

# INSPECTION REPORT

## **HILL TOP CHURCH OF ENGLAND PRIMARY SCHOOL**

Low Moor, Bradford

LEA area: Bradford

Unique reference number: 107434

Headteacher: Mr R S Hannam

Lead inspector: Mr C Kessell

Dates of inspection: 23<sup>rd</sup> - 25<sup>th</sup> September 2003

Inspection number: 256432

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:	Foundation
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll;	257
School address:	Common Road Low Moor Bradford
Postcode:	BD12 0TL
Telephone number:	01274 678386
Fax number:	01274 678957
Appropriate authority:	The governing body
Name of chair of governors:	Mr M Turner
Date of previous inspection:	8 <sup>th</sup> June 1998

## CHARACTERISTICS OF THE SCHOOL

Hill Top Primary is a Church of England Foundation School that serves the Low Moor area of Bradford. This is an area of private and rented housing. With eight other schools, Hill Top is part of the A+ Excellence in Cities Action Zone (EAZ). The school is about average in size; with a few more girls than boys. The majority of pupils come from white ethnic backgrounds. No pupils speak English as an additional language. The number of pupils who either join or leave the school during the academic year is average. At 21 per cent, the proportion of pupils who are entitled to free school meals is also average. Fourteen per cent of pupils are assessed as having special educational needs; this is slightly below average. Three per cent of pupils have a statement of special educational needs. The majority of these pupils have learning difficulties or physical needs. Children start school with attainment that is similar to that expected for their age. The school has also been part of the Bradford re-organisation of schools that has led to some uncertainty and disruption in terms of pupil numbers, staffing and the development of the school's accommodation. There has been a high staff turnover in the last two years.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20695	Mr C Kessell	<i>Lead inspector</i>	Mathematics, Information and communication technology
19374	Mrs W Sheehan	<i>Lay inspector</i>	
18709	Ms N Bee	<i>Team inspector</i>	Areas of learning for children in the Foundation Stage, Special educational needs
3751	Mrs T Cotton	<i>Team inspector</i>	Science, Geography, History, Religious Education
14581	Mr G Laws	<i>Team inspector</i>	English, Art and design, Design and technology, Music, Physical Education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school that provides good value for money.** Standards in the core subjects of English, mathematics and science are above average. Pupils achieve well in these subjects and make good progress. This is the result of the good teaching and learning found through the school. There is a very distinct 'family' atmosphere that encourages the pupils to have very good attitudes to learning and very good standards of behaviour. As a result, pupils work enthusiastically and concentrate well in lessons. The headteacher's very good leadership has contributed much to many of the positive features found at the school. Leadership and management by other key staff in the school are good overall.

#### The school's main strengths and weaknesses are:

- The pupils achieve well as a result of good teaching, effective use of the national strategies for literacy and numeracy and the pupils' very positive attitudes towards learning.
- Good leadership and management ensure that there is a clear sense of purpose, high expectations in all that the school does and continual self-evaluation. This permeates through all aspects of school life.
- The school offers the pupils a broad and innovative curriculum that is enhanced by very good extra-curricular opportunities and other learning experiences outside the school day.
- Links with parents are very good. Parents are very well informed and their views and ideas about the school are welcomed.
- Teachers in literacy and numeracy lessons pay rigorous attention to the wide range of pupils' ability found in each class, and provide appropriate work for them. This approach is not always given such attention in lessons for other subjects.

**The school has improved well since its previous inspection.** It has developed the strengths identified in its last report as well as managing the change from a first school to a primary school for pupils up to the age of eleven. This transition has gone smoothly as a result of the good management of the senior staff and governors. Despite this diversion, the school has raised standards and has effectively dealt with the points for improvement identified at the previous inspection.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	n/a	B	B	B
mathematics	n/a	A	B	B
science	n/a	B	B	B

*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.*

Children in the Foundation Stage<sup>1</sup> are on course to reach the early learning goals set for them and some will exceed them. The children are taught well and achieve effectively as a result. At the end of both Key Stages 1 and 2,<sup>2</sup> the **pupils achieve well and standards in English, mathematics and science are above average.** However, the results of the 2002 national tests at Year 2 were not as high as the previous year and were below average in reading and writing. The proportion of pupils with special educational needs in this year group is higher than the rest of the school and this

<sup>1</sup> Nursery and Reception classes.

<sup>2</sup> Key Stage 1 - Years 1 and 2. Key Stage 2 - Years 3, 4, 5 and 6.

is the reason for the lower standards. Many pupils through the school are working at higher levels, particularly in English and mathematics, than one would normally expect. National test results indicate that the differences in performance between boys and girls is not as wide as found nationally. By the time pupils reach Year 6, standards in geography, history and religious education are above those normally expected in the majority of schools.

The **spiritual, moral, social and cultural development of the pupils is very good**. This is noticeable in the very friendly, supportive atmosphere found in the school and the very good working relationships. **Standards of behaviour**, in the classrooms, at breaks and lunchtime, are consistently **very good**. Pupils have **very positive attitudes to school and learning**. The **attendance rate at the school is above the national average** and punctuality is very good.

## QUALITY OF EDUCATION

**The school provides a good quality of education, and teaching and learning are good.**

Lessons are well planned and organised so no time is wasted. The teaching, planning and assessment of literacy and numeracy are particularly strong and contribute to the above average standards in these areas of learning. Particular attention is paid to the needs of different ability groups so higher attaining pupils are challenged effectively and lower attaining pupils and those with special educational needs are given the support they require. This is less consistent in other areas of the curriculum. Teachers motivate the pupils so that they respond enthusiastically and learn effectively. The good teaching across the Foundation Stage ensures that the majority of children either achieve or exceed their early learning goals. This is **good progress**.

The school offers a **well-balanced, innovative and interesting curriculum** that is enhanced by a **very good** range of extra-curricular and other learning opportunities. **Partnerships with parents are very good**. They are kept well informed about their children's progress and welcome their involvement and access to the school. Because of the **good quality care** provided for the pupils, they feel valued and able to do their best.

## LEADERSHIP AND MANAGEMENT

Overall, **the leadership and management of the school are good**. The headteacher is a very good leader and ensures that there is a very clear sense of purpose and high aspirations. He is extremely popular with the pupils and parents and acts as a very good role model for other staff. The deputy-head works very well with the headteacher and is particularly effective at monitoring performance data and as the subject manager for mathematics. Although the curriculum is managed well, some subject leaders have not had time to monitor teaching and learning. The governing body operates efficiently and have made a good contribution to shaping the direction of the school. They have a very good understanding of the school's strengths and weaknesses. Overall, **governance is good**.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The **parents hold the school in high regard**. They feel that the school is offering their children a good education and that they are effectively involved in the life of the school, valued and supported. Parents feel well informed. The pupils are **very satisfied** and enjoy coming to school.

