

INSPECTION REPORT

HOYLE COURT PRIMARY SCHOOL

Baildon

LEA area: Bradford

Unique reference number: 107283

Headteacher: Mrs A Wilson-Smith

Lead inspector: Mr N Hardy

Dates of inspection: 1st – 4th December 2003

Inspection number: 256519

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:	180
School address:	Fyfe Grove Baildon Shipley
Postcode:	BD17 6DN
Telephone number:	01274 581898
Fax number:	01274 595941
Appropriate authority:	Governing Body
Name of chair of governors:	Mr M C Heaton
Date of previous inspection:	May 1998

CHARACTERISTICS OF THE SCHOOL

The school serves the community of Baildon, a town on the outskirts of the city of Bradford. The school, which is smaller than other primary schools, was re-organised in 2000, changing from a first school taking pupils aged four to nine, to a primary school with pupils aged four to eleven. In 2002 the school was awarded a Schools Achievement Award and in 2003 received an Artsmark award for excellence in the arts. A below average number of pupils are eligible to receive free school meals. Most pupils are from a white British heritage. Several Traveller pupils attend the school and a small number of pupils from the different ethnic minority population. One pupil is at an early stage of learning English as an additional language and is being supported well. A below average number of pupils is on the school's special educational needs list, a majority of whom have learning difficulties, but with some who have behavioural and emotional problems. There are currently no pupils who have a statement of special educational needs. Levels of pupil mobility in Years 5 and 6 have been high because of the previous re-organisation of the school, with in excess of one third of pupils joining the school at that time. Mobility rates have fallen significantly for pupils in Years 1 to 4. Attainment on entry to the school is above expected levels.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
29262	Nicolas Hardy	Lead inspector	Mathematics, information and communication technology, art and design, design and technology, music, physical education
9981	Saleem Hussain	Lay inspector	
23319	Vincent Leary	Team inspector	English, English as an additional language, history, geography, religious education.
17681	Roger Sharples	Team inspector	Foundation Stage, science, special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Hoyle Court Primary is a good school, which provides good value for money. Despite the difficulties of re-organisation in 2000, the school has succeeded in reaching standards that are well above average in English, mathematics and science by the end of Year 6. Standards achieved in Year 2 in reading, writing and mathematics have been consistently above average levels for several years. The quality of teaching is good, with particular strengths in the reception class and in Years 5 and 6. Good attention is paid to the teaching of basic skills in these classes, resulting in high standards and rapid progress. The headteacher, senior teaching staff and governors provide good leadership, with a clear focus on raising standards.

The school's main strengths and weaknesses are:

- Provision for reception age children is very good enabling them to make a very positive start to their education.
- The quality of teaching is good overall, although there are some inconsistencies in the quality of teaching that should be rectified.
- Most pupils make satisfactory and sometimes good progress in English, mathematics and science and results are higher than in most schools. However, the number of pupils attaining the more difficult Level 5 at the end of Year 6 is lower than it should be.
- Pupils have very good opportunities to be involved in creative activities, especially in art and design where standards are well above expected levels.
- The good leadership and management of the headteacher and the strong and informed support of the governing body have resulted in a good team approach to improve standards and facilities in the school.
- Pupils need greater opportunities to use their good information and communication technology (ICT) skills in lessons across the curriculum.
- There are good links made between the skills learned in different subjects so that they can be applied to other areas of the curriculum.

STANDARDS ACHIEVED

Inspection evidence reveals that **standards are above average and pupils achieve satisfactorily.** Pupils achieved well in English, mathematics and science in the national tests taken in 2003. In 2001 pupils in Year 6 achieved results in science that were within the top five per cent of those seen nationally. Standards are consistently well above average in the infants in reading, writing and mathematics with most pupils making good progress. In 2002 results fell, largely because of above average numbers of pupils with special educational needs and higher than average levels of mobility within the cohort of pupils. However, the needs of some brighter pupils are not always met, so that by Year 6 not enough reach the higher Level 5.

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

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

Standards in the reception class are above average, with most children reaching the expected early learning goals. Progress at this stage is good. Pupils across the school have good attitudes towards

learning. Behaviour is good and attendance is above average. Pupils' spiritual, moral and cultural development is all **good** with pupils being given a wide range of opportunities to develop a good understanding of the faith and views of different cultures. Social development is **very good**.

QUALITY OF EDUCATION

The quality of the education provided is **good**. The quality of teaching and learning is also **good**. Pupils learn well because much of the teaching is interesting and is delivered enthusiastically, using a good range of teaching strategies that help to retain pupils' attention. Good links are made between the various subjects of the curriculum and ensure that skills are used well. However, insufficient use is made of ICT in other subjects. The quality of care, guidance and support provided for pupils is good and extra-curricular provision is very good. Insufficient pupils attain the higher levels in English, mathematics and science by the end of Year 6.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher and the key teaching staff is **good**. The governors provide **very good** support for the school, are very well informed about the strengths and areas for development in the school and are clearly focused on helping the school to raise standards in all areas of school life. Very good systems are in place for the exchange of views and information between the school staff and governors. Subject leaders are enthusiastic in the contributions they make to improve their subjects, and strong links with the governors ensure that they work as a team to achieve improvements. Effective day-to-day management ensures that the school runs smoothly for the benefit of pupils, teachers and parents. Finances are monitored rigorously and the funds received are wisely spent.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views of the school. They agree that their children like school and that the children behave well. Teaching is viewed as being good, resulting in children making good progress. Some parents would like more information about the progress their children are making. The inspection team agrees that pupil reports could be improved by including targets for improvement, but that the quality of information is generally good. Most parents agree with the amount of homework provided and find the range of out-of-school activities good. Pupils enjoy school, most lessons are interesting and fun and they are expected to work hard.

IMPROVEMENTS NEEDED

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

- To ensure that pupils of higher ability receive a consistently high level of challenge in all subjects, so that more of them attain Level 5 by the end of Year 6.
- To increase opportunities for pupils to use their above average ICT knowledge and skills in a wider range of subjects and to increase their opportunities for independent learning.
- To improve the consistency in the quality of teaching across the school so that it matches that of the best.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is satisfactory overall, although the oldest and youngest pupils achieve well. Standards are higher than those found in most schools and very high in the tests at the end of Year 6. Children's achievement is good in the reception class. Good achievement in Years 5 and 6 enables pupils to achieve results that are well above average in the national tests in English, mathematics and science held at the end of Year 6. Achievement is satisfactory in other classes in the school. Standards in ICT and history are good and very good in art and design. Standards in religious education are satisfactory. No overall judgement on the standards attained could be reached in geography, design and technology and physical education. The quality of singing in the school was good, but other areas of musical development were satisfactory.

