

# INSPECTION REPORT

## **BURLEY AND WOODHEAD C OF E PRIMARY SCHOOL**

Burley-in-Wharfedale, near Ilkley

LEA area: Bradford

Unique reference number: 107313

Headteacher: Mrs Julie Speight

Lead inspector: Mr Alan Giles

Dates of inspection: 22<sup>nd</sup> – 24<sup>th</sup> March 2004

Inspection number: 255664

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Voluntary Controlled  
Age range of pupils: 4-11  
Gender of pupils: Mixed  
Number on roll: 193

School address: Sandholme Drive  
Burley-in-Wharfedale  
Ilkley  
West Yorkshire

Postcode: LS29 7RQ

Telephone number: 01943 862739

Fax number: 01943 865452

Appropriate authority: The governing body

Name of chair of governors: Mr Kelvin Newberry

Date of previous inspection: June 1998

## CHARACTERISTICS OF THE SCHOOL

Burley and Woodhead C of E Primary School is a Voluntary Controlled, single form entry school with 193 pupils. It was a First school at the time of the last inspection. It is a popular school with rising rolls, presently over-subscribed with some appeals for admission. The school serves the semi-rural village of Burley-in-Wharfedale. The majority of parents work and commute to Leeds or Bradford. The number of pupils qualifying for free school meals is well below the national average. The percentage of pupils identified as having special educational needs is below the national average. There are 7 pupils with statements of special educational needs in the school, which is above the national average. There are 3 pupils whose first language is not English. Children's attainment on entry to the reception class is above that expected for four-year-olds in all areas of learning. Most children have had some experience of pre-school education and the majority come into school with good language skills and a positive attitude to learning. The school was granted Beacon status in 2001 because of consistently high levels of attainment. It has also achieved School Achievement Awards in 2001 and 2002.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17709	Mr Alan Giles	Lead inspector	Mathematics
			Science
			History
			Physical education
			English as an additional language
12536	Mrs Sylvia Bullerwell	Lay inspector	
22452	Mrs Mary Farman	Team inspector	Foundation Stage
			Art and design
			Design and technology
			Music
			Religious education
20568	Mr Mike Rothwell	Team inspector	English
			Information and communication technology
			Geography
			Special educational needs

The inspection contractor was:

Eclipse Education (UK) Limited  
 14 Enterprise House  
 Kingsway  
 Team Valley  
 Gateshead  
 Tyne & Wear  
 NE11 0SR

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

# REPORT CONTENTS

	<b>Page</b>
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>7</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>10</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>14</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>16</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>28</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very effective school** that gives very good value for money. The school has been very successful in establishing an excellent atmosphere for learning that places a very high priority on the personal and academic development of pupils of all abilities.

The school's main strengths and weaknesses are:

- The behaviour and attitudes to learning of the pupils are very good and their enthusiastic engagement in classes is a significant strength of the school.
- Very good leadership and management that is keeping the school on an upward track.
- Very good achievement by the majority of pupils, including those with statements of special educational needs.
- Very good teaching overall.
- The school's excellent commitment to the promotion of equality and concern for the needs of all individuals.
- Very high standards of work in English and science.
- Inconsistent use of the school's assessment procedures to set appropriately challenging targets for Year 2 pupils in areas of mathematics and science.
- Standards in music, art and design, design and technology and physical education are above those expected in Year 6.

The school has made good improvement since the last inspection. The issues concerning the provision for information and communication technology (ICT) have been addressed very well. The school has successfully changed to an all through primary. The newly appointed headteacher has successfully implemented the policies needed to maintain and improve on the high standards identified in the last inspection. This has been achieved notably by the very good self-evaluation skills shown by senior management and key staff to develop the school curriculum further.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			similar schools
	2001	2002	2003	2003
English	A*	A*	A*	A
mathematics	A*	A	A	C
Science	A	A*	A*	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**The achievements of all groups of pupils are very good overall.** On entering the reception class children make very good progress when measured against their starting points. Very good teaching support in the class ensures that children with statements of special educational needs make similar progress to their peers. Many children exceed the early learning goals in all areas of learning by the end of their reception year. Standards in reading and writing in Year 2 are well above the national average. This matches the high results obtained in the 2003 national tests and maintains the very good achievement in earlier years. Mathematics results in 2003 were above the national average and standards were similar during the inspection. This is good achievement compared to their achievements in the reception class. However, since 2001 the trend of results in these subjects is below that of the national trend. The increasing number of pupils with special educational needs entering the school during this period explains inconsistency in reading and writing results. Achievement in mathematics does not match that in English. This is because of the inconsistent use of assessment records to set appropriately challenging targets in mathematics for more Year 2 pupils to perform regularly at a higher level. Standards in science are above average. However, work seen does not show the same levels of achievement shown by the talented pupils in English and mathematics. In 2003 the percentage of Year 6 pupils achieving the higher national

curriculum levels in English and science places the school in the top 5 per cent of schools nationally. This represents very good achievement in these areas. In Year 6 standards in mathematics are well above the national average and achievement is good in relation to prior attainment. Attainment is above that nationally expected in ICT and pupils use these skills well in support of their learning in other work. Standards of work in religious education exceed the expectations of the Locally Agreed Syllabus for pupils at Year 2 and 6. A range of visits to places of worship considerably enhances their multi-faith knowledge. Standards in music, art and design, design and technology and physical education are above those expected in Year 6. Pupils with special educational needs and those whose first language is not English achieve very well and make very good progress.

**Pupils' personal development including their spiritual, moral, social and cultural development is very good.** Pupils are very confident learners with an enquiring nature. The very positive nature of pupils' cooperation and collaboration in learning is a significant strength of the school. They are very aware of the cultural and religious differences in the world. Pupils behave very well and they are keen to talk enthusiastically to visitors about their school, responsibilities and learning. Attendance is very good.

## **QUALITY OF EDUCATION**

**The school provides a very good quality of education. Teaching and learning are very good overall.** Teaching is challenging and skilful at encouraging and engaging pupils. On entry to the school children quickly become happy and confident learners and make very good progress. Very effective planning ensures that the work meets the individual needs of all pupils and very good teaching builds successfully on their previous learning. Because of their expert curriculum knowledge, teachers continue to challenge pupils and their progress is considerably better than might be expected as they move through the school. However, inspection findings confirm the recent trend of this progress slowing slightly at Year 2. At this stage teachers' planning is not consistently identifying previous achievements of all pupils in mathematics and science and a small number are not being challenged to their full potential in these areas. Older pupils respond positively to the range of stimulating questions and problems given to them. Their ability to research independently or to work in groups is a significant feature of their learning. Teaching assistants make a very good contribution to the learning of all pupils, especially those with special educational needs. A very good range of curricular activities promotes high achievement. Together with extended enrichment outside of the school day this provides excellent access and opportunities for all pupils. Teachers expertly connect subjects across the curriculum to further extend knowledge and understanding. The school provides good guidance for its pupils, although progress reports for parents are not presently indicating specific enough targets to further enable parents to help their children's learning at home. The management and effectiveness of the partnerships with other schools and the wider community is very good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management of the school are very good.** The new headteacher has provided very good leadership and direction for the school since the period of reorganisation. She has been very well supported by very effective and ambitious teams. Self-evaluation systems work very well because of the skills of the assistant headteachers and other key leaders who monitor performance and take appropriate actions. A knowledgeable Governing Body provides good strategic support and has ensured that all statutory requirements are fully met.