## **IMPROVEMENTS NEEDED**

**The most important thing the school should do to improve is:**

- Apply to the wider curriculum the already rigorous and effective practice of providing work in literacy and numeracy for pupils of different ability.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards in the school are **good**. The majority of pupils, of all abilities, **achieve well** through the school. A significant minority of pupils **achieve very well**. The gap between boys' and girls' achievement is not as large as that found nationally.

#### Main strengths and weaknesses:

- Currently, standards in English, mathematics and science are above average at the end of both key stages. Pupils make good progress in these subjects.
- Standards are not as high in Year 4 as the result of a higher proportion of pupils with special educational needs.
- By Year 6, standards are higher than normally expected in geography, history and religious education.
- Children achieve well through the Foundation Stage.

#### Commentary

1. The majority of pupils enter the **Reception class** with average attainment. Entry into **Nursery** is below average because approximately a third of children have been identified as having weaknesses in the acquisition of speech and language skills. By the end of their time in Reception the majority of children will reach the expected levels in all areas of learning. A number will exceed these levels. Children achieve well because teaching is consistently good. Progress is enhanced further because personal and social skills are well promoted and all children have very positive attitudes to learning.

2. As a result of good teaching in **Years 1 and 2**, the pupils build successfully on many of the skills that they have developed in the Foundation Stage to achieve well in reading, writing and mathematics. This was reflected in the 2003 national tests, when there was a significant improvement in the pupils' average point scores in comparison with 2002. Although there were no national comparisons available at the time of the inspection, standards in these areas of learning are likely to be at least above the national average and well above average when compared with similar schools<sup>3</sup>. Besides the good teaching, pupils have very positive attitudes to learning and the school is very rigorous in monitoring and evaluating pupils' progress in these subjects.

#### **Standards in national tests at the end of Year 2 – average point scores in 2002**

Standards in:	School results	National results
reading	14.9 (16.5)	15.8 (15.7)
writing	13.6 (14.5)	14.4 (14.3)
mathematics	16.8 (17.0)	16.5 (16.2)

*There were 29 pupils in the year group. Figures in brackets are for the previous year*

3. The results at the end of Year 2 in 2003 have returned the school to an upward trend of improvement that started in 2000, particularly in reading and mathematics. The results in 2002 were considered a 'blip' by the school. This group of pupils has a high proportion of pupils with special educational needs (SEN) for learning difficulties, and behavioural and social problems. The school has acknowledged this situation by providing a higher level of non-teaching support for this class.

4. Standards at the end of **Key Stage 2** have been above average since the school had its first Year 6 in 2001. Since this time, pupils have made good progress in English, mathematics and

<sup>3</sup> 'Similar schools' are defined by the proportion of pupils eligible for free school meals.

science in relation to their prior attainment. The results in 2003 are unlikely to be much different, although the average point score in English was not as high as the previous year. Taking all subjects into account, the pupils' achievement was good. Current standards in Year 6 in English, mathematics and science are above average. As at Key Stage 1, this is a result of consistently good teaching, the pupils tremendous enthusiasm for learning and a rigorous monitoring and evaluation of pupils' performance in English and mathematics. When the current Year 6 pupils were in Year 2 they achieved below average standards in mathematics. The current levels of attainment represent very good achievement for some pupils.

**Standards in national tests at the end of Year 6 – average point scores in 2002**

<b>Standards in:</b>	<b>School results</b>	<b>National results</b>
English	28.0 (28.3)	27.0 (27.0)
mathematics	28.0 (28.3)	26.7 (26.6)
science	29.4 (29.2)	28.3 (28.3)

*There were 42 pupils in the year group. Figures in brackets are for the previous year*

5. Because of the school's focus on individuals, different groups of pupils achieve well. The proportion of pupils that normally achieve the higher levels in English and mathematics (Level 3 in Year 2 and Level 5 in Year 6) is often above average. This is certainly the case for the most recent national test results. The gap between boys and girls performance is not as wide as that found nationally. However, it is not the boys performing well at the expense of the girls. Observations during the inspection indicated that the teachers were particularly skilled at involving all groups of pupils in class discussions or question and answer sessions. Pupils with SEN make good progress in relation to their prior attainment in English and mathematics. However, the rate of progress is affected when work is not accurately matched to their needs.

6. By the end of **Year 6**, pupils achieve well in geography, history and religious education. Standards in these subjects are higher than one would normally expect. Standards are at expected levels in the remaining subjects of art and design, design and technology, information and communication technology (ICT) and music. Pupils make satisfactory progress in these subjects.

7. At the pre-inspection meeting with parents, high academic standards and good national test results was one of the features parents liked about the school. They agreed that their children make good progress. A minority of parents suggested that a focus on standards put undue pressure on some of the pupils. There was no evidence of this during the inspection and all pupils spoke positively about their work in school.

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

All pupils have **very positive** attitudes to school and to learning. This is an improvement since the previous inspection. Relationships have remained **very good** and there is a friendly supportive atmosphere in the school. The wide variety of extra-curricular activities helps to promote **very good** personal development in all pupils. The pupils' spiritual, moral, social and cultural development is also **very good** overall.

**Main strengths and weaknesses:**

- The attitudes and behaviour of pupils are very good at all times.
- The pupils are developing into confident, mature and enthusiastic young citizens, due to the very good spiritual, moral and social provision.
- The attendance of pupils has continued to improve and is very carefully monitored.
- The children in the Foundation Stage have settled in well and display a growing confidence.

## Commentary

8. Pupils are very attentive in lessons and listen very well to teachers and to each other. They show a very positive eagerness for their learning. For example, Years 5 and 6 pupils settled down quickly and enthusiastically, with the minimum of disruption, when they changed to their literacy and numeracy groups. In lessons, the majority of pupils behave very well and show very good levels of sustained interest and concentration. Pupils enjoy earning 'stars' at playtimes and are proud to be rewarded. There have been no exclusions in the past ten years. Through effective teaching in personal, social and health education (PSHE) lessons, and self-esteem studies at the Bradford Bulls centre, bullying is minimal. In discussion with Year 6 pupils, they feel that the staff deal with any instances very effectively.

## Exclusions

### *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	257	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	10	0	0
Asian or Asian British – Indian	4	0	0
Black or Black British – Caribbean	5	0	0
Black or Black British – African	1	0	0
Any other ethnic group	2	0	0

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

9. Relationships between staff and pupils and between pupils are very good. Pupils co-operate very well, are supportive to others and respect others' ideas and contributions. They also show very good independent learning skills. For example, pupils in a Year 3 science lesson eagerly explored non-fiction books to find out what a variety of animals eat.

10. Pupils develop very good personal skills taking part in the wide variety of curricular and extra-curricular activities on offer. In discussions, they talk politely and display a pride in their school and their achievements. Pupils who become 'Buddies' are very proud of their role and provide very good support and care for younger pupils. Pupils show a very good sense of responsibility and contribute well to an efficient learning environment, for example by preparing the tables for afternoon lessons or filling drinking water bottles. They enjoy opportunities to compete against other schools and attend residential activity weeks (Year 5 pupils had only just returned from a very enjoyable week in Wales). These opportunities help pupils to become friendly, caring young people.