Main strengths and weaknesses

- Children achieve well in the reception class because of the very good quality teaching they receive.
- The results pupils achieve in the national tests in reading, writing and mathematics at the end of the infants are well above average and have remained so for several years. Improvements are better than those seen in most schools over the previous five years.
- Standards at the end of the juniors have usually remained well above average in English, mathematics and science since the school was re-organised in 2000.
- Pupils with special educational needs are well supported and this enables them to make good progress and to achieve well.
- Too few brighter pupils achieve the above average Level 5 by the end of Year 6.

Commentary

1. When children first enter the school their attainment is above expected levels. They settle very quickly into the routines of the reception class. Because of the very well organised and varied curriculum they receive they are interested in all that goes on around them and are enthusiastic and keen to learn. This ensures that they make good progress and achieve well, with almost all children achieving the early learning goals set nationally for children of this age.
2. The school achieved results that were well above average in 2003 in reading, writing and mathematics at the end of the infant stage. A specific focus of improvement for the school has been the quality of pupils' writing and is illustrated well by the improvement between 2001 and 2003 when results were above average to the current well above average results. In 2002 results in mathematics were in the top five per cent in the country. When judged against other similar schools, standards are well above average.

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

Standards in:	School results	National results
Reading	17.2 (17.8)	15.7 (15.8)
Writing	16.8 (15.5)	14.6 (14.4)
Mathematics	17.4 (18.9)	16.3 (16.5)

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

3. Because of the re-organisation of the school in 2000, there are no results for pupils at the end of the junior stage before that date. Considerable changes in the school population took place at that time. Despite this, the pupils achieved results that were well above average in English and mathematics and within the top five per cent in the country in science in 2001. Results fell in 2002, in part because of the number of pupils with special educational needs in that cohort of pupils and the continuing high levels of change in the school's population. However, results remained above average in mathematics and science, but fell to below average in English. Results returned to well above average levels in all three core subjects in 2003, and are also at well above average levels against other schools taking their pupils from similar backgrounds.

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

Standards in:	School results	National results
English	28.6 (26.1)	26.8 (27.0)
Mathematics	28.3 (27.6)	26.8 (26.7)
Science	30.6 (29.1)	28.6 (28.3)

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

4. Current inspection evidence indicates that standards are at above average levels in English and mathematics and well above average in science, but, as in the past, the number of pupils achieving the more difficult Level 5 will only be at levels seen in many other schools. The school recognises the need to ensure that this rises and has several strategies in place to ensure that this happens. Pupils with special educational needs are supported well and this enables almost all to make good progress.
5. Standards in a majority of the other subjects in the curriculum where judgements could be made, are at above and well above expected levels. Although standards in religious education are at expected levels, those in ICT, history and singing are above average and are well above average in art and design.

Pupils’ attitudes, values and other personal qualities

Pupils’ attendance, attitudes, behaviour and other personal qualities make a **good** contribution to their learning and achievement. The school has made **good** improvements in attendance levels, behaviour, relationships and responsibility taking since the first school was inspected.

Main strengths and weaknesses

- Attendance and punctuality are good.
- Attitudes to school and behaviour are good, and very good in the Foundation Stage.
- Relationships between pupils are very good.
- Pupils have a high level of confidence and self-esteem.
- They are very willing to take responsibility.
- Personal development is good overall.
- Almost all pupils enjoy being at the school and agree that other pupils are well behaved.

Commentary

6. The school is working closely and effectively with parents and pupils to maintain high levels of attendance. Initiatives such as end of school year certificates for full attendance promote attendance well and are appreciated and valued by pupils. Parents are playing their part by making good efforts to ensure their children's attendance and punctuality.

7. Pupils show interest in lessons and other school activities. For example, in a Year 6 science lesson, they were all keen to take part in discussion about how they could devise investigations to test facts about materials and forces.
8. The school is an orderly community where the great majority of pupils behave well. Pupils testify to this in discussions and their questionnaires. This is a credit to the school's high expectations for conduct and staff's hard work in promoting good behaviour. Praise and reward are used effectively.
9. The school promotes good relationships, including racial harmony, very well. For instance, theatre groups perform plays in school with underlying themes, including race equality. The race equality scheme is very effective and the school has a clear action plan. Pupils are very good at working together in groups, for example, with learning games in the reception class.
10. Pupils are developing well in their confidence and maturing well. For instance, pupils in Year 6 showed much confidence as they made a computer presentation, using the *PowerPoint* program, about their visit to Shipley.
11. Members of the school council liaise closely with their classmates so that they can act in their best interest at council meetings. This, along with the 'buddies' system between older and younger pupils, develops a sense of unity. Pupils show an unusually high level of pride when they take responsibility, for example in wearing aprons and caps as they help in the dining hall. Clearly, they are developing very well as young citizens.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.7	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.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Any other ethnic group

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
169	2	0
1	0	0
2	0	0
1	0	0
1	0	0
6	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provide for pupils is **good**. This has enabled pupils to attain well above average standards in English, mathematics, science and art and design and at above

expected levels in ICT, history and aspects of the music curriculum. The pupils receive a broad curriculum that ensures that they develop a wide range of knowledge. However, greater attention is required to ensure that the needs of the most able pupils are carefully matched to the curriculum to maximise achievement. A positive ethos within the school ensures that pupils are well cared for within a safe and secure environment.

Teaching and learning

The quality of teaching is **good** overall, with particular strengths in the reception class and in Years 5 and 6. There are however, some variations in the quality of teaching. Although all teaching is at least satisfactory, some lacks the pace, organisation and vitality that differentiate it from the good and sometimes very good teaching.

Main strengths and weaknesses

- The quality of planning, the use of support staff and the quality of the assessment procedures in the reception class are excellent.
- Most lessons are well planned and interesting, which engages pupils' interest and enthusiasm.
- In the good and very good lessons, pupils demonstrate good behaviour and work hard and this contributes positively to pupils' learning. Occasionally a small minority of pupils become distracted, slowing their learning.
- Good use is made of additional support in lessons and this helps most pupils with special educational needs make good progress.
- The school has good assessment systems in place to ensure that what pupils need to learn next is clearly identified.
- In some lessons insufficient challenge is provided for the brightest pupils and teachers' expectations of what pupils can and should achieve are not high enough.