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

Parents and pupils have very positive views of the school. Pupils talk positively about the range of activities on offer and their involvement and interest in the life of the school. The parents support the school in a wide range of activities and the school is increasingly involving parents in its work.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- Ensure that the very effective school systems for monitoring the progress and achievement of pupils are used consistently in Year 2 to plan appropriately challenging targets in mathematics and science.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

By the time pupils leave the school they have attained very high standards in English and science overall and well above average standards in mathematics. In reaching these standards the school considerably exceeds the national trends of improvement in the last three years. Over the same period the rate of improvement between Years 1 and 2 has been below the national trend. Standards in reading and writing have been well above the national average at Year 2, but mathematics fluctuated and ranged from average to above average. The Year 2 results, in part, can be explained by the substantial increase in the intake of pupils with statements of special educational needs and those whose first language is not English.

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

- Very good standards and achievement in English and science, and well above average standards and good achievement in mathematics by Year 6.
- Very good progress made by children in the reception year.
- Standards in ICT are above expectations in Years 2 and 6. In religious education standards exceed the expectations of the Locally Agreed Syllabus for pupils at Year 2 and 6.
- Pupils with special educational needs and those whose first language is not English, make very good progress.
- Standards in music, art and design, design and technology and physical education are above those expected at the end of Year 6.
- Inconsistency in mathematics and science standards and achievement at Year 2 as pupils transfer to the next stage of their education.

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

Standards in:	School results	National results
reading	18.0 (18.7)	15.7 (15.8)
writing	16.3 (16.3)	14.6 (14.4)
mathematics	17.4 (16.7)	16.3 (16.5)

*There were 23 pupils in the year group. Figures in brackets are for the previous year*

#### ***Standards in national tests at the end of Year 6 – average point scores in 2003***

Standards in:	School results	National results
English	32.0 (30.4)	26.8 (27.0)
mathematics	29.8 (29.0)	26.8 (26.7)
science	32.4 (31.4)	28.6 (28.3)

*There were 30 pupils in the year group. Figures in brackets are for the previous year*

#### **Commentary**

1 In 2003 the standards in reading and writing for seven year-olds were well above the national averages. They were above average in mathematics. These results form part of an uneven trend of achievements since the last inspection. Pupils' achievements in these areas of learning have ranged from satisfactory to very good when compared to similar schools. The results in the last three years are from groups with an above average number of pupils with statements of special educational needs and whose first language is not English. In the 2003 National Tests for Year 6 standards in English and science were very high and in the top 5 per cent of scores nationally. Standards in mathematics were well above the national average. In the three years since the school gained primary status standards at this age have improved well above the national trend. Taking all three

core subjects together at this age standards are very high compared to all schools nationally. When comparing the English and science standards to schools whose pupils had similar prior attainment, the achievement of pupils is very good. Over this three year period achievement in mathematics is good using the same comparison.

2 On entering the reception class children make very good progress when measured against their starting points. The notable features of this success are the encouragement of children to learn and the inclusion of all children in every activity. A significant number of children exceed the requirements of the early learning goals during the reception year.

3 Present standards in reading and writing are well above what is expected for pupils in Year 2, in Year 6 they are very high. In addition to this, pupils' excellent speaking and listening skills enhance work in all subjects across the curriculum and they use a wide and sophisticated range of vocabulary to express their opinions and ideas. Pupils' writing is a great strength of the school. In all classes, pupils experience a wide range of genre, including imaginative and descriptive writing. Well-developed skills of punctuation, grammar and spellings are evident in a wide range of texts and writing styles.

4 Standards in mathematics are above average in Year 2 and well above average in Year 6. All pupils use very good technical vocabulary when resolving problems. The high levels of application and thinking shown by pupils improve standards. They are very good at locating and setting-out the key information in number problems. At both ages the percentage of pupils achieving the higher National Curriculum levels is well above the average expected. However, inspection findings show there is inconsistent use of assessment records to set appropriately challenging targets for all Year 2 pupils. A small number of pupils, although achieving well, would do better with more rigorous challenges. Achievement in Year 6 is very good. Planned work recognises the ability and potential of the majority of pupils. A small number of gifted mathematicians are not rigorously challenged with tasks in a similar way to those found in English and science.

5 In Year 6 standards in science are very high compared with figures nationally. Because of the strong emphasis on practical and investigative work pupils develop enquiring and inquisitive attitudes towards the subject. Older pupils have an excellent grasp of a range of scientific concepts, including the range of variables that can be introduced into a test whilst still maintaining a fair test. Learning is successful because they are challenged and motivated to consider a range of problems beyond the expected coverage for Year 6. As a result they make detailed observations at each stage of their testing. Consistent use of experimental frameworks means the younger pupils achieve well. However, they are not challenged in the same way as older pupils to write-up and articulate their findings.

6 Very good progress has been made since the last inspection in the provision for ICT. Standards are now above what is expected of pupils in Years 2 and 6 compared with unsatisfactory standards reported last time. The development and use of the new ICT suite has made an important contribution to this improvement. In religious education standards exceed the expectations of the Locally Agreed Syllabus for pupils in Years 2 and 6. Year 6 pupils have an above average understanding of how a variety of different faiths affect the way people live their lives.

7 Standards are good in other subjects inspected. In history older pupils show a good understanding of the major key events in World War II Britain, the Ancient Greeks and Persian Wars periods. Pupils use good literacy and research skills to write and illustrate the major features of life in these times. Three-dimensional work in art and design sketchbooks is above the standards expected in Year 6. Standards in all elements of design and technology are good and exceed expectations by Years 2 and 6. Pupils across the school take great care over their finished products and evaluate them thoroughly. A significant strength in music is the standards of singing. This, and the high quality instrumental teaching, ensure that pupils reach standards above that expected in performing skills by Year 6. In physical education Year 6 standards are above those expected nationally because of the accuracy shown in the skills of passing and shooting. Pupils are good

decision makers in games and their knowledge and understanding of tactics and strategies in basketball are well above that expected for this age.

8 Pupils with special educational needs make very good progress. Those with statements are effectively supported both by teachers and support assistants. Similarly, pupils whose first language is not English are achieving very well.

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

Pupils' personal development is very good. The majority of pupils have very good attitudes to learning. Pupils' behaviour is very good. Their attendance is well above the national average and they are very punctual to school. Pupils' spiritual, moral, social and cultural development is very good.

### **Main strengths and weaknesses**

- Cooperation and collaboration in the classrooms is a significant strength of the school.
- Pupils are very confident learners with enquiring natures.
- Pupils have a very good awareness of religious and cultural differences in the world.
- The school has well above average attendance rates.

### **Commentary**

9 The school has very high expectations for the majority of pupils of all abilities to achieve to their potential and this provides very well for their personal, social and emotional development. Pupils respond very positively to these challenges. A feature of their work in classes is their interest in all the activities on offer and their strong desire to learn. Teachers and pupils work very well together to promote a positive atmosphere for learning. Pupils' ability to independently research or to work together in groups is a testimony to their responsible behaviour. They take an active part in school life and the School Council, in particular, is very active in improving and developing the learning environment of the school. Behaviour, in and out of school, is very good and there is a complete absence of bullying or other harassment. Pupils are very welcoming to visitors to the school and their respect for other people is seen in the way they help fellow pupils with physical disabilities.

10 The attendance rate is very high in comparison with other schools. The rate of unauthorised attendance is below the national median.

