

INSPECTION REPORT

RIDDLESDEN ST MARY'S CE PRIMARY SCHOOL

Keighley

LEA area: Bradford

Unique reference number: 107340

Headteacher: Miss Eileen Jackson

Lead inspector: Dr Brian Male

Dates of inspection: 17th – 20th May 2004

Inspection number: 257319

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:	CE Aided
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	328
School address:	Grange Road Riddlesden Keighley West Yorkshire
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr John Learmonth
Date of previous inspection:	No previous inspection

CHARACTERISTICS OF THE SCHOOL

This large Church of England Aided Primary School takes pupils from three to eleven years old, and is maintained by the Bradford Local Education Authority. At the time of the inspection there were 309 full-time pupils in 12 classes with a further 38 children attending the nursery. Most pupils enter the school with standards of attainment well below those usually found. The percentage of pupils known to be eligible for free school meals is above average. The percentage of pupils identified as having special educational needs is also above average. There is a high proportion of pupils from ethnic minorities and requiring extra support for learning English. This proportion is increasing each year, and is much higher in the younger classes. The school has been successful in achieving several national awards: Healthy Schools and Drug Prevention in 2003, and Investors in People in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
14806	Dr Brian Male	Lead inspector	English, Foundation Stage Curriculum
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33225	Mrs Elizabeth Greensides	Team inspector	English as an additional language, history, geography
20368	Mrs Susan Macintosh	Team inspector	Science, art and design, design and technology, music, physical education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a friendly and welcoming school with a very supportive ethos, and whose overall effectiveness is **satisfactory** and improving. Pupils' achievement is satisfactory overall, but some pupils for whom English is not the first language do not achieve as well as they could because support is not sufficiently well targeted, whilst other pupils achieve well. Leadership and management are satisfactory overall, and have been very successful in creating the positive ethos in this new school. The school provides **satisfactory value for money**.

The school's main strengths and weaknesses are:

- Children from a variety of ethnic backgrounds get on with each other very well indeed
- Teaching is good overall, particularly in the nursery and reception classes, and in English and history. This is beginning to raise standards
- Support for pupils for whom English is not the first language is not always sufficiently well targeted, and this impacts on their achievement
- The school provides an excellent range of extra-curricular activities that raises sporting achievement in particular
- Assessment information is not always used fully to target teaching and ensure high challenge
- Pupils behave well and have positive attitudes to school
- The school has a good partnership with parents and strong links with the community that enhance learning
- Some classes need to make more use of information and communication technology (ICT)

The school has not been inspected previously as it was re-opened as a new school in 2001 after re-organisation.

STANDARDS ACHIEVED

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

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those where a similar proportion of pupils is entitled to free school meals.*

Pupils' achievement is satisfactory overall. Standards in mathematics and science are higher in Year 6 this year than in 2003 and are now below the national average, rather than well below. Standards in English are lower than in 2003, and are also below the national average. These present standards are generally in line with similar schools. Standards in Year 2 are below the national average in reading, writing, mathematics and science. Overall standards in both Year 2 and Year 6 are slightly higher than in 2003, partly because proportions of pupils with special educational needs vary in the different year groups, and partly because of improved teaching. Standards in ICT are below average across the school, and standards in history are in line with those usually found. Other subjects were only sampled, but standards are generally in line with those usually found. Children make good progress through the nursery and reception classes, particularly in the social, physical and creative aspects. There is appropriate support for pupils with special educational needs, but the support for the many pupils for whom English is not the first language is not sufficiently well targeted for them to make the expected progress. These two elements of support are not sufficiently separate.

Many children start in the nursery with standards of attainment well below those usually found, so these overall standards represent good achievement for many pupils, but some pupils for whom English is not the first language do not achieve as well as they could.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. Pupils have positive attitudes to school and are keen to take part in lessons. Their behaviour is good in class and often very good around the school. Their personal qualities such as relationships and concern for others are very good. Relationships are good, and most pupils are open, friendly and very willing to communicate. The rate of attendance is satisfactory, and most pupils arrive promptly for school.

QUALITY OF EDUCATION

The quality of education is satisfactory overall. The quality of teaching is good overall.

Teachers work hard and are committed to the welfare of their pupils. In the most effective lessons, there is good challenge and pupils are involved in interesting practical activities. Teaching is generally good in the nursery and reception classes, and in English and history. Where teaching is satisfactory, the challenge for pupils could be higher and pupils involved in more exciting practical activities. The time given to teaching ICT varies between classes and makes progress inconsistent. Assessments of pupils' progress are made appropriately, but the information is not always used effectively to promote learning within lessons. The teaching of pupils with special educational needs is generally satisfactory with some very good support for those with particular needs. The teaching of pupils for whom English is not the first language is not always targeted on their particular needs, or related sufficiently closely to the curriculum. This impacts on the quality of learning and education overall, and is why they are satisfactory rather than good.

There is a broad and balanced curriculum enhanced by an excellent programme of extra-curricular activities, but the multi-cultural aspect of the curriculum does not reflect the variety of cultures within the school. There are good support and guidance for pupils' welfare, but support for their learning is not always based sufficiently on the assessment information that is available. The school's partnership with parents is good and this enhances learning and promotes pupils' positive attitudes. The school is well staffed with teachers, but does not have enough bi-lingual teachers or support assistants, particularly for the youngest pupils. The accommodation is spacious and the outside areas have been developed very well to provide a very rich environment.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory overall. The headteacher has been very successful in establishing a positive ethos and very positive relationships in this re-organised school. The deputy headteacher has been effective in establishing the very good relationships with the community, but his role needs more clearly defining in terms of monitoring standards. There is an effective structure of key stage co-ordinators who lead their areas well. The governors make a significant contribution to the school's strategic direction, and provide satisfactory governance. The school is managed effectively in most aspects, but steps need to be taken to improve the provision for pupils for whom English is not the first language.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are supportive of the school, and there is no area where a significant number would like to see improvement. Pupils are also positive about the school, and the school takes appropriate steps to ensure that pupils' views are sought.

