

# INSPECTION REPORT

## **AIRE VIEW INFANT SCHOOL**

Silsden, Keighley

LEA area: Bradford

Unique reference number: 107273

Headteacher: Mrs V Bottomley

Lead inspector: Miss J H Sargent

Dates of inspection: November 17 – 19 2003

Inspection number: 255300

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 – 7
Gender of pupils:	Mixed
Number on roll:	237
School address:	Aire View Elliott Street Silsden Keighley
Postcode:	BD20 0AW
Telephone number:	01535 653290
Fax number:	01535 653290
Appropriate authority:	Governing body
Name of chair of governors:	Mrs Helen Ball
Date of previous inspection:	July 1998

## CHARACTERISTICS OF THE SCHOOL

The school is larger than most infant schools and admits pupils between the ages of 3 and 7 years. There are 237 pupils on roll, of which there are roughly equal numbers of boys and girls. Pupils come from a range of social, economic and academic backgrounds. At the time of the inspection, there were no looked-after children, no pupils from ethnic backgrounds and all pupils spoke English as their first language. The percentage of pupils claiming free school meals is below the national average, but the school has shown that more pupils than this are eligible. When children started school this year, their knowledge, skills and understanding were above average for their age, but in previous years children's attainment on entry has been broadly in line with what might be expected. Approximately four per cent of pupils have been identified as having special educational needs, of whom three pupils have a statement. The range of pupils' special educational needs includes moderate learning difficulties, communication difficulties and autism. The percentage of pupils joining and leaving the school other than at the normal time is a little above average.

In 2002, the school received the Healthy Schools Award, Drugs Charter Award and Young Enterprise Award.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21113	Miss J H Sargent	Lead inspector	Science Music.
19369	Mrs C Wild	Lay inspector	
16761	Mr M Hemmings	Team inspector	Foundation Stage of Learning Mathematics Art and design Design and technology Physical education Special educational needs.
19041	Mr R H Linstead	Team inspector	English Information and communication technology Geography History Religious education English as an additional language.

The inspection contractor was:

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school** in which the governors and staff are committed to creating an effective learning environment. Good teaching ensures that pupils achieve well and have very good attitudes to learning. In a small number of lessons, teachers do not always match work sufficiently closely to pupils' needs and so a small minority of pupils do not always do as well as they could. The headteacher provides very strong leadership which is well considered and clear. Recent changes of senior management staff have been well managed and the headteacher is creating a team which is working hard to improve and develop the school's performance. Currently, temporary accommodation for Reception classes adversely affects the provision for outdoor play. New building planned for 2004 should address this issue. The school provides **good value for money**.

The school's main strengths and weaknesses are:

- Standards are above average in English, mathematics and science as a result of good teaching.
- Pupils achieve well in the majority of lessons, however, in a few lessons work is not matched closely enough to pupils' abilities and these pupils do not always achieve as well as they could.
- The motivational leadership of the headteacher and good strategic management by the headteacher and governors provide the school with a clear agenda for further improvement.
- Subject leaders need more opportunities to monitor teaching and learning.
- Pupils are eager to learn because they find lessons and other activities interesting.
- The pupils' very good attitudes are the result of the commitment by all staff to creating a learning environment in which everyone is valued.
- The school has developed very strong links with parents and the community.

The school has made good progress since its last inspection in 1998. Improvements in the quality of teaching have brought about a gradual rise in standards in English, mathematics and science. Standards have also improved in information and communication technology (ICT); all of the required aspects are now taught. The school has created a computer suite which allows teachers to teach computer skills and pupils apply these effectively in their classrooms. Teachers' planning has improved, but there is still room for further development to ensure that all pupils can always achieve well. Good systems have been developed for the assessment, monitoring and tracking of pupils' work throughout the school; the school is now reviewing these arrangements and looking to improve them still further.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	D	B	B	B
writing	D	B	B	B
mathematics	C	C	C	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

Pupils **achieve well** because of the good teaching, which meets the needs of most pupils effectively. Over time, boys and girls have attained equally well. Where this has not been the case, it is because there has been a higher proportion of boys or girls with special educational needs. Standards have risen steadily since the school was last inspected, the trend being above that seen nationally. In recent years, the attainments of children entering the Reception class have been broadly in line with those found nationally. This year, children in Foundation Stage are attaining at a higher level and most children in Reception are expected to meet the required goals and a significant

number will exceed them by the end of the year. In Years 1 and 2, standards are currently good in English, mathematics and science. They are also good in art and design, history, music, reflecting the school's emphasis on creative subjects.

**Pupils' personal development, including spiritual, moral, social and cultural development, is very good.** As a result, the school's ethos helps pupils to become caring and considerate individuals. Pupils' views and opinions are regularly taken into account in developments in the school. Pupils are happy, have very good attitudes and good behaviour, which contribute significantly to their good achievement. Attendance and punctuality are good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Teaching and learning are good throughout the school.** The very good curriculum is rich and varied. Visits, visitors and very good links with parents and the community enhance the work of the school. Pupils learn well because they find lessons interesting and so become engaged in their work. They receive good encouragement from teachers and assistants. There is a high degree of consistency in the lesson content for each class within a year group, ensuring equality of opportunity for learning. This could be improved further if information about pupils' progress was used more effectively to plan work on the two days when pupils are taught in sets for English and mathematics. Children in the Foundation Stage are well provided for, although the current underuse of the small outdoor play facilities limits opportunities to develop some of their physical skills.

## **LEADERSHIP AND MANAGEMENT**

**Overall, the leadership and management of the school are good.** There is a strong commitment by all the staff and the governors to raise standards and to help children to achieve well. With the very good leadership of the headteacher, staff develop a range of management skills. A new senior management team, which includes two new assistant headteachers, has already identified priorities for school improvement. Subject co-ordinators are well informed about standards in their subjects, but need to develop their knowledge of teaching and learning further, through monitoring lessons. The school has well-established procedures for evaluating its work. The priorities developed from these have been appropriate and managed successfully, so moving the school forward.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents and pupils hold the school in high regard and have no significant concerns. All parents who responded to the questionnaire say that they feel comfortable about approaching the school. Pupils enjoy coming to school because they learn new things. They speak positively about staff.

## **IMPROVEMENTS NEEDED**

The school's strengths significantly outweigh its weaknesses. In order to further raise standards and improve achievement, the school should:

- ensure that there is sufficient challenge for all pupils in all lessons;
- further develop the role of subject co-ordinators in monitoring teaching and learning across the school.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Overall, standards of work are above average in work seen and in the results of national tests, and achievement is good throughout the school. In a small number of lessons, higher attaining pupils do not achieve as well as they might because teachers do not always match work closely enough to their capabilities. Pupils with special educational needs achieve well because they receive effective support.

