

# INSPECTION REPORT

**CRIGGLESTONE DANE ROYD**

**JUNIOR & INFANT SCHOOL**

Wakefield

LEA area: Wakefield

Unique reference number: 108212

Headteacher: Mrs Jane Barry

Lead inspector: Mr Andrew Scott

Dates of inspection: 24<sup>th</sup> – 26<sup>th</sup> May 2004

Inspection number: 255913

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	211
School address:	Stoney Lane Hall Green Wakefield
Postcode:	WF4 3LZ
Telephone number:	01924 303500
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs F Crosland
Date of previous inspection:	30 <sup>th</sup> March 1998

## CHARACTERISTICS OF THE SCHOOL

This is an average-sized community primary school with 211 pupils. Most of the pupils live in the immediate neighbourhood, but a significant minority are from further afield. Pupils come from mixed social and economic backgrounds which are average overall. Upon entry to the nursery, children tend to have skills and knowledge which are broadly average. Almost all of the pupils are from white British extraction but there are six pupils whose home language is not English. Of these, three pupils are from refugee families and three pupils are from families seeking asylum in the United Kingdom. The proportion of pupils who have special educational needs is well below the national average. These pupils mainly have moderate learning difficulties, although there is one pupil with a statement of special educational need.

The school was awarded Beacon status in 2001. Because of this, the school strengthened their existing partnerships with other local schools, and extended them regionally. The school also plays an important role in the training of student teachers. For nursery children, the school provides care for children during the half of the day when they are not in the nursery. In recent years, the school has twice received a School Achievement Award and it has just been awarded an Artsmark Gold. An award by Investors in People stated that the work of the school 'epitomises the philosophy and ideal' of the organisation.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27545	Mr Andrew Scott	Lead inspector	Mathematics, art & design, design & technology
9146	Mr Mark Brennand	Lay inspector	
10144	Mrs Mary Marriott	Team inspector	The Foundation Stage, information and communication technology, music
23319	Mr Vincent Leary	Team inspector	English, geography, history, English as an additional language
29688	Mr Mike Brammer	Team inspector	Science, physical education, religious education, special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very good school.** The leadership of the headteacher and the governance of the school are very good. There is a happy and positive atmosphere in which teachers have high expectations and motivate pupils by setting challenging work. As a result, pupils work eagerly and diligently, achieving very well as they pass through the school. Standards by the end of Year 6 are well above average. Teachers' equally high expectations of pupils' behaviour and very good level of care combine to produce excellent relationships both in and out of lessons. **The school gives very good value for money.**

The school's main strengths and weaknesses are:

- The clear-sighted, purposeful and sensitive leadership of the headteacher ensures that the school goes from strength to strength
- The excellent relationships between staff and pupils create a very healthy respect for one another, a very positive climate for learning and very good behaviour
- The very good quality of teaching results in high standards in English and mathematics, and is especially effective in the Foundation Stage and Year 6
- The high quality of care and personal development of pupils produces individuals who are mature, responsible and considerate
- The strong partnership with parents and close links with the local community and other schools all strengthen pupils' learning experiences
- The governing body guides the school astutely and enthusiastically
- The abundant and very well organised resources are a valuable support for learning

The school has made very good progress since the last inspection. The leadership and governance of the school have become even more effective. As a result, teaching has become more successful and standards are now considerably higher in most subjects. Pupils have better attitudes to work and have maintained a high level of behaviour. The curriculum has a stronger structure and is very well supported by a wider range of learning resources. Links with parents, the community, other schools and colleges have a greater impact on learning.

### STANDARDS ACHIEVED

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

*Key: A\* - very high; A - well above average; B - above average; C - average; D - below average; E - well below average; E\* - very low*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Pupils' achievement throughout the school is very good.** At present, children enter school with skills and abilities that are broadly average. They achieve very well in the Foundation Stage and, by the end of the reception year, they exceed the learning goals expected of them in all six areas of learning; their personal and social development is well above average. By the end of Year 2, pupils' attainment is currently well above average in reading, writing and mathematics. Their attainment is above average in science, information and communication technology (ICT), history, art and design and religious education. Pupils' attainment is very similar by the end of Year 6. Current standards in English and mathematics are all well above average, and above average in science, ICT, history and art and design. Pupils with special educational needs and pupils whose families are seeking asylum

are very well integrated into the school and achieve as well as other pupils. Standards have risen distinctly since the last inspection in the main subjects and have shown a particular surge in the last two years. Results in the national tests have remained above the national trend by the end of Years 2 and 6 in recent years.

**There is very good provision for pupils' personal development.** Pupils benefit from very good opportunities to develop as individuals and **their spiritual, moral, social and cultural development is very good.** They have very positive attitudes to work and they behave very well. Their zest for school is apparent in the above average level of attendance and good punctuality.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is very good. Teaching and learning are very good overall.** Teaching is consistently very good in the nursery and reception classes, and in Year 6. Teaching is at least good in other classes and often very good, especially in Years 1, 2 and 5. The school has a good curriculum admirably enriched by educational visits, visiting experts and stimulating resources. The high quality displays show how much teachers value pupils' work. There is very good provision for pupils with special educational needs and pupils whose families are seeking asylum. There is very good care for the well-being of pupils which contributes considerably to the excellent relationships that pervade the school. Pupils' learning is enhanced through very good parental support, partnerships with other schools and colleges and strong links with the local community.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are very good.** The friendly and aspirational ethos of the school is inspired and shaped by the skilful leadership of the headteacher. There is a very clear sense of direction which is embraced by all members of staff. The leadership of other key staff is good. The management of the school is very good, because there is a high regard for staff development and there are very good systems for evaluating the school's own development. Governance is very good. The governors are eager for the school to be successful; they closely support and monitor its progress, and commit time and energy to initiatives.

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

Parents have a high regard for the school. The parents' questionnaires delivered an emphatic approval of the school, with over 90 per cent of parents who responded praising all aspects of the school. Parents were unanimous that teachers expected pupils to work hard. Pupils' questionnaires also revealed a very strong support for the school and pupils highlighted the quality of teaching. The inspection team agrees with the opinions of the parents and pupils.

## **IMPROVEMENTS NEEDED**

There are no significant areas for improvement.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

The achievement of pupils throughout the school is **very good**. Standards are well above average in English and mathematics, and above average in science. Pupils with special educational needs and pupils from refugee families and families who are seeking asylum achieve as well as other pupils. There is little difference between the achievement of boys and girls. Compared to the previous inspection, standards throughout the school are appreciably higher.