IMPROVEMENTS NEEDED

In order to build on the positive ethos that has been established and improve standards of attainment, the school needs to:

- Improve the support for pupils for whom English is not the first language, and separate this from support for those with special educational needs
- Ensure that assessment information is used to make all lessons sufficiently challenging for pupils, and that they involve pupils in exciting practical activities
- Ensure that some classes need to make more use of ICT

The school has already identified the need to improve support for pupils for whom English is not the first language, and to extend the range of practical activities in lessons.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is satisfactory overall, but a number of pupils for whom English is not the first language do not achieve as well as they should, particularly in mathematics and science. Other pupils achieve well. Overall standards are below the national average, but in line with those in similar schools. Standards are beginning to rise.

Main strengths and weaknesses

- Standards in reading and in history are in line the national average and above the average of similar schools
- Support for pupils for whom English is not the first language is not sufficiently well targeted to allow all of them to make the progress they should
- Children make good progress through the nursery and reception classes, particularly in the personal and creative aspects
- An improvement in teaching is beginning to raise standards

Commentary

1. In interpreting the school's standards and scores in national tests, it is important to take account of the proportion of pupils for whom English is not the first language and, particularly, those who are at an early stage of learning English. The proportion of these pupils is increasing each year. In Year 6, about a half the pupils have English as an additional language, whilst in the nursery the proportion is almost 90 per cent. Present standards on entry are well below the national average whilst assessment data indicates that comparative standards for the present Year 6 were below average. Across the school, pupils for whom English is their first language tend to have higher attainment than those for whom it is an additional language. This is not only the case in English, where it might be expected, but also in mathematics and science.
2. Taking this into account, the school's scores in national tests for eleven year olds in 2003 represented very good achievement in English but unsatisfactory in mathematics and science. Standards in English were much higher than in previous years, whilst standards in mathematics were lower. Science scores continued a trend of well below average standards.

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

Standards in:	School results	National results
English	27.5 (26.4)	26.8 (27.0)
mathematics	25.4 (25.8)	26.8 (26.7)
science	26.9 (27.0)	28.6 (28.3)

There were 59 pupils in the year group. Figures in brackets are for the previous year

3. Inspection evidence indicates that current standards by Year 6 are lower in English, and higher in mathematics, and are below the national average in all three subjects. Standards in English are well in line with the national average in reading, but below average in writing, speaking and listening, but represent good achievement taking account of the proportion of pupils for whom English is not the first language. Achievement is satisfactory overall in mathematics and science. The rise in standards in mathematics and science is associated with improved teaching. Standards are lower in English than in 2003 when they were unusually high, but represent an improvement on the previous trend.

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

Standards in:	School results	National results
reading	12.7 (14.7)	15.7 (15.8)
writing	13.3 (13.6)	14.6 (14.4)
mathematics	15.0 (15.3)	16.3 (16.5)

There were 43 pupils in the year group. Figures in brackets are for the previous year

4. The school's scores in national tests for seven year olds were well below the national average in writing and mathematics, and in the lowest five per cent nationally in reading. This was lower than previous years in reading and writing, but similar in mathematics. Inspection evidence indicates that present standards by the end of Year 2 are higher in all three aspects, and are below (rather than well below) the national average. Standards in science, for which there is no national test, are also below average. The proportion of pupils for whom English is not the first language is higher here than in Year 6, and standards represent satisfactory achievement overall, and good achievement in reading. The higher standards are associated with improved teaching and a lower proportion of pupils with special educational needs than in 2003.
5. Children make good progress through the nursery and reception classes and by the time they enter Year 1, many attain the nationally expected Early Learning Goals in the personal, physical and creative aspects of development. Very few attain these expected goals in the language and communication aspect because so many are at an early stage of learning English, and because support for this is not always sufficiently well targeted. Attainment in the mathematical, knowledge and understanding aspects is higher than in communication, but below the standards usually found.
6. Standards in ICT are generally below average across the school, but are uneven between classes because classes do not all make the same amount of use of ICT equipment. Standards in history are in line with the national average and represent good achievement. Pupils benefit from practical activities, visits and visitors. As other subjects (geography, art, music, design and technology and physical education), were only sampled, there is no formal judgement about attainment in these, but standards overall are generally in line with those usually found. Many pupils do particularly well in sports and games through the school's excellent programme for extra-curricular activities.
7. Pupils with special education needs make appropriate progress in terms of their targets, and some very effective support for pupils with particular needs has enabled them to make very good progress. However, the progress of many pupils is hindered because support groups often mix pupils with special educational needs and those with English as an additional language. This also impacts adversely on those for whom English is not the first language. This issue is dealt with more specifically in the 'Teaching and learning' section below.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Their personal development, including spiritual, moral, social and cultural development, is good. The school's procedures for promoting good attendance are satisfactory, as is pupils' punctuality.

Main strengths and weaknesses

- Relationships within the school community are good, and pupils from different ethnic backgrounds get on with each other very well indeed
- Pupils' concern for others is very good
- Pupils have positive attitudes towards school and their work
- They behave well in class, and often very well in the playground and around the school

Commentary

8. The school is successful in promoting good behaviour and has high expectations of pupils' conduct. No pupil has been excluded. Pupils' relationships with each other and with adults in the school are good. This is evident in pupils' willingness to listen to others and to work collaboratively, regardless of ethnicity or gender. This is developed further through the excellent extra-curricular activities offered to pupils and praised by parents and pupils alike. Pupils applaud each other's achievements enthusiastically in assemblies which help to raise pupils' self-esteem. Due to these good relationships, pupils from the different ethnic groups get on with each other very well. Behaviour at playtimes is very good with many activities, and pupils sharing equipment successfully.
9. Older pupils working with younger children take their responsibilities seriously, such as the 'playground pals' scheme, and 'reading partners'. These give pupils insight into the responsibilities of living in a community. Pupils also help to organise charity events and raise money for those less fortunate than themselves. Assemblies provide pupils with opportunities for reflection, and in some, a developing sense of awe and wonder. The assembly led by the chair of governors during the inspection was particularly successful in this respect. The school does not take sufficient steps, however, to develop in pupils an awareness of different cultural traditions, including those of the ethnic minority pupils within the school community, either through the curriculum or through visits and visitors.
10. The school promotes attendance well, and, as a result it is satisfactory. The school monitors punctuality closely. Most pupils arrive at school on time.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.1
National data	5.4

Unauthorised absence	
School data	0.7
National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Teaching and learning are generally good, but support for pupils for whom English is not the first language is not sufficiently well targeted. This is why the overall quality of education is satisfactory rather than good. The curriculum is satisfactory overall and extra-curricular activities are excellent. Support is very good for pupils' welfare but support for learning is not always based firmly on assessment of their progress. The good partnership with parents contributes to learning.