#### Main strengths and weaknesses

- Pupils achieve well because of the good teaching, which meets the needs of most pupils effectively.
- Standards have been rising slowly and work seen indicates that they are above average in English, mathematics and science.
- In a small number of lessons, pupils do not achieve as well as they could because their work is not challenging enough.
- In the Foundation Stage, the space available for outdoor play limits children's physical development.

#### Commentary

##### *Starting school*

1. Assessment data for children when they start in Nursery and when they start in Reception, show that in recent years their knowledge, skills and understanding in all the six areas of learning have been broadly in line with what might be expected for children of their age. This year, children are attaining at a higher level and most children in the Reception year are expected to reach all of the required early learning goals and a significant number will exceed them by the end of the year.

##### *School's results in national tests*

2. Standards in national tests at the end of Year 2 have risen since the previous inspection. The table below shows the 2003 results with comparative data for all schools nationally. In 2003, standards were above average in reading and writing and in line with those seen nationally in mathematics.

##### ***Standards in national tests at the end of Year 2 – average point scores in 2003***

Standards in:	School results	National results
Reading	16.4 (16.4 )	15.7 (15.8 )
Writing	15.2 (15.4 )	14.6 (14.4 )
Mathematics	16.7 (16.9 )	16.3 (16.5 )

*There were 68 pupils in the year group. Figures in brackets are for the previous year*

3. Although standards have been rising steadily since 1999, the results for 2003 show a standstill in reading and slight fall in standards in writing and mathematics. This is explained by an increased number of pupils with learning difficulties, who, nevertheless, did well to reach the standards they attained and achieved well in relation to their prior attainment. Over time, there is no indication that boys do better or worse than girls. However, the school is concerned by



the number of boys who did not achieve as well as they could in 2003, particularly in English, and it is, therefore, evaluating its provision to try to prevent a recurrence.

### *Inspection findings*

#### *Foundation Stage*

4. Children in Nursery and Reception are settled and confident in school. They are achieving well and indications are that most of the Reception children will reach the required early learning goals and a significant number will exceed them in all six areas of learning, because of the good provision. Staff plan a good range of imaginative and exciting activities which stimulate learning, but the space within outdoor play areas for these young children limits children's opportunities for learning and developing some of their physical skills. A building project scheduled for 2004 will improve the size of the areas available.

#### *Years 1 and 2*

5. Overall, pupils achieve well because good provision is made for their learning. Pupils with special educational needs receive good support from classroom support assistants who follow well-targeted individual education plans. For two days each week, pupils in Year 2 work in sets for their literacy and numeracy lessons. Whilst this is successful for most pupils, opportunities are missed for higher attaining pupils to achieve to the best of their abilities, because work does not take account of the capabilities of all pupils within the groups. Expectations are sometimes insufficiently high for these pupils and their pace of work is too slow. When higher attaining pupils are working with their own class, their needs are met more effectively. Standards for the current Year 2 are often above average and the proportion of pupils working at levels which are well above average is greater than seen last year in reading, writing and mathematics. The school is just beginning to develop a strategy for identifying and supporting gifted and talented pupils who are attaining at higher levels.

#### *Whole school matters*

6. Pupils use their literacy and numeracy skills well in other subjects because they are encouraged to record their work using their own words and ideas. ICT is used satisfactorily as a learning tool across the curriculum. Standards seen in science and in the creative subjects of art and design and music, and in history are also above average. Standards in ICT and religious education are broadly average.

### **Pupils' attitudes, values and other personal qualities**

Overall, pupils' attitudes to school are **very good** and their behaviour is good. Provision for the development of pupils' spiritual, moral, social, and cultural awareness is very good. Pupils' attendance and punctuality are good and above the national average.

### **Main strengths and weaknesses**

- Pupils are happy to come to school and they are keen to learn.
- Pupils throughout the school enjoy the wide range of activities provided for them during and after school.
- Pupils behave well in lessons, around the school and in the playground.
- Very few pupils are late to school.
- Occasionally, pupils can display inappropriate behaviour.

## Commentary

7. In the Foundation Stage, children quickly adapt to new routines and soon begin to participate in and enjoy the wide range of learning activities. Pupils display very positive attitudes to school; they say they enjoy their lessons and parents report that pupils are happy to be at school. In most classes, pupils are able to work collaboratively and share their equipment and books willingly, their helpful attitudes adding to the progress they make during the lessons. Relationships are very good, giving the pupils confidence and self-esteem; they respond well to the teachers and to other adults. Teachers plan lessons to maintain the pupils' interest and concentration and pupils listen carefully and are keen to be involved in the interesting activities provided. In discussions, they listen to each other's answers with respect. Occasionally, pupils become restless and inattentive when they are expected to sit for too long on the carpet listening to their teacher or when the task lacks sufficient challenge, and this impedes learning.

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	261	0	0
White – Irish	2	0	0
White – any other White background	1	0	0
Asian or Asian British – Indian	1	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

8. Staff have high expectations of pupils' behaviour; they provide explanations of how and why pupils must behave, which leads to very good moral development. The promotion of incentives within the school to encourage pupils to behave is effective. Pupils are fully aware of the school rules and appreciate the praise and rewards for good behaviour. The parents and pupils welcome the Friendship Stop in the playground. They feel it helps pupils who are not as outgoing as others to establish relationships. Occasionally, a few pupils display behaviour that is inappropriate; for example, at the time of the inspection, name-calling was witnessed in the playground during break time. When aware of this type of behaviour, the school deals with it firmly. As the table above shows, no pupil has been excluded from the school.
9. The school fosters the pupils' understanding of other cultures very well, through cross-curricular themes in lessons and in assemblies. Visits to the school by friends from overseas have produced valuable links to a school in Africa. Communication between the schools gives pupils an insight into the lives of children from other cultures. Involvement in the *Heartstone* project enables pupils to understand the different cultures within society in Britain.

### ***Attendance in the latest complete reporting year (%)***

Authorised absence		Unauthorised absence	
School data:	4.6%	School data :	0.1%
National data:	5.4%	National data:	0.4%

10. Attendance is good and above the national average. Unauthorised absence is well below the national average. The majority of pupils are punctual and arrive on time for school. The school reports that parents respond well to requests for reasons of absence.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. The quality of teaching and learning is good and the curriculum that teachers deliver is very good. The curriculum is broad and rich in its variety of learning experiences and is enhanced by the school's very good links with parents, the community and other schools and colleges. These features, combined with the good levels of care and support, mean that pupils learn well.

### Teaching and learning

**Good** teaching throughout the school results in all pupils, including those with special educational needs learning, well. This is an improvement since the last inspection. Teachers are very successful in engaging the attention of pupils and they give them very good praise and encouragement. Planning is mostly good and makes good use of assessment, although in a small number of lessons there is insufficient challenge for higher attaining pupils to achieve as well as they should.

