be more adept than girls. This particular project linked in with a visit to the local churchyard to look at the sculptures and the stained glass windows as part of pupils' work in religious education. In Year 3, pupils posed in threes, composing a group that was intended to show ideas about themselves and their relationship to another person. They then took photographs of these using a digital camera and then painted from the photographic image, learning how differently paintings and photographs communicate ideas. By Year 6, pupils design stage sets and characters using a variety of techniques to give a three-dimensional effect, and include explanations of how to light the stage, based on what they have learnt in science. In these ways, art and design becomes a seamless part of pupils' learning, widening their experience.

## **DESIGN AND TECHNOLOGY**

78. Standards are well above average by the end of both Years 2 and 6. The quality of teaching is very good and some excellent teaching was seen in Year 2. What distinguishes pupils' work is the amount of detail in designs and the quality of finish in the end products. Pupils achieve very well. The curriculum is very practical and allows pupils' freedom to be creative while at the same time developing skills in designing, making and evaluating systematically. The co-coordinator has only been in post a short time but has a good idea of how the subject should develop. The strength of the school's system of co-ordination is

seen in the systematically organised file that the co-ordinator inherited, giving a clear picture of teaching and learning throughout the school, based on lesson observations and scrutiny of work.

79. By the end of Year 2, pupils design and make wheeled vehicles. The quality of their designs is well above that expected and pupils discuss quite intently how to fix wheels on to a long thin box to create a bicycle. Pupils are expected to measure and saw their axles, remembering to allow an extra 2cm at each end. While subtly supporting mathematics, the teaching clearly expects pupils to be responsible for their actions. It is a measure of the excellent relationships between teachers and pupils that someone who forgot these instructions was quite happy to give permission to the teacher to use this as an example to show others. When making puppets, higher attainers clearly label diagrams to indicate materials, colours and surface pattern. Lower attainers succeed as well as average attaining pupils because the teacher has thoughtfully designed a sheet with pictures of tools and fastenings for pupils to circle before drawing their outline of ideas. The quality of pupils' evaluations is very good indeed and accompanying digital photographs illustrate how closely the designs match the finished articles. When writing about a puppet they had made and designed, lower attainers said 'I like my puppet because it looks pretty' whereas higher attainers wrote quite fluently: 'I couldn't manage to get the hair colour but I did my best.'

80. The curriculum is extremely well planned to develop skills progressively and to encourage pupils to make independent decisions, using their initiative and drawing on their knowledge in other subjects. By pairing higher and average attainers with lower attainers and those with special educational needs, teachers successfully raised the level of learning as often a blend of intellectual and practical skills complemented each other. Pupils in Year 6 designed and made complex fairground equipment, some of which was battery powered. They were very interested in the process and discussed how they had forgotten to take the weight of the batteries, for example, into consideration. One pair explained how complicated it had been to make a long swing: 'It was hard finding the right type of weights and to balance it out and not make it swing sideways.' Pupils learn as they move through the school to evaluate not only their own but other pupils' work also. Their written comments are supportive as well as pertinent, mirroring the excellent example set by their teachers. For example, Year 6 pupils were concerned about the problems they had had in making their water ride watertight. Comments by their classmates were encouraging: 'the water ride was very cleverly done and you put thought into the face of the tower. The rubber rings are really good'.

81. The very good teaching and leadership of the subject encourage a very high standard, resulting in excellent attitudes to work and relationships between pupils as they learn to work together and solve problems collectively.

## **GEOGRAPHY**

82. Standards in geography are in line with the level expected by the end of Year 6; they are above the expected standards by the end of Year 2. Pupils in Year 6 acquire detailed knowledge about places and geographical processes, such as the factors that cause different types of weather. This is at the expected level for pupils of this age. However, their skills for finding out information for themselves or expressing views about geographical issues are less well advanced. Pupils in Year 2 have learnt about people and places and are able to offer their judgements on what they have learnt. This is above the level expected for their age. The difference in standards between the two key stages reflects the stage of development of the school and its recent history. The coordinator has recently taken up the post. Her subject knowledge, enthusiasm and clear understanding of her role, and the excellent support she is receiving, leave her well placed to develop the subject further. There is a planned programme for monitoring lessons and pupils' work and there is an

effective system to assess each unit of work. From this, the co-ordinator is well aware that the next stage is to develop pupils' skills in geographical enquiry and mapping in the upper junior classes. The planning for geography makes clear and helpful links to other subjects, particularly science and mathematics, and the school uses the local environment well for educational visits.