Teaching and learning

Teaching and learning are good overall, and are beginning to raise standards of attainment. Assessments of pupils' attainment are carried out effectively, but are not always used directly to inform teaching.

Main strengths and weaknesses

- Teaching is good in the nursery and reception classes, and in English and history across the school
- The impact of the good teaching is lessened because support for pupils for whom English is not the first language is not targeted sufficiently at their specific needs
- The good relationships that prevail in lessons encourage pupils' positive attitudes to learning

- Assessment information is not always used sufficiently to plan learning and ensure high challenge
- The use of the outdoor area needs developing in the nursery and reception classes

Commentary

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	4 (9%)	22 (49%)	19 (42%)	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.

- Teachers work hard and are committed to the welfare of their pupils. The good relationships between teachers and pupils in most classes help develop pupils' self-confidence and positive attitudes to their work.
- Teaching is good overall in the nursery and reception classes, but is not consistent across the classes. Much less use is made of the outdoor element of learning than is recommended by the national Foundation Stage curriculum, particularly in the reception classes. Children are provided with a good range of interesting activities that encourages their interest and involvement. Children's very positive attitudes to learning and their very good co-operation with each other contribute significantly to their learning. The impact of the good teaching is lessened by the availability and targeting of support for those for whom English is not the first language. This is particularly the case in the nursery where the great majority of children are at an early stage of learning English but bi-lingual support is not continuously available.
- Teaching is good overall in Years 1 to 6. Teaching is good in English and history, and in science in Years 1 and 2, and generally satisfactory in other subjects and areas. The impact of teaching is lessened because the support for English as an additional language is not sufficiently effective. This makes learning satisfactory overall rather than good. This is particularly the case in Years 3 to 6 where pupils are often grouped by attainment for mathematics and science, and some pupils for whom English is not the first language are placed in the lower groups mainly because their grasp of English is not well developed. It is significant that teaching and achievement are good in history where pupils are not grouped by ability.
- Assessment is being used effectively in English to identify the key skills and concepts needed by different groups of pupils so that teaching can be sharply focused. These practices are not so well developed in other subjects. Targets are set for pupils, but these are not always sharp in relation to different subjects, shared with the pupils and used in the general course of teaching. As a result there is not such a sharp focus of the teaching or identification of groups who need to develop specific skills and concepts. The marking of pupils' work often praises achievement, but does not always give clear pointers for improvement.
- Where teaching is best, there is high challenge and pupils are involved in a good range of practical activities. For example, in a very good Year 5/6 lesson, pupils worked together in groups to produce a pamphlet about the nearby village of Haworth. They had to analyse the format and language of tourist pamphlets and use these in their own work. A very good Year 1 science lesson gave pupils the independence to plan their own investigation into sound, and high challenge with pupils making a chart of their findings. Some lessons enthuse the pupils well and this enhances their learning. For example, the visit of the 'Owl-Man' to a reception class enabled the children to see a live bird in their classroom, an experience that was both exciting and informative. Children in the nursery were just as excited about much simpler activities, and, for example, some spent a considerable time sitting in simple cardboard box with a friend, but imagining a whole world of experiences.

16. Some teachers make effective use of a range of techniques to keep pupils involved in lessons. For example, Year 1/2 pupils were given a large letter of the alphabet to hold and then had to arrange themselves in lines to spell words. This was both fun and a way of linking movement to learning in a kinesthetic approach. In other lessons, pupils used whiteboards or number fans so that could all give answers to questions, and on some occasions discussed answers in pairs. These techniques are not widely used across the school. Pupils are sometimes given opportunities to discuss things in pairs or small groups, but these are not frequent. There are occasions when some teachers do not give pupils for whom English is not the first language sufficient time to collect their thoughts before they answer a question.
17. Where lessons were satisfactory rather than good or very good, it was often because the pace was slower or because assessment information was not used sufficiently to ensure high challenge. In some lessons, pupils were expected to sit and listen to the teacher for extended periods without being involved in practical tasks that caught their interest or extended their understanding. Lengthy periods of listening are seldom helpful for pupils for whom English is not the first language.
18. The teaching of pupils with special educational needs is satisfactory overall, and there is very good support for some pupils with particular needs. The effectiveness is reduced by mixing pupils with special educational needs in the same groups as pupils for whom English is not the first language. This means that the focus of learning cannot always be on the specific targets identified on the individual education plans. The teaching of pupils for whom English is not the first language is similarly affected by the mixed groups. In addition, there is too little support for these pupils within class, and too few bi-lingual teachers or teaching assistants, and work is not always focused on the specific language needed immediately within the curriculum.

The curriculum

The school provides a satisfactory curriculum enhanced by an excellent programme of extra-curricular activities. The accommodation is good, and the resources are adequate for the needs of the curriculum.

Main strengths and weaknesses

- The excellent range of extra-curricular enrichment activities enhances learning
- The multi-cultural aspect of the curriculum does not reflect the variety of cultures within the school
- Access to the curriculum is restricted for some pupils for whom English is not the first language
- Pupils' access to ICT varies between classes

Commentary

19. There is a broad and balanced curriculum enhanced by an excellent programme of extra-curricular activities, but the multi-cultural aspect of the curriculum does not reflect the variety of cultures within the school. Opportunities are sometimes missed in subjects such as art, music, history and geography to include multi-cultural aspects as part of the curriculum. Teachers plan some good links between subjects, for example using role-play activities in history and devising graphs in science. ICT is used much more in some classes than others, as is the use of the computer suite, so overall provision is inconsistent. The curriculum is further enhanced by activities such as Book Week, Arts Week and Environmental Fortnight, with visitors and visits, and residential weekends for Years 5 and 6.
20. The excellent range of extra-curricular activities includes many sporting activities such as football, rugby, cricket, netball, rounders, running, athletics, gymnastics, orienteering and archery. There are art clubs for juniors and infants, guitar and recorder groups and a cookery club and all are well attended. Girls play football and rugby as well as boys. The school takes part

in local competitions such as tag-rugby. All of this has a significant impact on sporting achievement. Some of these clubs take place during the lunch period, such as rugby training run by a parent. Muslim parents commended the school for this as clubs at lunchtime enable their children to be involved, as many attend lessons at the mosque after school.