### Main strengths and weaknesses

- Over three-quarters of the lessons observed had good or very good teaching which produced corresponding levels of learning.
- Teachers and teaching assistants work well together as a team, resulting in good achievement for most pupils.
- Teachers have high expectations of pupils and effectively encourage them to think and work, both independently and with their friends.
- Assessment procedures, including effective questioning in lessons, are thorough, but the results are not always used sufficiently well to ensure that lessons offer challenge to all pupils.
- In some lessons, pupils spend too long listening to the teacher and the rest of the lesson is then rushed, restricting learning.

### Commentary

11. The table below indicates the quality of teaching across the school. Excellent teaching was seen in the Nursery, but otherwise there is no significant difference in the teaching seen in the Foundation Stage and Years 1 and 2. Pupils make good progress throughout school because of the high proportion of teaching which is good or better. In questionnaires, parents and pupils responded positively when asked about teaching and pupils reported that their teachers made learning fun and helped them to improve their work.

#### *Summary of teaching observed during the inspection in 46 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1(2%)	7 (15%)	27 (59%)	10 (22%)	1 (2%)	0 (0 %)	0 (0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

12. Some of the strengths seen in the teaching were noted across the school. Pupils quickly become engrossed in their lessons and are encouraged to respond to questioning which requires the application of their knowledge and understanding. The pace of lessons is brisk, but care is taken to ensure that pupils who need longer to absorb information are well supported by learning support assistants. There are frequent opportunities for pupils to work with their classmates to produce collaborative efforts, but emphasis is also placed on the importance of working independently.
13. In the best lessons, teaching was carefully planned to harness pupils' attention and pick up learning where it had been left in the previous lesson. For example, in a very good science lesson for Year 1 pupils, the technique of sitting in the 'hot seat' was used to recall the learning outcomes from the previous lesson. Pupils asked carefully thought-out questions of the candidate in the seat, and this helped everyone to remember what they had learned and, with the skilful control of the teacher, set the agenda for the remainder of the lesson. A similar procedure is used at the close of the lesson to establish progress and to raise questions and challenges for the next lesson, thus sustaining a high level of interest in each subject.
14. In a small number of lessons, teachers allowed themselves to be distracted by the good oral responses from some pupils and the whole-class part of the lesson was allowed to overrun. The consequence of this was that some pupils became restless and inattentive and, additionally, the remainder of the lesson became rushed and the learning was limited by the lack of time.
15. Pupils with special educational needs receive good support and this enables them to achieve well. Learning support assistants are well prepared for each lesson and know exactly what pupils will be expected to achieve. During whole-class sessions, assistants quietly offer additional explanations or re-phrase questions so that pupils understand and can participate fully. In the Foundation Stage, assistants sometimes record children's spoken or practical responses, thereby contributing to the assessment procedures.
16. Assessment procedures have improved since the previous inspection, with regular assessment taking place in English, mathematics, science and most foundation subjects. Teachers' planning has also improved and learning objectives for each lesson are clearly identified, shared with the class and revisited at the close of the lesson. For two days each week, pupils in Year 2 are put into sets for literacy and numeracy, according to the school's assessment of their capabilities. Whilst this works well for most pupils, too little consideration is given to the level of challenge being offered to higher attaining pupils. As a result, they are not attaining at the levels of which they are capable, and ultimately this is having a detrimental effect on the overall standards achieved.

## The curriculum

The school makes **very good** provision for the curriculum. There has been good improvement since the last inspection with all pupils being given a variety of exciting and stimulating learning activities.

### Main strengths and weaknesses

- Links between subjects are very well planned.
- There is good emphasis on developing pupils' creative talents.
- Statutory requirements in ICT are now met.
- Inclusion of pupils with special educational needs is good.
- The range of extra-curricular activities is very good.
- There is very strong provision for pupils' personal, social and health education.
- Pupils who are gifted and talented lack sufficient support.

- Outdoor areas for children in Nursery and Reception are small and underused.

## Commentary

17. The curriculum is very good, being broad and balanced and meeting all statutory requirements. All pupils are able to take part in a variety of interesting and enjoyable activities, with the emphasis being on making learning fun. The National Literacy and Numeracy Strategies have been implemented very well, which is an important factor in the high standards that pupils achieve in English and mathematics. Since the last inspection, the provision for ICT has been much improved by the creation of a computer suite that allows whole-class teaching of skills in the subject. There is also a strong commitment to developing the pupils' creative as well as academic talents and they are able to take part in a variety of rich experiences in art, drama and music. Another notable feature of the curriculum is the provision for pupils in Year 2 to have regular swimming lessons, while all other pupils go to the pool at least once a year to promote their awareness of water safety. Annual *curriculum days* are used well to let parents share learning experiences with their children. There are very close links with the junior school that effectively prepare pupils' transition to the next stage of learning.
18. There has been much thought put into curriculum planning to make the most of links between subjects. As a result, pupils are able to use skills learned in one subject to support their learning in others. For example, pupils in Year 2 have used their scientific knowledge of simple electrical circuits to help them light up their model lighthouses made in design and technology lessons. The well-planned provision for pupils with special educational needs enables them to make good progress and achieve well. The planning for pupils who are gifted and talented is at an early stage of development and currently these pupils lack sufficient support.
19. Provision for the pupils' personal, social and health education is very good. Because of its work in this area, the school has gained the National Healthy School Standard and the Drug Charter Award. A lot of effort is put into teaching pupils how to work and play harmoniously with others, and this is reflected in the very good relationships to be seen throughout the school. Personal development is promoted well in class activities in which pupils are able to discuss a variety of issues, such as what to do if they have a problem in school. Citizenship is promoted through some of the school's additional activities, such as when the school was preparing for the Young Enterprise Award and pupils worked with local business people.
20. There is a very good range of extra-curricular activities. Pupils can join lunchtime and after-school clubs that include sporting and musical activities. Visitors and visits to places of educational interest also enrich the curriculum. A residential weekend for pupils in Year 2 at Ingleborough Hall extends their learning in science and geography, as well as helping their social and personal development.
21. Staffing levels are good, with teachers and classroom assistants having a thorough understanding of the needs of the majority of their pupils, thus ensuring that pupils with special educational needs are fully involved in lessons and activities. Resources for teaching and learning are plentiful and of good quality. Children in the Nursery and Reception classes are not given sufficient time in the outside areas to effectively develop their learning through outdoor play. The play areas are restricted in size and the Reception classrooms are detached from the main building, which tends to isolate these children from those in other classes. This is to be overcome by an imminent extension to the school so that all pupils will be in the same building and a new outdoor play area will be created. There are attractive displays of pupils' work in corridors and classrooms that provide an interesting environment in which to learn.

## Care, guidance and support

Overall, the school's provision for the care that it gives to its pupils is **good**. The provision for pupils' welfare, health and safety is good. Guidance for pupils in helping them to understand how well they are doing is good. The involvement of pupils through seeking their views is very good.

### **Main strengths and weaknesses**

- The school provides very good advice for pupils on how to protect themselves.
- Pupils know what they must do to improve their work.
- Some lessons have a weakness in matching work to the learning needs of higher attaining pupils, in order to challenge and stretch them.
- Pupils consider that the staff are approachable and helpful.
- The school provides a caring environment.