83. Standards are above average by the end of Year 2 because teaching is very good. The resources for learning are used very well and teachers use questions to involve pupils fully and to extend their learning so they can make deductions. For example, in Year 1, one boy stated that the weather in Egypt is hot because on the picture there are no clouds in the sky and it is 33 degrees centigrade. Lessons are very well planned, what pupils are intended to learn is made very clear, new vocabulary is highlighted and pupils are encouraged to use it. By Year 2, pupils compare and contrast different localities. They describe the effect that people have on the land. All pupils, including those with special educational needs, have a good understanding of these skills although the higher-attaining pupils' use more extensive geographical vocabulary.

84. Standards are close to those expected by the end of Year 6. Pupils make better progress in Years 3 – 4 than in Year 6 because the school is still refining the curriculum for older pupils. Year 6 pupils make good use of data and the Internet to research European countries. They can interpret weather data and understand why people would need to know about wind speed and high tides. Higher-attaining pupils offer more detail when finding out about places. The level of skill demonstrated by pupils in Years 3 and 4 is above average for their age. For example, pupils in Year 4 discuss the cause and effect of dropping rubbish. They research this in school and accurately use graphs to present their findings. The quality of teaching and of pupils' learning is good. Work is well matched to pupils' differing needs. In one very good lesson in Year 3, the extensive questions used by the teacher helped pupils to discuss the cause and effect of stopping traffic through Queensbury High Street. One lower attaining boy said, 'we should stop the traffic as the air is what we live on and if we destroy it, we'll not be able live', showing insight into the effects of pollution. Pupils throughout the school have excellent attitudes to learning.

## **HISTORY**

85. Standards in history are above average at the end of both Year 2 and Year 6 and pupils are achieving well. Standards and achievement in history are greatly enhanced by its well-planned and imaginative integration with other subjects. For example, a higher-attaining pupil in Year 1, comparing Victorian homes with homes today, produced two accurate drawings, comprehensively labelled in clear handwriting, with capitals and full stops in place. Year 2 pupils, greatly stimulated by what they learned about the Great Fire of London wrote mature, well structured narrative with a strong sense of communication with the reader and a judicious choice of vocabulary. 'I was scared and horrified,' wrote one about the rapidly advancing fire. Their accurate pictures of closely positioned half-timbered buildings consumed by flames both confirm their understanding of the reasons for the extent of the fire's devastation and demonstrate their skill with paint and brush.

86. In conversation, Year 2 pupils have a good recall of many facts about London in 1666 and some of the personalities involved. The highest attaining pupils go on to offer explanations for what happened: they know why the fire spread quickly and why it was necessary to destroy some houses by blowing them up, noting that houses in the re-built London were constructed of brick and stone 'so they wouldn't burn'.

87. Pupils' research skills build-up well in Years 3 – 6, and pupils say they 'really enjoy history'. This is because the teachers' enthusiasm for the subject is transmitted to the pupils. It is also because they are well taught. For example, teaching in Year 4 challenges pupils

appropriately: it insists that they make up their own minds about the information before them and justify their opinions. As a result pupils, knowing it is reasonable to differ, confidently put forward varying points of view, having made notes and carefully discussed them with a partner beforehand.

88. So, by Year 6, pupils have well-developed research skills, and have assembled much relevant detail on the ancient Greeks and on England since 1948. Lessons are well planned in a progressive and logical sequence and pupils are given much responsibility for their own work. They respond by working well, being interested in the topic and intrigued by the similarities and differences with their own experience. They are good at researching and presenting information and work well with computers to present it in interesting ways. They are not as good as many pupils the same age at delving under the facts for the reasons for events. Nor are they used to examining different types of historical evidence and deciding how useful it is in providing accurate information about the past.

89. Visits to relevant historical sites and visitors to the school contribute to generating pupils' interest in history, and so raising the standards they attain. A visit to Year 2 from 'Mr Pepys' consolidated much of what the pupils had learned and incorporated a strong sense of the fun of history. The arrangements for temporarily coordinating the subject provide a good basis from which the newly appointed coordinator can further develop it.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

90. Standards of attainment for pupils in Year 2 and Year 6 are in line with what is expected of pupils of these ages; this represents satisfactory achievement and reflects the comparatively recent installation of ICT equipment in the school. There is clear evidence that as the younger pupils move through the school standards will improve.