Commentary

12. The teaching in the reception class is very good. Lessons are well planned to meet the needs of all the children regardless of their ability and this ensures that they achieve well. The teacher is very knowledgeable, and together with the skilled and experienced class support assistant, ensures that all the required elements of the Foundation Stage curriculum are delivered. This results in children having a wide range of interesting and stimulating experiences. The classroom is very well organised and this enables children to work independently, making sensible choices about the activities they will experience. Children enjoy their learning experiences, work well together and develop good relationships with each other and their teachers.
13. Most teachers plan their lessons well. Care is taken to ensure that pupils experience the full range of subjects. Teachers, especially those teaching older junior pupils, use a good range of teaching methods to engage and interest pupils, for example in a mathematics lesson in Year 5 where practical activities helped pupils understand angles and shape well. Where teaching is good, lessons move with a good pace, questioning is rigorous and expectations, of how hard pupils will work and how they behave, are high. This is not always the case and, although the quality of lessons remains satisfactory, teachers do not provide sufficient challenge, resulting in a slowing of overall progress. Good use is made of teaching assistants to support pupils with special educational needs, and this enables them to make good progress. Homework is used well, especially for older pupils, and this helps to extend pupils' learning outside the school day. Parents offer good support for their children in completing homework tasks.
14. The quality of the assessment of children's work and progress in the reception class is excellent. Great care is taken to ensure that judgements are regularly made on each of the required elements of the Foundation Stage curriculum. This information is used very well to plan future learning. Very comprehensive records are kept, resulting in the teachers knowing

exactly what the children have learned. The assessment of pupils' progress is good across both infants and juniors. Regular checks are kept on what pupils have learned in English, mathematics and science and these are carefully recorded. An analysis of these tests is completed so that areas of strength and weakness can be identified, and this information is used well to help teachers in their planning. A selection of pupils' work is also collected and checks are made on the quality of presentation and marking to ensure high standards. Targets are set for individual pupils to indicate how they can improve their work, but some pupils remain unclear about what they should do to improve. The recording of what pupils know and can do in other subjects is also well developed; for example, the skills pupils learn in art and design are recorded. The school recognises and has plans to extend the recording and use of information on pupils' progress in other subjects.

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	9	11	0	0	0

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

The curriculum

The school provides a well-balanced curriculum where many pupils achieve well. The curriculum is good, and particularly strong in science. Opportunities for independent learning feature strongly, particularly for the children in the reception class. The curriculum is enriched by a strong partnership between teachers and support staff. Imaginative teaching and learning strategies are enhancing the curriculum provision.

Main strengths and weaknesses

- The science curriculum is particularly well developed, enabling all groups to achieve very well.
- The Foundation Stage curriculum is imaginatively planned and provides a well-balanced curriculum developing children as independent learners.
- There is a strong emphasis on the arts, which provides pupils with a varied and interesting programme of experiences. Most pupils achieve well in art and design[SNR16].
- Opportunities for applying ICT skills through other subjects need to be planned more consistently.[SNR17]

Commentary

- The breadth and balance of the curriculum are good. Curriculum provision has improved since the
15. previous inspection. It is well planned with appropriate time allocated to all subjects. Pupils are motivated and learn well because the provision is generally stimulating and varied. Some teachers enhance learning by adopting new teaching strategies such as creating supportive learning environments where pupils can develop their thinking skills. These learning approaches impact on raising standards.
 16. Appropriate emphasis is placed on the key areas of literacy and numeracy and reflects the school's aims to maintain high standards. However, although ICT skills are well taught, applying the skills to other subjects is still at a developmental stage in some classes. Statutory requirements are met in all areas.
 17. Teachers now provide good opportunities to promote literacy and numeracy through other subjects. For example, in science they encourage pupils to write conclusions and develop data-handling skills after completing investigative activities. A range of writing styles is a feature of pupils' work in history and geography. For instance, Year 5 pupils, as part of their study of Ancient Greece, produced high quality letters demonstrating skills in writing in different genres.

Writing through other subjects is strongly and effectively promoted and is an important element in the improving literacy standards.

18. The school promotes educational and social inclusion well. It is evident in the way planning gives due recognition to all pupils within the class and well-matched activities generally meet pupils' needs. Additional sessions provide extra support for some pupils who have been identified as needing help to improve their attainment. Provision for pupils with special educational needs is good. A notable feature is how well the school caters for the needs of the Traveller pupils. The local Traveller community respects the school because its provision, through effective liaison with the local education authority, is underpinned by a sensitive understanding of their culture. Although gifted and talented pupils are identified, more needs to be done to meet their needs. Teaching in some classes is not always sufficiently challenging these pupils.
19. Provision for extra-curricular activities is very good. There is a wide and varied range of activities in sport, music and drama and annual residential activities for Years 4 to 6 pupils. Visits are made to places linked with curricular topics. An interesting variety of visitors, musicians, artists, poets etc, also come to the school. This enhances pupils' experience of other cultures and their achievement in the arts. The school is an active participator in local inter-school sporting and arts events where pupils enjoyed much success last year in football, cricket and the Baildon Poetry Festival. This substantial and varied curriculum promotes high standards, particularly in the arts, and engages the pupils' interests.
20. There is a good match of teachers to meet the demands of the curriculum. The sense of joint purpose that binds all staff is a strong feature and an important factor in the school's success. There is a good range of resources in most subjects but in-class provision of computers requires attention. The accommodation is light and spacious with very good access for disabled pupils. The classrooms provide a good learning environment.

Care, guidance and support

This is a caring school and pupils are given **good** support, advice and guidance based on the staff's knowledge of pupils. Consequently, pupils feel valued and confident in their learning. The school has made several good improvements in this area of its work since the last inspection.

Main strengths and weaknesses

- Induction arrangements are very good.
- There are good procedures to ensure that pupils work in a healthy and safe environment.
- Most pupils have very good, trusting relationships with adults in school.
- The school has very good arrangements to seek, value and act on pupils' views and suggestions.

Commentary

21. Pupils are happy and confident in their learning because they have easy access to well-informed support, advice and guidance from staff and external agencies. This includes provision for pupils with special educational needs where the educational psychologist, speech therapist, physiotherapist and school nurse are appropriately involved. Learning support teachers from the Traveller Education Service work with pupils for three sessions per week and English as an additional language support is also brought in for pupils when required. These factors demonstrate the school's inclusive approach to education.
22. The school's very effective induction procedures are reflected in how well children settle into reception. Many children join straight from the pre-school group that operates on the premises. Children in the group are able to share outdoor play space and take part in school events and

this gives them very good experience of the school's ethos and learning routines. Children from other groups not directly linked to the school are also given ample opportunity to experience these activities through regular visits before entering the reception class.