### **Commentary**

22. Staff are watchful of their charges in the Nursery and in the classrooms. In the playground a good number of supervisors provide a secure place to play. Child protection procedures are good and the school follows local area guidelines. Through the programme for personal, social and health education, the school teaches pupils how to protect themselves and stay safe. The school received a Drugs Charter Award for its work; this covered a wide area of provision from managing medicines to ensuring all relevant policies are in place. An award from the Healthy Schools Council has resulted in initiatives such as the successful Walking Bus being developed. The involvement of local businesses through the Young Enterprise Scheme has enhanced the provision for teaching safety to pupils in the school. Modules such as *Ourselves* and *Our Families* raise pupils' awareness of the ways in which they can help themselves to be safe. First aid and fire prevention procedures are appropriate. Risk assessments are completed for school visits.
23. The majority of pupils who responded to the inspection questionnaire are happy with the school's provision for them. Almost all of the pupils agree that there is an adult to go to if they are worried. Discussions with pupils revealed that they feel able to talk to the class teacher and feel that they know them best of all the adults in school. Children in the Nursery are familiar with the school and staff, are used to them and comfortable in their care. This enables good support in their personal development. Visits to the junior school by Year 2 pupils and visits to Aire View Infant School by past pupils, to talk about their experiences, reassure infant pupils about the transition to the next stage of their education.
24. Pupils are aware of the importance of their views. An annual evaluation exercise takes pupils' feelings, opinions and ideas into account and, where possible, these are incorporated into the school's plans, such as when improving the playground. Assessment procedures are good and pupils feel that the comments in their books by the class teachers help them to improve their work. Discussions on the targets for improvement take place with the pupils and the parents. In a small number of lessons, where sets are used for the teaching of English and mathematics, assessment outcomes are not always used sufficiently well. This leads to some higher attaining pupils not working to the best of their ability, as the teachers' planning does not cater sufficiently for individual pupils' needs.

## Partnership with parents, other schools and the community

Links with the school's parents are **very good**. Links with other schools, colleges and with the community are very good.

### Main strengths and weaknesses

- Parents' views of the school are very positive.
- Arrangements for parents to speak to staff and to voice concerns are very good.
- The school has sought and responded to the views of its parents in its own annual questionnaires.
- The school is a central part of the local community.
- The information given to parents about their child's progress is good.

### Commentary

25. Parents hold the school in high regard. Their current views of the school are similar to those expressed in the last inspection report. The responses by parents to the inspection questionnaire and the pre-inspection meeting with inspectors show that they feel happy that their children attend the school and they speak highly of the provision. There are many opportunities for parents and grandparents to help in school and their help is encouraged and supported by the staff. Training sessions ensure that parents feel confident in working with the teachers. The school believes that seeking parents' views is important and the school's response to an annual parents' questionnaire ensures that it tries to address any areas of concern. An open-door policy ensures that parents are able to come into school at anytime knowing that the staff or headteacher will hear their views or concerns. Valuable information on the 'Curriculum in action' days, with a different topic each year, such as literacy, numeracy or art, assists parents in understanding how they can help their children in their work.
26. Parents' views about information on their children's progress and the work of the school are very good. The governors' annual report to parents is a good quality document giving some well-written overviews of the governors' work. However, some of the information is not presented in the recommended format. The financial information does not clarify the income and expenditure and the test results do not give the percentage of pupils at each level.
27. Appropriate opportunities for parents or carers to discuss the annual report on their child's progress with their child's teacher are provided. There are two parents' evenings per year. The reports, themselves, are helpful and explain fully what pupils can do, though in some classes the computerised version lacks some individuality. The prospectus is a useful document in an easily read format with a clear promotion of the ethos and philosophy of the school.
28. The school Nursery has a warm and welcoming atmosphere and the links with the school are very good. The provision allows for regular contact between staff and children which enables a smooth transition to full-time formal education. Visits from playgroups in the area take place and very good relationships exist with the local junior school.
29. The school has wide links with the community and is an integral part of the locality. The local church takes an active part in the school, such as when clergy lead collective worship. Local business people became involved with the school for the Young Enterprise Award. People in Silsden look forward to the school's annual local carol singing outing. Parents involve themselves in working with the school in achieving success in awards, such as the National Healthy School Standard, and they help the children work on the *Footsteps* pedestrian training scheme in and around the town. The Walking Bus is a regular feature each morning as parents supervise children walking to school together. The school has very good links with a local College of Education and students are valued for their knowledge and assistance.

## LEADERSHIP AND MANAGEMENT

Overall, leadership and management are **good**. The headteacher provides very good leadership, and is supported by other staff who offer good leadership in their areas. Members of the senior management team and several subject co-ordinators are new to their posts and are just beginning to establish themselves. The school is well managed both financially and in its day-to-day work. It is supported by a hardworking governing body that provides good governance for the school.

### Main strengths and weaknesses

- The headteacher has a very clear vision for the school, which she communicates to others very effectively.
- The governing body challenges and supports the school, helping to steer the school's course of actions.
- In the very good school improvement plan, which is the result of self-evaluation at all levels within the school, there is a strong commitment to developing the school's work further.
- Staff are given help and support to develop their roles and responsibilities.
- Members of the newly-created senior management team are still assessing how they will carry out their roles.

### Commentary

30. The headteacher has established a culture of self-evaluation within the school at all levels. Through this, she communicates her vision for the school so that staff share a strong commitment to improvement and high standards. This is similar to the picture seen at the time of the previous inspection. The headteacher is held in high regard by staff, pupils, parents and governors because of the caring ethos that has been created and the commitment to valuing all pupils and being an inclusive school. The school works hard to meet individual needs, although there is scope for further improvement. The good leadership of the special educational needs co-ordinator ensures that these pupils are supported effectively.
31. At the start of this school year, the school re-organised its senior management team and re-allocated some subject responsibilities. At the time of the inspection, the teachers involved had had very little time to establish themselves or influence their areas of responsibility. In consequence, there is insufficient evidence to judge the effectiveness of these changes. The headteacher is working very effectively to support staff in their new roles and is giving them time to assess what needs to be done. There is a strong emphasis on working as a team, and all staff work together well.
32. Overall, staff with subject responsibilities have sound knowledge of pupils' work. Planning is monitored and matched to schemes of work. Teachers report that they have only limited knowledge of observing teaching and learning in the classrooms, but there are firm plans for this aspect of their work to be developed, as the school has employed a part-time teacher so that teachers can work away from their own classrooms. At present, staff work in year groups to agree standards in samples of work, but, as yet, have no overview of standards within the school across the full range of ages and subjects. Subject co-ordinators complete regular reviews of their subject and produce good development plans. Through discussions with colleagues, they are able to identify where additional training would be beneficial in order to improve the confidence of staff. Resources are regularly reviewed and updated.
33. The good management of the school is seen in the way in which all staff are involved in performance management. The school uses this management tool to good effect to acknowledge strengths and has found that, if all staff focus on the same development issue, it is a powerful agent for bringing about change. The areas for change are identified through



analysis of available data, from analysis of parent and pupil questionnaires and through staff self-evaluation. For example, the 2003 national test results indicated that boys' achievement was not as good as it could be, particularly in English. Although the school was able to give good reasons for this, it is, nevertheless, examining its own practice.