91. Pupils in Year 1 use computers confidently and collect information about their favourite colours and enter it on to a database. They develop their word-processing skills by writing words and simple sentences to describe an object such as a frog. When using art packages they use the toolbox to change colour and make visual effects in their abstract designs. By the age of seven, pupils confidently program a floor robot to move forward, backward and turn through a right angle to follow a given route to find the missing treasure. The most able pupils enter a simple procedure such as {F –forward 1, L- left 90, F- forward 3, L- left 90, F- forward 3} to return it to its starting point. When word processing they alter the size and type. By the end of Year 2, pupils have built up a useful vocabulary and discuss information technology in everyday life. They further develop their use of art packages retrieving pictures stored on the computer, resizing them, then using the copy and paste function to design wrapping paper. They are becoming confident in using e-mails, sending replies to existing addresses and copies to friends. Pupils in Year 4, enter facts into a prepared database, and use their understanding of records and fields to find information such as *'Who is aged 7 and has one brother and one sister?'* Older pupils type the results of a science investigation about the growth of two plants into a spreadsheet and use simple formulae such as  $b3-c3=$  to find the difference in their heights. The more able can click and drag to highlight cells to make their calculations quicker. By the end of Year 6, most pupils can make their own multimedia pages, use desktop publishing and control the lights at a pelican crossing through a sequence of instructions. They use the Internet to research the climate, landscape and resources of St Lucia.

92. The quality of teaching and learning is consistently good. All teachers, having completed training in ICT are confident in using the good resources now at their disposal and are well supported by a well informed coordinator. In addition they have the knowledgeable support of classroom assistants. They explain new work very clearly and make it relevant so that all pupils understand. In addition planning is good and has strong

links with other subjects, for example in history, pupils store and sort census information, and in science they use sensors to survey room temperatures. There are also very effective procedures for assessing pupils' progress which guide planning for different attainment levels, enabling teachers to accurately track progress. Pupils enjoy working with computers. They work well, independently and in pairs with good concentration and are not put off when things go wrong.

## **MUSIC**

93. Pupils in Year 6 were not involved in enough music during the inspection for a judgement to be made about their overall standards. However, they sing well, at times very well. At its best their singing is tuneful over a wide range of dynamics and pupils handle syncopated rhythms with assurance. At times, however, their singing tone can be harsh, to the extent that it needs to be corrected by the teacher.

94. Pupils' standards in music at the end of Year 2 are well above average and their achievement is very good. Pupils make a good audience, listening with close attention to music played to them, and sing accurately from simplified notation provided by the teacher. They compose their own short melody with accompaniment, recording it in their own notation. They perform from their own notation, with great care and concentration, handling the tuned and un-tuned instruments well.

95. The high standards are brought about by the teachers' subject expertise, their energy and the very high quality of their teaching. In an excellent lesson in Year 2, for instance, the carefully structured work built on previous learning and the teacher's positive encouraging manner gave pupils confidence. Excellent management of the lesson ensured a calm atmosphere in which pupils in groups of three or four worked together on a selection of instruments with great concentration. A clever mixture of direction and freedom gave pupils enough latitude to be creative within a helpful framework. This resulted in high-quality learning at all levels of ability, to be seen most markedly in the intensity of the concentration while pupils earnestly worked at composing and performing; and in the quality of the music they produced.

96. Pupils in Year 3 and Year 5 work at levels appropriate to their age. The availability of an external facilitator or composer in residence greatly enhances the opportunities for music making in Year 5. In one session, pupils who had their own instruments – guitar, flute, euphonium – joined with others on tuned and untuned percussion to extemporise on a given theme, to produce a short composition. Through such music sessions and the opportunities offered to many pupils to learn an instrument or join in the choir after lessons, the school contributes very well to pupils' cultural development.

## **PHYSICAL EDUCATION**

97. Standards of attainment at the end of Years 2 and 6 are in line with what is expected of pupils of this age; there are some areas in which it is above. In swimming, for example, most pupils have completed by the end of Year 5 the Year 6 expectation to swim at least 25 metres. In dance, Year 2 pupils put together well thought out sequences with a defined start, middle and ending in conjunction to music. That attainment does not yet exceed expected standards in other aspects partly reflects the newness of the school. Previously pupils did not have access to playing fields or to an adequate hall in which they could do gymnastics. Pupils achieve well.