21. The access to the curriculum for some pupils, for whom English is not the first language, is affected by their lack of English. As support for these pupils is not always sufficiently focused on the particular language needs of the aspect of the curriculum being studied, their access is restricted. Where pupils with language needs are in lower sets for subjects such as science, their access is further restricted.
22. Good curricular links with the local secondary schools ensure that pupils are well prepared for the next stage of education.
23. The school is well staffed with teachers but does not have enough bi-lingual teachers or support staff, particularly needed for the youngest pupils. One member of staff, a recently appointed qualified nursery nurse, is bi-lingual and shares a first language with many of the pupils. She uses her first language effectively to help children at an early stage of acquiring English to understand, but she is not always deployed specifically for this.
24. The school benefits from spacious and well-maintained accommodation except for the computer suite which is too narrow and inadequate for the purpose. The outside areas have been developed very well and now provide a very rich environment. Since opening in 2000, the school has worked hard to improve the outside school environment and play areas so that it now supports environmental aspects of the curriculum, which it does well, and extra-curricular activities and the local community for events such as galas and inter-school sports' competitions. Learning resources are generally satisfactory.

Care, guidance and support

The school provides a good standard of care and looks after all its pupils very well. Pupils feel secure and well cared for, and the effective buddy system contributes very well in this regard. Pupils' personal development is well understood and very well supported by all staff.

Main strengths and weaknesses

- The school provides a good standard of care and has a high regard for pupils' health and safety
- Good induction arrangements help children to settle well

Commentary

25. The school's procedures for ensuring the safety and well-being of all pupils are good. Staff are appropriately trained in first aid, and minor injuries are well recorded and monitored. The site and equipment are regularly checked and tested and any concerns dealt with well. The standard of daily maintenance is high. The diligent site manager and his team look after the buildings very well, and pupils learn to respect these surroundings.
26. Senior staff with responsibilities for child protection understand these procedures very well. The headteacher takes a keen interest in this important aspect and is able to co-ordinate any concerns and liaison with appropriate authorities. The school has good systems in place to offer support and guidance to all pupils. A good, close liaison is maintained with support services, ensuring that pupils' specific needs are well met. Attendance is very well monitored. Because of the strong empathy and trust between teachers and pupils, pupils feel happy at the school, well aware that any concerns will be dealt with well.

27. Induction arrangements are good. This allows children to become well settled when they first join the school. Parents too are welcomed to see for themselves how well their children settle into school life. Older pupils have a good introduction to secondary schools.
28. The school is developing some aspects of the 'Investors in Pupils' programme and has trained a large number of older pupils in skills so that they are well prepared to be 'playground pals', a buddy system. They are easily identified by other children as they wear distinctive headgear, and carry out duties in a very mature way, helping other children but also assisting in the supervision of some aspects of school life. Generally pupils display mature and sensible manners to many aspects of the daily life of the school, because they are happy and feel well supported.

Partnership with parents, other schools and the community

The school has a good partnership with parents and keeps them very well involved in school life. There are strong links with the community and very good links with other schools.

Main strengths and weaknesses

- Good links with parents and the local community support learning well
- There are very good arrangements for the transfer of pupils
- Very good links with other schools help transition

Commentary

29. The school provides good information to parents through regular newsletters. It provides good opportunities for parents to discuss their children's attainment and progress, and these occasions are very well attended by parents. Parents of young children sometimes join in classes and have a good idea of what their children are being taught. Parents of younger pupils are involved in the selection of their children's reading books, and this is very effective in involving them in their children's learning. It gives them a good opportunity to talk to teachers about their children's progress.
30. Parents are supportive of the school, and there is no area where a significant number would like to see improvement. Parents are particularly pleased with the ethos and the way in which children from different ethnic backgrounds get on so well. The school values its partnership with parents and has provided a well-illustrated brochure to give parents good guidance about starting school. The school deals effectively with parents' concerns or observations, and the headteacher and deputy head make themselves readily available to discuss any problems.
31. A very good link has been maintained with the local secondary school, and link work has been done with older pupils so that they feel very secure at transfer. The school has been host to a school from a Dales village, so that their pupils could have an insight into another school's life and work.
32. The school provides opportunities for teachers in training, has strong links with the community at large, for example the Diocesan Centre in the development of a wildflower meadow, and is a much welcomed part of the local community, being the host to the local gala, and involved in a town council 'In Bloom' competition. There are particularly strong links to the community's sporting provision.
33. Parents are very supportive of the work of the 'Friends of the School' for they have worked hard to buy equipment for the school, more particularly the adventure equipment much loved by all pupils and used sensibly, by class rota.
34. These strong links enhance pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The headteacher provides satisfactory leadership for the school. Key stage co-ordinators lead their areas well. The school is appropriately managed. The governance of the school is satisfactory. Most aspects of leadership and management are good, but the approach to supporting pupils for whom English is not the first language has not been sufficiently effective. This has reduced the effectiveness to satisfactory.