34. Staff enjoy working at Aire View Infant School and parents commented to inspectors about how happy the staff seem to be, identifying this as a characteristic of a successful school. The headteacher and governors consult with staff when changes are proposed to staff responsibilities.
35. The management of the school's finances is good. Governors are addressing the school's priorities, whilst working with the knowledge that the number on roll is falling. They place good quality staff as their priority for the effective running of the school.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)		Balances (£)	
Total income	671,139	Balance from previous year	57,467
Total expenditure	617,098	Balance carried forward to the next	54,041
Expenditure per pupil	2,598		

36. The balance carried forward into 2003 represented approximately 8 per cent of the school's income. The school was predicting a deficit within the current financial year due to increases in staffing costs, which account for a significant part of the budget, but has used other funds to correct the imbalance.
37. The school pays good attention to the principles of best value and applies them effectively, particularly in relation to finance. Quotations and tenders are secured where appropriate to ensure that the school obtains best value in the use of resources. Governors are using the professional skills that they have to ensure that the planned new building will offer the required teaching and learning spaces for all pupils within one building, together with storage and other facilities. The school makes good use of national and local data to compare itself with other schools, although it has not analysed results in sufficient detail to identify where some pupils could achieve better at higher levels.
38. The governance of the school is good. The governing body fulfils its statutory responsibilities well and has an appropriate committee structure. The headteacher keeps the governors well informed and there is a particular strength in the way the governing body challenges the headteacher and senior managers and does not accept any one answer without investigating a wide range of options before settling on a solution. The positive working relationships between the governing body and the school enable governors to have a good knowledge of what the school needs to do to improve further. Some governors help in school and many are frequent visitors. They are involved in planning for improvement and discuss the priorities identified by the headteacher and staff before approving the plan.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

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

Provision has been improved since the last inspection and is now **good**. This enables all children to make good progress and achieve well. By the time they start Year 1 most of them will achieve the early learning goals in all areas of learning, and a significant number will exceed them.

In the Nursery and both Reception classes teaching is consistently good or better, and in one lesson observed, it was excellent. The way that all adults in these classes work so well as a team contributes well to children's learning.

There is a good curriculum, which gives children many stimulating and practical learning experiences. The outdoor areas, although small, could be used more to develop the children's learning through outdoor play. Leadership of the Foundation Stage is good. The recently appointed co-ordinator is developing planning and assessment arrangements to allow better progression between the Nursery and Reception classes. More opportunities are required to allow the co-ordinator to monitor teaching and learning across the Foundation Stage.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

The provision for personal, social and emotional development is **good**.

#### **Main strengths and weaknesses**

- Teaching is good, with an emphasis on children becoming independent learners.
- Children feel safe and secure because of the very good relationships that are fostered.
- Children have very positive attitudes to their learning.

#### **Commentary**

39. All adults work hard to encourage children to work and play harmoniously with each other. A very friendly working atmosphere has been created in all classrooms and children feel safe and secure in their activities. Teachers plan activities that help children to take responsibility and show initiative. A good example of this was seen in the Nursery, when children in the snack area were putting butter and jam on their crackers for themselves. Adults are very good role models and use every opportunity to praise children to build up their confidence and self-esteem. Because of this, and the very good relationships, children show very positive attitudes to their learning. They are well behaved and co-operate well, sharing resources fairly and looking after one another.
40. As well as working co-operatively, children are given suitable opportunities to show their independence. For some older children, more could be made of opportunities in lessons to help to develop their sense of responsibility. For the most part, children can choose which activity they want to do, get out the resources needed and then tidy up when finished. In so doing, a significant majority can persist for extended periods of time and have high levels of involvement. This was evident during the inspection in the Reception sand and water activities and in the role-play areas, when children were obviously in a world of their own.
41. Teachers provide opportunities for children in the Nursery and Reception classes to work and play together, which effectively support social development. This is also helped by the organisation of a variety of visits, in which Aire View children mix with adults and other children. As a result of experiences such as this, they are effectively learning to show respect for others' feelings and ideas.

## COMMUNICATION, LANGUAGE AND LITERACY

The provision for communication, language and literacy is **good**.

### Main strengths and weaknesses

- Good teaching develops the children's speaking and listening skills well.
- Children are encouraged to develop a love of books and reading.

### Commentary

42. To develop their speaking and listening skills, children are given many opportunities to talk about their experiences and the work they are doing. The role-play areas have been imaginatively planned to provide a stimulating setting for children to act out a variety of make-believe dramas, as a means to practise these skills. For example, after listening to the story of *The Three Billy Goats Gruff*, children in the Nursery were able to talk about it and play the various roles in an area specially prepared by their teacher. Because of experiences like this, they make good progress so that, by the time they reach Year 1, most of them express themselves clearly and make themselves understood. They talk confidently about their home life and their likes and dislikes.
43. Books are well displayed in all classrooms and children are encouraged to read for enjoyment. They are taught to hold a book the right way, to understand that words and pictures carry meaning and to be aware that print is read from left to right. Teachers effectively model the behaviour of a good reader, as was seen when children in the Nursery were listening in awe to the enthusiastic reading of the story of *Baby Owls*, which leads to children enjoying books and handling them with care.
44. Classrooms are well organised so that children can choose to work in the writing areas independently of teachers. They clearly enjoy early writing experiences, and use a variety of implements for drawing, marking and writing. The higher attaining children write a recognisable simple sentence and make reasonable attempts at unfamiliar words.

## MATHEMATICAL DEVELOPMENT

The provision for mathematical development is **good**.

### Main strengths and weaknesses

- Emphasis is given to learning through practical activity.

### Commentary

45. Teachers ensure that there are many practical activities provided for the children to practise their mathematical skills and to make their learning fun. They guide questions with skill and tailor tasks to individual needs so that children of all abilities make good progress. This was exemplified in a lively and active session for children in Reception, on learning how to identify and create repeating patterns using cubes, stickers and counters.
46. Most of the children are effectively developing their mathematical language, such as 'more than' and 'less than', during these mathematical and play activities. They can recognise and name regular shapes, such as circle, triangle and square, and can distinguish between 'forward', 'backward', 'left' and 'right'. In Reception, the higher attaining children can count up to 10 and beyond, and recognise what comes before and after different numbers.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

The provision for knowledge and understanding of the world is **good**.

### Main strengths and weaknesses

- Good use is made of visits and visitors to extend learning.
- The work is practical and interesting.