11. Assemblies and lessons provide very good opportunities to develop pupils' wonder at the world around them. During a very good assembly about the 'Ugly Bug Story', pupils were left totally entranced and, in a Year 3 history lesson, that enacted a Victorian school, pupils reflected on the different values and beliefs that existed then. The school provides many very good opportunities for pupils to develop an understanding of many cultures, including visits to theatres and visits from theatre companies. For example, during the inspection week over 80 pupils attended an evening ballet performance of 'Romeo and Juliet'.

12. Attendance has continued to improve since the previous inspection and is above the national average. The school has firmly established procedures for first day of absence contact with parents, to ensure the welfare of pupils. The role of the learning mentor (an Excellence in Cities Action Zone (EAZ) initiative) in monitoring absences and lateness has ensured pupils who may have problems are quickly offered support and help. Pupils arrive on time and lessons start very punctually.

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

Authorised absence	
School data	5.1
National data	5.4

Unauthorised absence	
School data	0.2
National data	0.5

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

13. Children in the Foundation Stage achieve well in this aspect of school life. They enjoy coming to school and settle quickly into the Nursery, and later the reception class, because induction procedures are sensitive to individual needs. Personal and social skills are consistently promoted in all the children do. This results in good independent skills being developed well. The many good opportunities all children have to choose their own activities and to work with adults enables them to learn how to successfully interact with others. Behaviour is very good and the children quickly develop very good relationships with the adults who work with them and with each other.

### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

14. As a result of the **good** quality of education provided by the school, pupils' achievements are good and high standards are achieved in the core subjects of English, mathematics and science.

#### Teaching and learning

Teaching though the school is **good** and pupils learn **effectively**. Assessment information is **used well**, particularly in English and mathematics, to track pupils' progress, and helps teachers to provide work of a suitable level of difficulty for pupils in different ability groups.

#### Main strengths and weaknesses:

- The good teaching in the Foundation Stage ensures that the children have a good start to school.
- Consistently good or better teaching in literacy and numeracy is a major contributor to the above average standards in these subjects. The national strategies for these areas of learning are used well.
- There are high standards of behaviour in all classes.
- As a result of the good teaching, pupils are enthusiastic learners who enjoy lessons.
- The school's procedures for assessment are very good.
- Work given to pupils in subjects other than literacy and numeracy does not always match their capabilities.

#### Commentary

15. Teaching is consistently good in the Foundation Stage. Adults in both classes work well together as a team and give good quality support when the children work at their activities. In addition, personal and social skills are well promoted in many activities. This results in children developing positive attitudes to learning. Activities are interesting and adults use a very thorough and detailed assessment system that clearly shows the progress children make in their work.

16. Teachers in Key Stages 1 and 2 have good subject knowledge overall but are particularly effective in their teaching of literacy and numeracy. Lessons in these areas of learning are often very good. For example, Year 1 pupils learnt very well and achieved good standards as their teacher used a hand puppet to emphasis the final sounds of words. The pupils were enthralled as

they helped the 'crocodile' with its language. The teachers know their pupils well and good attention is paid in literacy and numeracy to the needs of all pupils. Unfortunately, in other subjects of the curriculum, lesson planning does not always take account of the needs of all groups arranged by ability.

**Summary of teaching observed during the inspection in 35 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0(0)	6(17%)	19(54%)	10(29%)	0(0%)	0(0%)	0(0%)

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

17. Teaching assistants are used effectively to support pupils and generally make a good contribution to pupils' learning. They are particularly effective as pupils undertake their main lesson activities, offering support and guidance. On some occasions, better use could be made of their time during lesson introductions, when they often sit 'passively' waiting for the main part of the lesson to start.
18. Teachers inform their pupils well through giving clear introductions to lessons and telling them about what they are going to learn. Before activities started, teachers ensured that pupils had the right levels of understanding. In one Year 6 numeracy lesson, a pupil was confident to say that he did not understand without fear of this being an issue with his peers. This simple action reflected the quality of relationships, trust and support found in the classrooms. Thanks to very good support by a teaching assistant, that pupil was able to stand up at the end of the lesson and explain to his friends what he had achieved and understood.
19. Standards of behaviour are very high. Consequently, no time is wasted dealing with inappropriate conduct, and pupils can get on and learn, which they do effectively. However, the classrooms are not overbearing places where pupils 'are seen and not heard'. They are exciting and interesting, where much gets done. When appropriate, pupils show high levels of concentration and are productive.
20. Detailed assessment records are kept on all SEN pupils. These enable teachers to identify clear targets on their individual education plans (IEPs). However, occasionally this information is not used effectively and work is too difficult. At other times, pupils are given too little guidance to improve and this affects learning within some lessons.
21. All of the parents responding to the pre-inspection questionnaire agreed that teaching was good. Inspection evidence and the pupils' achievement support the parents' views.
22. Very thorough assessment procedures have been developed which enable pupils to achieve well, and teachers to predict possible grades and track all pupils progress in reading, writing and mathematics. Performance information is used effectively to group pupils in literacy and numeracy lessons in Years 5 and 6, and to develop ability groups within other classes. Individuals and groups of pupils are moved on to the next stages of learning effectively.
23. Recently developed assessment procedures are now in place for all other subjects. These inform teachers of the National Curriculum Levels the pupils have reached. However, teachers do not always use this information when they plan lessons. When this happens the same work is given to the whole class and some pupils do work that is too difficult, whilst others need more challenging tasks. Learning for pupils at all levels of ability is affected when this happens, including for those pupils with SEN.

## The curriculum

The school provides a rich curriculum, which contains a **good** range of interesting learning opportunities. In addition, activities provided that support learning outside the school day are **very good**. The provision for PSHE is **well planned**. The children in the Foundation Stage receive **good quality provision**. Pupils with SEN are **well catered for**. All statutory requirements are met.

### Main strengths and weaknesses:

- There is a wide range of well-planned curricular opportunities, which are accessible to all pupils. Visits and visitors invited into school further enrich the curriculum.
- Pupils have many very good opportunities to take part in activities outside the school day.
- The provision for PSHE is good.
- The children in the Foundation Stage and pupils with SEN are well catered for.

### Commentary

24. The school provides a well-planned and balanced curriculum, which embraces all subjects of the National Curriculum and religious education. The recently reviewed PSHE programme is good and is enriched by visits out into the local community. Outside speakers, such as the local nurse and policemen, are regularly invited into school to talk and work with the pupils. Activities promote a strong emphasis on healthy living and generally keeping oneself safe and, as pupils move through the school, they achieve well in this area. For example, during the inspection, pupils in Year 5 visited the Bulls Study Centre to learn about healthy lifestyles. Behaviour was excellent during this visit and the pupils demonstrated a very good awareness of what qualities are needed to work successfully as a team. The high standards that pupils achieve in English were apparent to all adults as they 'brainstormed' in groups.