#### Main strengths and weaknesses

- Pupils achieve very well by the end of Year 6
- Standards in English and mathematics have been consistently high over recent years
- Standards in science, ICT, history and art and design are above average
- Children's personal and social development in the Foundation Stage is very good

#### Commentary

1. The attainment of children when they begin school is broadly average. In the nursery and reception classes, children achieve very well in all areas of learning because the teaching is consistently very good. By the end of the reception year, children exceed the goals expected of five year olds in all areas of learning. Children achieve particularly well in personal and social development because teachers concentrate on this area of learning. Children develop good reading skills and know many traditional tales. They use basic number to solve everyday problems. They have good awareness of the world around them as, for example, in the growth of plants. They paint imaginative, colourful pictures and sing well for their age. Children have good physical co-ordination and play together sociably.
2. In the national tests of 2003, the standards of pupils in Year 2 were well above average in reading, writing and mathematics. In writing and mathematics, all pupils achieved the levels expected of seven year olds and nearly all pupils achieved these in reading. A significant percentage of pupils achieved the higher levels. Standards were also well above similar schools. Teachers' assessments of pupils' standards in science showed similar results to the other subjects. Standards have kept above the national trend in recent years. There is little difference between the attainment of boys and girls, although results do fluctuate from year to year.

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

Standards in:	School results	National results
reading	17.0 (17.1)	15.7 (15.8)
writing	17.3 (16.9)	14.6 (14.4)
mathematics	18.5 (17.3)	16.3 (16.5)

*There were 27 pupils in the year group. Figures in brackets are for the previous year*

3. Pupils' attainment in the current Year 2 is well above average in reading, writing and mathematics. The school is continuing to ensure that all pupils achieve the levels expected of them, and that many of them achieve higher than this. These standards mean that pupils with special educational needs and pupils from refugee families achieve especially well. The achievement of all pupils is very good. Pupils are good readers and enjoy a wide range of books. Their writing is grammatically accurate and they have a good vocabulary. Standards in

mathematics are high because pupils are confident in number and understand fractions and symmetry. Pupils' attainment in science is above average, because they have good knowledge of the environment in particular.

4. Standards in Year 2 are also above average in ICT, history, religious education and art and design, and pupils achieve well. In design and technology, standards are average and pupils' achievement is satisfactory. It was not possible to judge how well pupils achieve in geography, music and physical education, as there was too little evidence available during the inspection.
5. Pupils in Year 6 achieved standards in the national tests of 2003 that were well above average in English and science. Standards in mathematics were very high, putting the school in the top 5 per cent of schools nationally. The reasons for the success in the three subjects are due to high expectations by teachers and the concentration on key skills. Virtually all pupils achieved the expected levels and a large percentage of pupils achieved the higher levels. When compared to all similar schools, standards in English were well above average and they were very high in mathematics and science. Standards have remained above the national trend in recent years and there have been sharp increases in mathematics and science in the last two years. There is little difference in the attainment of boys and girls.

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

Standards in:	School results	National results
English	28.6 (29.1)	26.8 (27.0)
mathematics	30.1 (28.9)	26.8 (26.7)
science	31.0 (31.1)	28.6 (28.3)

*There were 27 pupils in the year group. Figures in brackets are for the previous year*

6. Standards in the current Year 6 are well above average in English and mathematics. Standards are above average in science. This represents very good achievement by these pupils, as well as very good progress since the last inspection when overall standards were average. The school has made a concerted effort to improve standards and has patently succeeded. In English, pupils speak confidently, read widely and write with some authority, both factually and creatively. In mathematics, pupils achieve very well because they have a firm understanding of how to use their good number skills to solve problems. In science, pupils are good at carrying out investigations systematically and recording their observations carefully.
7. Pupils achieve well in ICT, history and art and design by Year 6 and their attainment is above average. Their attainment in religious education and design and technology is average and they achieve satisfactorily. It was not possible to judge how well pupils achieve in geography, music and physical education, as there was too little evidence available during the inspection.
8. Pupils with special educational needs achieve very well. Teachers ensure that their learning is linked closely to their individual targets and set them challenging work, often as demanding as the work of other pupils. Pupils who do not have English as their first language also achieve very well. They make particularly good progress with English because of the excellent integration in lessons and support from other pupils, and skilled guidance from the visiting, specialist teacher.

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

Pupils have **very good** attitudes to learning and behave very well. Provision for spiritual, moral, social and cultural development is of a high quality, enabling pupils to grow in confidence and enjoy their school life. Relationships at all levels are excellent. Attendance is good.

## Main strengths and weaknesses

- The excellent relationships between staff and pupils result in a strong sense of harmony and teamwork
- Pupils have very positive attitudes to school and are keen to learn
- Pupils develop very well personally, maturing into well-rounded individuals, aware of the needs of others
- Pupils willingly take on responsibilities and contribute very well to the school community
- Attendance is consistently good

## Commentary

9. Staff are excellent role models. Their high expectations and sensitive approach to behaviour management contribute much to this secure and happy school community. Pupils enjoy excellent relationships with staff and other pupils, and pupils of all ages play well together on the playground. There is a genuine spirit of friendship and mutual support throughout the school. This is a similar picture to that of the last inspection. There have been no recent exclusions of pupils.
10. Most pupils are highly motivated learners. They are interested in their work and enjoy their learning. They are particularly responsive when lessons have a high level of challenge. For example, in a Year 6 literacy lesson, pupils were required to produce their own magazine articles. Unsupervised, they worked hard to complete their texts using a range of ICT skills. In many lessons, pupils work well both individually and collaboratively, and also are quick to recognise and celebrate the achievements of the pupils around them. Pupils' questionnaires revealed that pupils are very positive about the school. They especially like the friendly and supportive atmosphere, and the rapport with their teachers. Pupils appreciate the high expectations of them and clearly enjoy coming to school.
11. The provision for pupils' spiritual development is very good. The religious education curriculum and daily assemblies create a good framework for the spiritual awareness of pupils and provide them with opportunities to reflect on issues that affect their lives. Their sense of spirituality is further promoted through teaching that encourages, excites and creates a real desire to learn. In a reception/Year 1 music lesson, the teacher secretly recorded the pupils singing. They were thrilled and somewhat overawed when they heard strangely familiar voices floating across the classroom. This kind of positive learning climate increases pupils' confidence and self-esteem as they move through the school and supports their very good achievement.
12. The provision for pupils' cultural development is particularly strong. Teachers encourage an appreciation of art, music and drama, by providing opportunities like role-play. A group of pupils in Year 2, for instance, devised and acted out a version of *Peter and the Wolf* on their own. Their skills in interpreting this traditional musical and in working together were impressive. Pupils are knowledgeable about their own culture and have first-hand experiences of life in a multi-cultural society through their links with other schools, their topic work in geography and history, visits and religious celebrations.
13. Pupils' moral and social development is very well promoted through the provision for personal, social and health education, by many visits and visitors and by the strong lead that all staff give. These opportunities develop pupils' self-confidence, extend their horizons and establish values as they grow and mature. Pupils throughout the school have good opportunities to contribute to the school rules and make decisions about important aspects of their educational and social activities. An important mechanism for this is the school council.
14. Attendance for the current academic year is good. Parents are keen for their children to attend and as a consequence, there are few pupils, if any, whose attendance is having a detrimental impact on their education. Furthermore, little administrative time is spent following up absences. Punctuality is also very good, allowing for a prompt start to the day.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	5.7	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.*

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education that the school provides for its pupils is **very good**. Teaching and learning are very good, particularly in the Foundation Stage and Year 6. The curriculum is good and there is very good provision for pupils' personal and social education. The excellent relationships between staff and pupils ensure that all pupils are very well looked after and cared for. There are very good partnerships with parents, the local community and other schools and colleges, all of which benefit pupils' learning considerably.