### **Attendance**

#### ***Attendance in the latest complete reporting year (96.9%)***

Authorised absence		Unauthorised absence	
School data	3.1	School data	0.0
National data	5.4	National data	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### **Ethnic background of pupils**

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	188	0	0
White – Irish	1	0	0
White – any other White background	1	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – any other Asian background	2	0	0

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

11 There have been no exclusions in the last school year.

12 Pupil's spiritual, moral, social and cultural development is very good. Behaviour and responsibility form the basis of a harmonious school community. Pupils are given many opportunities to learn about other cultures and communities, notably because of a range of visits to places of worship, meaningful religious education lessons and varied assembly themes. Considerable fundraising is done through the Christian Aid connection with Tereli in Africa. Money raised has gone towards the provision of a water well and a maternity unit. Older pupils have a regular exchange with a local school whose pupils are primarily of the Muslim faith. They learn and socialise together in their respective schools. From all these experiences pupils talk excitedly and wisely about what they have learnt of the beliefs and traditions of cultures other than their own. Work and studies of different cultures and festivals all round the school shows a very good understanding and awareness of living in a culturally diverse society.

### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

13 The quality of education provided by the school is very good. Teaching and learning are very good. Assessment of pupils work is good. The curriculum has very good breadth and balance. Pupils are well cared for and the partnerships developed with other schools and the community are very good.

#### **Teaching and learning**

The quality of teaching is very good. Pupils learn very well. The quality of assessment is good.

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

- Many excellent features in the teaching standards.
- Teachers encourage and engage pupils in their learning very well.
- Pupils respond very positively to a range of challenging questions and problems.
- Independent research and collaborative work are both significant features of pupils' learning.
- Teaching assistants make a very good provision to the education of pupils with special educational needs.
- Assessment records of achievement are used inconsistently to plan for the next stages of learning in mathematics and science in Year 2.
- Inconsistent use of marking to make pupils aware of their achievements and next stage targets.

#### **Summary of teaching observed during the inspection in 27 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	11	10	3	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons*

## Commentary

14 There has been a significant increase in the levels of very good and excellent teaching since the last inspection. This is reflected in the excellent ethos for learning in most classrooms and is a major reason for the improvement on the high standards reported last time.

15 In the reception class the teacher and support staff work very closely together to support individuals and groups of children. This ensures that all children, including those with special educational needs, achieve very well. This sets the pattern later in the school because very careful planning enables the school to prioritise the inclusion of all children, of all abilities, in every activity. Very good and sometimes excellent teacher knowledge is a consistent factor in lessons observed in English, mathematics, science and physical education, where learning is of a very high quality. In the majority of lessons challenges are rigorous but delivered via imaginative and creative tasks. Teachers ask probing questions with a very strong emphasis placed on the importance and use of thinking skills and learning through problem solving. Pupils respond very well to these expectations and their ability to research independently or to work in groups is a feature of their learning. This was featured in a Year 5 mathematics lesson where pupils successfully list high order properties of shapes by identifying shapes within shapes and by applying them to everyday life. Similarly in science groups of pupils are challenged to consider a range of problems beyond that expected and as a result make detailed observations at each stage of an experiment. They use their knowledge and understanding of reversible change and dissolving and apply it to the principles of soap tablet designs and washing machine logistics.

16 In the reception class there are very clear and thorough assessment procedures in place. All adults use them to gauge children's development, progress and achievement across all areas of learning. They use these findings very effectively to build on each child's previous learning and to meet their individual needs. In the majority of lessons observed these features are developed well as pupils move through the school. In the majority of cases teachers plan their lessons creatively and adapt materials to the specific needs of individuals and groups as indicated in the recorded assessment of previous work. Although Year 2 pupils achieve high standards in mathematics and science teaching is not consistently building on previous learning. Present planning is not identifying tasks that consistently ensure that all pupils achieve to their maximum as seen in all other years. A number of teachers are not reflecting in their marking what pupils have achieved. As a result pupils are not as knowledgeable as they should be of what they need to do at the next stages in their learning.

## The curriculum

Overall the school provides a very good range of learning opportunities matched to pupils' needs. Extra activities and enrichment give very good additional support inside and outside of the school day. The accommodation and resources provide good support to pupils' learning.

## Main strengths and weaknesses

- Very good provision for pupils who have special educational needs or English as an additional language.
- The curriculum is very well enriched, both inside and outside the school day, with strong links with other schools and an extensive range of external visits.
- Teachers expertly connect subjects and areas of learning to make understanding clearer.

## Commentary

17 In the reception class the curriculum is very carefully planned with help from parents and carers. All members of staff provide interesting work that gives children a rich and very stimulating curriculum that has a very good balance across each area of learning. The curriculum provided for pupils in Years 1 and 2 is very good. Policies and detailed schemes of work provide support in all areas and the use of ICT has been very well developed since the last inspection. The planning for

Year 2 pupils inconsistently builds on prior learning to prepare them for the next stages in their education.

18 The curriculum for pupils in Years 3 to 6 is very good. Planning consistently determines ways for pupils to extend their key literacy and numeracy skills across the whole curriculum. Year 6 pupils use their excellent speaking and listening skills well in French lessons and have made good progress in a short period of time.

19 The school has used the best practices of the National Literacy and Numeracy Strategies to create richer and innovatory practices in other subjects. The school is very successful in maintaining the very high levels of achievement in key literacy and numeracy skills by developing them creatively in other subjects. An extensive art and design, music and sport extra-curricular programme is well attended and extends learning considerably. In all these areas there are strong links and partnerships with local schools, external organisations and visiting practitioners that further contribute to the learning process. The range of work developed as a result of an 'artist in residence' for an art and design theme week using Canaletto's 'Stonemason's Yard' exemplifies cross-curricular practices very well.

20 The curriculum has excellent inclusive qualities. The support for pupils with special educational needs and those pupils with statements of special educational needs is very good. This includes the use of teaching assistants, who enable them to fully participate in all aspects of the curriculum, including physical education. The school's provision for gifted and talented pupils is well defined and has influenced practices in partner schools. Pupils whose talents lie in the arts and sport receive very good support outside of the day-to-day curriculum. Gifted pupils are challenged in lessons to produce high quality work. Curriculum arrangements are just beginning to challenge talented mathematicians in a similar way to practices in English and science. Two pupils who joined the school from other countries and who do not speak English as their first language receive very good levels of support. The progress they make in accessing the curriculum is excellent.

21 The development of the curriculum in Years 4 to 6 has been considerably aided by the recent building extensions. The additional provision for ICT has aided the improved standards in the subject considerably.

### **Care, guidance and support**

The school makes good provision for pupils' care, guidance and support. The involvement of pupils in the work of the school is very good.

### **Main strengths and weaknesses**

- Very good pastoral care. Pupils feel cared for and supported.
- Very good provision for medical needs.
- School council allows pupils to be effectively involved in school decisions.
- Risk assessments for in school activities are not fully recorded.

### **Commentary**

22 The school is very effective in promoting attendance, good behaviour and relationships. This is because of the very good links it has with parents and because of the teacher's commitment to meeting the needs of individuals. The school has a very well planned programme of personal, social, citizenship and health education, which builds on its Christian values. This is successful in guiding pupils to become mature, healthy and thoughtful individuals by the time they leave school. Class teachers monitor pupils' personal development and identify where support is needed. Pupils know they can turn to any adults in school and any concerns they raise are addressed. Pupils know what to do if bullying should occur. Over 95 per cent of children responding to the questionnaire say other pupils are friendly and in discussions say bullying does not occur. The before and after school

clubs are very good in promoting social skills among pupils and also provide support for working parents.