25. The provision for pupils with SEN is good. This high standard has been maintained since the previous inspection and enables most pupils to achieve well. Reviews are completed effectively and parents are regularly informed. The procedure for the identification and assessment of pupils with SEN is good. As a result, all pupils have good individual education plans, designed to guide their progress towards clear targets in literacy, numeracy or behaviour. In good lessons pupils are given tasks, which reinforce these targets. Detailed documentation informs all adults of the difficulties that pupils may encounter.

26. The provision for the children in the Foundation Stage is good. There is high emphasis on the promotion of personal, social and emotional development in all activities. Resources are good and support all areas of learning well, and activities are thoroughly planned according to the national guidance. This good provision, enhanced by good teaching, enables all children to achieve well.

27. During the school day, a wide range of activities is offered to pupils, such as Chi Kung. This promotes a feeling of relaxation and well being to small groups of pupils who have difficulties in concentration, self-esteem and behaviour. The school considers the needs of all pupils very well. All pupils have the opportunity to learn a musical instrument, and watch and work with visitors who are invited in. Theatre groups, for example, visit regularly. All pupils have many opportunities to take part in clubs, which supports learning outside the school day. Participation in these activities enhances learning in many curriculum areas and further contributes to pupils' good achievement. The well-planned curriculum and the extra-curricular activities have a positive influence on the standards pupils reach as they move through the school. There are very good opportunities for pupils in Years 5 and 6 to take part in residential visits to Wales and France. Adventurous activities in France include archery, fencing and orienteering. All visits out of school have a strong emphasis on promoting pupils' social, moral and cultural development.

## Care, guidance and support

The school has succeeded well in creating a happy, friendly and well-disciplined learning environment. All pupils develop and flourish in an atmosphere that supports and values each individual. The **good** standards have been maintained in this area since the previous inspection.

### Main strengths and weaknesses:

- Due to the very good relationships between the headteacher, staff and pupils, pupils feel confident they can approach adults and be treated fairly.
- The learning mentor provides wide-ranging support to any pupil who is identified as needing extra help to achieve their full learning potential.

## Commentary

28. Procedures for child protection are very good due to the caring sensitive approach of staff and the close monitoring of all pupils in their care. Day-to-day procedures for health and safety are good and staff are alert to maintaining a safe environment. Good procedures exist for first aid and informing parents of any accidents. The existing health and safety policy is out of date with current practice and is currently under review to reflect recent changes in legislation. Appropriate safety procedures for visits out of school are in place.

29. The learning mentor works alongside teachers to monitor pupils' personal and academic development and to identify where pupils may be facing barriers to their learning. Carefully targeted individual action plans are prepared and monitored to meet these pupils' specific personal needs.

30. The school is continually developing methods of involving pupils in the school's work and their own development. During the last year a pupil questionnaire was carried out. The headteacher always listens carefully to pupils' ideas and suggestions, and is in the process of reviewing the most effective systematic method of seeking their views, for example through a school council.

31. In some classes pupils have reflected on their career aspirations, leading to thoughts about what they need to do to achieve them. This self-reflection enables pupils to be supported fully in their aspirations and interests. Pupils with SEN are well integrated into classes. Outside agencies are used well to support pupils when necessary.

32. Induction procedures are good in the Foundation Stage, which results in most children moving onto their next stage of education confidently, happily and quickly. All children are well supported and looked after by the adults who work with them.

## Partnership with parents, other schools and the community

Relationships with parents have continued to improve and are **very good**. The use of the community to promote learning has developed further and is **good**.

### Main strengths and weaknesses:

- The overwhelming majority of parents have very positive views about the school.
- The school provides very good opportunities to work with parents to support their learning.
- The school seeks the views of parents as part of its efforts to continually improve.

## Commentary

33. Parents have very positive views about the school. All those who replied to the pre-inspection questionnaire felt their child received a good induction into the school, is treated fairly, receives good teaching and is expected to work hard. Inspection findings confirm these positive views.

34. Quality of information is good and this helps provide a close partnership between the school and parents. Newsletters are sent out intermittently and provide a useful mix of future dates, procedural information and details of events happening in school. Parents have been made fully aware of the bullying policy through this newsletter. All classes send out curriculum information that helps parents to support their child's learning. The school also provides many curriculum evenings to help parents understand their child's educational requirements. These meetings have included in their agendas statutory assessment testing, literacy, numeracy and 'understanding Brain Gym'. Parents of children in the Foundation Stage have also been invited to curriculum evenings, such as those linked to early writing. Pupils' annual reports are good and pupils' individual targets for improvement are discussed with their parents to promote home assistance in their learning.

35. Links with the community are good. The school has close links with Yorkshire Water, who provide reading partners, and a number of parents also come in regularly to listen to pupils read. Through the EAZ, links with industry provide good opportunities for pupils to work with businesses. The school has worked hard to encourage a close working relationship with the various neighbouring secondary schools. The school also has links through e-mail with a school in Finland, providing opportunities for pupils to learn from the wider world.

36. Parents are well informed about the Foundation Stage and they receive clear information about daily procedures that helps the children to settle in happily. They are encouraged to come into school, for example to promote reading through the 'lending library'. Parents of pupils with SEN are well informed about how their children are doing in relation to targets on their IEPs.

## LEADERSHIP AND MANAGEMENT

Leadership and management is **good** overall. The quality of leadership provided by the headteacher is **very good**. The governance of the school is **good**.

### Main strengths and weaknesses:

- The headteacher's leadership ensures that there is a clear sense of purpose and that individuals matter, whether pupils, staff or parents.
- Performance data is rigorously monitored particularly by the deputy headteacher.
- The school is not scared to be innovative.
- The governors have a very good understanding of the school's strengths and weaknesses.
- Some subject managers need to monitor their areas of the curriculum more rigorously.

## Commentary

37. The headteacher provides very good leadership. He is extremely popular with the pupils and parents and provides the school with very clear educational direction. Ninety eight per cent of parents responding to the pre-inspection questionnaire agreed that the school is well led and managed. At the pre-inspection meeting, parents commented on the very good ethos and the spiritual feeling in the school. The headteacher is a very good role model for other staff and pupils. His assemblies were some of the best ever seen by inspectors. Through his relaxed and friendly approach, a good team of teaching and non-teaching staff has been built. This is particularly impressive given that staff turnover has been quite high in the last two years. All staff are very motivated, with pupils' achievement and the quality of education being the major priorities for everyone.