### Teaching and learning

The quality of teaching and learning is **very good**. There are very good systems for assessing pupils' work, and assessment information is used well to support learning.

### Main strengths and weaknesses

- There is a very good climate for learning in lessons. Teachers have high expectations of pupils' attitudes and behaviour, and so pupils are eager to do their best
- Pupils learn readily because teachers are knowledgeable and explain new concepts clearly
- Teaching is particularly effective in the Foundation Stage and Year 6
- The teaching of pupils with special educational needs is very effective
- Teachers use assessment data well to plan their lessons
- Teachers do not always give pupils enough scope to learn for themselves

### Commentary

15. Teaching has improved since the last inspection. A key feature is the very positive atmosphere in all classrooms. Teachers are very well organised and lessons are mostly brisk and highly focused. As a result, pupils feel relaxed yet motivated. Teachers do their best to involve all pupils in all activities. For example, in discussions that involve the whole class, teachers vary the complexity of questions to cater for the different abilities of pupils. For example, in a Year 6 mathematics lesson on multiplication, the teacher ranged the mental problems from 4 x 8 to 35 x 3, so that all pupils could achieve at their level. In this way, pupils know that their contributions are valued and so they participate enthusiastically and sustain high levels of concentration.
16. Pupils have very good attitudes to work because teachers give them work which is constantly challenging. Rather than set work which is specifically tailored to the different abilities of pupils, teachers often plan work for the whole class at the level of the more able pupils. As a consequence, pupils of average ability are spurred to work at the same pace of more able pupils, while teachers support less able pupils or modify their targets. This is especially evident in English and mathematics and is a major reason why pupils' attainment is so high. Teachers expect pupils to complete a lot of work over the year and pupils' work is usually neat and accurate.

17. Teachers are confident about what they are teaching. In a reception lesson, the teacher knew precisely how to enable children to sequence actions in order to re-tell a story. The computer presentation of the Year 6 teacher helps to focus the minds of the pupils. In an English lesson, the interactive whiteboard was adroitly used to show an analysis of a Shakespearean character. In addition, the school brings in expertise to develop pupils' skills. Many pupils benefit from learning a musical instrument and all pupils developed football skills from an external coach during physical education lessons. Teachers know how pupils learn and adapt their teaching accordingly.
18. Teaching is strong throughout the school. However, it is often very good in Years 1, 2 and 5 and consistently very effective in the Foundation Stage and Year 6. In the best lessons, there is a rich input of knowledge and a momentum to learning. In a Year 6 history lesson, for example, pupils dressed up in clothing reflecting the trends in design between 1950 and 1990. This gave pupils a full insight into changing fashions and inspired many questions. In an English lesson, pupils in a reception and Year 1 class swiftly acquired a new, rich vocabulary, as they encountered some of the unseemly attributes of 'The Three Billy Goats Gruff'. In such lessons, the contribution of teaching assistants is very important to children's learning. They bolster children's confidence through sensitive guidance and by resolving any areas of confusion.
19. The teaching of pupils with special educational needs is very good in the core subjects of English and mathematics. The pupils' needs are identified at an early stage. Individual learning plans have precise targets and are regularly checked and adjusted. Support in lessons is sensitive and very effective, particularly with younger pupils. Pupils are comfortable about seeking help when required and support staff guide pupils' learning, rather than give them direct instructions.
20. The school has efficient systems of assessment. Teachers regularly check on pupils' progress at the end of term, year or at the end of a topic. They record the results of tests scrupulously which gives them a clear indication of areas of concern. Teachers then tailor their teaching accordingly. This data is also passed on to other teachers as a very useful guide when pupils change classes.
21. Pupils' learning is sometimes guided too much by teachers. There are some very good examples of pupils developing independent learning through discovery. In a Year 6 science lesson, pupils relished the challenge to work out why rain water did not taste salty, when most evaporation comes from the sea. There is an imbalance between teaching particular skills to pupils and enabling them to develop their own ideas. In art and design, for example, pupils learn some of the techniques of major artists and re-interpret their ideas. However, sometimes, pupils then produce work which is very similar with too little opportunity for them to develop their own creativity. Similarly, in science, geography and history, pupils have the chance to investigate and conduct research for themselves but do not always express their findings in their own way.

**Summary of teaching observed during the inspection in 37 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3 (8%)	13 (35%)	10 (27%)	11 (30%)	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.*

## The curriculum

The school provides its pupils with a good curriculum. It enriches pupils' experiences with a very good range of extra activities that boosts their skills in sports, arts, and personal development. The accommodation, staffing and resources for learning are very good.

### Main strengths and weaknesses

- All pupils benefit equally from the curriculum
- There is a broad and exciting curriculum for children in the Foundation Stage
- A wide and interesting range of opportunities enriches pupils' learning
- The variety and quality of resources support learning very effectively

### Commentary

22. The curriculum is broad, well structured and gives ample time to all subjects. This a clear improvement since the last inspection. A particular strength of the curriculum is the way in which it embraces all pupils, regardless of gender, ability or ethnicity. This integration is very successful precisely because it does not highlight or focus on the differences between pupils. Instead, it offers the same curriculum, but takes great care to ensure that those pupils who need support receive it. For example, to overcome any language difficulties that the children of asylum seekers may have, teachers pair them with empathetic pupils and provide extra adult guidance. The weekly visit by a specialist teacher is very helpful for these pupils. Pupils with special educational needs have equally effective provision. The school provides well for gifted and talented pupils but does not yet have a systematic approach to enable all such pupils to flourish.
23. Children in the Foundation Stage benefit from a very good curriculum. Teachers plan carefully to ensure that children soon acquire basic skills of literacy and numeracy, and have ample time to learn by experience and through trial and error. Children in the reception classes, for example, work alongside pupils in Year 1 for some formal teaching, but pursue purposeful, independent activities much of the time. Most areas of learning are deliberately combined to make them more relevant and enjoyable. For example, in a reception lesson on language, children quickly learned the significance of syllables by singing a rhythmic song about jungle animals.
24. The school enriches the curriculum very well with many, varied opportunities. Whenever possible, pupils visit a place of interest to bring alive each topic in geography, history and other subjects, and this puts learning in context. For instance, pupils in Year 2 have visited Filey to support their work on the seaside, and pupils in Year 4 have explored Clarke Hall to get a feel for the Tudor way of life. There are visits to the local church, Wakefield Cathedral and a Sikh Gurdwara to show how religious worship varies. Pupils receive skilled training from local coaches in sports, like rugby, and the school choir has sung carols in Wakefield city centre.
25. The school has invested very wisely in its resources for learning. In every part of the school, teachers have access to a wide range of stimulating and relevant materials. For example, the equipment for outdoor play enables the children in the nursery and reception classes to develop their social and physical skills easily. Individual computer key pads enable pupils in Year 6 to input their answers to mathematical problems, for instance, while the computer analyses the pupils' success rate. However, teachers still tend to rely heavily on worksheets for the completion of tasks and these are not necessarily very inspiring for pupils. Beacon status has meant that extra funding has been available for such resources as the interactive whiteboard.