23. The school's designated officer for child protection is fully trained and deals with any issues effectively. All staff are issued with good written guidance about the school's policy and procedures. Risk assessments are made for potential hazards to safety and governors are well involved. The school works well with external agencies to promote health and safety. For instance, the road safety officer and police lead activities and give talks on safety.
24. Pupils have very good relationships with staff. They are confident that they can turn to staff for help in their learning or if they have any problems such as bullying. Pupils and parents feel that bullying is not an issue within the school. Where minor incidents occur they are dealt with promptly.
25. Pupils are very well involved with the school. The school council channels pupils' ideas very well. The school has taken up many of their suggestions, for instance, regarding the playground equipment and resources. The council recently invited the school's cook to a meeting and it is likely that changes will be made to the lunchtime menu. These factors raise pupils' self-esteem and are further opportunities to develop citizenship skills.

Partnership with parents, other schools and the community

The schools links with parents, the community and other schools are good. The views of most parents both in the parents meeting and through the questionnaires are positive. The parents make a positive contribution to their children's learning, both at home and through the regular help they provide during the day with activities such as reading and baking.

Main strengths and weaknesses

- Parents value the open door policy of the school, which is particularly effective for both pupils and parents of children in the reception class.
- Most parents are confident that their views are sought and promptly acted upon.
- Parents receive good quality information about the curriculum but pupils' progress reports do not yet contain sufficient guidance on how pupils can improve their work.
- The school has good links with other schools, especially the local secondary school, and the link with the mathematics department is very positive.

Commentary

26. Parents' responses to the inspection questionnaire show that they are happy about almost all aspects of the school and how it responds to the needs of its children. The parents are very supportive of the school and demonstrated this very strongly when the school was threatened with closure. There is a very supportive school association which raises much valued and appreciated additional funds for the school.
27. The school seeks the views of parents and responds appropriately to their concerns. Most parents at the pre-inspection meeting found teachers approachable and helpful and valued the school's open door policy towards solving problems. Reports include information about what the pupils have done during the year but too few state what level the pupils are performing at or what they need to learn next to make progress. Pupils do have targets for improvement in some subjects, but in some instances are unclear exactly what it is that they need to do to progress from one level to the next. Many parents regularly attend events at the school, for example parents' evenings, concerts and information evenings on curriculum issues.

28. There are good procedures in place for children entering the reception class with good links between the pre-school group and the reception class teacher. This helps ensure that children settle quickly into the routines of the school. [SNR25]

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher has successfully guided the school through a difficult period that has included the re-organisation and expansion of the school in 2000, and the threat of closure in 2002. During this time the headteacher has ensured that the standards achieved by pupils at the end of Year 2 and Year 6 in national tests have remained at above average levels. The morale of staff has remained at high levels and together with the strong and informed support of governors, has enabled the school to move forward strongly. Most areas highlighted in the previous report have been tackled and improved. The management of the school is efficient and effective and ensures that the school runs smoothly. The governing body is very active in its support of the school, and has been instrumental in the development of the arts programme and in several extra-curricular activities.

Main strengths and weaknesses

- The governing body and staff work very well together to ensure that strengths and weaknesses are identified and improvements are made where required.
- The headteacher provides strong and focused leadership that has ensured that standards have improved and the caring ethos of the school has been maintained.
- The leadership and development of the Foundation Stage are very good.
- The commitment and leadership provided by subject co-ordinators are good, ensuring that improvements have been made in most curriculum areas.
- The day-to-day management of the school is effective and enables the school to function efficiently.
- The school provides good value for money.

Commentary

29. The annual planning meeting between the governing body and school staff is particularly effective in ensuring that governors are very well informed. Regular reports and subject updates are prepared by curriculum leaders and presented to the governors to inform them of the developments in the differing subject areas and in other aspects of the management of the school. Views are honestly shared and decisions made on the detailed priorities for development. This ensures that governors are very well informed about the strengths and areas for development in the school and enables them to take a full and active part in the governance of the school.
30. The leadership and management of the school by the headteacher are good. Together with the school staff, she has ensured that the standards achieved in the national tests by pupils in Year 6 have improved since the re-organisation of the school in 2000. Standards achieved in 2003 were well above average in English, mathematics and science. Under her leadership, the caring ethos of the school has been maintained, with pupils having positive attitudes towards learning and towards each other. Opportunities to learn outside the school day have been extended well, with a wide range of educational visits, and visitors who extend learning experiences well for pupils. The threats of closure to the school resulted in governors, parents and staff school developing a good team approach to solving its problems. Teachers have been encouraged and empowered to extend their leadership skills and develop their own curriculum areas. This has been particularly effective in the provision for children in the reception class. The planning of the curriculum, the teaching and the quality of the assessment of children's progress is particularly effective for children in the reception class.

31. Careful checking of how well pupils are performing in their lessons is undertaken through regular testing. This enables teachers to identify areas where pupils are experiencing difficulties and to rectify this in later teaching. The success of this can be clearly seen in the improvements in standards. Regular checks are kept on the quality of teaching and on teachers' planning to ensure that all the necessary areas of the curriculum are covered. Pupils' work is also checked to ensure that it is regularly marked and that standards of presentation are upheld.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	492,691	Balance from previous year	8,309
Total expenditure	492,478	Balance carried forward to the next	8,522
Expenditure per pupil	2,736		

32. The administrative staff are efficient and ensure that the needs of the staff, pupils and parents are well met. The governing body, headteacher and senior teachers ensure that the priorities for future development are identified with a clear focus on the further improvement of standards and teaching and the support of pupils. A careful check is kept on the school's financial position to ensure that funds are well spent and the school receives good value for money.

What is the effectiveness of community provision?

Provision is **satisfactory** overall.

Main strengths and weaknesses

- The pre-school group makes good use of the schools' additional accommodation.
- A good variety of out-of-school clubs provide additional activities such as dance and karate, although most pupils attending these activities also attend the school.
- Limited other use is made of the school accommodation; for example currently there is no system in place for parents to access the ICT facilities.

Commentary

33. There are good links between the reception class and the pre-school group. Children make regular visits to the school prior to moving to the reception class and this helps them settle into the routines of the school. There is also consultation between the respective teachers to ensure that children are provided with a suitable curriculum and that records of what pupils can do are passed on to the receiving teacher.
34. The school provide a good range of extra-curricular activities for pupils from Year 2 upwards. Several of these provide coaching from outside the schools' own resources and make a useful addition to local provision.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the reception class is **very good**.