38. The headteacher and his deputy form an effective partnership and their respective strengths and personalities complement each other well. The headteacher is good at ensuring that pupils and staff are well motivated and that there are high aspirations for the school. The deputy is a strong classroom practitioner and is very good at monitoring and evaluating performance data to ensure that pupils are making sufficient progress through a good quality education. Other key staff manage their responsibilities well. For example, the co-ordinator for special educational needs (SENCO) manages the provision and staff effectively. Consequently, these pupils make good progress. The Foundation Stage is also well led. The clear systems, which everyone understands, enable all adults to work together very successfully as a team. Achievement is good because individual progress is carefully monitored in all areas of learning.

39. The school is not afraid to be innovative or try out new things. The Curriculum Management Project is an example of this. This process is challenging the traditional view in primary schools of the role of the subject co-ordinator or manager. There is a strong rationale behind the project. Once curriculum areas are established, are co-ordinators necessary? Would it be more effective for staff to come together with interest and expertise in curriculum management groups to work on projects with regard to subject management? The project is expected to run for a year before being evaluated so it is too early to judge the impact of this process that was only started last term. However, if the enthusiasm of the PSHE curriculum management group is anything to go by, it will be a resounding success. They found benefits in working together, sharing a workload and not being isolated. Working with colleagues from all parts of the school was judged to be a particular benefit. The outcomes of their work, a very good PSHE policy and scheme of work, indicate the potential of this process. However, some areas of the curriculum have named staff to oversee subjects during the Curriculum Management Project and the depth of their monitoring of these subjects is not as strong as one would normally expect. One of the other strengths of the project is to enable staff to broaden their expertise and experience. This is an indication of the school's recognition and commitment to staff development. The performance management process is well established in the school. Teachers' objectives are clearly linked to raising standards and improving school performance as well as their own professional development.

40. The school governors are proud of the school and are actively involved in how the school is organised and run. They were particularly effective in their support during the local education authority (LEA) re-organisation of schools. The governors have a very good understanding of the school's strengths and areas for development. Although not actually involved in the formulation of the school improvement plan, they are regularly updated on its progress and feel ownership of the plan. Governors are very aware of the challenges that face the school, particularly in terms of financial sustainability once the school has a one-form entry through to Year 6 and the larger year groups have left the school. Financial resourcing and staffing levels have been very carefully considered.

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

<b>Income and expenditure (£)</b>	
Total income	708,387.00
Total expenditure	722,352.00
Expenditure per pupil	2,685.00

<b>Balances (£)</b>	
Balance from previous year	86,452.00
Balance carried forward to the next	72,487.00

41. The governors and headteacher monitor spending closely and use best value principles effectively to ensure that financial resources are used well to get good value from expenditure. They compare the school's performance with other schools, consult with the school community and monitor contracted services carefully to ensure that funding is not wasted.

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

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

42. Provision for children in the Foundation Stage is good. Personal, social and emotional development is well promoted in all activities. There is a well-resourced, secure outdoor area, which is effectively used by the Nursery and Reception children.

43. The majority of children enter Reception with attainment that is average. The children enter the Nursery with slightly lower levels of attainment. Approximately one third of Nursery children have been identified as having difficulty acquiring basic speech and language skills. Induction procedures are good and this ensures that the children settle in quickly and happily into the Nursery, Reception and, eventually, Year 1. The children achieve well because all adults teach well and teaching is consistently good. In addition, the curriculum provides a good range of activities that are accurately matched to pupils' needs. This good provision is well managed. The thorough systems to monitor pupils' progress are good.

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

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

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

- The children achieve well because teaching is consistently good and the area is well promoted in circle time sessions and in many other activities.
- All adults support learning well as they interact sensitively when children work in small groups or alone.
- Behaviour is very good and children develop positive attitudes to learning.

#### **Commentary**

44. Good provision enables most children to at least reach the expected levels by the end of their time in Reception, with a few likely to exceed these levels. Teaching is good and support staff enhance learning considerably as they support well in both classes. Achievement is good because the children show positive attitudes to learning and thoroughly enjoy coming to school. The children are offered many good experiences as they work in pairs and small groups and begin to develop the skills necessary to work independently. Most children take turns and concentrate well as they interact positively with each other and the adults who help them. As they select activities with confidence, most children know that they are expected to help to tidy away at the end of each session. All adults have very high expectations regarding behaviour and, as a result, behaviour is very good and the children get on very well with all adults with whom they come into contact. Personal independence is developed well.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses:

- Teaching is good because all adults work hard at developing the children's skills in this area. The children respond well.
- Resources are good to promote this area of learning.
- Sometimes work is not accurately matched to the needs of all abilities.

### Commentary

45. Most children are on course to attain the expected levels by the end of their time in Reception, with a few likely to exceed these levels. Achievement is good and the individual records, which are kept on each child, clearly show how each child is doing. Good teaching is characterised by well-organised sessions where children work at interesting activities that motivate them and move them on to the next stage of learning. All adults have a good understanding of the skills needed to begin to communicate, read and write. Although adults have high expectations regarding listening carefully at all times, some children, particularly in the Nursery, have difficulty concentrating and following instructions. Children in Reception generally listen well and respond accurately. The children in both classes have many opportunities to develop speaking skills and, although a significant number of children have been identified in the Nursery as having difficulty acquiring basic speech and language skills, most children in Reception speak clearly and with confidence. All children are becoming confident writers as they develop early writing skills in the well-resourced writing areas in both classes. In Reception, children of all abilities were seen attempting to write. Higher attaining children wrote words underneath pictures but lower attaining pupils were not given enough guidance to improve. The teacher's expectation of these children was too low because they were not given the opportunity to write underneath or above a model to develop their writing skills. Praise is used well to inform children how well they are doing. In both classes the love of books is promoted well, which results in all children handling books carefully and enjoying reading activities.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses:

- Teaching is good. Adults support children well in all activities.
- A wide variety of activities are used to support learning.
- The children's positive attitudes enable them to work hard developing number skills.

### Commentary

46. Teaching and learning are good because the children have many opportunities to develop mathematical skills. In the Nursery, children were seen identifying two-dimensional shapes. Mathematical vocabulary was well promoted by the teacher as she talked about 'spheres'. With support, the Nursery children confidently counted the sides of two-dimensional shapes. Children enthusiastically and confidently sang number songs as they reinforced the idea of counting 'forwards' and 'backward'.

47. Resources are good. In Reception, adults interact well within the ability groups that the children work in, and give them many opportunities to articulate their thinking, thus developing their mathematical understanding. Children achieve well and most are on course to at least reach the expected levels by the end of their time in Reception. A few children are likely to exceed these levels.

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

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

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

- Teaching is good. Activities are interesting, and well resourced.
- The adults develop very good relationships with the children and support them well in all activities.
- The children respond positively to activities, develop good relationships with each other and work well together.