23 Parents are fully involved in sharing information with staff before pupils start school. Consultation with parents has led to a change in the induction process and children settle very quickly into school routines. The two-way sharing of information is a strong feature in the reception year and many parents help in class and are enabled to support at home through the information given by the teacher.

24 Staff have had relevant training to meet pupils' particular medical needs, such as epipen training to care for children with allergies. They work very well with the speech therapists, physiotherapists and the school nurse to support pupils with special educational needs and to include them fully in the life of the school. The new building programme has enabled the school to have a dedicated medical room.

25 Through the school council pupils can contribute their views on decisions that affect them, such as interviewing the headteacher before she took up her post. At present pupils are planning fundraising activities to raise money for the new benches for the playground. Each of the four houses will have their own benches, which have been designed by pupils to symbolise the four planets they are named after.

26 Risk assessment is done for all school visits and residential trips and agreed by the governing body. The headteacher and caretaker deal with health and safety in school on a weekly basis and the building committee monitor issues as necessary. However the school has no written records of risk assessments for the building or lessons, which are necessary due to the public right of way across the school field. The issue of parent's cars causing safety concerns when pupils leave the premises has been addressed by the school in many ways. Zig-zag lines have been requested, letters sent to parents, pupils made aware of the dangers and the local police have been involved to evaluate the situation.

### **Partnership with parents, other schools and the community**

The school links with parents are very good. Links with other schools and the community are very good.

### **Main strengths and weaknesses**

- Parents have a strong commitment to education and support the school very well.
- Community links enhance pupils' learning.
- The inter-school links through the Wharfe Valley partnership supports pupils' transition into secondary school.
- Information in progress reports for parents does not always give clear targets for the next stages in their children's learning.

### **Commentary**

27 A large number of parents help in school such, as organising the library or helping in lessons. This was seen when five parents helped Year 1 in the computer suite. Pupils with English as an additional language are supported in school by their parent half a day each week and this contributes to their very good achievement. Parents have been consulted at Parents Forum and curriculum evenings each term and through questionnaires as part of the school's self evaluation process. Parents have many opportunities to celebrate the achievement of their children and to be involved in the school's work, such as class assemblies, open days, school productions and parent and teacher association events. Parents are supportive of the school's policy on homework. Recent curriculum meetings for parents, such as a science evening, have been well attended. However, a few have indicated they would like more curriculum information so they can be even more effective in supporting their children at home. Reports for parents are not presently indicating specific enough targets that would also further enable parents to help their children at home.

28 The active parent and teacher association organises many social and fundraising events. These are very well attended and raise significant amounts of money. This is spent on providing extra resources for teaching and learning, such as computers or theatre groups. The association work very well with staff to plan improvements to the outside environment to meet the needs of the pupils, such as the 3D playground activities for pupils in wheelchairs. Fundraising activities are used very well to develop pupils' understanding of citizenship and to support the local and wider community. An example of this was the Blue Peter bring and buy sale organised by the pupils, which raised £300 for clubs for pupils with learning disabilities. A variety of local community visits to places of worship of all denominations and different faiths contribute to pupils' very good spiritual and cultural development. Pupils enjoy learning through visits and residential such as Boggle Hole and Kingswood or visitors such as the Probus club coming to the school to sing with pupils in assemblies.

29 The school's very good links with other schools include headteachers meeting each term, all subject coordinators meeting at least annually and pupils enjoying various joint activities. This means pupils in the same cluster of primaries have all broadly followed the same curriculum and topics. They share training and development and have improved the provision for the education of the gifted and talented and the roles of subject leaders. The school is further developing its links with the other village primary school as a continuing feature of community development.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are very good. The leadership of the headteacher and key staff are very good. The governance of the school is good. The school is dealing with aids or barriers to learning very well.

### **Main strengths and weaknesses**

- Very good vision and direction by the headteacher through the period of reorganisation.
- The senior management team have created very good self-evaluation systems and they monitor school performance very well, although this has still to remedy the inconsistent learning in Year 2.
- The school uses its 'Beacon' status very effectively.
- Very good teamwork and support for all who work at the school.

### **Commentary**

30 The very good leadership provided by the headteacher has successfully given the school the necessary vision for its reorganisation to primary status. With support from very effective assistant headteachers and key stage coordinators, self-evaluation has been embedded into whole-school practices. This has resulted in the maintenance, and improvement on, the high standards reflected in the last inspection. The award of 'Beacon Status' has given the school an extra positive dimension to its work. Shared training with a number of partnership schools has been highly influential in defining the role of subject leaders and the provision for gifted and talented pupils. As a result models for the development of thinking skills and problem solving have been introduced in individual subjects and across areas of learning. The impact of these strategies is observed in most lessons and is a major reason for very effective teaching and the high number of motivated pupils.

31 Management structures within the school are very good. There has been good improvement since the last inspection in subject leaders' involvement in the identification and evaluation of priorities in their areas. The school development plan features up-to-date action plans and delegated teams to monitor progress towards targets in all subjects. In the main core subjects there are very effective procedures to analyse pupils' progress. However, the inconsistency in learning in mathematics and science for Year 2 pupils', although recognised, has not been rigorously monitored enough. Systems within the school are particularly adept at meeting new challenges. This is seen clearly in the strategies recently developed to consider differences in boys and girls mathematical achievements. Managers are very committed to professional development to further improve the many outstanding features of the school. They share their expertise to

influence other colleague's practices and are very receptive to ideas that they consider will improve their performances.

32 The governance of the school is good. Governors are knowledgeable about the school's strengths and weaknesses and provided good strategic support when the school undertook its reorganisation. The procedures in appointing the new headteacher successfully gave a clear brief for the future direction of the school. There is a clear agenda to ensure statutory responsibilities are met. The very good improvements in ICT are testimony to the successful strategies in addressing the key issues from the last inspection. The governors are aware of the performances of pupils in local and national contexts and the recent work done to review performance data is helping them to become better critical friends of the school. Although aware of the reasons for the change in recent performances in Year 2 they do not fully take further opportunities to support the senior management team by monitoring the day-to day work of the school.

**Financial information**

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

Income and expenditure (£)		Balances (£)	
Total income	579,118.43	Balance from previous year	7,167
Total expenditure	560,567.79	Balance carried forward to the next	25,717.64
Expenditure per pupil	3046.56		

33 The senior management team and the governing body have a very good understanding of how financial management is used to help the school achieve educational priorities. Decisions on the deployment of teaching assistants have had a very positive impact on the achievements of pupils with special educational needs. Financial management is very effective in supporting the major ICT developments and in the major improvements in the school building since the last inspection. The school provides very good value for money when the educational provision and pupils' levels of achievement are set against the financial circumstances in which the school operates.

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

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

34 The provision for children in the reception class is **very good**. The teacher and support staff work very closely together to support individuals and groups of children. This ensures that all children, including those with special educational needs, achieve very well. Very carefully planned help from parents and carers in the classroom enhances the quality of the children's education. All members of staff provide interesting work that gives children a rich and very stimulating curriculum. They make sure the curriculum has a good balance across each area of learning. The quality of teaching is consistently very good. This makes a positive contribution to children's learning and achievement. It has many excellent features. These include the outstanding level of teamwork, the encouragement of children to learn and the inclusion of all children in every activity.