### Commentary

47. Practical activities are often closely related to children's own experiences and are well planned, encouraging them to develop their powers of observation and ability to ask questions. They build models using a variety of materials and confidently select the tools they need. When working on computers, children have competent keyboard and mouse skills.
48. Good use is made of visits and visitors to support the children's learning about the wider world. For instance, children in Reception watched with wonder at the variety of owls and small animals brought in by representatives from an animal centre.

## PHYSICAL DEVELOPMENT

The provision in physical development is **good**.

### Main strengths and weaknesses

- Activities are practical and interesting.
- Outdoor areas are limited in size and underused.

### Commentary

49. Good opportunities are given to children to enable them to develop their skills in manipulating scissors, writing and painting tools, and in handling a range of equipment when making models. In a good physical education lesson for children in Reception, they were taught well on how to vary the speed and direction of their movements around the hall, and then incorporate these skills in work on small apparatus. Teaching in one lesson for children in nursery was excellent.

### Example of outstanding practice

#### **Children in the nursery took part in a wonderful imaginative experience during a lesson in physical development.**

Following the theme of a story that had been read in the Nursery, the class teacher created an exciting adventure for the children. Children commenced a magical journey by walking to the school hall in their bare feet through a carefully prepared carpet of crisp, dry leaves, feeling the texture as they walked. The children were in awe of the occasion, which brought about excellent descriptive and imaginative language. The adventure continued with all children venturing confidently over the well laid-out equipment in the hall, with assistants ensuring that all children were fully involved. The teacher related the story as the children worked, in order to sustain their imagination. The adventure culminated in the discovery of a fairy in a tunnel. The overall effect was a superb, stimulating lesson for all children, which transported them to a magical world whilst promoting language development, creativity, spiritual and physical development.

50. Once a week, all the children in Reception have an afternoon of outdoor activity that links well across the areas of learning. In general, however, the outdoors areas are not used enough as a means of developing children's learning through outdoor play. Nursery children have access to two areas which are limited in size.

## **CREATIVE DEVELOPMENT**

The provision for creative development is **good**.

### **Main strengths and weaknesses**

- Activities develop children's imaginations well.

### **Commentary**

51. The role-play areas are used well to develop the children's imaginations. They are changed regularly to maintain children's interest and stimulate their ideas. Children are able to make use of paint, crayons, pencils and glue, on a daily basis, and have good quality opportunities when experimenting with colour-mixing to make a variety of colours. They are making good progress in their understanding of how sounds and noises are made, such as when children in Reception were using percussion instruments to accompany a story and responding to pictorial cues indicating when to play or sing.

## SUBJECTS IN KEY STAGE 1

### ENGLISH

Provision for English is **good**.

#### Main strengths and weaknesses

- Standards are above average for the third year in succession.
- Teachers make good use of opportunities to develop pupils' speech and confidence.
- Staff have effective methods of developing pupils' reading skills.
- Writing standards are improving.
- The quality of teaching and learning is good and pupils achieve well.
- Girls do better than boys.
- Lessons do not always stretch higher attaining pupils enough.

#### Commentary

52. Standards in speech, reading and writing have improved since the last inspection and are above average. This is because the school gives high priority to the good achievement of all pupils in language and literacy. Good leadership of the subject has ensured effective use and development of the National Literacy Strategy. This is evident in the above average standards in national tests in the last two years. Girls reach higher standards than boys, following a national pattern. These results also show pupils' good progress from their average standards on entry.
53. The inspection found that pupils, including those with special educational needs, achieve well. The school's focus on improving boys' literacy standards is closing the gap between their achievement and that of girls. Pupils with special educational needs make good progress because of well-organised support and the good match of work to their individual targets.
54. The school develops pupils' speech and listening well. Achievement is good because of many stimulating opportunities and sensitive support. These include:
- high expectations, ensuring that pupils listen attentively;
  - pupils' readiness to speak up in class because they know teachers value their contributions;
  - frequent opportunities for pupils to talk with each other in the course of new learning;
  - skilful leadership of whole-class discussion;
  - thoughtful questioning to extend pupils' answers and suggestions;
  - good use of drama and role-play, including a big Year 2 drama club.

However, teachers do not always give pupils enough speech practice through reading aloud.

55. Achievement in reading is good. This is because teachers build well on the good start made on early reading skills in the Nursery and Reception classes. Very good reading resources and teachers' lively modelling of reading stimulate pupils' interest in storybooks. They, therefore, work enthusiastically each week at individual, paired, group and silent reading. Good support for reading at home also helps them improve. The well-established "Better Reading Partnership" improves both skills and attitudes for individual pupils. However, differences between classes in the quality and range of activities within daily guided reading sessions result in uneven progress in developing pupils' reading skills. For example, these activities are not always challenging enough, particularly for higher-attaining pupils.
56. Teachers have worked hard and have successfully improved writing standards. Pupils are now making good progress as a result of effective teacher training, interesting writing tasks

and teachers' enthusiastic use of new national guidance. Skilful linking of speaking, listening, reading and writing activities has been the key to improvement. Slower learners gain secure sentence control by the end of Year 1. By the end of Year 2, faster learners write fluently in joined-up writing, using different types of sentences. In lessons where pupils work in sets, the highest attaining pupils do not always receive sufficient challenge. Additional work is prepared for pupils who complete work first, rather than being matched to the capabilities of the pupils. Achievement in punctuation is good. It is satisfactory in handwriting and spelling.

57. Additional measures, which are beginning to raise standards further, are:
- individual writing targets to show each pupil the next step to bring about improvement;
  - implementation of a new spelling scheme.
58. The quality of teaching during the inspection ranged from satisfactory to good and was good overall. The good quality of pupils' work from last year and the thoroughness of learning in most lessons confirm the good quality of teaching. The secrets of success are step-by-step development of a wide range of skills in interesting and challenging tasks which pupils clearly enjoy. For example, all groups of pupils learned to use alliteration, rhythm and well-chosen verbs in a Year 2 poetry writing session on funny classroom characters. Pupils nearly always work hard and enthusiastically.
59. The two new subject co-ordinators are keen to take the subject forward and have quickly formed an accurate view of how to do so. These plans include the monitoring of teaching and learning across the school.

### **Language and literacy across the curriculum**

60. Teachers develop these skills well in other subjects. Reading skills develop well in science and history. Writing records learning and develops understanding effectively in religious education, science, geography and history. Word processing in ICT improves editing and spelling skills. Teachers effectively use pupil discussion as a means of learning in nearly all subjects, particularly in paired work in ICT.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses:**

- The quality of teaching is good and enables pupils to achieve good standards.
- Pupils have positive attitudes to their work.
- Leadership of mathematics is good and the subject is well managed.
- Planning sometimes lacks sufficient challenge for pupils that are higher attainers.
- Oral starters to lessons are sometimes too slow paced.