98. The youngest pupils in Years 1 and 2 are well used to the warm up and cooling down activities at the beginning and end of each lesson. They particularly enjoy activities requiring them to listen, stop and change direction when instructed. Pupils soon become proficient in

a range of movements and travel on the floor using a variety of methods. In Year 2, pupils are aware of each other's movements and look and move in relation to everyone else, find a space and perform a series of controlled movements. They develop good control and balance in dance, for instance, when interpreting the mood of the flames of the Great Fire of London.

99. Pupils in Year 3 enjoy ball games such as short tennis and work well together in pairs and groups. They further develop control and co-ordination and hit and catch a ball with increasing confidence. These skills are built on in Year 4, when practising basketball skills such as dribbling and passing the ball and blocking moves of their opponents. Similarly in Year 5, when practising fielding skills, running alongside the ball, picking it up and turning anticlockwise and throwing. By the end of the juniors, pupils practise, improve and refine their performance through increasingly complex sequences of movements. In gymnastics, Year 6 pupils combine different types of roll into longer sequences showing developing precision, control and fluency, and holding positions and balance.

100. Pupils have good attitudes to physical education and respond enthusiastically in lessons. They enjoy evaluating what they have done and appreciate individual examples of expertise demonstrated by other pupils. All pupils dress properly, behave well, concentrate on their work and show confidence in performances. From an early age pupils are taught to put out and tidy away items of equipment and this assists the organisation and pace of lessons. It also makes them aware of the safety rules and the need to give other members of the class due consideration.

101. The quality of teaching is good. A feature of teaching is the use of individual demonstration, and evaluation of pupils' activities to improve their performance. A good example was seen in Year 6 when the teacher used a video camera to record pupils' work for discussion later. A positive initiative has been the support given to teachers by a physical education specialist from a nearby comprehensive school. This is helping to develop teachers' expertise and to raise standards. Extra curricular activities and competitive sport within the local school cluster enhance the subject. The co-ordinator is new in post but has already listed her priorities to develop the subject.

## **RELIGIOUS EDUCATION**

102. Standards are above the expectations of the Agreed Syllabus both at the end of Year 2 and Year 6. This is because the coordinator leads the subject exceptionally well. There are extensive planned links for the pupils' spiritual, moral and cultural development, which underpin the school's aims and values. Pertinent assemblies further enhance the teaching of religious education.

103. Pupils in Year 2 accurately retell Bible stories and show a clear understanding of the underlying messages. Work is of a good standard for all pupils though higher-attaining pupils retell stories with greater accuracy. Pupils in Year 1 were making gardens to commemorate Easter; one girl explained that her garden contained a cross to remember Jesus on the cross. In Year 6, pupils have a good knowledge of religions other than Christianity. For example, they can discuss Islam with clarity and depth of knowledge. They gave clear examples of how Muslims live and related this understanding with maturity to their own lives. They articulate their opinions with confidence and listen to each other. One boy commented that we must respect other people's beliefs and to do this you have to respect yourself. This is a clear indication of the links between the religious education lessons and the school assemblies, which during inspection week had a theme of respect and promises. In their written work, pupils write with clear understanding of other peoples' religious beliefs. The explanations are relevant and higher-attaining pupils write concisely using rich vocabulary.

104. The quality of teaching is good. In one excellent lesson in Year 4, the pupils were learning about Buddhism. The session began with a time for meditation so that pupils' could focus their mind on what they would learn. Pupils explored the Buddhist teaching that people are dependent on each other and they related this to their own lives with great maturity. Pupils with special educational needs were involved in the session through the well-considered support and encouragement of staff. One such pupil said " I know it, I can do it" when asked to relate the Buddhist teaching to her experiences. Pupils in Year 3 have a clear understanding of the 10 Commandments and Buddhist Wheel of Law and compare and contrast the viewpoints.

105. Pupils across the school achieve well. There is a balance of religious topics being taught and this is effectively related to their own lives. All pupils including those pupils with special educational needs show good understanding. The school makes good use of thought-provoking displays to focus on aspects of religious education. One display in the entrance hall about the Christian festival Easter showed the key features as well as embracing the traditions of other European countries. In the Year 4 class there is a shrine to Buddha, which pupils use as a stimulus to their work.

106. Religious Education topics are assessed every half term and this too enhances the teaching and learning. The coordinator monitors both teaching and learning through observing lessons and analysing pupils' work.