35 Children's very good rate of achievement is a direct result of the stimulating teaching. They make rapid progress in their learning and most are already working within the early learning goals in all the areas of learning. A significant number of children exceed the requirements of the early learning goals. The very good quality relationships, teamwork between adults and close links with parents and pre-school providers ensure that children settle happily into the reception class routines. They respond very well to the varied and interesting work and are secure and confident with each other and adults.

36 There are very clear and thorough assessment procedures in place which teachers use to gauge children's development, progress and achievement across all areas of learning. They use these findings very effectively to build on each child's previous learning and to meet their individual needs.

### **CREATIVE DEVELOPMENT**

37 It was only possible to see direct teaching of painting skills with a small group of children during the course of the inspection. There is, therefore, not enough evidence to make a secure judgement on provision or standards. Children mix dry powder paint carefully and use it to good effect in their artwork. They quickly learn to mix different colours and tones; for instance, one child exclaimed in delight when she mixed a pale yellow. The work around the walls indicates that children develop their skills of using media and materials very well. They develop their imagination very effectively through role-play. For example, boys and girls thoroughly enjoy using the garden centre and the castle area. These areas of creative development are promoted very well.

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

Provision in personal, social and emotional development is **very good**.

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

- Children achieve very well because of the sensitive teaching and very high expectations from all adults.
- Very strong and supportive relationships ensure that all children work very well with each other and adults.
- Teachers and support staff ensure children have ample opportunities to become independent and responsible learners.

#### **Commentary**

38 All members of the Foundation Stage team make their expectations of behaviour clear to the children. This provides a very strong base for children's development in this area of learning. Children respond very well to adults' fair, firm and sensitive dealings with them. They quickly learn to understand and appreciate the needs of others within the group. All children settle to work happily, with the minimum of fuss, behave responsibly and work together harmoniously. They show

much interest in what they are doing, are very eager to learn and have high levels of concentration. This is a direct result of the outstandingly good teamwork and calm but stimulating teaching. Adults consistently give children an exceptionally high level of encouragement to take pride in their achievements and work confidently. This helps children to increase their self-assurance and independence. Children learn to keep the classroom tidy and care for property by clearing up after themselves cheerfully. The very good relationships ensure children are confident enough to ask for help when they need it. Adults treat each other and children with considerable respect and this makes a positive contribution to the amicable relationships amongst all groups of children. It also develops a high level of trust and increases children's understanding of social responsibility. Most children are already working to the standards of the early learning goals and achieve well above the expectations for their age.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **very good**.

### **Main strengths and weaknesses**

- All members of staff ensure that children have many opportunities to increase their speaking and listening skills.
- The use of assessment to give a very careful match of work to ability enables all children to achieve very well.
- The systematic teaching of letter sounds and shapes increases children's reading and writing skills very effectively.

### **Commentary**

39 Many children already exceed the requirements of the early learning goals in all aspects of communication skills. The Foundation Stage team take every opportunity to encourage children to listen carefully, speak clearly and use a wide range of vocabulary. This ensures that all children achieve very well and most speak clearly in sentences. For instance, when children were reading together the teacher asked questions about the text. This made the children think about the giant's character and choose suitable words to describe it. Very good relationships make children confident to talk and ask questions. All adults provide very good examples by listening carefully and showing genuine interest in what children have to say. This gives children exceptionally good encouragement to listen carefully to each other. Children enjoy looking at books and many already recognise and read simple text. Most children already write clear letter shapes and words and many create simple sentences. Very thorough and detailed assessment of each child's progress and achievement gives a firm base for planning the next stage of learning. Most children are likely to achieve standards well above the expectations of the early learning goals by the time they leave the reception year.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **very good**.

### **Main strengths and weaknesses**

- The Foundation Stage team work very hard to increase children's knowledge and understanding of number and shape.
- Very careful and thorough assessment of achievement ensures the work matches children's ability.
- Very effective support contributes to children's high levels of achievement and progress.

### **Commentary**

40 The Foundation Stage team give children many varied opportunities to increase their confidence in using numbers. They use a wide range of strategies to improve children's counting

skills. For example, children thoroughly enjoyed helping a puppet to work out answers. All adults make very good use of number rhymes and songs to reinforce children's understanding and knowledge. This is particularly helpful for children who are less secure in their understanding of number. Adults encourage the children to use the computer to consolidate their learning. This increases their understanding of shape as well as their skills in using computers. Very skilful teaching increases children's ability to use suitable mathematical language when comparing objects. For instance, a group of children used teddy bears very effectively to develop their understanding of comparative language. All members of staff use assessment very effectively to ensure that work builds effectively on children's previous mathematical experiences. This ensures that children make very good progress. Most are likely to achieve standards above the early learning goal requirements by the time they enter Year 1.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **good**.

### **Main strengths and weaknesses**

- All adults ensure that children have plenty of opportunities to observe and ask questions.
- There is no provision in the outdoor learning area for children to grow plants and investigate natural change.

### **Commentary**

41 Teaching and learning are very good and children achieve very well. Most are working at levels above those expected for their age. All members of staff make sure that children look closely at growing things and record their rate of growth. This, however, has to be done in the classroom because there is no place for growing plants in the outdoor learning area. Adults encourage children to ask questions and give them many opportunities to investigate natural and manufactured objects. This increases children's awareness of the world around them. Children use computers as a matter of course to support work in areas of learning such as English, mathematics and art and design. They have very well developed skills in using the keyboard and in controlling movement on the screen by using the mouse. Very careful teaching ensures children learn the correct terminology such as click and drag. They are very enthusiastic about their learning and achieve high standards. The analysis of children's workbooks shows that they learn about and celebrate different religious festivals such as Christmas and Divali. This helps them become aware of cultural diversity. All children work imaginatively with construction materials; for example, they use paper and card to create castles with opening drawbridges.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **very good**.

### **Main strengths and weaknesses**

- There is a very clear and carefully planned focus for all elements of children's physical development; this ensures very good achievement.
- Children make very good progress in learning and using new skills because of the very good teaching.
- There is very effective use of the school hall and the outdoor learning area to increase children's spatial awareness.

### **Commentary**

42 No outdoor sessions were observed during the inspection but teachers' planning and assessment records show that the provision is very good. This is an improvement since the previous inspection when there was no outdoor learning area. The teacher ensures that all children take part in dance and physical education sessions in the school hall. This includes children with

special needs and increases their ability to use space effectively. Children move safely amongst one another and develop well above average skills of movement control. Skilful questioning enables children to discover and explain the effect of exercise on their bodies. The teacher keeps careful records of children's progress and achievement. She uses these very effectively to plan work that builds on children's previous skills and give a sharp focus to all tasks. Children have ready access to the outside learning area. This gives them plenty of chances to develop independence in their learning and to work with large construction equipment. All members of staff give children opportunities to increase their skills in shaping materials and using tools such as pencils, scissors and brushes. They show good levels of skill in manipulating tools and materials. Most children are likely to achieve well above the early learning goals in all aspects of physical development.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH AND MODERN FOREIGN LANGUAGES

43 It was not possible to give a firm provision judgement on **French** as only one lesson was observed. However pupils' work and teachers' planning in the subject were sampled.

44 Year 6 pupils are making good progress in their second term of learning French. Planning for this area shows high expectations of achievement and records of pupils' progress are used well for each weekly lesson. In one lesson observed pupils are actively and confidently sharing their ideas in translation and use precise pronunciation as a result of the teachers' clear instructions and modelling.