Main strengths and weaknesses

- The headteacher has been very successful in establishing a very positive ethos and good relationships in this new school
- The deputy headteacher has been very effective in establishing good relationships with the community and in establishing the excellent programme of extra-curricular activities
- Both now need to focus more sharply on the monitoring of progress, and the deputy headteacher's role needs extending and defining more clearly in this area
- The provision for pupils for whom English is an additional language needs improving
- Key stage co-ordinators are impacting positively on their areas

Commentary

35. The leadership of the school has been very successful in establishing the ethos of the new school and creating a community where pupils from a variety of ethnic backgrounds get on with each other very well indeed. This is a significant achievement, and is much appreciated by parents and the community. It has also successfully established the vision of providing for the widest aspects of pupils' development through the excellent extra-curricular activities, the sensitive pastoral support provided, and the rich environment created in the grounds.
36. Effective teams have been created within the leadership structure, and the key stage co-ordinators have a good oversight, and provide good direction for their areas. Within this structure, the role of the deputy headteacher needs redefining so that its relationship to the key stage co-ordinators becomes clearer and includes a focus on standards. Most of his present responsibilities, although important, have little directly to do with progress and standards.
37. The educational direction set is clear, particularly in terms of the ethos of support and inclusion. It is because of the importance placed on inclusion that support for pupils for whom English is not the first language has been deliberately run alongside support for other pupils. Now that the disadvantages of this approach have been recognised, the leadership is in a good position to ensure that future support is more specific.
38. Staff development has been appropriately linked to the school's development plan, and new staff have been supported appropriately and enabled to make a very effective contribution to the development of the school.
39. The school collects a wide range of data on pupils' attainment and progress, and through this is well aware that the attainment of many pupils for whom English is not the first language needs to be higher. The continued rigorous analysis of this data together with the detailed monitoring of provision is needed to ensure that the actions being taken are most effective. This is where the deputy headteacher's role needs extending.
40. The school's finances are managed generally effectively, but a significant proportion of the school's resources has had to be spent on the fabric of the building to make it suitable as a primary school. This has meant less has been available for other things, in particular sufficient bi-lingual support for the growing number of pupils for whom English is not the first language. The school's one bi-lingual assistant is often deployed as general classroom assistant which is not the best use of this very valuable resource. Within the present staffing, there is an unusually high number of office staff compared to support staff.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	833081
Total expenditure	862131
Expenditure per pupil	2491

Balances (£)	
Balance from previous year	31448
Balance carried forward to the next	2397

41. The governing body takes a very active interest in the life and work of the school, and has helped create the vision of an inclusive and supportive community. The governance of the school is satisfactory overall rather than good because the need to improve provision for pupils for whom English is not the first language has only just been recognised.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

42. Provision for the children in the Foundation Stage is good and provides a good start to their education. Good relationships and a close partnership with parents enable children to settle quickly in the nursery and develop in confidence. There is a very good range of practical activities that promote good understanding. Teaching is good across the six expected areas of learning, but there is insufficient bi-lingual support for pupils in the nursery. Most children start with standards of attainment well below those usually found, particularly in the communications, language, mathematical, knowledge and understanding aspects, and so many do not meet the nationally expected Early Learning Goals by the time they move into Year 1. Attainment is highest in the personal, physical and creative aspects, where standards are also highest on entry. Attainment in the communication and language aspect is particularly low overall because of the high proportion of pupils for whom English is not the first language. The progress being made represents good overall achievement.
43. The two reception classes do not have direct access to the outdoor area, and this restricts this important element of the Foundation Stage curriculum. Although the nursery does have direct access, current arrangements do not provide for the 'free flow' of activities that is found in many nurseries and which enhances pupils' learning. Leadership and management are good and there are plans to provide access for the reception classes to the outdoor area.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Good relationships encourage confidence
- A wide range of practical activities in the nursery encourages independence and co-operation
- There should be more independence for pupils in some reception class lessons

Commentary

44. Teaching is good, and the range of interesting practical activities and the independence given to children, especially in the nursery, encourage children's self-confidence and self-esteem. The good relationships that prevail help children to be aware of others and to share and take turns. Most children are particularly good at sustaining their concentration, for example in the 'space ship' in the nursery where three children often played co-operatively for extended periods. The morning sessions in the reception classes tend to be rather formal on occasions, and do not give children the opportunities for independence they enjoy at other times. Most children meet the Early Learning Goals by the time they move into Year 1. This is good achievement.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Learning is promoted through a wide range of practical and formal activities
- There is insufficient support for children for whom English is not the first language

Commentary

45. Most children enter the nursery with well below average standards of attainment, and a very high proportion are at an early stage of learning English. There is insufficient first-language support for these children, and the one bi-lingual assistant works mainly in the reception classes, and is not always deployed within her specialism. This hinders progress. Apart from this, teaching and the range of methods deployed to develop children's communication skills are good. Adults provide good models of language use, and involve children in a good range of practical activities about which they can talk and develop vocabulary. Children learn to enjoy books, and many listen well. In the reception classes, most children recognise letters and familiar words, and many are able to write simple words and make plausible phonic attempts and more difficult ones. However, comparatively few reach the expected goals in this area. Achievement is satisfactory overall taking account of the very low starting point of many children and the proportion at an early stage of learning English.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Mathematical development is based well on first-hand practical activities
- Good use is made of a range of games, songs and computer programs to extend learning
- The progress of children at an early stage of learning English is hindered by the lack of bi-lingual support

Commentary

46. Early mathematical development is based well on a wide range of first-hand experiences. Teachers and teaching assistants make good use of these to develop knowledge and understanding. For example, children making collage pictures were asked questions such as, "How many more do you need?" and "Will this shape fit?" It is particularly difficult in the nursery to ascertain whether children unable to answer such questions have not developed the necessary mathematical concepts or do not understand the English words. This is where a bi-lingual assistant would be valuable. Where new English words have been taught directly in a mathematical context, such as 'circle', 'rectangle' and 'triangle', children have developed a good knowledge of the words and understanding of the concepts. Children in the reception classes engage appropriately in formal recording of mathematics and most recognise numbers and know what is one more or less than a given number. By the time they move into Year 1, the proportion of pupils attaining the Early Learning Goals is below average, but this represents good achievement considering the starting point.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children are involved in a good range of stimulating activities

Commentary

47. Teachers plan effectively to cover the various areas. There are good opportunities for children to explore and investigate a range of materials, living things and events. There are also good opportunities for children to use construction kits and a variety of materials to design and make things, and children develop their skills well in this area. There is some good use of ICT, and

children develop confidence with the mouse and keyboard. Events such as the visit of the 'Owl Man' to a reception class enhance this area with the excitement of a real bird in the classroom. As with mathematics, the fact that many children are at very early stage of learning English, and the lack of direct support hinders progress to some extent, but there is some good development of vocabulary within specific areas, such as computer use. By the time they move into Year 1, the proportion of pupils attaining the Early Learning Goals is below average, but this represents good achievement considering the starting point.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- There is a good variety of experiences for children in the nursery
- Reception classes have restricted access to the outdoor area