35. The majority of the children have attended the pre-school group that is based in the school. The good liaison that exists between the two groups ensures that there is a smooth transfer as the children enter the reception in the September when they are four years old.
36. All the children achieve well because the teaching is very good. The teachers' planning and the methods of recording children's progress are excellent. The activities are well matched to the children's needs and are presented in a very stimulating and structured way. Staff working in the area are fully involved in the preparation of the activities and in the monitoring of the children's progress. The staff work very well as a team and provide excellent role models for the children. The accommodation is good and work is presently taking place to enhance the outdoor play area.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because of the very good teaching that engenders the children's desire to learn and gives them the appropriate skills.
- Every opportunity is taken to enhance children's development. Children make good progress in developing their personal, social and emotional skills and most exceed their early learning goals by the end of the year.
- The very good support and encouragement provided by the staff, ensure that all children develop the confidence to tackle the problems they encounter in their learning and social interaction.

Commentary

37. Because of the clear boundaries and the positive role models set by the staff all the children know what is expected of them and they understand the correct way to behave. Children listen well to instructions and develop a clear understanding of what they should do. They express their opinions but must give others in the group time to speak without interruption and are encouraged to discuss their ideas with a partner and listen to other children's ideas.
38. The staff have high expectations and their very good support in activities is successful in raising the children's confidence to attempt new tasks. The very supportive relationships ensure that the children feel secure and confident to seek help when required and the very good use of a 'buddy' system with Year 5 pupils offers the opportunity for the children to relate to different people.
39. The positive atmosphere in the class is one in which all the children feel free and confident to explore and succeed.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers and support staff take every opportunity to develop the children's language skills.
- The teaching is very good.
- There are very good examples of the children's writing skills.

Commentary

40. The very good teaching in the literacy lessons provides children with excellent opportunities to develop the foundations on which they can build their language skills. The teacher asks challenging questions to extend the children's knowledge. Children's vocabulary is developed well through asking searching questions and an insistence that the children listen to the contributions of others. The teacher reads stories with expression and excitement, raising children's interest in books, reading and stories. The children learn to recognise the sounds of different letters to assist them in their reading and writing.
41. In the excellent records that are kept of the children's work there are good examples of the children's writing. The more able children can write independently and make very good attempts at spelling words, for example 'tomats' for tomatoes. There are good examples of the children's writing displayed in the classroom, for example, describing the features of spiders as part of their studies of nursery rhymes.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good direct teaching gives the children a firm base of mathematical skills.
- Every opportunity is taken to involve the development of the children's mathematical skills in all their learning activities.

Commentary

42. The excellent planning of the numeracy sessions ensures that all the children are taught the necessary basic skills on which they can develop their future mathematical ability. A large number of the children are already able to count accurately to 10 with the more able counting from 10 to zero. Work in the more able children's books show that they can name and recognise a series of numbers to 55. The skills that the children are learning in the numeracy lessons are very well applied to other activities. The staff and parents take full advantage of the baking and sandwich making activities to teach about fractions and the quantity of different ingredients. In a very good baking activity taken by parents, the children experience weighing flour and currants on kitchen scales.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The children are provided with a very good range of interesting activities to promote the extension of their learning into a wider context.
- The children are confident in the use of the computer.

Commentary

43. Activities are carefully and imaginative planned. Children's curiosity is stimulated and helps to enhance their understanding and learning. In a water-play activity based on a polar bear theme, the children play with plastic bears amongst chunks of ice. They are able to explain what is happening to the ice as it melts and understand that polar bears live in the cold regions of the world. The children have conducted detailed observations on the physical properties of an egg before and after cooking, and the feeling of rough and smooth objects. During the baking activity they were encouraged to reflect on the change in consistency of the ingredients before and after cooking. They work well together in pairs on the computer and display good mouse and keyboard skills. They draw maps to represent an autumn walk and are made aware of the different community services through visits from local fire crew and police. The children learn about different faiths, for example, the celebration of Diwali.

PHYSICAL DEVELOPMENT

44. An overall judgement of provision in physical education cannot be made. However, photographic evidence illustrates a very good range of appropriate activities. The children use the outside play area, which has been re-designed, to develop the co-ordination skills necessary to ride a range of wheeled vehicles and for building with large construction kits. To reinforce this activity a visit is arranged to Keighley College where the children play with real building materials. Dance and gymnastics are taught as separate sessions in the school hall.
45. The children make good progress in the development of their finer motor skills because of the well-planned range of activities, for example cutting round the shapes of puppets and using paper fasteners to make the joints. They show good control when they spread honey on sandwiches and cut them into quarters and in the competent manner in which they control the mouse to operate the computer.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strength and weaknesses

- Role-play, painting and music are used very effectively as activities to promote the children's creative development.

Commentary

46. Very good use is made of singing and music to support the development of mathematical and communication skills. The teacher uses a variety of compact disks to help the children to appreciate the different moods of music. In a very good music session a group of children sing about their favourite instruments, experiment with different ways of playing them and show good rhythm as they play the 'Three Bear Rap'. The children learn to use different colours and methods of producing a 'wash' effect as they paint pictures of Humpty Dumpty. In the home corner, three children showed good development in their role-play as they re-created the story of the three bears.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching enables most pupils, including those with special educational needs, to make satisfactory progress. However, the higher attainers could sometimes do better.
- Assessment data information has been used effectively to identify the need to improve writing. This supported the very strong improvement in results in the 2003 tests in Year 6 and helped to raise standards to well above national expectations.
- Teaching assistants contribute well to raising standards in literacy because they are knowledgeable and well deployed.
- Literacy skills are used well to support learning in other subjects.