### ENGLISH

Provision in English is **very good**.

#### Main strengths and weaknesses

- Standards are very high in all areas and pupils achieve very well.
- Teaching is very good overall, with a strong, consistent emphasis on developing reading, speaking and listening skills throughout the school.
- The literacy skills of the pupils are used very effectively in many other areas of the curriculum.
- Pupils are very motivated to learn.
- Some inconsistency in the timing of activities slows progress.

#### Commentary

45 Standards in English for Year 6 pupils, as indicated by the national tests, have been very high in every year since the reorganisation to a primary school. Pupils achieve very well and respond very positively to the rigorous challenges presented.

46 These very high standards can be clearly seen in the array of written accounts around the school, the pupils' use of extended vocabulary in conversation and the excellent speaking and listening skills displayed throughout the school. They eagerly express their opinions and ideas. In a Year 1 lesson, pupils use a wide and sophisticated range of vocabulary to describe dinosaurs as extinct, and explain how information on the topic could be assembled. Older pupils fluently discuss how to phrase letters of complaint, using words such as "inadequate," "offended" and "appalled" to illustrate their views.

47 Pupils' writing is a great strength of the school, mainly because of the focused and structured approach used by all teachers. In all classes, pupils experience a wide range of genre, including imaginative and descriptive writing. For instance, Year 2 pupils explore poetry through using a range of unusual collective nouns such as "a snapping of crocodiles". Older pupils produce lengthy pieces of writing stimulated by myths and legends from different cultures, or write well-argued letters concerning the use of mobile telephones in school. Throughout the school, pupils make very good progress in developing their skills of punctuation, grammar and spelling. The work of older pupils is well presented, either in confident, cursive handwriting or through the use of word processing.

48 Teaching is very good, and in the older classes it is frequently of a high quality. All teachers make effective use of literacy planning, and have a clear understanding of what pupils will achieve in the course of a lesson. Learning intentions are shared with pupils at the start of lessons so they are clear about what they are learning. Opening parts of most lessons are used to effectively enhance and develop pupils' vocabulary and learning. In a few lessons seen, these sessions were over long, and resulted in less time spent on more relevant activities.

49 There are very good assessment procedures for English. Teachers consistently plan for different levels of ability in their classes, and this ensures that both lower and higher attaining pupils achieve very well. Support for pupils with learning difficulty, or those learning English as an additional language, is very good, and results in these pupils achieving very well. As in other subjects there is insufficient rigour in day-to-day marking. The identification of the next steps in learning is inconsistently applied, in some cases this results in pupils not having a clear understanding of how they can improve. The subject co-ordinator has only been responsible for the subject for a short while, but by monitoring lessons and analysing planning she has developed a good understanding of strengths in teaching and learning, and has identified marking as an area for improvement.

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

50 This is a major strength of the school and teachers use pupils' literacy skills very well in other subjects. Writing is particularly impressive in religious education, where pupils produce vivid, interesting and well-written accounts of visits to mosques, gurdwara and other religious buildings. In science and design and technology, their knowledge of reportive writing is applied very well. In history pupils use their literacy skills well to write extensive narratives, their writing is evaluative and gives reasons for events.

### **MATHEMATICS**

Provision in mathematics is **good**.

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

- Pupils attain well above average standards by Year 6 and achieve well throughout the school.
- Very effective use of investigation and problem solving improves pupils' understanding.
- Teaching consistently focuses on the use of key vocabulary to aid learning.
- Year 2 lessons do not always use assessment records to consistently challenge all abilities to work to maximum potential.

#### **Commentary**

51 Since the reorganisation to a primary school standards at Year 6 have been consistently well above the national average. Pupils respond very well to a range of problems set for them and use very good technical vocabulary when using mathematical reasoning to resolve their questions. Results in Year 2 during the same period have fluctuated between average to above average. Progress dips slightly in Year 2 because pupils are not consistently challenged with tasks that move them beyond what they already know. Although during these periods of consolidation many pupils are still performing above, often well above, the standards expected for their age, they could achieve even higher standards.

52 Standards of teaching for the older pupils in the school are very good, often with excellent features. Considerable work has been done since the last inspection to translate the work the school has been doing on the role of thinking skills in learning, into relevant mathematical contexts. An excellent feature of the Year 5 and 6 mathematics lessons was the constant probing questioning of pupils. Teachers' skilful explanations showed how to locate and set out the key information in problems. As a result pupils gained an in-depth understanding of the subtle differences between ratio and proportion in problems and used advanced vocabulary to describe the symmetry of 3D shapes. Further distinguishable challenges given more often, to the gifted Year 6 mathematicians would challenge pupils to work at the levels found in English and science.

53 Teaching of the pupils in Years 1 and 2 is of a good standard overall. In recent years there has been a significant increase of pupils who have special educational needs. The planning for lessons identifies their needs very carefully and this involves support teachers who play a significant role in their learning. Younger pupils make very good progress in acquiring mathematical

vocabulary; their discussions in groups and to the whole class is a strong feature of their work. There are times, however, when the pace of lessons slows. This is because teachers sometimes take too long to introduce topics. In Year 2 there is sometimes a lack of challenge because work given has already been covered and pupils lack the passion for learning that they display most of the time.

54 The subject is well led. Senior management and the subject leader have very good procedures in place to track the progress pupils make as they move through the school. This information also includes an analysis of regular testing. A development plan has recently audited the need for further problem solving within lessons. This was a strong feature of the work observed in lessons and in all books. Pupils' work is characterised by well-presented and logical formulae's in all aspects of their work. This is a very good example of the effectiveness of the outcomes of monitoring of the subject throughout the school. Whole-school planning and delivery is very effectively based on the National Numeracy Strategy, and the school has made a good start to develop ICT within this scheme of work. Another example of effective monitoring was the school's analysis of uneven test results between boys and girls. Assessments have been well used to form groups by ability to monitor this situation. Monitoring has not been as effective in establishing remedies for the inconsistency in test results for Year 2 pupils. Throughout the school pupils' knowledge of their learning would be more usefully developed if marking in books gave further information on the important next stage targets.

### **Mathematics across the curriculum**

55 Pupils make very good use of their numeracy skills in their science studies. As their experimental skills are developed as they move through the school so their measuring and recording skills become more sophisticated. The emphasis placed on ICT in the school is further developing numeracy skills, especially with the use of graphical representation and interpretation.

### **SCIENCE**

Provision in science is **very good**.

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

- Excellent leadership of the subject and the use of specialist teaching in the older years.
- The very high standards achieved by Year 6 pupils.
- The very strong emphasis placed on the importance of practical and investigative work in science.
- Pupils' self-evaluations of projects considerably improve their understanding of their achievements and the next targets in learning.
- The use of ICT in science is underdeveloped.
- Inconsistent rigour in challenges given to the most able pupils in Year 2.

#### **Commentary**

56 The school has a broad and balanced science curriculum that places a consistent emphasis on practical and investigative work as pupils move through the school. Pupils welcome the opportunities to explore and experiment for themselves. This gives them plenty of opportunities to develop enquiring and inquisitive attitudes towards science and fulfils a major aim of the school in promoting thinking and problem solving skills. By the time they reach Year 6, pupils have an excellent grasp of a range of scientific concepts. They achieve very well and their standards are very high. These standards are reflected in the school's performance in science in all the national tests for 11 year-olds since it became a primary school. A work scrutiny for Year 2 shows that the challenges for the most able pupils seen higher up in the school are not as prevalent. Teacher assessed tests show well above average results. However, bearing in mind the pupils' high order literacy skills there is an absence of extended written ideas and reasoning in pupils' work, especially at the higher national curriculum levels.