## **Commentary**

61. Over the past few years, the results of the national tests for seven year olds have matched those nationally but have been just below those in similar schools. Over this time, there has been ongoing improvement in provision. Pupils currently in Year 2 are reaching above average standards, reflecting this improvement. These pupils have achieved well during their time in school. There has been good improvement since the last inspection.
62. Teachers are successful in making their lessons lively and interesting, which maintains pupils' concentration and helps them to have a good work rate. They are given work that usually meets their individual needs well and so they make good progress and achieve well. Good subject knowledge is shown by teachers in the way that they are able to ask relevant questions and use accurate mathematical vocabulary to develop the pupils' knowledge and understanding. Activities are often practical and stimulating. This was apparent in a very good lesson for pupils in Year 2, in which they were learning to use a ruler to measure and draw lines to the nearest centimetre. ICT is used effectively.
63. There are times when the oral starter to lessons is slow paced and so does not effectively develop pupils' quick mental recall skills. In the main, however, pupils are provided with good quality learning experiences. Consequently, most pupils have good skills in dealing with number problems and in identifying mathematical patterns. They have a well-developed mathematical vocabulary that helps them to confidently explain how they have solved problems set for them. In all classes, the teaching assistants provide good support for pupils, especially those with special educational needs. This enables them to take participate fully in lessons and achieve well.
64. Pupils have positive attitudes, showing a great deal of interest in their mathematical activities. They behave well and so are able to maintain their concentration for lengthy periods of time. Collaboration in pairs and small groups is good and pupils handle the mathematical resources with care.
65. The planning procedures are mainly successful in ensuring that all pupils are given work that matches their ability and so are able to progressively develop their learning. However, there are times when the activities given to some pupils in the higher ability set in Year 2 lack sufficient challenge. Assessment arrangements are successful in enabling teachers to have a clear view of their pupils' attainments and to know what is needed next to help them improve.
66. The co-ordinator leads the subject well, providing a good role model in her teaching for other staff and pupils. Resources are plentiful and of good quality.

## **Mathematics across the curriculum**

67. Pupils have good opportunities to practise their mathematical skills in other subjects. For instance, in history they have created timelines to help their understanding of the past, while in design and technology, they make use of their accurate measuring skills when designing and making models. In science, pupils use Venn diagrams when sorting electrical goods into battery and mains powered items. When using ICT, pupils create graphs and use their mathematical knowledge to interpret the results.



## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- The very good teaching seen in Years 1 and 2 makes a significant contribution to pupils' achievements in science, which are good overall.
- There is a good emphasis on experimental and investigative science.
- Good links are made with literacy and numeracy.
- The monitoring of teaching and learning requires further development.

### Commentary

68. For pupils at the end of Year 2, teacher assessments in science in 2002 show that the percentage of pupils attaining at the expected Level 2 and above was very high and in the top five per cent nationally. At the higher Level 3, attainment was in line with that seen nationally. In 2003, results were above the national average for pupils attaining at Level 2 and above, and in line with the national average at Level 3. The results in 2003 represented good achievement by pupils within the year group, a significant number of whom had learning difficulties. No significant differences were seen in the work of boys and girls. In Year 1, all pupils' achievements are good overall, with some pupils achieving very well. Pupils in Year 2 are likely to achieve very well against the expected standards by the end of the year. Pupils with special educational needs achieve well. This good and very good achievement is a direct result of the brisk pace of teaching and the thorough coverage of the curriculum for science. Teachers have high expectations of all pupils and involve them in a great deal of practical work which is backed up by searching questioning. Pupils record their findings in a variety of ways which draw on their learning in mathematics and English.
69. In all of the lessons seen, teaching was very good. Teachers have very good subject knowledge and use technical vocabulary during lessons, encouraging pupils to also use the correct terminology as they talk about their work. Lessons are well focused and objectives are clearly presented and then revisited at the close of the lesson to check pupils' learning. Assessment is used effectively to check learning at the close of each unit of work. In lessons, pupils become engrossed in their work and talk knowledgeably about their investigations with obvious enthusiasm and enjoyment. When recording their findings, pupils use a good range of methods, including tables and diagrams that draw upon mathematical skills and reports that draw upon literacy skills. Some work involved use of computers to draw and label parts of the body. There is a good match in the work done across the different classes within a year group, ensuring that pupils have equality of access to the science curriculum.
70. Two staff work together effectively to manage science. Both are new to the subject but, in a short space of time, they have assessed what needs to be done to bring about further improvement. Previous shortcomings in the coverage of investigative and experimental science have been addressed through staff training and the co-ordinators are now keen to visit classrooms to address the monitoring of teaching and learning. The school has just begun a system of giving teachers time away from their own classroom for monitoring to take place, but the co-ordinators have not yet had chance to participate in this scheme.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **good**.

### **Main strengths and weaknesses**

- Resources and staff expertise have improved a lot since the last inspection.
- Direct teaching of ICT skills is good.
- Teachers use ICT well to support learning in art and design, English and mathematics.
- Procedures for monitoring teaching and learning are not fully established.

### **Commentary**

71. Good leadership and management has improved equipment and teaching well since the last inspection. Standards are now as expected for pupils' ages. Pupils, including those with special educational needs, are achieving well. The school has a well-used computer suite and classroom computers and printers. National training initiatives have improved staff expertise and confidence.
72. Good use of recent national guidance ensures that pupils cover all the National Curriculum programmes of work for pupils in Years 1 and 2. Lessons and pupils' files show expected standards in word-processing, graphics, data handling and control technology. All pupils have whole-class lessons in the suite at least once a week. They also use classroom computers regularly in many subjects.
73. The quality of teaching and learning in ICT lessons is good. Teachers' good knowledge of the topics and confident use of hardware and software inform clear demonstrations and explanations. Pupils, therefore, achieve well in effectively organised learning because teachers and support staff give prompt reminders and good individual help. During the inspection, Year 1 pupils made accurate block and pie graphs to log data they had collected from a survey of feelings in the class. Slower and faster learners made good progress by working together in pairs. By the end of the lesson pupils were interrogating the graphs and debating which was the best way of presenting the data collected. Year 2 pupils have a good understanding of how widely ICT is used in and out of school. Pupils are enthusiastic about ICT, work well together, persevere and enjoy their successes in new learning.
74. The two new co-ordinators have both had previous experience of their roles and are maintaining good standards of leadership and management. They are successfully updating resources and assessment procedures, and resolving a few remaining technical problems. There are firm plans within the school to allow the co-ordinators time to monitor teaching and learning in all classes.

### **Information and communication technology across the curriculum**

75. Pupils use computers satisfactorily to support learning in English, mathematics and art and design. Computer work makes important contributions to developing pupils' ability to make fine movements and co-ordination between hand and eye.

## **HUMANITIES**

### **Geography**

There were no geography lessons during the inspection. It is not therefore possible to make a firm judgement on provision. However, scrutiny of planning and pupils' work, and discussions with pupils and teachers, suggest that standards and the development of early geography skills are as expected

for pupils' ages by the end of Year 2. This represents a similar situation to that seen at the time of the previous inspection. Visits, for example, to Clapham village, Whitby, Silsden and Ingleborough Hall, play an important part in making learning relevant and interesting. Scrutiny of work and displays show good achievement in map work and local studies.