### **Commentary**

48. Teaching is good and, although not all strands of this wide area were seen, planning and previous work indicates that all strands are covered. Vocabulary was well developed during an exciting activity in the Nursery. The children used their senses well to describe how soapflakes felt and smelled. When water was added to the soapflakes, one child confidently said, 'They will get wet now'. Later the children showed amazement as they added green and blue food colouring and changed the colour of the white soapy mixture. After listening to the story of 'The Three Bears', the children in Reception made porridge using a microwave. Language was developed effectively as they used their sense of taste to decide whether the porridge tasted 'better' or 'worse' after adding sugar.

49. The children have satisfactory opportunities to develop ICT skills. Children in both classes were seen working through simple programs as they used the mouse to move the cursor around the screen. Construction toys are regularly used to build models as children work together in small groups or choose to work alone. Most children confidently join construction pieces together to build and balance. Achievement is good. Children are achieving the expected levels for their ages.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

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

- Teaching is good and classes are well managed.
- The children enthusiastically respond to structured outdoor play lessons.
- Activities are well resourced and supported well by adults.

### **Commentary**

50. Teaching is good in this area and the children receive regular opportunities to develop physically in the well resourced, secure outside area. Children in both classes receive daily outdoor sessions, where they happily make choices and decide in which activity to participate. Children in the Nursery use confidently, and independently, bicycles with two and three wheels. They listen well to instructions and behave very well. The Reception children wait very enthusiastically at break times to see when it is their turn to use the area. Learning is good because the children have good

opportunities to develop physically. In addition, children have opportunities to use the hall for physical development but no lessons were seen during the inspection. All children play imaginatively and confidently with construction toys and have good opportunities to use soft materials. Children achieve well in this area and most are on course to reach at least the expected levels.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

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

- Teaching is good because support assistants help the teachers and the children well. This enables all children to succeed.
- The children enjoy all aspects of this area, and work very well at activities.
- This area of learning reinforces children's personal and social development well.

### **Commentary**

51. Children achieve well. Teaching is consistently good because adults are used effectively to promote learning in all activities. 'Home corners', are an important feature in both classrooms. In these areas, children are encouraged to express their own ideas and to communicate their feelings. Well thought out activities, reinforce concepts taught in other areas. For example, children use a 'telephone directory', which contains photographs of themselves and their telephone numbers. Basic number recognition is reinforced well as they enthusiastically 'ring up their friends'. Good quality displays enhance the learning environment inside the classrooms because all children have many opportunities to develop artwork using a variety of media. Adults value their achievements. Most of the children are likely to reach the expected levels by the end of Reception.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **good**.

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

- Teachers' planning and use of assessment information.
- Strong emphasis on speaking and listening skills.
- Pupils' attitudes towards the subject.
- The use of teaching assistants is inconsistent.
- Pupils in Years 3 to 6 could undertake more independent research to promote writing skills.
- The responsibilities of teachers with key leadership roles require clarification.

### **Commentary**

52. Standards are above average at the end of Year 2 and Year 6. This represents good achievement throughout the school. There are no significant variations in the attainment of boys and girls.

53. These high standards result from good teaching and the very positive attitude of pupils in lessons. Teachers know their pupils well and track their progress carefully. Thorough assessment records are used to ensure that lessons are planned to meet the needs of all pupils, including ability

groups in Years 5 and 6. The use of ICT and reference books is limited and this lessens opportunities for older pupils in particular to undertake individual research when studying literature. Book reviews, for example, too often lack analytical depth. Teaching is particularly good in Years 1 and 2.

54. Reading and writing are organised efficiently in English lessons. Parental support, particularly with younger pupils, helps to improve reading skills. Many parents regularly complete their child's home reading record. Pupils are learning to write in different styles. For example, in Year 1 they produced fascinating accounts of their visit to Chester Zoo and in Year 2 used adjectives and adverbs effectively in their stories about 'The Wishing Moon'.

55. In Years 3 and 4 there is good work on the sequencing of fables and devising play scripts. This is built on with atmospheric writing in Year 5 in scripts such as 'The Dark Closet'. Older pupils produce poems in different styles and use 'persuasive language' to good effect. A significant proportion of pupils still experience problems with spelling. Handwriting is usually clear and well formed, although too many pupils are still printing in their last two years in the school.

56. Teachers' use of English is very good. They make good role models. Explanations are clear, they respect pupils' views and lessons always have a clear focus that is shared with the class. Classroom organisation is generally very good. However, the deployment of teaching assistants is variable. Too often they are mere spectators during the introductory and plenary sessions. When working with small groups, their understanding of individual needs helps those pupils to consolidate their learning.

57. Subject leadership is good. There is a commitment to continuous improvement. The new 'team' approach to subject management has not yet clarified the precise responsibilities of all key members. The assessment procedures are rigorous and contribute significantly to the above average standards achieved.

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

58. Although good examples were seen of written work in other subjects, there are occasions when it is restricted to copying or gap filling. For example, better use could be made of science, particularly with the older pupils, to develop their writing skills. The skills of speaking and listening are well promoted by all teachers.

## **MATHEMATICS**

Provision in mathematics is **good**.

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

- Standards at the end of Key Stages 1 and 2 are above average. Pupils make good progress as they move through the school.
- The National Numeracy Strategy is used well by teachers and this has contributed to high standards. The subject is well promoted in classrooms.
- The needs of individual pupils are addressed well.
- The subject co-ordinator manages the subject very well. Assessment procedures are very good.

### **Commentary**

59. Standards of attainment are above the national average at the end of both key stages. This is an improvement since the previous inspection. Pupils throughout the school are achieving well, including those with SEN. This is a result of consistently good teaching, including good use of the Numeracy Strategy, very good subject management by the deputy headteacher and the pupils'

enthusiasm for the subject. Recent test results have shown that differences in performance between boys and girls are not as wide as those found nationally. In lessons observed during the inspection, teachers were careful to ensure that they directed questions carefully to boys and girls, as well as different ability groups. This ensured that all pupils felt involved and challenged during question and answer sessions and the plenary at the end of lessons. In many year groups, a significant number of pupils are working at a level higher than one would normally expect. For some of these pupils, this represents very good achievement.

60. Numeracy lessons are fun and the pupils enjoy them. In discussions with pupils, quite a high number identified numeracy as their favourite lesson and pupils were keen to solve number problems presented to them. Exercise books are well presented and the pupils take pride in their work. Using the Numeracy Strategy, teachers ensure that pupils develop their understanding, knowledge and skills in a systematic and organised way. Pupils of different levels of ability have a good understanding of what they are doing because they are always told about what they are going to learn. Year 2 pupils discussed how  $12+2=14$  could be reversed to  $2+12=14$  but would not work with subtraction. They explained how they accurately subtracted a single digit number from a two-digit number. Pupils in Year 6 were learning about equivalent fractions and decimals. They explained how they would evaluate at the end of the week how well they had done against their learning targets. Classroom numeracy displays are relevant to the pupils' current work and provide good examples of the subject-specific language that pupils might come across.