57 Pupils' abilities to design and analyse the outcomes of their work are seen through an excellent range of experimental work in all years. Year 6 pupils complete sophisticated experiment plans to test the powers of commercial washing powder in removing stains. They have an excellent understanding of the variables that can be introduced into a test whilst still maintaining a fair test. In this case excellent teacher subject knowledge ensures that pupils are challenged to consider a range of problems beyond the expected coverage for 11 year-olds. As a result pupils make detailed observations at each stage of the test. They use their knowledge and understanding of reversible change and dissolving and apply it to the principles of soap tablet designs and washing machine logistics. Planning for lessons consistently places great importance on the use of correct scientific vocabulary in learning. This is significant because pupils have very good literacy skills and use them effectively in their science learning. Year 5 pupils give articulate presentations in their lesson on the solar system demonstrating a well above average understanding of the phases of the moon and the forces of gravity. Year 3 pupils have an equally impressive understanding for their age of the concepts of light sources and why some materials form shadows. A Russian pupil in this class at the first stage of learning English remarked, "the shape forms a shadow because it is opaque."

58 Science is led and managed excellently. The subject leader uses her understanding of the subject to enthuse her colleagues and they work hard to implement her ideas. This is one of the reasons why teaching is very good. Consistency is further maintained because the subject leader teaches Years 4 to 6. This effectively means that the very high standards and the wide breadth of experiences are maintained for all pupils. This also means that assessments are consistently applied and planning for each programme of study is relevant for all abilities. Pupils are very knowledgeable about their achievements because they complete detailed self-evaluations after each element of learning. The outcome of all this is that in 2003 over 90 per cent of Year 6 pupils achieved the higher national curriculum level in the national tests. Her exemplary work on subject leadership has been at the centre of the school's 'Beacon' status work and has been highly influential on work in other schools. She has instigated 'science evenings' that have both celebrated the work of pupils but also informed the parents of how they can support their children's learning outside of school.

59 ICT presently makes a satisfactory contribution to pupils' work in science. The subject leader has recently begun the process of integrating the use of ICT into daily planning but this potential has not yet been recognised or realised fully because of inconsistent inclusion in teachers' planning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **very good**.

### **Main strengths and weaknesses**

- Pupils achieve well as they progress through the school.
- Significant improvement in resources, especially because of a designated ICT suite.
- Teachers are confident in the subject and use their skills and knowledge effectively to ensure progress for pupils.
- The use of ICT in other subject areas is developing well.

### **Commentary**

60 Significant progress has been made since the last inspection in the teaching of ICT. Standards are now above what is expected of pupils in Years 2 and 6 compared to unsatisfactory standards reported last time. The development and use of the new ICT suite has made an important contribution to this improvement.

61 Pupils are making good progress in acquiring a range of computer skills. For example, Year 1 pupils effectively and confidently control the mouse to create animated images of animals, which they annotate with their own sentences. They significantly improve their writing skills by selecting key words after a visit to a Jewish Synagogue. By the end of Year 2 pupils enter information into a database and produce graphs detailing how far different cars have travelled. In control activities they confidently program the roamer (programmable computer turtle) to mark out a

range of geometric shapes. Older pupils have very good word processing skills, and use these to produce lively and eye-catching work in many other subjects. In one example, pupils had written high quality reports about their visit to the Yorkshire Cricket Club. By Year 6, pupils are confidently using power point to create their own presentations. In these lessons they work together co-operatively and independently. The majority of pupils have a good understanding of the use of the Internet, and older pupils successfully download images to merge with their own writing.

62 Other issues observed at the last inspection have been addressed well. Appropriate auditing and action planning by the subject leader has aided these developments. Teachers now have good knowledge of the subject. Their confidence has increased because of appropriate training and the sharing of resources. They are very well supported by teaching assistants and parents. The use of a national scheme for teaching ICT has had a positive impact, both on teaching and pupils' learning. There is now a more systematic approach to the teaching of key ICT skills and at the same time ensuring coverage of all areas of learning.

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

63 ICT is well used in a number of curriculum areas and is increasingly featuring in teachers' planning, therefore improving subject knowledge and ICT competencies. In English, it is used very effectively in a wide range of story and report writing. Mathematical skills are enhanced when pupils use branching diagrams and spreadsheets. Data handling features in science, where pupils use ICT to display their results. Newly purchased resources are enabling pupils to undertake more in-depth research in history and geography. As a result Year 6 pupils write knowledgeably about city life in World War II and Year 5 pupils about the burial routines in the Egyptian period.

### **HUMANITIES**

64 Not enough teaching was seen in history and geography for a firm judgement to be given in these subjects. However teachers' planning was scrutinised and pupils' work sampled.

65 In **history**, the work in Year 6 books shows a good understanding of the major key events in World War II Britain, the Ancient Greeks and Persian Wars periods. Pupils have shown good research skills to illustrate the major features of life in these times. They use their literacy skills well to write extensively in historical narrative and tasks given to them require them to be evaluative and to give reasons for accounts. A very good lesson observed in Year 5 creatively used drama and literature to encapsulate the Victorian period. Based on the reading of 'Tom's Midnight Garden' and a visit to a museum, pupils were enthralled in role-play interviews, giving their accounts of a 'Victorian school object lesson.' Through the use of excellent speaking and listening and brainstorming exercises they displayed a good understanding of comparisons between school life then and now. The history work of younger children shows good use of artefacts and first hand accounts. They study timelines through studies of the home and of famous people such as George Stephenson, Florence Nightingale and Samuel Pepys.

66 In **geography**, older pupils have collated evidence from their research and studies on water to ask informed questions to a visiting speaker to the school. They use their numeracy skills well to calculate water volume and daily usage. Year 5 pupils apply good literacy skills in their written work on the Swat Valley and Pakistan. Technical skills are developed well when pupils use maps to convey information, such as the Year 3 work on village settlements. These are integrated well in history studies, for example the display of maps of Egypt when studying the pyramids.

### **Religious education**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- Pupils across the school achieve standards above those expected nationally because of the knowledgeable and sensitive teaching.

- There is a very good and wide range of visits and visitors that increase pupils' knowledge and understanding of different world religions.
- The use of assessment and marking to help pupils improve their work is inconsistent.
- The good quality leadership and management has ensured improvement to the range of resources and teachers' knowledge and confidence.

## Commentary

67 Standards exceed the expectations of the Locally Agreed Syllabus for pupils at Year 2 and 6. This is an improvement since the previous inspection. Pupils' achievement throughout the school is good. This is because of the good quality teaching. The subject leader ensures that teachers have a clear understanding of the subject and are confident in teaching religious education.

68 Pupils in the infant part of the school achieve very well in learning about Christianity and Judaism. For example, pupils in Year 1 talked with enthusiasm about their recent visit to a synagogue in Bradford. They used computers to research and record their experiences and showed considerable knowledge about Jewish artefacts. Very careful teaching ensured that pupils used the correct terminology for artefacts and understood their use. Work analysis shows that pupils in Year 2 consolidate their understanding and know why Jews believe the Torah is special and Christians the Bible. They give carefully thought through reasons for their own special books. Pupils know that Jews and Christians believe in one God.