Commentary

47. Standards in the present Year 2 and Year 6 are above those usually expected. Most pupils' achievement and progress are at least satisfactory. The main contributory factors to a continuing rise in standards have been better planning, improvements in assessment procedure and teachers involving pupils more effectively in writing for different purposes. Good systems are in place to monitor pupils' progress and standards. Results are carefully analysed and action taken to address identified weaknesses. The co-ordinators provide good leadership and management. They are well informed and aware of areas that require improving. They check the quality of teaching and have introduced targets to raise standards and achievement. These strategies are beginning to raise standards but are not yet making a sufficient impact on the achievement of higher attaining pupils who could sometimes be challenged more by the work they are given.
48. By the end of Years 2 and 6, pupils' speaking and listening skills are well above average and pupils speaking and listening skills are developed well. Older pupils are able to discuss ideas constructively, listening carefully and appreciating others' ideas. Where teaching is less effective, teachers talk too much rather than encouraging pupils to expand on their ideas.
49. Teachers pay close attention to the development of reading skills and this results in high standards. Less able pupils benefit from additional help through the 'Better Reading Partnership'. Pupils increasingly develop good reading strategies and build on these well. Most pupils enjoy reading because their teachers are enthusiastic about literature. Library facilities and resources are good.
50. In Years 2 and 6, most pupils write well for their age. The most able pupils write with energy and fluency. Most pupils present their work to an acceptable standard and have developed a neat, joined script. Pupils' best writing is found in story telling and factual accounts. They are beginning to use vocabulary with increasing precision, use punctuation correctly, and draw on a good range of expression. In classes, where there are more opportunities for independent writing, the pupils' work shows a greater range of skills. For instance, pupils in Year 3 produced good examples of humorous verse using repetition and alliteration to add impact to their verses.
51. The quality of teaching is satisfactory overall. Where the teaching is of a good quality the pupils are clearly informed of the learning objectives. There is pace and the teachers communicate strongly to all the pupils an enthusiasm and expectancy of success. The quality of questioning is high, allowing pupils thinking time to explain their reasons. In the best lessons, the teachers constantly assess pupils' work and set challenges, resulting in good progress. Most pupils

respond to these challenges and enjoy working hard. This results in good behaviour and attitudes to work. Relationships are generally good and set a positive atmosphere where pupils can join in class discussions with confidence.

52. Common features of the better teaching are good subject knowledge, well-prepared lessons where the literacy framework is used as a basis for planning, and making good use of the sessions at the end of the lesson to assess learning and indicate future goals. These characteristics were present in a well-sequenced lesson on planning a journalistic account of the 'Battle of Marathon' for pupils in Year 5, resulting in pupils drafting detailed good quality 'copy' with effective use of dialogue and metaphor for impact. Some teachers are pioneering different teaching styles where there is a strong focus on pupils developing their thinking skills through good quality questioning by the teachers and opportunities for pupils to engage in dialogues. These are beginning to make an impression on pupils' achievement. The school has invested in developing the skills of its support staff and this enables them to work effectively with pupils who have special needs or find learning difficult, ensuring that these pupils make at least the same progress as other pupils.
53. Shortcomings within some lessons are too much teacher talk, insufficient pace and undemanding levels of work for higher attaining pupils, resulting in pupil inattention and a lack of opportunities for pupils to demonstrate their grasp of the subject.
54. There is regular homework which complements learning in school. Marking of pupils' work is used effectively in many classes to help pupils understand what they need to do in order to improve, but this is not consistent throughout the school.

Language and literacy across the curriculum

55. A significant improvement since the previous inspection is the development of literacy skills through other subjects. It permeates all subjects and is impacting on raising standards. It is a highly visible feature of school displays. For instance, in a geography display in the Year 2 class the pupils demonstrated good application of 'time connectives' to describe a visit to a park. Other displays promote the specific vocabulary of many subjects. In the Year 6 classroom there are good examples of geographical and scientific vocabulary. Pupils use these as valuable reference sources in their lessons. ICT is used to support pupils' research skills. However, ICT is underused in lessons. Consequently, opportunities are missed to consolidate learning further in both English and ICT.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- By the end of Year 2 and Year 6 pupils achieve well above average results in national tests overall but in some years not enough pupils achieve the above average Level 5.
- Pupils with special educational needs make good progress in mathematics.
- Pupils have good mental mathematics skills and this helps them with their ability to solve mathematical problems.
- The teaching of mathematics is good, especially in [SNR29]Years 5 and 6.
- The school has good systems in place to assess pupils' mathematical skills and uses these well to identify areas of strength and weakness.

Commentary

56. Standards in mathematics in the infants have improved since the last inspection when they were judged to be above average. Results in 2003 show that standards are well above average

for pupils aged seven and in 2002 the results achieved by infant pupils were amongst the top five per cent in the country. This indicates that pupils have achieved well in the tests in these two years. Only three years of results are available for pupils in Year 6 but these already show that results are well above average. These good results do, however, mask the average numbers of pupils who achieve the more difficult Level 5. In 2003, for example, although results overall were well above average, only average numbers of pupils reached Level 5 and this is unsatisfactory and requires attention. Achievement for pupils in the juniors is good overall but only satisfactory for the more able pupils. Current targets for 2004 reveal that this situation does not improve. The school is aware of this problem and has placed it high on its list of priorities for improvement.

57. In mathematics lessons, good attention is paid to the specific needs of pupils with special educational needs. Work specifically designed to meet the needs of all pupils is provided, and pupils with particular needs are well supported, both by the teachers and the well-briefed support assistants. This ensures that these pupils make good progress, with many of them achieving the expected Level 4.
58. The teaching of mathematics is good overall but with particular strengths seen in Years 5 and 6. Lessons are generally well planned and organised and teachers expect high standards. Mental mathematics skills are taught well and these are regularly applied to solving mathematical problems. Good attention is paid to other areas of mathematics, such as the investigation of shapes, and the practical activities provided help to retain pupils' interest and enthusiasm for the subject. Pupils' work is regularly marked and in most classes pupils are expected to correct work. The quality of teachers' comments on the quality of work is more variable. Where it is good, as in Year 6, comments give clear guidance to pupils on how to improve their work, but in some classes little indication is given on how improvements can be made.
59. Regular assessments of the progress pupils are making are completed and this helps the school to identify areas of strength and those where further work is required. Effective remedial action is then taken. The recording of pupils' results and the progress they make is carefully completed. The subject co-ordinator and senior staff regularly check the standards of teaching. Planning is monitored to ensure that all areas of the curriculum are covered and pupils' work is scrutinised to ensure that standards are maintained. Links with other primary and secondary schools are good and benefit pupils in Years 5 and 6 through the additional support they receive.

Mathematics across the curriculum

60. Mathematics skills are used satisfactorily in other subject areas. Pupils understand the use of co-ordinates to locate places on a map and use these effectively in geography. In history pupils learn about the passing of time and link this successfully to timelines. In science, pupils create charts and graphs to show temperature but do not yet use ICT sufficiently to record their findings.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils do well to achieve high standards by the time they leave school.
- Good use is made of practical investigations and challenging scientific vocabulary in the lessons for the older pupils.
- More able pupils in Year 6 are challenged by the learning activities but this is not always the case for younger pupils.

- Procedures to assess the Year 2 pupils' achievements require further development.