Commentary

48. Outside provision is good, but children in the reception classes have restricted access to the designated area, and this hinders their progress in this aspect. Nursery children develop their skills well through the use of a good range of equipment such as large wheeled vehicles, and large construction materials. In all classes, there is good attention to the finer aspects of physical development such as the use of small tools and construction kits, and children make good progress. Reception class children make use of the hall in more formal physical education sessions, and this is helpful to their development, but does not totally compensate for the lack of outdoor access. Most children attain the Early Learning Goals by the time they move into Year 1, and achievement is satisfactory.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- There is a very good range of activities to promote learning
- Role-play is used very effectively in the nursery in this aspect of learning

Commentary

49. The school provides a very good range of activities that stimulates children's imagination and creativity. Role-play is used very effectively to promote imagination and the expression of ideas, and children are particularly good at sustaining imaginative play, often in their home language. For example, nursery class children often sat in a simple cardboard box and created their own world of fantasy. Children in a reception class made particularly good use of a puppet theatre, re-enacting the 'Sleeping Beauty' story whilst others formed a very appreciative audience. The range of outside play for nursery children also encourages imaginative play, and the taking of different roles, such as crossing warden whilst using wheeled vehicles. There are very good opportunities for children to explore a range of media and ideas through painting, drawing and three-dimensional modelling. Most attain the Early Learning Goals by the time they move into Year 1. This is good achievement.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good** overall.

Main strengths and weaknesses

- Teaching is good overall
- Standards of reading represent good achievement across the school
- There are some good strategies in use for the teaching of writing
- Support for pupils for whom English is not the first language is not always sufficiently well focused on their specific needs

Commentary

50. By the end of Year 6, standards are in line with the national average in reading and below average in writing, speaking and listening. Standards are lower than the school's scores in national tests in 2003 when they were unusually high, but higher than in previous years. Standards are also higher in Year 2 than the 2003 national test scores, particularly in reading. The rise in standards over the last few years is associated with an improvement in teaching and a good focus on specific skills. The subject is well led and a clear educational direction is given. Standards of attainment are adversely affected by the quality and amount of support for pupils for whom English is not the first language. As most extra support is out of class and in groups where some other pupils have special educational needs, the focus is seldom sufficiently specific.

Speaking and listening

51. Pupils enter Year 1 with standards of speaking and listening well below those usually found. This is because many are still at a relatively early stage of learning English. Pupils for whom English is the first language make satisfactory progress, but other pupils need more specific support. Teaching is generally satisfactory, but in many classes there are too few opportunities for pupils to engage in extended speaking in pairs, groups or with the whole class. Teachers provide appropriate models of speaking but many do not allow pupils sufficient time for practice. Most pupils for whom English is not the first language develop a reasonable vocabulary and understanding of grammar, but many have considerable gaps in their knowledge, often in technical aspects, and this impacts adversely on subjects such as mathematics and science. It also impacts on standards of writing for these pupils.

Reading

52. Standards of reading are generally in line with the national average across the school. This is good achievement for the pupils. There is good teaching of reading across the school, with younger pupils being heard read individually and in groups, and extra reading sessions held for older pupils. Within these sessions there is a good focus on the literary features of the texts as well as the recognition of words. There is good liaison with the parents of younger pupils, and the involvement of parents in choosing the next reading book is a valuable feature. Pupils for whom English is not the first language make particularly good progress in reading, with many reading at a far higher level than they speak or write. This is because teaching of these skills is much more specific and there are more opportunities for practice.

Writing

53. Standards of writing are broadly below average across the school, but better in Year 6 than in Year 2. Overall standards are reduced by the relatively low attainment of pupils for whom English is not the first language. The teaching of writing is generally good across the school, and there

are some good techniques in use. For example, Year 5/6 pupils were involved in a good group planning exercise, analysing the format and style of a tourist pamphlet before writing their own. Pupils also benefit from examples of good literature being read to them. As well as extending vocabulary, this provides a model of the rhythms and forms that are not always apparent when pupils read to themselves. A good example of this was the 'Horrid Henry' story read to Year 1 pupils. The progress of many pupils for whom English is not the first language is adversely affected by their poorer speaking skills and the gaps in their vocabulary.

Language and literacy across the curriculum

54. There is some good use of other subjects such as history and geography to extend reading and writing skills. There are fewer opportunities for pupils to extend speaking skills in other subjects through the use of paired or group discussion. The support for pupils for whom English is not the first language does not focus sufficiently sharply on the vocabulary or language needed for specific lessons in subjects other than English.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are below national levels at the end of Years 2 and 6, but pupils' achievement is satisfactory and standards are beginning to rise
- A number of pupils for whom English is not the first language do not achieve as well as they could
- The quality of teaching and learning is sound overall, but much good teaching was seen during the inspection.
- Pupils are using numeracy skills increasingly in other subjects to support their learning.

Commentary

55. Pupils' achievements are satisfactory overall, and some pupils make good progress, especially in Years 3 to 6. However, a number of pupils for whom English is not the first language do not make the progress they should because support is not sufficiently well directed at their specific needs for mathematics.
56. The school gives good emphasis to the subject, and the development of number skills a high priority. Teaching is at least satisfactory and sometimes good, with teachers giving good emphasis on the development of mathematical understanding, and pupils show good attitudes to learning. As a result, standards are rising, and are now higher than the previous year when standards were well below national requirements. A scrutiny of pupils' work reveals that the present Year 1 and 5 pupils are doing well, and it is likely that standards at the end of both key stages will be even higher next year. If realised, this will show a developing trend of continuing improvement.
57. Where lessons were judged good, teachers have high expectations and pitch work at appropriately challenging levels for most pupils. Purposeful questioning develops clear understanding of new knowledge. High levels of enthusiasm from the teacher, good relationships and secure subject knowledge help to keep pupils motivated and involved. As a result, pupils put more effort into getting it right. These positive features of lessons help to explain the good attitudes to learning and consistently good behaviour seen during the inspection. Where teaching is satisfactory rather than good, time is not used to best effect to benefit pupils, more able pupils are not challenged enough, and pupils for whom English is not the first language are not well supported.