## Care, guidance and support

Procedures to ensure pupils' welfare and safety are **very good**. Staff know pupils very well and they provide very good support and advice when required. The school is good at seeking, valuing and acting upon pupils' views.

### Main strengths and weaknesses

- There is a high level of care for all pupils
- The monitoring of pupils' personal development is very good
- Pupils have good opportunities to influence the running of their school

### Commentary

26. The school places great emphasis on the well-being of its pupils. The school has sustained its high level of care since the last inspection. Staff are very effective in ensuring individual care for pupils, both emotionally and physically, throughout their time at school. The school is very efficient at checking that its procedures for health and safety are up to date. As a result, there are very few accidents, with only four cases in the last 12 months. The school is vigilant in ensuring that, in the event of an accident, there is good first-aid care. Arrangements are further helped by the building which, being relatively new, is light, clean and well maintained. This goes a long way to provide an environment which is both safe and stimulating to work in.
27. The excellent relationships between staff and pupils produce mature and responsible pupils. Teachers know their pupils very well and so can respond skilfully to their needs. Staff monitor and record pupils' personal development very well. Central to this is the pupil screening report which is completed each year and provides staff with an invaluable record of how events outside school may be having an influence on pupils' emotional needs. The notes relating to each issue are also useful as a reference point when similar instances crop up and this further enables the school to provide a very good level of support and guidance. Staff monitor and track pupils' academic progress with equal zeal and efficiency. As a result, teachers know exactly what pupils know and can do, and what they need to do to improve.
28. The way in which the school seeks pupils' views through the school council is good. Now in its eighth year, the council has been particularly good at educating children in the democratic process. It has also helped to bring about a number of initiatives including a maths club, a fruit tuck shop and, more recently, the selection of a range of playground games. At the beginning of each term, the school devotes a fortnight to the principles of citizenship. During this time, pupils have the chance to discuss the school's mission statement and also to develop their own class rules. All of this provides them with a strong sense of belonging and ownership.

## Partnership with parents, other schools and the community

The links with parents, the community, other schools and colleges are all **very good**.

### Main strengths and weaknesses

- The strong communication between the school and parents supports pupils' learning very well
- The many and varied community and business links broaden pupils' horizons
- The links with other schools improve the quality of teaching and prepare pupils thoroughly for their move to secondary school

### Commentary

29. Parents have very positive views of the school and the way it relates to them. Parents consider staff to be very approachable and appreciate the opportunities to meet to discuss their child's

progress or resolve issues before they become a concern. The school is very good at advising parents during the year what their child needs to do to improve. The school values its contact with parents and is keen for them to be involved in pupils' learning. There are informative newsletters to keep parents up to date with all the activities, and parents are actively involved in monitoring and supporting their child's work through reading and homework diaries. The school sensibly issues an annual questionnaire through which parents' views are canvassed, so that the school can act on any concerns or suggestions. A number of parents also regularly help out in school during the week, organising story sacks, hearing pupils read and acting as dinner supervisors.

30. The school makes very good use of links with the local community to enhance its provision. Local businesses are very supportive. Sainsbury's provided the food and a member of staff for some lessons on sandwich-making in design and technology. There is regular contact with the Co-operative Society, who provide a representative to give talks on Fair Trading and the importance of the use of water in developing nations. The choir has performed at the Barnsley festival and communication skills have been enhanced through the Crag Rats Project, which was run in conjunction with BT. Closer to home, there are good links with the local St James' Church. Children make regular visits to experience religion in context, and the canon reciprocates by taking assemblies. In conjunction with the church, the school holds a Carols by Moonlight service each Christmas, which is attended by local residents.
31. Beacon status has meant that the school has benefited from working closely with other schools. These links have had a positive impact on staff self-confidence and professional development in writing and other areas. For example, there has been useful training in the induction of newly qualified teachers. The school has issued guidance on the provision for the Foundation Stage and staged a conference on provision for more able pupils. Links with the local group of schools are also good particularly in regard to graduate teacher placements and fast-track teaching. The majority of pupils transfer to the same secondary school at the age of eleven and there are strong links between the two schools. Secondary staff visit the school occasionally to teach the older pupils and key staff meet to exchange information about the pupils. In the summer term, all Year 6 pupils spend a day at the secondary school. The whole process ensures a smooth transfer to Year 7.

## LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are **very good**. The leadership of the headteacher is very good, and the leadership of key staff is good. The management and the governance of the school are both very good.

### Main strengths and weaknesses

- The thoughtful and decisive leadership of the headteacher ensures that the school is very effective and improving year on year
- The very good management systems enable the school to monitor its progress objectively, and provide very appropriate staff development
- Very effective governance is helping to give a very good steer to the school and holds staff accountable for their work
- The budget is prudently managed and spent well, especially to support academic achievement

### Commentary

32. The leadership of the headteacher is calm yet dynamic, low-key but very effective. She ensures that the school does not rest on its laurels but continually looks critically at itself to see what it can do to improve. As a result, the school is increasingly successful and influential. The headteacher inspires a team that shares the same, clear vision of the way forward. She ensures excellent relationships between all staff and pupils in order to create a learning environment in which all pupils thrive. The ethos of the school is welcoming, purposeful and



wholly inclusive. The overall leadership and management of the school have improved since the last inspection.

33. The management of the school ensures that its development is robust as well as reflective. All staff are committed to continue to raise standards. Subject leaders are very effective in carrying out their responsibilities, particularly in the Foundation Stage, English, mathematics, science and special educational needs. They know what they need to do because they analyse what improvements are needed. There are clear action plans to take subjects further, although these plans tend to centre on firming up existing strengths and not always exploring new ways forward. Nevertheless, the school is very effective in evaluating its own performance and in linking staff development into areas specified for improvement. Recently, for example, staff have benefited from training in target-setting, and links with bi-lingual families.
34. The governance of the school is very good. Governors have a very good understanding of the strengths and weaknesses of the school and take an active role in shaping the direction of the school. They are keen to find out what is working well and what needs to be improved, and take time to involve themselves in the work of the school. One governor, for example, supported staff in the school's application for an arts award. Regular visits to the school and discussions with subject co-ordinators also ensure that governors have a very good grasp of the school's performance. The governing body challenges as well as supports the leadership and management of the school. It is prepared to take difficult decisions when necessary.
35. The budget is very well managed and the school provides very good value for money. The headteacher and governors link spending securely to the needs of the school, especially to the achievement of its pupils. This is why the quality of learning resources, for example, is so good. In addition, the school is eager to ensure that it achieves the best value from its budget and so its spending is monitored closely by governors. As a result, the school has a healthy budget. The administrative staff ensure that all financial procedures are very smooth and efficient.