## History

Provision in history is **good**.

### Main strengths and weaknesses

- Pupils achieve well and standards are above average.
- Good use of visits and artefacts stimulate enthusiastic learning.
- Good quality teaching links work in other subjects well to learning in history.

### Commentary

76. Standards have improved since the last inspection. Good leadership and management have enabled teachers to make effective use of the new curriculum and national guidance. Because of the enthusiasm for history in the school, pupils, including those with special educational needs, get very interested in well-chosen topics and achieve well.
77. Well planned visits, for example, to toy and industrial museums, and trips to explore Whitby and Silsden, illuminate pupils' work on toys, buildings, transport and home life in the past. In lessons they do a lot of talking about artefacts, pictures, photographs and their experiences on visits. History work, therefore, uses and develops pupils' observational, speaking and listening skills well. During the inspection, in discussions with Year 2 pupils, they suggested six ways of finding out about the past and described a Victorian loom as "massive".
78. Careful planning also links work about the past effectively to learning in English, science, art and design, design and technology and ICT. For example, in an introductory Year 2 lesson on the Great Fire of London, pupils discussed the buildings of Stuart London and copied portraits of Pepys and Charles II. They looked carefully at pictorial evidence from the past, answering the teachers' questions thoughtfully, but also raising historical questions themselves. They, therefore, develop more detailed knowledge and understanding of the history topics studied than would be expected for their ages.

## Religious Education

There were no religious education lessons during the inspection. It is not, therefore, possible to make a firm judgement on provision. However, scrutiny of planning and pupils' work, and discussions with pupils and teachers show that standards meet the expectations of the Bradford Agreed Syllabus. The school links weekly religious education lessons well to religious teaching in assemblies and to celebrations of key festivals from different faiths; for example, Diwali and Easter. Teachers also make effective links between religious education and personal, social, health and citizenship education. Pupils gain appropriate understanding of special religious books, places, celebrations and people in the Christian, Jewish and Muslim faiths. Understanding of Christianity develops well through visits to St James' Church, Silsden and through regular visits by the vicar.

The new co-ordinator has a clear view of resources and needs, particularly the need to monitor implementation of the agreed syllabus. Teaching and learning benefit from the guidance and support of the Bradford Multi-faith Centre.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were seen in art and design or design and technology. One lesson was seen in music and one in physical education. It is, therefore, not possible to make firm judgements about provision in these subjects, which all meet statutory requirements. In addition to observing lessons, evidence was obtained by inspectors speaking with co-ordinators, looking at portfolios of work, looking at pupils' work from last year, together with more recent work, and looking at work on display around the school. Inspectors also spoke to pupils about these subjects.

## **Art and design**

There is insufficient evidence to make a secure judgement on teaching and learning but other evidence, including displays and discussion with pupils, indicates that standards achieved by pupils are above average. Pupils are given opportunities to use a wide range of materials to develop their skills in different artistic techniques. In doing so, good use is made of a study of famous artists as a stimulus for their work. For example, pupils in Year 1 were seen to use the work of David Hockney as a basis for making a montage of their own photographs.

There are good links to other subjects, such as when pupils in another Year 1 class were using their painting and collage skills to make representations of Charles II and Samuel Pepys, as part of their historical study of the Great Fire of London. The displays of artwork around the school are of good quality and reflect the care that pupils take in their activities.

## **Design and technology**

Curriculum planning is good, so that pupils can use learning in other subjects to develop their design and technology skills. For instance, pupils in Year 2 have used their scientific knowledge and understanding of levers to make books with moving parts. To extend their literacy skills, they have made rag books for younger pupils to read and enjoy. In these activities, they show suitable skills in evaluating their work and in saying how it might be improved.

## **Music**

In music, all the pupils in Years 1 and 2 were observed during a weekly singing lesson. Pupils were also heard singing during assemblies. Pupils sing tunefully and with enjoyment, although on occasions they lack confidence and do not sing out as well as they can. The school benefits from the services of a visiting pianist for its weekly singing lesson. In a discussion with an inspector, pupils from Year 2 spoke knowledgeably about all the required aspects of the music curriculum. They have experience of listening to a range of music, both modern and classical, and can talk in detail about music from other countries, such as Africa.

Information from musical visitors is well remembered and pupils describe enthusiastically what they have seen and heard. Provision is enhanced by ocarina lessons for all interested pupils in Year 2. Pupils enjoy participating in concerts and performances. These form an important part of the school's links with parents and the community; for example, the school's annual carol singing outing around Silsden. Two co-ordinators have recently taken over the management of music. Although they are not specialists, they are eager to learn, enthusiastic and keen to maintain current standards.

## Physical Education

The curriculum is good and is enhanced by a range of visitors, such as coaches from Bradford Football Club to help develop the pupils' soccer skills. Pupils can join a very good range of extra-curricular activities that include gymnastics and dance. A notable feature of the curriculum is the provision for pupils in Year 2 to have regular swimming lessons, while all other pupils go to the pool at least once a year to promote their awareness of water safety.

Teachers have indicated a need to improve further their expertise in teaching gymnastics and dance, and the co-ordinator is currently exploring ways of doing this.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

### Personal, social and health education and citizenship (PSHCE)

Provision in PSHCE is **very good**.

#### Main strengths and weaknesses

- Pupils achieve well as the result of sensitively managed and well-taught activities.
- There is a wide-ranging programme of work which involves all pupils.
- Pupils know that their ideas and opinions matter and can make a difference.
- The work is led by a very well-informed and knowledgeable co-ordinator.

#### Commentary

79. The school regards personal, social and health education and citizenship as very important elements of its work. Pupils are regularly consulted about events and developments in school and their responses are evaluated and contribute to the School Improvement Plan. They engage in classroom discussions and role-play about important matters such as dealing with bullying and knowing where to go to find help with difficulties at school. Teachers manage these lessons with a good awareness of when pupils might become embarrassed or uncomfortable. All pupils are encouraged to participate and voice their ideas and opinions. During lessons, pupils learn to respect one another's views.
80. The school offers a very good programme of activities which includes healthy living, sex and relationship education, drugs awareness, pedestrian training and a residential visit for Year 2 pupils. In 2002, the school received awards for its work and gained the National Healthy Schools Standard, the Drugs Charter Award and the Young Enterprise Award, in which pupils work with representatives from local businesses. The range of work covered gives pupils a good awareness of how they should behave towards one another and what they should do to remain healthy. They also learn about the roles and work of adults in the world outside school, contributing to an early awareness of aspects of citizenship.
81. The work is led by a very well-informed co-ordinator. Her enthusiasm for her work supports and motivates other staff. She is constantly looking for new opportunities to help pupils develop their awareness of themselves within the world and for ways to celebrate the very good work that is already being done.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*