58. There is a clear framework for developing knowledge, skills and understanding as pupils move through the school. In most cases, the grouping of pupils by ability in Key Stage 2 is helping to ensure that most work is matched to pupils' precise needs. However, there are some pupils in lower groups because their grasp of English is not well developed. This hampers their progress and means that overall achievement is satisfactory rather than good. Teachers monitor pupils' work carefully, maintaining informative records to help them identify what pupils know and understand and what requires attention. They are rightly placing increasing emphasis on providing opportunities to develop pupils' reasoning skills, initiative and understanding through investigative and problem-solving activities, such as through the use of mathematical games, which is helping to bring the subject alive for pupils and facilitating learning. Good classroom displays celebrate pupils' work, interest and involve them, and help them acquire and develop a mathematical vocabulary. However, 'real life' mathematics is not used often enough to help pupils appreciate the importance of number in our daily lives.
59. The subject is soundly led and there are rigorous plans for the subject's continued development. Data from national tests are analysed and there has been regular monitoring of lessons to establish what works well and what needs doing. However, the analysis of the performances of different groups needs to be considered on greater detail to help raise achievement.

Mathematics across the curriculum

60. The development of mathematical skills, knowledge and understanding through other subjects is evident, such as in ICT. For example, younger pupils use a computer program to help them count money while older pupils use ICT to help them save and interpret data represented in different ways. There are some good opportunities in science for pupils to draw graphs and compile charts.

SCIENCE

Provision in science is **satisfactory** overall.

Main strengths and weaknesses

- Effective teaching is steadily improving standards
- Pupils learn science through a practical approach which allows them to develop their understanding through a range of investigations
- There is a lack of expectation and challenge for some pupils in Years 3 to 6
- Younger pupils have good oral knowledge and understanding of science but do not yet have sufficient opportunity to use tables and charts to record their work

Commentary

61. Standards are steadily improving throughout school, although they remain below those expected nationally for pupils aged seven and eleven. This improvement in standards results directly from the effective teaching methods seen in many lessons, which are having a positive impact on the pupils' achievement. There is still a lower than average proportion of pupils achieving standards at the upper levels of attainment by both Years 2 and 6. Pupils with English as an additional language do not achieve as well as their peers, overall. This is because language support is not always sufficiently specific for their science needs.
62. Much of the effective teaching seen during the inspection focused on a practical approach which allows pupils to develop their understanding through a wide range of investigations. For example, pupils in Year 1 helped to plan an investigation, made predictions based on their understanding, and were able to talk about 'making it fair' by changing only one thing during their testing. They enjoyed the practical experience of listening to the same sound over several different distances, and by the end of the lesson were able to explain that, "It's the same sound, it just seems less,"

and make plausible predictions about the same sound at an even greater distance. Some were also able to understand that people hear the same sound in different ways: "For me it was still loud but for you it wasn't!" Pupils in Years 3 to 6 use a wide range of recording, including tables and several different types of graphs appropriate to their investigations.

63. Discussions with Year 2 pupils show that they have made good achievements in their knowledge and understanding across all strands of the subject. For example, they are able to talk about the major organs in the body and explain their use, and can demonstrate their understanding of the forces of push and pull. Teachers plan good experiences to develop scientific understanding across the curriculum. For example, physical education lessons are used to reinforce learning about the importance of exercise, and the effect that it has on the heart, and a Year 2 pupil was able to explain that, "Exercise makes your heart pump faster and moves the blood around!" shortly after an exciting physical education lesson. However, pupils at this age do not have enough opportunities over a year to consider the patterns in their findings through recording their results in tables or charts.
64. There is sometimes a lack of expectation and challenge for pupils in Years 5 and 6, and across the school for pupils with English as an additional language. For example, one pupil whose home language is not English, and who is in the lowest set for science, was able to fully explain some advanced concepts despite some language difficulties and in this case did not appear to be working in an appropriate set. In the highest set, pupils were learning about the effect of exercise on their health, but the investigation they were set limited their achievement as it was focused on a level too low for these more advanced pupils.
65. Pupils in Year 6 are able to explain scientific facts and observations, but their understanding and achievement is often limited by too few opportunities to develop their independence by making choices about their own investigations and recording. Although teachers often give good explanations of new concepts, and use a wide range of effective questions, they limit further achievement by giving pupils investigations to perform which set out a format to be followed, without allowing pupils to make decisions about the design and shape of these tasks. This sometimes means that more able pupils do not have the opportunity to make more advanced observations or to explore their own ideas sufficiently, being limited by the boundaries of the task which they are performing. As a result they are sometimes unable to use their existing knowledge and understanding to apply to new concepts. For example, although some higher attaining pupils could talk about the force of gravity and opposing forces, they were unable to explain the forces that apply to a stationary object on a table.
66. The subject is appropriately led, but although plans are in place to further raise standards, the subject remains a low priority on the main school development plan.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- The relatively new equipment is raising standards, but computers are not used often enough in some classes to ensure pupils make best possible progress
- Some parts of the curriculum are given more emphasis than others
- Visits help to enrich the ICT curriculum
- Links with other subjects are developing well, but are still not high profile

Commentary

67. Pupils make uneven progress as they move through the school. Levels of teacher expertise are varied, especially in Key Stage 1, and they put differing emphasis on the subject in different

classes. As a result, pupils in some classes work on computers more regularly than in others, and pupils in the same year show different levels of confidence and competence depending on their previous experiences. As a result, standards at the end of both key stages are below national requirements.