## Financial information

### *Financial information for the year April 2003 to March 2004*

Income and expenditure (£)	
Total income	519,967
Total expenditure	496,125
Expenditure per pupil	2,351

Balances (£)	
Balance from previous year	16,077
Balance carried forward to the next	23,842

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

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

36. The attainment of children entering the nursery is broadly average. As they pass through the nursery and reception classes, children achieve very well in all areas of learning because the teaching is consistently very good. By the end of the reception year, children exceed the goals expected of them by the age of five and achieve an even higher level in the development of personal and social skills. Teaching overall is very good because teachers have a very good understanding of the needs of young children and provide very well organised and exciting activities that motivate them. Teachers integrate different areas of learning successfully and ensure there is a very good blend of child-initiated and teacher-directed activities, which are appropriate to the age and abilities of the children.
37. The provision is very well led and managed and children's progress is carefully monitored. All adults manage children very well and this ensures that the needs of all children, including those with special educational needs, are met very well. The provision and the achievement of children in the Foundation Stage have improved appreciably since the last inspection.

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

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

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

- There are very positive relationships throughout the Foundation Stage
- Adults provide very good examples for children to follow
- There are very good opportunities for children to develop independence and to take responsibility for their actions from a very early age.

#### **Commentary**

38. There is very good teaching and learning because of very high expectations of children's attitudes and behaviour. Classrooms have a very warm, welcoming atmosphere in which young children feel safe and secure. They very quickly learn to abide by class rules, consider how their actions affect others and follow routines. Children's independence develops very well, as does their ability to work and play alongside others. They respond readily in whole-class activity and, when given tasks, are eager to immerse themselves and share resources. Children play happily with the many stimulating activities in the classrooms, and are good at changing activities by themselves. They learn to tidy away the resources that they have used efficiently and with the minimum of fuss. Children's confidence develops very well so that by the time they start in Year 1, all have achieved the early learning goals for their age and most will have achieved beyond this.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- The home-school reading system is well established
- Creative play areas are used well to promote learning
- Well-structured activities lead to children achieving very well

## Commentary

39. Teaching and learning are very good and children achieve a high standard of speaking, listening, reading and writing. Children listen attentively to stories and join in excitedly when given the opportunity. The use of big books, like 'The Enormous Water Melon', fires their imagination and develops their speaking and listening skills well, as they re-tell the story and sequence events. Children enjoy traditional stories. In one reception lesson, children listened carefully to the story of 'The Enormous Turnip' and the younger children excitedly mimed the story to the rest of the class. In another lesson, children listened to the story of 'The Three Billy Goats Gruff' and, using their skills on the computer, wrote sentences about the characters in the story.
40. The development of reading skills has a high priority and is well supported by parents. In the nursery, children are becoming confident at handling books and have a different sound to learn each week. Children learn to read from a very early age. Some children in the reception classes have already embarked on a systematic reading scheme and are making very good progress with their reading. Adults devote time to extend the children's vocabulary. Children practise the sounds of words well and this helps them to write new words. In both nursery and reception classes, teachers provide many opportunities for children to learn to write.

## MATHEMATICAL DEVELOPMENT

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

### Main strengths and weaknesses

- Teachers make learning fun and reinforce it in real-life situations

## Commentary

41. Children's achievement is very good because of the very good teaching and learning. Most children are on course to exceed the early learning goals by the time they leave the reception classes. In both nursery and reception classes, children learn to use number names and rhymes to five and enthusiastically sing their favourite rhymes and songs. Children in the nursery, for example, counted dinosaurs and sang a dinosaur rhyme to reinforce their learning. Older children in the reception classes know which numbers add up to ten and learn to divide a given number of objects into two groups. In the classroom garden centre, children use mathematical language well as they begin to compare the number of different flowers in a vase. When buying different things, they add up how much money they have spent. Mathematical language is woven into everyday activities very well and this makes learning much more relevant.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- There is a very good balance of teacher-led and child-initiated activities

## Commentary

42. Teaching and children's achievement are also very good in this area of learning. Children develop a good range of skills. In a nursery session, children worked assiduously in the sand tray and then played imaginatively with their dinosaurs in their sandscape. They expanded their ideas by looking at books on dinosaurs and dressing up as dinosaurs for their role-play. In

lessons in the reception classes, children talked about what plants need to make them grow and sorted some seeds carefully into different groups. Children notice the shapes, colours and sizes of different flowers as they paint them using a range of different materials. Children are given many opportunities to develop their investigational skills. For example, they used play-dough to make a plant, made jigsaws of the life cycle of a plant and planted their own seeds, in order to watch them grow. Children use computers well as they type simple sentences to accompany their pictures.

## **CREATIVE DEVELOPMENT**

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

### **Main strengths and weaknesses**

- There is a very good range of exciting activities
- Teachers provide very good opportunities for role-play

### **Commentary**

43. Children develop their skills very well and achieve very well because of very good teaching. Children express their feelings through a range of materials and media, music and movement, story making and imaginative play. As they have learnt about many different colours and textures, children produce high quality painting and collage work. Children are enthusiastic about painting and enjoy creating simple, effective sculptures using play dough. Children make the most of the resources available. In one reception lesson, children carefully constructed very neat route-ways in the sand tray, and then moved off to the water tray where they explored the rush of water as it moved through different sized holes in various containers. Children sing a range of songs and rhymes and, in one assembly, nursery children dressed as dinosaurs to sing a dinosaur song to their parents. All children love to sing and play musical instruments rhythmically to accompany their songs.

## **PHYSICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Children use the outdoor area very well to develop imaginative play
- Children use tools very well in a good range of activities

### **Commentary**

44. Children achieve very well because of the very good teaching. They have plenty of opportunities to develop their manipulative skills as they handle dough, scissors and small toys. All staff are good at guiding children in the various techniques, for example in paint and pencil work. As a result, children cut out paper shapes neatly and paint with a high degree of control. In the outside area, all children play together very well. They develop their social and physical skills very well as they learn to take turns on a variety of wheeled toys, including trikes, bikes and scooters. They develop good co-ordination as they move over the climbing frame and wriggle through the tunnel. They move around the outside area with confidence and pleasure, and in safety because of the very good teaching that they receive.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **very good**.