61. No time is wasted and lessons move at a good pace. Consequently, pupils learn effectively and make good gains in their knowledge and understanding. Because careful attention is paid to the needs of different ability groups by offering different levels of work, lower attaining pupils do not feel out of their depth, whilst higher attaining pupils are continually challenged. Teachers emphasise the importance of speaking and listening. Opportunities are provided for pupils to express their ideas and other pupils listen carefully. This was emphasised in a Year 5 numeracy lesson, when the teacher deliberately wrote a multiplication sum incorrectly so that the pupils would correct her and develop their understanding of written methods of calculation.

62. The deputy headteacher leads the subject very well. His leadership has made a significant contribution to the above average standards. Assessment procedures for the subject are very good and have enabled the subject co-ordinator to track the progress of pupils very rigorously. A thorough analysis of pupils' results in statutory and non-statutory tests has enabled teachers to focus on particular areas of the curriculum or groups of pupils, and to improve their practice. Good emphasis is placed on the needs of individuals. The school organised a programme of work during the last academic year for gifted mathematicians, and 'catch-up' programmes are used successfully with lower attaining pupils.

### **Mathematics across the curriculum**

63. The skills associated with numeracy are promoted well in other areas of the curriculum. Analysis of pupils' work in subjects, such as science and geography, provide good examples of data handling, and work with number is promoted in ICT.

## **SCIENCE**

Provision in science is **good**.

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

- By the end of Key Stages 1 and 2, standards in science are above average. Pupils' achievement through the school is good.
- Scientific enquiry is being developed well and pupils have a good knowledge and understanding of plants and animals.
- Pupils enjoy experimenting in science, and this is motivating them to find out more.

- More opportunities are needed for pupils to design their own experiments and to choose relevant resources. Writing skills could be promoted more effectively.
- Work in science is not always planned for different ability groups.

## Commentary

64. Pupils attain good standards and achieve well because teachers encourage scientific enquiry and plan lessons with clear learning targets in mind. Pupils know what they are trying to find out, undertake experiments, and explain their findings. In this way, scientific knowledge and understanding, particularly about 'Life Processes and Living Things', develops successfully across the year groups. For instance, in discussions, Year 2 pupils knew that plants need water, food and light to grow, whilst in Key Stage 2 this learning is taken a step further. This is evident in pupils' responses in discussions. 'At first I thought the seed wouldn't grow, because it looked dead, but only the ones in the cold and dark were not successful'.

65. Over time, work in pupils' books indicates a good coverage of the National Curriculum and good progress with the development of scientific knowledge and understanding. However, the range and quality of writing presents a mixed picture. There is a tendency for teachers to use structured formats or worksheets for written recording, and this takes away the opportunity for pupils to consider how best to express and communicate their findings. In one lesson relating to animals with backbones, some work was copied from books and did not reflect the good understanding gained during class discussions.

66. The quality of teaching and learning in science is good. Older pupils in Year 6, benefit from the skills of teachers in 'booster groups'. Careful analysis of assessment data helps teachers to plan specific, targeted support and this enables pupils to achieve good standards. Teachers use questioning well to develop thinking, and pupils are keen to put forward their ideas. There is less evidence of teachers planning work at different levels of difficulty to meet the range of needs within their classes.

67. Learning in science is fun, and pupils recall with clarity different experiments, such as testing materials and finding out about liquids and gases. Boys and girls contribute equally in class. Most pupils have good literacy skills that enable them to work independently. On occasions, pupils with SEN would benefit from more finely planned work.

68. The subject is managed well. There are two subject co-ordinators who ensure that learning is built upon in a progressive way across the year groups. Good links with industry enable pupils to see the relevance of their work in science in the wider world. Other than informal monitoring and analysis of work in books there is no planned time for the co-ordinators to monitor teaching and learning in science in order to iron out gaps and inconsistency.

## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in information and communication technology is **satisfactory**.

### Main strengths and weaknesses:

- The curriculum is well organised, follows national guidelines, and assessment procedures are good.
- Lessons could be planned more effectively to allow for the different needs and ability levels of pupils.



## **Commentary**

69. By the end of Years 2 and 6, pupils' attainment is similar to the standards expected for their age. All pupils achieve satisfactorily as they move through the school. The future for the subject in the schools is positive, with recent investment in ICT initiatives and reliable technical support. During the inspection, staff commented how much easier it is to teach in the ICT suite now that hardware was reliable. Recent funding for ICT has been at an above average level and the school has already achieved the government's target of one computer to eight pupils by 2004.

70. The two lessons observed during the inspection were good. Year 2 pupils were very excited about leaving their classroom and working in the ICT suite. The pupils completed a good amount of work in a short period of time. This was also the case in Year 3, as the pupils explored a computer simulation, which enabled them to test whether a 'duck' could fly after they entered data that allowed variables such as wing speed and body size to change.

71. A positive feature of both lessons was the interaction of both class teachers with their pupils to ensure that lower attaining pupils were given support and higher attaining pupils were challenged. However, both teachers acknowledged that as the term developed, more consideration would need to be given to the different needs of the pupils. Both teachers showed confidence with the subject and secure subject knowledge. The pupils in both classes behaved exceptionally well while they waited to log-on and showed good levels of independence as they got on with their work. Because of the size of the computer suite, lessons are conducted in half classes. The remainder of the class stay with a teaching assistant to undertake an activity associated with the ICT unit of work. This arrangement presents teachers with an ideal opportunity to provide pupils of different ability with different work.

72. The use of national guidelines ensures the knowledge, understanding and skills associated with ICT are taught progressively as pupils move through the school. Assessment arrangements are good and can be used by teachers to plan future units of work in the different areas of the subject. The subject co-ordinator is relatively new to the subject but is taking advantage of the EAZ links with other schools to meet with other co-ordinators to exchange ideas. The EAZ has helped the school to fund Broadband access. The school has considered the sustainability of this very carefully in their long-term financial planning.

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

73. All classes are timetabled to use the school's computer suite. By following the scheme of work, ICT will naturally support other areas of the curriculum, such as literacy and numeracy, as well as developing pupils' knowledge and understanding, and skills in the subject. However, during the inspection, little use was made of classroom computers to support work in other subjects. Year 6 pupils confidently explained the advantages of using spreadsheets in ICT to carry out calculations and identified using the Internet to research topics in history and geography.

## **HUMANITIES**

74. Two lessons of religious education and history were observed and one geography lesson. Discussions with pupils in Years 2 and 6 and analysis of work provided sufficient evidence to comment on these subjects in detail.

## Religious education

Provision in religious education is **good**.

### Main strengths and weaknesses:

- By the time pupils reach Year 6 they achieve standards that are higher than normally expected.
- Pupils learn about and through the Christian faith, but there is also a clear focus on other faiths and beliefs.
- The effective use of resources brings learning to life.
- Work is often planned at one level of difficulty for all class groups.