68. Only two ICT lessons were observed during the inspection, one of which, taught by one of the co-ordinators, was very good. The challenge was high and pace was very brisk in this Years 3/ 4 lesson, and good questioning of pupils and use of available resources helped to ensure there was a clear focus on developing understanding. Pupils were given much encouragement, which ensured that they had positive attitudes to work. As a result of these very positive features, pupils understood that computer simulations allow users to explore different options to solve problems. In a satisfactory lesson with younger pupils, pupils had too little opportunity to work independently or at levels matched to their precise needs.
69. The computer suite is not used often enough by some classes, and is underused overall. At present, teachers decide when they wish to use the suite and this has led to the uneven use. The suite requires timetabling so that all pupils use computers regularly. There are plans to enlarge the suite, because its current shape makes the effective support of pupils difficult. Classroom computers are not always used to best effect to extend learning, although their use is increasing as software becomes available.
70. Word processing is a developing feature of the ICT curriculum. Pupils in all years have opportunities to write using the computer. For example, Year 1 complete nursery rhymes, Years 3 and 4 write jokes and riddles, and pupils in Years 5 and 6 use different font styles to produce stories. Pupils increasingly use ICT to find things out to extend their learning in other subjects, such as history. A school website has very recently been established. Older pupils are starting to learn how outcomes can be controlled by a computer, but control technology requires further development. Pupils rarely manipulate data, such as through the use of spreadsheets, or use e-mail to exchange information.
71. Older pupils visit the computer centre of a local secondary school to produce simple multimedia presentations, which help pupils to appreciate what computers can do. Residential visits, such as to Kingswood and Winmarleigh Hall, and a recently formed computer club for Year 6 pupils, help some pupils to develop key skills.
72. The subject is soundly led and there are clear and rigorous plans for its needed development to raise standards. These should continue to rise when planned developments make their full impact.

Information and communication technology across the curriculum

73. There is increasing evidence of the use of ICT in other subjects. For example, younger pupils in mathematics complete simple diagrams and order numbers, whilst older pupils use the internet in geography to find out about different types of rocks. Computers are used in most classes to encourage pupils to write, but are not used extensively for pupils to amend and improve what they have written.

HUMANITIES

74. No lessons were seen in **geography** so it is not possible to form an overall judgement about the provision in that subject. Pupils' work indicates, however, that standards are broadly average. Five lessons were seen in **history**. **Religious education** is to be inspected separately.
75. From teachers' planning it is evident that pupils have the opportunity to follow national guidelines in geography at specific points in the year. Year 1 and 2 pupils have good opportunities to develop their mapping skills, for example through the travels of Barnaby Bear. Recently each class undertook a topic depicting a different country which helped to increase their geographical

knowledge of the world. Teachers make good use of the school's extensive grounds and the local area to develop pupils' awareness of the environment. Visits and residential weekends, and activities such as orienteering, provide pupils with additional opportunities to increase their geographical understanding.

History

Provision in history is **good**.

Main strengths and weaknesses

- Teachers provide pupils with good opportunities to bring the subject alive
- Activities are well matched to pupils' varying needs
- There are good opportunities for speaking and listening

Commentary

76. Teaching and learning in the subject are good overall, and by the end of both Year 2 and Year 6 standards of attainment are in line with national expectations. This is good achievement for the pupils. Teachers plan a range of practical activities and use a variety of strategies in lessons so pupils are interested and enthusiastic. For example, they use drama techniques where pupils take on different roles, dress up and answer questions in role as a character. Teachers build in opportunities in other subjects such as design and food technology, art and music. For example, pupils designed, constructed and painted a Viking long-boat based on their research. Along with visits to local museums and places of historical interest such as East Riddlesden Hall, this all helps to make the subject meaningful and memorable for pupils. Work is well matched to the range of pupils' literacy skills within the class so they achieve well. Where the teacher maintains a good pace with a variety of activities, pupils work well and become involved, asking questions and expressing opinions based on what they have found out from their research.
77. The experienced co-ordinator has built up a good supply of resources including artefacts and role-play costumes which contribute very effectively to pupils' historical understanding. Management of the subject is satisfactory. The co-ordinator monitors pupils' work and teachers' planning and gives a good level of informal support to colleagues.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

78. No full lessons were observed in physical education, art and design, music, or design and technology although several lessons were sampled, so no overall judgement is made about the quality of provision.
79. In the one **physical education** lesson visited pupils were enthusiastic and interested, and there was good emphasis on thinking as well as doing, with the aim to improve and evaluate performance. The school makes good use of the grounds to provide a wide range of physical activities, including netball, orienteering, athletics, football and cricket. There is provision of low-level climbing equipment which is used in turn by pupils, and several drawn markings in the playground to encourage pupil activity, such as hopscotch and mazes. There is an excellent range of out-of-school sporting activities for pupils to attend, including involvement in local leagues, athletics, cricket, rugby league and football. These significantly enhance pupils' performance in these activities.
80. **Art** displayed around school and in portfolios of past work shows that pupils have a wide range of opportunities. There is often good use of the work of famous artists, but there is very little emphasis on art or artists from other cultures or countries. The quality of work seen during the inspection is similar to that usually found. Lessons sampled indicated that the emphasis in planning is often on the intended outcome, rather than on the development of skills. For example,

Year 2 pupils made clay starfish following a model by the class teacher and used glue and sand to create seaside pictures, but the emphasis was on the finished product, rather than the skills to be learned or improved during this time. Some effective still life sketches were made in a Year 3/4 class, and pupils made good achievements, because emphasis was placed on the skills used, and good use made of the work of other artists.

81. Very little work was seen in **design and technology** around school, but it is evident that good links are made between this and other subjects. For example, younger pupils learning about pushes and pulls investigated the way some toys worked to help them in their understanding, and pupils in Years 3 to 6 made moving monsters for shadow puppets, linked to work on light and dark in science. In Years 5 and 6, pupils were ably discussing and evaluating a selection of slippers against a wide variety of criteria before making their own draft designs towards a completed finished product.
82. A commercial scheme is used in **music** to enable non-specialists to teach more confidently and lessons are supported by the use of tapes and CDs. In Years 1 and 2, pupils had some difficulty in finding the right pitch and rhythm when singing with a guitar, but were more successful when accompanied by the piano. Pupils have the opportunity to learn the recorder in one of three different groups, one of which played well during an achievement assembly. There is a small school choir which is currently attended only by girls. Visiting peripatetic teachers provide instrumental tuition for some pupils.

PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION (PSHCE)

83. It was not possible to see any PSHCE lessons during the inspection and so no judgement can be made about this aspect. There is a school scheme and some classes use a 'Circle Time' format (where pupils discuss matters of personal importance), but timetables suggest that its use varies between classes. The school's strong ethos of support, and the good relationships that prevail, give good, informal support for pupils' personal development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	N/A
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
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	4
The quality of teaching	3
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
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	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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