#### Main strengths and weaknesses

- Pupils reach well above average standards by the end of Years 2 and 6
- The teaching and learning are very good and, because of this, pupils achieve very well
- There are many opportunities for pupils to extend their speaking and reading skills
- The assessment and monitoring arrangements are detailed, accurate and efficient, and give teachers a clear idea of how to raise standards
- Literacy is promoted effectively through other subjects of the curriculum

#### Commentary

45. Very good progress has been made since the last inspection, when standards were average by the end of Years 2 and 6. Standards in English are now well above average by the end of Year 2 and Year 6, and pupils achieve highly. The leadership and management of the subject are good and the co-ordinators have worked hard to ensure a consistency of approach throughout the school.
46. There are several reasons why standards have improved. Teaching is more challenging and a clear focus has been given to meeting the needs of all pupils. Learning is enjoyable with many varied opportunities which challenge, stimulate and motivate the pupils. Of particular note is the teamwork of both teachers and support staff and effective links with external advisers. Therefore, pupils with special educational needs, or with English as an additional language, are very well supported and make very good progress. A range of additional schemes help less able pupils and pupils who are not progressing as well as they might.
47. The quality of teaching is very good especially in Year 2 and Year 6. Consequently, achievement is very good overall. Teachers have a strong commitment to improve pupils' learning by providing a rich range of opportunities. Teachers have high expectations of what pupils can achieve, and provide confident and imaginative lessons which motivate the pupils. In many lessons, explanations are clear and questioning is lively and challenging, encouraging pupils to think carefully about their answers. In a Year 6 lesson, excellent learning sprang from very effective teaching of a demanding text. Working with extracts from *A Midsummer Night's Dream*, pupils were challenged to create pieces of writing that featured a character from the play. This resulted in the higher attaining pupils producing their own magazine showing a wide range of writing styles. Their collaboration and use of ICT to research and edit their work were impressive. Similarly, other pupils in this lesson developed their understanding of this Shakespearean text through role-play and performing to the class. There are very good displays of pupils' work throughout the school that encourage pupils to write well.
48. There are good opportunities for speaking and listening in lessons and assemblies. Pupils often produce presentations for other pupils. It is not unusual for pupils to create their own plays. For instance, a group of pupils in Year 2 created their own version of the musical *Peter and the Wolf*. Personal initiative and collaboration were impressive with pupils producing a good quality production. Such opportunities result in pupils becoming articulate and confident speakers by Year 6, with high levels of self-confidence and mature expression. The excellent relationships in the school encourage all pupils to express their ideas openly, as they know they will be listened to sensitively. For instance, a pupil in Year 2 asked if he could talk about his poem on mini-beasts. He was proud of his work and wanted to share it with a visitor.

49. Most pupils in Years 2 and 6 are very good readers. Many exceed the expected levels and read accurately, fluently, and with good understanding. Many pupils speak enthusiastically about books and enjoy reading. There is a wide range of good quality books available for the pupils to sample and well-structured daily reading sessions for all classes. This strong focus on developing reading skills is effective and explains why standards and pupils' attitudes in reading are very good.
50. The system for tracking pupils' progress over time is good. Teachers regularly identify and record how well pupils are achieving in reading and writing. They use assessment information well to plan work so that pupils of all abilities learn securely and progress rapidly. The discussion of targets is an effective procedure for some pupils, notably in Years 6, but is at a developmental stage for other age groups. Marking is good throughout all year groups. It consistently informs each pupil of their successes, how to improve their writing and what is expected of them.

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

51. Provision for language and literacy across the curriculum is good. Teachers make time in most lessons to develop speaking, listening and vocabulary. In a Year 3 design and technology lesson, for example, pupils had good fun discussing different kinds of bread, like pitta, baguette, granary and Warburton's. Pupils develop their factual writing well when itemising their investigations in science or re-telling historical events with considerable accuracy. In some lessons, they exploit word-processing to draft and re-draft their creative writing.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Pupils' standards have improved substantially over recent years
- The high expectations of teachers and the very good teaching of basic skills mean that pupils achieve very well
- The excellent relationships within classrooms ensure that pupils are eager to succeed
- The school uses assessment data skilfully to strengthen pupils' learning
- The very effective leadership and management of the subject have ensured consistently high standards in recent years

### **Commentary**

52. Pupils' attainment by the end of Years 2 and 6 is well above average. This is a much stronger picture than at the last inspection when their attainment was average. Pupils have very good number skills because teachers are very clear in their explanations, are rigorous in ensuring that pupils have plenty of practice and make learning fun. Pupils in a reception/Year 1 class, for instance, swiftly reinforced their knowledge of numbers up to 30 in a game of bingo. Strong number skills enable pupils to deal efficiently with other areas such as constructing graphs or calculating angles. Pupils are good at solving problems but older pupils do not always have the opportunity to develop their own strategies. Pupils' achievement is very good by the time they leave the school, and there is little difference between the achievement of girls and boys. Pupils with special educational needs and pupils who do not have English as their first language achieve as well as other pupils.
53. The quality of teaching is very good. Interestingly, teachers do not always plan lessons to cater precisely for the individual needs of pupils. Indeed, some of the day-to-day planning is quite thin. Instead, teachers tend to present all pupils with a similarly high level of challenge, whilst making sure that less able pupils have the maximum support. In this way, pupils experience

considerable fulfilment when they master new concepts and strategies. Teaching is more consistently effective in Years 1, 2, 5 and 6, because teachers are more rigorous in their expectations and there is a brisker pace to learning.

54. Classrooms are happy and purposeful places. Pupils are eager to learn and relish the cut and thrust of mental gymnastics. They regard such activity as a personal challenge. In a Year 2 lesson, for example, pupils were thrilled to improve their speed in counting up to 20 in 2s and down again, and disappointed when they failed to beat their previous best time when counting to 50 in 5s. Teachers focus pupils' attention very well by using resources like computer projection to support and clarify learning. When pupils tackle their written tasks, a healthy murmur pervades the classroom. For example, pupils in a Year 6 lesson muttered contentedly as they wrestled with decimal points in sums like  $5.6 \div 0.8 = ?$
55. Gaps in pupils' knowledge are routinely plugged by teachers. Results from regular tests are thoroughly scrutinised so that areas of weakness can be identified and corrected. In the Year 2 lesson, pupils quickly understood that amounts like £1.05 are not written as £1.5. The regular tests also enable teachers to monitor pupils' progress and help smooth the passage from class to class. Teachers are very aware of how well pupils are learning on a day-to-day basis, and give them good advice on how to improve. However, teachers' marking of pupils' work does not consistently inform pupils why mistakes have been made and how they might extend their learning.
56. The subject has developed considerably over recent years because it is very well led and managed. The structure of the curriculum is very solid and enables pupils to build on their skills progressively. Teaching has improved because there has been a strong emphasis on problem solving. The co-ordinators have a regular programme of checking their colleagues' planning and pupils' work which gives them a good overview of the subject. However, lesson observations are infrequent and this reduces the opportunity to ensure that all teaching is of a consistently high standard.