Commentary

61. Only one lesson was observed so the judgement that provision is good is based on the information gained by looking at pupils' work, teachers' planning and assessment documents, and displays in classrooms, and through discussions with teachers and pupils. These indicate that pupils make good progress. In the 2003 national tests, Year 6 pupils achieved well above the national expectation. A very good lesson in Year 6 illustrated the reason for this high level of achievement. The task required pupils to conduct a practical investigation into how the resistance of different thicknesses of wire in an electrical circuit influences the brightness of a light bulb. The more able pupils in the class were challenged by suitably searching questions. Two pupils discovered that when the wires touched and became shorter the brightness of the bulb increased. The teacher gave them time to think why this happened and then provided a detailed scientific explanation of a short circuit and a variable resistor. The pupils are able to describe the domestic uses of a variable resistor and how the heat generated by resistance can be used in appliances such as a toaster and hair dryer.
62. By Year 2, pupils display good levels of achievement in their work but this is not reflected in the teacher assessments. The school is aware of this discrepancy and appreciates the need to review the procedures used to check on the accuracy of the assessment data. There is no system in place to allow the comparison of the level of pupils' work with that of pupils in similar schools. Year 2 pupils conducted a practical investigation to discover how the changing effects of forces and movement determine how far a car travels down a ramp. However, there are fewer opportunities provided for these younger pupils to experience the practical challenges to discover the 'how' and 'why' of scientific facts.
63. Pupils in Year 2 and 6 talk confidently about the science topics they have studied. Year 2 pupils can describe the way plants and animals differ, which foods are healthy and how they could make a simple electrical circuit. The depth of knowledge displayed by Year 6 pupils illustrates the good progress that the pupils make in their learning. They are able to talk in detail about how proteins, carbohydrates and vitamins contribute to a healthy diet, and about the effects of gravity and balanced forces.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory** but the school recognises that there are several areas for improvement.

Main strengths and weaknesses

- Pupils' skills and knowledge have improved since the last inspection.
- Teachers' skills, knowledge and confidence have increased.[SNR31]
- Resources for teaching ICT have been improved.
- Pupils do not yet have enough opportunity to use their skills across the full range of subjects.
- Teachers do not include ICT in their planning for all subjects.
- The school does not have sufficient software in the different subjects to meet its needs.

Commentary

64. Standards in ICT have improved since the last inspection when they were judged to be at expected levels. This is the result of improvements in resources, the creation of a designated computer suite and the improved skills and knowledge of teachers through training, largely provided by the subject co-ordinator. Pupils are now confident and knowledgeable in their use of computer technology. This shows itself in the quality of work they produce, for example, in their presentations following geography fieldwork in the local area. Pupils now achieve satisfactorily. Because of limited opportunities to observe the teaching of ICT during the inspection no judgement can be made on the overall quality of teaching of the subject.

65. The school clearly recognises that more use needs to be made of pupils' ICT skills and further development of this area is an identified priority within the school's improvement plan. Although there are identified times for pupils to use the computer suite, there are too few opportunities for pupils to use these skills outside this allotted time. ICT does not yet contribute significantly to lessons in science or history, and although pupils know how to input information on to spreadsheets and to carry out searches for information, these skills are not further developed in most classrooms. This is because computers are not generally available and teachers do not include elements of ICT in their planning. A shortage of suitable software also hampers further development, but the school has well-advanced plans to remedy this. The subject leader is very experienced in ICT and able to provide subject training for staff. Improvements in resources have helped to raise standards but ICT is not yet an appropriate part of teachers' planning and provision in other subjects.

Information and communication technology across the curriculum

66. Although ICT skills are developed well while pupils are in the computer suite, they do not use these skills sufficiently in other lessons. This is largely because there are limited numbers of computers available for use in classrooms with most computer resources concentrated in the suite. Written work in English is completed using good word-processing skills and the presentation of pupils' work is enhanced through the use of frames and colour. Visual presentations using *PowerPoint* help pupils to create good pieces of work on, for example, their geography field work trip, incorporating text and pictures. Useful additions to pupils' work are provided through the use of video and digital photographs.

HUMANITIES

Geography and History

Only one lesson was seen in geography. It is therefore not possible to form an overall judgement about provision and standards in this subject. Planning and pupils' work indicates that the subject is covered well. Provision in history is **good**.

Main strengths and weaknesses

- Lessons are interesting and challenging, resulting in motivated learners.
- There is good emphasis on developing pupils' historical and literacy skills.
- Regular use of educational visits and the locality reinforces development of humanities skills.

Commentary

67. Standards in history by Year 6 are above national expectations. Pupils are interested in, and enthusiastic about, history and they achieve well. There is insufficient evidence to make a judgement on standards and teaching by the end of Year 2.
68. In both geography and history, it is clear that a range of visits plays an important part in making the work interesting and relevant. For example, pupils in Year 6 on a residential visit to London improved their historical knowledge and skills through visits to museums.
69. The quality of teaching and learning is good in Years 3 to 6 where teachers use a range of styles to meet the varied learning needs of their pupils, resulting in good achievement and positive attitudes to learning. For instance, pupils in a Year 5 lesson demonstrate good factual knowledge of historical events and clear understanding of the changes in British life since the 1920s through role-play. Their teacher involved the pupils in 'acting out' men, women and children in the different decades. This effective drama strategy enabled the pupils to empathise with the decades, reinforced their learning of the defining elements of those times, and also

made history relevant and improved their literacy skills. Likewise, in geography pupils are encouraged to be independent learners. In a lesson in Year 6 on contours pupils were busy applying their skills of reading contours following a visit to Loadpit Beck, a tributary of the River Aire. Some talked with good understanding about the contours as imaginary lines of elevation and their effect on river characteristics. This 'hands on' approach to the teaching and learning in the humanities where pupils and teachers are involved in high quality discussions is a striking feature of the better teaching. All the teaching observed pointed to a systematic approach to developing pupils' learning in the humanities through other subjects, notably literacy and mathematics with in-depth research using ICT.

70. Since the previous inspection the co-ordinator has improved the provision and teachers' competence in teaching history. There is a good quality policy and scheme of work and an improvement in resources. The co-ordinator works closely with the teachers resulting in pupils not only demonstrating sound factual knowledge of historical events but also developing an understanding of the importance of collecting evidence to answer questions. There is a strong emphasis on developing pupils' enquiry skills. The local environment is well used for developing humanities skills.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The school makes good use of its strong links with the local clergy and other faith groups, resulting in extending pupils' knowledge of different faiths and cultures.
- Religious education lessons are used effectively for developing pupils' literacy skills.
- Resources are comprehensive and of a good quality and enhance teaching and learning.