69 Teachers build very effectively on pupils' earlier experiences as they move through the school. This was evident in a Year 3 lesson where the pupils explored the Hindu festival of Holi. Very skilful questioning enabled pupils to draw comparisons between the Holi and the Christian festival of Easter. They quickly realised that both celebrate spring and new life. The analysis of pupils' work shows that, by Year 6, pupils have above average understanding of how religion can affect the way people live their lives. They draw careful comparisons between the Five Pillars of Islam, the Ten Commandments and the Buddhist Eightfold Path. Work around the school demonstrates good understanding of the impact of Hinduism on Gandhi and how he turned to the Sanskrit in times of need. Visits to places of worship have a significant impact on pupils' learning. For example, a visit to a Sikh Gurdwara prompted the comment "We were particularly impressed with the rest room for the holy book".

70 The school uses assemblies effectively to develop pupils' awareness of different beliefs and to give opportunities for personal reflection. For instance, the local vicar led one assembly and asked pupils to think about the meaning of growth. This led on to pupils' thinking about the need to feed the soul as well as the body.

71 The good quality and enthusiastic leadership is ensuring effective implementation of the Locally Agreed Syllabus. There has been a considerable improvement to the range and quality of resources since the previous inspection. This, and the good support from the subject leader, has increased teachers' expertise and confidence. There is no structured system for keeping careful records of pupils' achievement and progress across the school. This, and the inconsistency of marking, does not give a clear picture of achievement or tell pupils how they can improve.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72 It was not possible to give a firm judgement on provision in art and design, design and technology or music, as not enough lessons were observed. However pupils' work was sampled and teachers' planning analysed in these subjects.

73 In **art and design**, evidence from pupils' sketchbooks and work around the school indicates that standards in two and three-dimensional work are good. This is an improvement since the previous inspection. Pupils have many opportunities to develop their skills in art and design. For example, the recent art week gave pupils the chance to explore Canaletto's "The Stone Mason's Yard" in depth. They worked with a visiting artist and produced very striking pieces of work in

pastel, pencil and ink. This, and work in a Year 5 lesson, made a very positive contribution to pupils' spiritual and cultural development. It also provided strong links with design and technology when Year 4 pupils measured accurately to scale and made a model of the painting. Newspaper sculptures of moving figures by Year 5 pupils demonstrate good application of knowledge of how the body moves and work on Islamic pattern links effectively with religious education. The school further enriches pupils' experiences in a very successful and well-attended art and design club. Pupils show much enthusiasm for their work in art and design and are eager to talk about what they have done.

74 In **design and technology** it was only possible to see part of a lesson during the course of the inspection. Judgements, therefore, are based on evidence from work around the school and the collection of pupils' work. These indicate that standards in all elements of design and technology are good and exceed expectations by Years 2 and 6. Pupils across the school take great care over their finished products and evaluate them thoroughly. For example, Year 6 pupils produce very carefully designed shelters that show the use of fertile imagination in their design and finish. Their booklets give very clear instructions for making, accurate measurements and critical evaluations of the end product. Their slippers are of equally high standard and show much attention to detail. Teachers clearly build on pupils' previous learning as they move through the school. For instance, the acceptably neat stitching of puppets in Year 1 improves as pupils increase their skills. All teachers make very effective links with other subjects. This is particularly noticeable in the science work on pneumatic monsters in Year 3. Improvement since the previous inspection is good.

75 In **music** it was only possible to see two singing sessions, one for the junior pupils and one for the infant pupils, hear pupils singing in assemblies and see instrumental tuition. The teaching seen was consistently very good with some excellent features. A significant strength is the use of teachers' expertise to teach singing. This, and the high quality instrumental teaching, ensures that pupils reach above average standards in performing skills by Year 6. These standards are a significant improvement from the satisfactory standards at the previous inspection. Pupils sing in tune, melodically and rhythmically, with very high levels of enthusiasm and enjoyment. They read music accurately and sing confidently in two-part harmony. Work in music is considerably enriched by out of school activities. For example, the choir participates in a range of music festivals and local events such as singing to the Ilkley Rotary Club and in the local church. This increases pupils' social awareness and understanding of the needs of others.

## **Physical education**

Provision in physical education is **very good**.

### **Main strengths and weaknesses**

- Excellent subject leadership.
- A very good range of extra-curricular clubs and activities outside of school.
- Excellent tasks and questions in lessons that extends pupils' thinking and their knowledge and understanding of tactics and strategies.

## **Commentary**

76 The school has a well-developed physical education curriculum and pupils are most enthusiastic to participate in a range of sports. Pupils are also well motivated to attend the very good range of extra-curricular clubs and an extensive range of competitions and external community clubs.

77 Teaching has considerably improved since the last inspection. A major reason for this is the excellent leadership skills of the subject leader and her enthusiasm for the subject. As a member of the senior management team she has had an important role in developing the school's philosophy on the role of the subject leader. She has worked well with other colleagues to achieve continuity in practices throughout the school. There are also close links with a local secondary school with 'Sports College' status and good use is made of their resources, both teachers and facilities. Parents also make a significant contribution to the preparation and organisation of external competitions.

Individuals and teams have been very successful in a range of tournaments and competitions in recent times.

78 The teaching of games to the older pupils is very good with excellent features. Very good planning ensures a logical progression of skill practices and these are then developed into appropriately organised small-sided games. Standards by Year 6 are above those expected nationally because of the accuracy of passing and shooting. Because pupils are excellent listeners and work hard to improve their decision making in a game, their knowledge and understanding of tactics and strategies in basketball is well above that expected for this age. Teachers' subject knowledge is very good. When they make an assessment of how well a task has been accomplished, they give expert advice to pupils on how to improve. In an observed lesson on basketball shots improved one hundred per cent in accuracy because of teachers' good feedback to pupils. Providing first class role models, they have enabled pupils to become exceptional organisers in teams. As a result they are able to organise their games, and make corporate decisions on changes to be made to improve team play, and on what needs to be done next to improve their own learning.

79 Taped resources are successfully enabling younger pupils to build-up a vocabulary of words to improve their dance sequences. High order literacy skills enables the more able to refine their work in order to make it more creative and controlled.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision in personal, social and health education, including citizenship (PSHCE) is **good**.

### **Main strengths and weaknesses**

- The recently developed curriculum provides for very good continuity in learning as pupils move through the school.
- Contribution to citizenship learning through links with the community.
- Underdeveloped provision to monitor and evaluate this area of learning on a day-to-day basis.

### **Commentary**

80 The school has recently established a very good PSHCE planned programme and is at advanced stages of accreditation for a Healthy School's award. The School Council is well established, and citizenship is promoted well through pupils' involvement in policymaking and suggestions for improvements to the school. There are effective links with local comprehensive schools and the school exchange programmes, both in the local area and Africa, support the development of citizenship.

81 PSHCE is intrinsic to the Christian ethos of the school and builds on these values. Regular visitors to the school provide the important links to enable pupils to understand how their school fits in with the local community. The new scheme of work provides for very good continuity in pupils' learning. Topics such as sex education, citizenship, relationships, racial equality and safe living are built effectively into each year group and cover the essential strands of learning relevant to the ages, interests and capabilities of the pupils. The coordinator recognises that monitoring in the subjects is presently underdeveloped.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
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	3
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>2</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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