### **Mathematics across the curriculum**

57. The development of mathematics through other subjects is satisfactory. The school has made a conscious decision to teach mathematics primarily as a separate subject. Therefore, pupils' everyday work is not often planned to link in with subjects like ICT and science. Good practice, however, is evident and can be very effective. In a Year 2 lesson, for example, pupils explored symmetry by drawing the bodies of insects using computer graphics and decorating iced buns with the features of ladybirds and spiders.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well because they have a good scientific knowledge
- Teaching and learning are good but there are not enough opportunities for pupils to record work in their own way
- The subject co-ordinators monitor pupils' progress well and provide rich experiences for pupils beyond the usual curriculum
- Very good resources motivate and stimulate pupils

### **Commentary**

58. Pupils achieve good standards because they have a firm understanding of a broad range of topics. Pupils in Year 6, for example, know how to separate substances like sand and water, or

salt and water. They are aware that when some changes are made, they cannot be reversed. Pupils in Year 2 closely observe mini-beasts and, as they develop their knowledge and understanding, they learn how snails move. Pupils develop an increasing understanding of what is meant by a fair test. This was seen in a Year 4 lesson when parachutes were tested to find out if their size affects how fast they fall. As a result of such activity, pupils achieve well. Higher attaining pupils reach consistently high standards.

59. Teachers have good subject knowledge and high expectations of the pupils. These lead to good standards. All aspects of the curriculum are taught, and learning is well supported by thorough assessment especially for older pupils. Pupils learn how to carry out and record investigations systematically and this reinforces their good learning. Work in data-handling in mathematics is furthered when pupils use graphs and tables to record what they have done. However, opportunities are missed for pupils to record work in their own words. Often, work is copied and so pupils do not have to organise their own thoughts or practise their writing skills.
60. The leadership and management of the subject are good. The co-ordinators check pupils' progress well by scrutinising their work and by analysing the results of national tests. This gives a clear picture of how pupils are learning and enables teachers to focus on areas of learning which are less secure. The co-ordinators arrange good opportunities to enrich the pupils' experience through the science club and the involvement of all classes in National Science Week. This extends and supports their learning.
61. There is a very good range of books and equipment that support learning well. They are well organised and contribute both to the curriculum and to extra-curricular activities. A particular strength is ICT where older pupils appreciate the contribution made to their learning by virtual experiments.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards are improving, and pupils are achieving well
- Teachers teach good basic skills and give pupils ample scope to learn for themselves
- The quality of teaching in Year 6 is particularly effective
- Teachers do not make the most of opportunities to develop ICT through other subjects

### **Commentary**

62. Standards are above average by the end of Year 2 and Year 6. All pupils, including those with special educational needs and English as an additional language, achieve well. This is a distinct improvement since the last inspection, when standards were below average.
63. Pupils have confident skills on computers. Pupils learn how to word-process at an early stage and are increasingly competent by Year 6. They also know how to use a computer for different purposes. For example, pupils in Year 2 take advantage of the symmetrical tool of a paint package to draw a picture of an insect. Pupils in Year 4 produce branching databases to illustrate the solar system and Year 5 pupils perform simple programming in ordering the sequence of on-screen traffic lights. By the end of Year 6, pupils have good all-round skills. The teaching in Year 6 is especially effective and enables pupils to create and present data in a variety of applications, such as animation and pie-charts.



## An outstanding lesson

**An excellent lesson was seen in Year 6 based on a real-life problem set by the teacher.** The teacher skilfully explained that a market research company had asked the pupils to carry out research to discover what the class liked best about their school. The excellent relationships within the classroom produced an atmosphere of eager anticipation and confident enthusiasm. Pupils swiftly gathered the information using an electronic voting system and transposed it on to a database. Tables were created using a spreadsheet and a chart wizard. Pupils fell into deep concentration as they converted the data into graph form. A buzz of excitement went round the computer suite as pupils began to conclude their investigation and get ready for their multi-media presentation. Pupils chose appropriate backgrounds, slide transitions and animations so that final presentations showed a good range of well-displayed information.

64. Teachers are confident in ICT and teach it well. They demonstrate techniques clearly and effectively, using the interactive whiteboard to reinforce learning. They encourage pupils to investigate what computers can do and this helps pupils to learn from their mistakes and to explore new ideas. Teachers ensure a very focused atmosphere in lessons and make pupils keen and enthusiastic learners. The more able pupils help those who are less secure, and this develops a sense of responsibility. The subject co-ordinator has a very clear understanding of how to improve standards further. Although the co-ordinator has not been at the school for long, her enthusiasm, subject skills and organisation are beginning to have a very good impact on teaching and learning overall.

## Information and communication across the curriculum

65. The use of ICT in other subjects of the curriculum is satisfactory. Teachers are increasingly using ICT within other subjects but its use is not yet an intrinsic part of learning. There are some examples of good practice. In a Year 1 science lesson, pupils developed computer skills by word-processing the labels for parts of a plant. Pupils in Year 2 explored a paint program in an art and design lesson to draw butterflies and fill in their outline with different colours. Year 4 used the solar system to learn about branching databases. Year 6 pupils have produced bar and pie charts to illustrate their favourite sports.

## HUMANITIES

66. Too little evidence was seen in **geography** to judge its provision. There is a good policy and teachers' planning indicates that the curriculum is covered well. Of particular note is the stronger emphasis on developing pupils' skills of enquiry, which is an improvement since the previous inspection. Pupils have good mapping skills and can talk knowledgeably about map symbols. Visits are well used to develop geographic skills. Pupils explore their local environment, make visits to coastal resorts like Filey and make very good use of the nearby city museums. ICT is being used much more for developing the pupils' research skills.

## History

Provision in history is **good**.

## Main strengths and weaknesses

- The quality of learning and teaching is good throughout the school
- Planning is effective and is strongly influenced by teachers' assessments of pupils' progress
- Visits are sensibly used to develop pupils' skills of enquiry
- Displays enhance the learning atmosphere and celebrate pupils' work

## Commentary

67. Standards of pupils in Year 2 and Year 6 are above expectations. This means that pupils achieve well because most begin school with average understanding of the wider world. Standards have, therefore, improved throughout the school since the last inspection.
68. Pupils are motivated and effective learners because the provision is stimulating and varied with, on occasions, examples of outstanding teaching. Teachers demonstrate good knowledge of the subject. Their good teaching is typified by thoughtful strategies such as brainstorming issues, role-play and good use of artefacts. These various learning approaches are improving standards at the end of Year 6. Opportunities to use literacy and ICT skills are included but there is less emphasis on the use of mathematics. Assessments of pupils' progress are an integral part of all planning. An excellent history lesson was observed in Year 6 which contained many of the above features. The teaching significantly developed pupils' enquiry skills and gave them a distinct feel for the recent history of Britain. A notable and effective feature of the teacher's methods was the use of an interactive whiteboard to revise and strengthen pupils' learning.
69. Teachers' planning is detailed and based carefully on national guidelines. Lessons are well organised. Work in all pupils' books is neat, well presented and marked regularly. Teachers add some constructive comments for improvement. As a result, pupils take pride in their work. Visits are chosen thoughtfully to give pupils wider experiences and make learning vivid and challenging. For example, during a visit to the Viking Village in York, pupils experienced an opportunity to act out roles dressed as Viking characters. Displays are very attractive and have an impact on the appearance of the building and the learning atmosphere.
70. Subject leaders have positive impact on their subject, but they have very little time in the school day to use their skills beyond their own classroom.

## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Pupils have a good knowledge of Christianity and a satisfactory awareness of other faiths
- Learning is well supported by a very good range of resources and educational visits
- Pupils do not have enough opportunities to present work in their own way

## Commentary

71. Pupils' attainment by Year 6 is in line with the expectations of the locally agreed syllabus. By the end of Year 2, pupils' attainment is above average. This is similar to the findings of the last inspection. Pupils have a thorough knowledge of the Christian faith and can describe for example, the life of Jesus, Christian symbols and what is found in a Christian church. Older pupils refer confidently to stories from the Bible. Younger pupils know an outline of the life of Jesus and can give detailed accounts of bible stories. All pupils can talk about going to a local church and understand the significance of the font, the pews and the stained glass windows. Although older pupils recall the details of a visit to a gurdwara, in general they are not certain about other faiths that they have studied and confuse aspects of Judaism and Islam. Teaching and learning are satisfactory overall, but good in Years 1 and 2, because pupils develop a good knowledge.
72. The school provides a wide variety of books and artefacts to support learning. Pupils are taught how artefacts should be respected and handled. This was seen in a lesson in Year 2 during a discussion about the importance of the Qur'an. Visits enable pupils to experience religion in the

world at large. Pupils have visited a local church, Wakefield Cathedral and a Sikh temple. The detailed memory that the pupils have of these visits indicates how they have enhanced and supported their learning.

73. Much of the written work is concerned with what has been learned and only a small amount with the pupils' reflections about it. Teachers do not maximise opportunities for pupils to record what they have learned in their own words. This means that pupils do not develop their understanding or practise their writing skills as they work. The subject is satisfactorily led and managed. Although there is a comprehensive curriculum, there is not a good enough overview to ensure that pupils are achieving consistently well throughout the school.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

74. The following three subjects were not part of the main focus for the inspection and few lessons were seen. Therefore, it was not possible to make judgements about their provision.
75. Pupils' attainment is average in **design and technology**, as it was at the last inspection. Pupils have good skills in making a variety of items – purses, pop-up books, puppets and sandwiches. They can assemble a simple wood chassis of a model car, ensuring rigidity, and stitch textiles neatly. Some designs, such as the purses, are imaginative and individual. However, pupils' work is often very similar and pupils do not have sufficient scope to develop their own ideas. For example, in Year 3 the photograph frames made by pupils were all the same size and shape; only the decoration was different. Pupils evaluate their work upon completion so that they can learn from their mistakes. This is good practice but pupils are not always self-critical enough in their appraisals. Virtually all of the Year 3 sandwich creations were simply 'scrumptious', for example. The subject benefits from very good resources which are organised very efficiently by an enthusiastic co-ordinator.
76. In **music**, many pupils clearly benefit from a range of good activities. The choir sings and musicians perform during the celebrations of major religious festivals, school productions and performances, such as the summer concert. The choir also enters local competitions and has performed in a choir competition outside Wakefield Cathedral. There are good opportunities for tuition in brass, woodwind, strings, recorder and guitar.
77. In **physical education**, pupils in Year 2 were very positive when they worked with a qualified coach from the School Football Initiative, and this helped to ensure good learning. In a Year 4 lesson, pupils developed their ball skills well when playing Kwik cricket. In these lessons, pupils' attainment was average for their age. When pupils leave the school, almost all are able to swim 25 metres. There is very good enrichment of the curriculum through, for example, coaching given by members of local professional and amateur football and rugby clubs. A gymnastics club widens the opportunities available to pupils. Pupils' understanding of a healthy lifestyle is increased when all year groups take part in skipping for the British Heart Foundation.

### **Art and design**

Provision in art and design is **good**.

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

- Pupils have a good range of artistic skills
- The introduction to the work of many major artists inspires and motivates pupils
- The high quality of display celebrates pupils' work
- Pupils do not always have enough opportunity to develop their own ideas

## Commentary

78. Pupils achieve well and their attainment is above average throughout the school. This is not quite such a strong picture as at the last inspection but pupils achieve equally as well. Teaching is good because it focuses on the essential principles and techniques of drawing, painting and sculpture. For example, pupils in Year 3 experimented with colour washes and over-painting to produce very good pictures of two standing figures. Pupils in Year 2 know how to use different grades of pencil to create tone and shade. Teachers insist on accuracy and neatness and encourage pupils to try out ideas by using sketchbooks.
79. Teachers make effective use of the influences of important artists. Pupils in Year 1 have, for example, recreated pictures of Monet's Garden and pupils in Year 6 produced interesting versions of Warhol's famous picture of a Campbell's condensed soup can. Pupils in Year 6 also created some very good abstract paintings in the style of Paul Klee. The techniques of famous sculptors like Rodin and Boccioni have also been used to inspire and guide pupils. For instance, pupils in Year 2 created some fine clay sculptures of reclining figures.
80. The bright and striking displays of pupils' work around the school produce a very stimulating backdrop to learning. They also celebrate pupils' efforts and achievement. Recently, the school extended this by holding an exhibition so that parents could view their children's work. Photographic evidence showed how well the school evoked a sense of Christmas, earlier in the year, in a pictorial display of snowmen, snowflakes and bleak, skeletal trees.
81. Pupils are not given enough freedom to develop their own ideas. Whilst they benefit greatly from the many and varied influences of major artists and from some opportunities to be creative individually, their work is often much the same. The sculptures by pupils in Year 2, for example, all had very similar sizes and postures. Pupils in Year 5 produced very powerful silhouettes of Greek temples against a colourful sky, but again there was little individuality.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

### Personal, social and health education

Provision is **very good**.

### Main strengths and weaknesses

- The personal development of pupils is an integral part of the school's ethos
- The school values pupils as individuals and encourages self-reliance and maturity

### Commentary

82. There is very good provision for pupils' personal development. The school has recently introduced special lessons for citizenship which reinforce the ethos of the school and extend pupils' social awareness. The school does not timetable separate lessons for personal and social education, relying instead, and skilfully, on a whole-school approach. However, provision for sex education, drugs awareness and health education in general is thoroughly addressed in the science curriculum. Wider social issues are skilfully covered on a regular basis in a very well-planned series of assemblies.
83. It is an intrinsic and fundamental part of the school for pupils to be trusted, valued and given opportunities to develop as individuals. Both the pupils and staff place a great deal of importance on the school council, as a vehicle for pupils' opinions. Pupils show a strong sense of responsibility and pride in this activity, as they do with everyday jobs around the school. The school also encourages pupils to perform in public, for example, in choir activities or sports, so

that they become more self-confident. As a result, pupils leave school as mature, sensible and self-reliant young people.

## 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	2
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	3
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	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
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	2
The leadership of the headteacher	2
The leadership of other key staff	3
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).*