### Commentary

75. Pupils in Year 2 listened carefully to stories from the Bible and learnt about the life of Jesus. They drew from their study of 'Light and Dark', and suggested that God made the world and created day and night. Pupils recalled some of the symbols of the Christian faith and linked this learning with the relevance of 'hot cross buns' at Easter time.

76. Lessons in the Key Stage 2 classes focus clearly on learning about other faiths. In Year 4, pupils listened attentively whilst a pupil from another class acted as an expert and talked about the Hindu faith. The pupils were keen to find out more and asked questions such as, 'How do you pray?' and 'Why don't men and women sit together in the temple?' In Year 5, pupils achieved well as they began to understand more about Islam. Resources were well chosen and provided up-to-date images of practising Muslims. Pupils empathised with children reading from the Qu'ran and handled religious artefacts with respect, enjoying identifying words in Arabic. In both lessons, the writing tasks set were disappointing, and did not allow for personal reflection or made links with pupils' own life experiences. Given the opportunity, pupils can write in a thoughtful and personal way. This was evident in 'The last piece of writing in the world', when the writer showed concern for mankind and for a better life for the homeless. 'Life is precious and we know that'.

77. Teaching in Key Stage 2 classes is good overall and enables pupils to achieve well. Teachers have good subject knowledge and manage lessons well. They encourage discussions and value pupils' contributions. This in turn is supporting some good learning and achievement. In pupils' books, there is less evidence of work planned for different levels of learning. Boys and girls collaborate well and work in the same range of groups. Work in books, indicates that pupils with SEN have work set at a similar level to other groups.

78. Lessons follow the locally Agreed Syllabus. Assessment is based on national guidelines but pupils do not have a clear enough guidance about how they can improve their work.

## Geography

Provision in geography is **good**.

### Main strengths and weaknesses:

- By Year 6, standards are above national expectations and pupils have achieved well.
- A range of visits and field trips provides pupils with a good range of first-hand experience in studying different environments.
- Planning for different levels of work in lessons is not always consistent.

## Commentary

79. By Year 2, there is a good focus on the study and comparison of place, which is built around 'Katie Morag and the Isle of Struay' and life in a Mexican village. Pupils make steady progress with their learning and begin to use geographical language to label mountains, rivers and lochs. They differentiate between physical and human resources, and compare their life in Bradford with that of a small Mexican village. Often pupils communicate their findings on worksheets, which provide limited space for personal writing.

80. In Key Stage 2, good use is made of learning linked to visits to France, Wales and Whitby, to develop pupils' geographical skills with map reading, knowledge about land use and erosion. An account of a 'disappearing hotel', effectively brings together work on coastal erosion. Past work in pupils' books indicates good coverage of the geography curriculum that enables them to achieve well.

81. No teaching was observed in Years 1 and 2, and only one lesson in Key Stage 2. The class teacher's good subject knowledge ensured that pupils used co-ordinates successfully as they identified the location of the Lake District. In all year groups, work is planned at one level for all class groups, including pupils with SEN.

## History

Provision in history is **good**.

### Main strengths and weaknesses:

- By Year 6, pupils exceed the expected levels. They have achieved well.
- Learning about British history is developed well in Key Stage 2 and research for history projects is supported well at home.
- Writing skills could be better promoted through the subject.

## Commentary

82. By Year 2, pupils have a growing understanding of the passing of time. In lessons they make steady progress as they identify 'old' and 'new' teddies, and sequence them in order of age. Pupils learn about famous people in history, such as Florence Nightingale and the changes they brought about. In past work, writing about these events, and others, such as the Great Fire of London, relies too heavily on worksheets. This sets a ceiling to learning.

83. By Year 6, pupils make good progress with their understanding of specific periods in British history. For instance, in Year 5, role-play experiences linked to Victorian schooldays support comparisons between life 'now' and 'then'. Pupils study topics of their choice, and often use the Internet to retrieve information at home. Teachers' evaluation of this work gives pupils a clear picture of their achievement. By Year 6, pupils' past work shows a limited range and amount of writing, and often teachers' marking indicates that pupils capable of reaching higher levels are not writing as much as they could. However, in discussions, pupils have a good grasp of different periods.

84. Teachers have good subject knowledge and manage their lessons well. Good lessons are well paced and planned. Less effective lessons provide less challenging work, particularly when linked to writing. Planning for different levels of work in lessons is not evident in pupils' work in history over time.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

85. During the inspection only one lesson was observed in design and technology, art and design and physical education. Two lessons were observed in music. No secure judgements could be made about standards, or teaching and learning in these subjects.

86. In **design and technology**, a very good lesson was observed in Year 1. In this highly effective session, the class teacher skilfully taught pupils in Year 1 how to slice and chop fruit safely. They demonstrated high levels of independence and self-control. The thorough preparation undertaken for this lesson paid off and progress was very good.

87. Pupils usually complete briefing sheets that help them to produce some imaginative models, such as wheeled vehicles in Year 2 and musical instruments in Year 6. Links with art are underpinned in Year 5 when pupils combine materials effectively when making puppets. The Year 4 class has devised interesting 'pop-up' storybooks of good quality for younger children. The school recognises that time available to teach this subject is limited and revises the timetable for a week in the summer term. This enables pupils to work on projects in greater depth for extended periods.

88. In **music**, Year 6 pupils listened politely to an extract from 'Pictures from an Exhibition' by Moussorgsky. The teacher brought out effectively the relationship between inspiration and composition, although pupils' own interpretation of the music was not promoted with sufficient determination. These pupils joined with the Year 5 class for a singing lesson, where practice was undertaken methodically. Singing was tuneful with good intonation and pitch. Good support by a class teacher helped significantly in the successful rendition of a 'round'.

89. The music curriculum is well constructed and all key elements are covered. Elements of music are sometimes incorporated in other lessons. For example, pupils in Year 1 sang their 'Crocodile' song with great zest and Year 6 used clapping to establish the rhythm in the poem 'Hiawatha'. The small amount of written work that is undertaken is mainly factually based. In discussion, pupils do not talk convincingly about composition. There is a school choir and peripatetic teachers provide instruction in guitar and woodwind.

90. The quality of displays throughout the school is good. Art work is incorporated in some of these, although it is often a subsidiary element. Year 6 paintings in the style of Simon Hart are impressive. Pupils have used a range of techniques such as colour washes and 'spattering' to create the desired effect. Self-portraits also show an increasing sense of proportion.

91. In the **physical education** lesson observed, attainment reached expected levels and teaching was satisfactory. Pupils were eager and co-operative and displayed appropriate techniques for throwing and catching.

92. Team games are a major feature of extra-curricular provision and the school has been particularly successful in soccer competitions. This is a formidable achievement, since outdoor facilities for coaching and training are severely limited. Specialist coaches regularly visit the school and there are very strong links with Bradford Bulls. Enthusiastic and supportive parents play a major supporting role in out-of-school sporting activities, and several staff give freely of their own time to organise clubs and teams.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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