Commentary

71. Pupils in Year 2 and 6 reach the expectations of the local agreed syllabus. Scrutiny of work indicates that achievement is satisfactory throughout the school. Pupils are provided with a comprehensive religious education curriculum with an appropriate emphasis on world faiths. This is complemented by well-organised visits to different churches and places of worship and a range of visitors. An example of this good practice was a visit from the Baildon Community Christian Fellowship where the visitor, through a simple interpretation of the 'Advent Story' using dialogue and music, raised pupils' awareness of the importance of accepting challenges in their lives. This assembly made a significant contribution to the spiritual and moral development of the pupils.
72. Teaching is satisfactory overall. Where the teaching is particularly effective good use is made of literacy links such as discussion and writing. For example, in a good lesson in Year 3 on Hinduism, pupils were given the opportunity to explore and discuss the Hindu place of worship and compare and contrast it with Christian places of worship. The good quality questioning allowed pupils thinking time and opportunities to talk through ideas, resulting in pupils improving their knowledge and interest in Hinduism. Teaching is less effective when there are insufficient opportunities for pupils to reflect and ask questions.
73. Leadership and management of the subject are good. The co-ordinator is committed to developing religious education in the school. She is a good role model and supports and influences staff in the teaching of religious education through advice, providing resources and setting up good quality displays. She checks teachers' planning, and monitors teaching and learning in the subject to enable her to have a clear picture of standards across the school. Recent initiatives have been an increase in the number of visitors to the school and multi-cultural resources. This provision is enhancing pupils' knowledge of other faiths.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

74. There is insufficient evidence to be able to provide a full range of judgements in design and technology. Interviews with pupils reveal that the subject is regularly taught and they have had opportunities to work with differing materials and to acquire a satisfactory range of skills. The further development of the subject is a priority on the school's improvement plan.

Art and design

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

Main strengths and weaknesses

- Standards in art and design are well above those expected by Year 6.
- Photographic evidence and interviews with pupils indicate that the necessary skills are well taught.
- There is a good range of art and design opportunities for pupils to enjoy as part of the curriculum and as out-of-school activities.
- The school is developing systems to check on what pupils have learned and can do in art and design.

Commentary

75. Standards of artwork are well above those expected for their age by the time pupils reach Year 6. Pupils achieve well across the whole school because the necessary skills are well taught. Additional opportunities are provided, particularly for older pupils through the flourishing art club where talents are further extended. Evidence from pupils' work, photographic evidence, displays around the school and interviews with pupils show that they have a very good understanding of how to use and apply different media; for example, they understand why pencils have different levels of hardness and when they should use a variety of paint brushes. They have opportunities to use clay and other modelling materials when, for example, creating models of Whitby Abbey, following an educational visit. Pupils' observational skills are very well developed, and work of very high quality produced by pupils from the art club as well as in art lessons illustrates this well. Examples of more advanced work include colourful batik prints and imaginative collage work illustrates the wide range of art experiences pupils enjoy. No teaching of art and design was seen during the inspection so no judgement can be made on its overall quality.
76. Art is used well in other subjects to enhance the quality and presentation of pupils' work. Examples of this include the high quality fieldwork watercolour sketches completed by pupils on a geography field trip. The organisation and management of art and design are good with a good variety of materials being available for pupils to use and experiment with. Although at an early stage of development, the school is beginning to record the various elements of what pupils have experienced and the skills they have learned in art and design.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- The quality of singing is good.
- Good extra-curricular opportunities are provided.
- A recently introduced music scheme is not yet effective in ensuring all pupils reach a high standard because some teachers are not sufficiently familiar with the scheme.

Commentary

77. Pupils are enthusiastic about singing. They perform well, both in lessons and in assemblies, taking careful note of pitch and diction to ensure that their performance is of good quality. Regular practice using a teacher from the local authority music service to ensure that the necessary musical skills are available, helps to ensure that performance is of good quality. Pupils regularly take part in school productions and musical events in the community, helping to improve their confidence and their social skills. The development of other musical skills is achieved through the use of a recently introduced commercial scheme. Although satisfactorily implemented, teachers are not sufficiently familiar with the opportunities the scheme offers.
78. There are good opportunities on offer for some pupils to extend their musical skills during the school day, through the use of teachers from the local peripatetic music service. There is a thriving choir that regularly contributes to local musical events.

Physical education

Provision in physical education is **good** although there was insufficient opportunity to see all the different elements of the subject being taught.

Main strengths and weaknesses

- A full range of activities in the physical education curriculum is provided.
- A good range of extra-curricular activities is provided for pupils throughout the school.

Commentary

79. Interviews with pupils during the inspection reveal that physical education is a regular and much enjoyed aspect of the school's curriculum. All the different aspects of the physical education curriculum are covered and pupils agree that there is a good range of additional activities for them to enjoy as part of the after-school provision. These range from football, netball, tennis and cricket to karate and dance. Many of these activities are open to younger pupils as well as older pupils. Regular competitive sports are played with other local primary schools and this helps to extend pupils' social skills.
80. It was possible to observe only one gymnastics lesson during the inspection so it is not possible to make an overall judgement on the quality of teaching of physical education. However, the quality of this lesson was good. The lesson was well organised, and pupils worked hard to satisfy the high expectations of the teacher and demonstrated good skills in gymnastic movement.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- Pupils accept responsibility well.
- Pupils are not yet given sufficient opportunity to organise what they learn through their own independent study, for example through the use of ICT.
- There are good opportunities for pupils to extend social skills through extra-curricular activities and links with other schools.
- Pupils learn to be good citizens through the school's aim and practice of caring for others.

Commentary

81. The school has good systems in place to provide pupils with responsibility. The school council is well organised and effective and its ideas are listened to by the school staff and result in change. Older pupils take responsibility for younger children, especially during break times and this results in very low instances of bullying and harassment. Although pupils willingly take responsibility and behave in a mature and sensible manner, there are limited opportunities for pupils to work outside the classroom. This, for example, leads to some underuse of the good ICT facility, where pupils could engage in their own investigations with minimal supervision.
82. There is a good range of opportunities provided by the school for pupils of all ages to mix socially. Both sporting and academic areas are covered and, where required, skilled tutors are brought in from outside. Strong links are being forged with a school with a high proportion of pupils from the minority ethnic population and this is enabling pupils to develop a good understanding of differing faiths and cultures, as well as friendships.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
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
Overall standards achieved	3
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
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	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	3
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).