

INSPECTION REPORT

ST WINEFRIDE'S CATHOLIC PRIMARY SCHOOL

Bradford, West Yorkshire

LEA area: Bradford

Unique reference number: 107331

Headteacher: Mr S Lawlor

Lead inspector: Mrs L Read

Dates of inspection: 6 – 8 October 2003

Inspection number: 257999

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:	Voluntary aided
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	404
School address:	St Paul's Avenue Buttershaw Bradford West Yorkshire
Postcode:	BD6 1SR
Telephone number:	01274 677 705
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Appropriate authority:	The governing body
Name of chair of governors:	Reverend K Walker
Date of previous inspection:	9 March 1998

CHARACTERISTICS OF THE SCHOOL

St Winefride's RC Primary School serves the families of the parish which covers a diverse area of Bradford. Social and economic circumstances are average overall and children entering the nursery class have a range of learning experiences that are typical for the age group although a significant number have speech and language difficulties. With 403 pupils on roll, it is larger than most primary schools. The proportion of pupils who have special educational needs (10 per cent) is below average. Some pupils have moderate learning, physical, or behavioural difficulties. One per cent of the school population has a statement of special educational needs and this is around the national average. Most pupils are of a white, British background. A few have Caribbean or Asian heritage and all speak English as their first language. The school receives funding from the 'Excellence in Cities' project and has been involved in the local education authority's Teaching Quality Initiative.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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29261	P Ward	Team inspector	Information and communication technology Areas of learning in the Foundation Stage Special educational needs
30724	D Hiscock	Team inspector	Science Art and design Design and technology Music Physical education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Winefride's is a **good** school where pupils **achieve well and have very good attitudes**. Teaching is **good** and, as a result, pupils make **good progress** in lessons. Leadership and management are **good** and are focused on high standards. Pupils with special educational needs are **well supported** and have access to all the activities that the school has to offer. The school provides **good** value for money.

The school's main strengths are:

- Attainment seen in lessons is above average in English, mathematics and science. It is above expectations in art and design, geography, history and physical education.
- Good teaching is responsible for good learning.
- There is very good provision for pupils' personal development, resulting in very good attitudes to learning, very good relationships and very good behaviour.
- The curriculum is broad and caters well for pupils of all ages, backgrounds and interests.
- Pupils are well cared for.
- Good leadership and management drive the school forward successfully.

There are three areas for development:

- The detailed target setting and tracking records are not collated and it is time-consuming to access the information.
- *The school's systems for seeking the views of parents and pupils are not sufficiently developed and information for parents about the curriculum is limited.
- *The dedicated outside play area for the children in the nursery and reception classes does not provide an adequate facility for extending children's physical skills; some resources in the nursery are worn and uninspiring.

**These areas had been identified by the school as needing improvement prior to the inspection.*

Improvements

There have been good improvements since the last inspection, especially in subject leadership and the use of assessment information to set targets for learning. Achievement has improved.

STANDARDS ACHIEVED

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

*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/achievement

The results shown above are the result of tests taken around a year and a half ago. Prior to these tests, the school had begun to take action to improve achievement. It was found that there were inconsistencies in the gains pupils made in different year groups. A system of setting targets for progress in English, mathematics and science was introduced. The 2003 tests show some improvement with a higher percentage of pupils attaining the expected level 4 in mathematics and science. It is for the current year groups that the work has come to fruition and the benefits of sustained good learning are evident in better attainment. Progress seen in lessons and in pupils' work is now good because pupils have challenging learning targets and teachers use these to plan work that builds well on prior achievements. Attainment in English is above average and a strong feature of the school. Improvements in mathematics and science are leading to a higher percentage

of pupils attaining at the higher levels. Overall, standards are above average in these two subjects. Pupils who have special educational needs are effectively supported and consequently achieve well. The individual tracking system allows teachers to monitor the progress of pupils from different ethnic groups. The rate of their learning is equal to that of the majority of pupils.

Attitudes

In line with its mission statement, the school promotes spiritual, social and moral development very well and provision for cultural development is good. The resulting high standards of pupils' behaviour and their very positive attitudes underpin the good learning seen. Attendance and punctuality are very good.

QUALITY OF EDUCATION

Teaching The quality of teaching is **good** in the nursery and reception classes and in Years 1 to 6. Specialist teaching in Years 3 to 6 is successful in promoting pupils' interests, efforts and attainment in subjects such as music or physical education. Teaching assistants are experienced and well briefed. They make a valuable contribution to learning.

Curriculum There is a **good, broad** curriculum that successfully promotes pupils' creative, physical, aesthetic and academic skills. Higher attaining pupils have appropriate challenges in their work. The accommodation and resources are satisfactory overall but the outdoor provision for young children requires attention and some resources in the nursery are old and worn.

Care and guidance is good. Pupils form trusting relationships with adults and say that they feel safe. Pupils who have special educational needs have good support and special equipment to access all lessons and activities.

LEADERSHIP AND MANAGEMENT is good. The headteacher leads an effective team of senior managers who have high aspirations. Subject leaders are clearly focused on improvement and have a good overview of teaching and learning. The school monitors performance and takes action where needed. The effectiveness of procedures is seen in the recent, good improvements in target setting and achievement. At the present, records do not collate the information on tracking progress, target setting and reviewing and the task of evaluating performance is more time-consuming than it need be. This aspect of management is satisfactory. Governors have a good overview of the school's strengths and weaknesses. They contribute a good range of expertise and experience to the school and are fully committed to the aims and ethos of the school. **Governance is good.**

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The results of the parents' questionnaires, discussions and meetings show that parents and pupils have **very good** views of the school. There are no systems however, to collect opinions from families on a regular, formal basis and there is no school council in place. There is a limited amount of information for parents about the curriculum.

IMPROVEMENTS NEEDED

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

- to collate information about pupils' progress, target setting and reviews in order to make the evaluation of performance more efficient;
- to develop procedures to collect parents' and pupils' views on a regular, more formal basis;
- to provide better information for parents about what and how their children are learning in order to help them provide informed support at home;
- to improve the dedicated outdoor area for children in the nursery and reception classes to provide a better facility for physical development and to replace worn resources in the nursery.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children in the nursery and reception classes **achieve well**. Standards seen during the inspection in English, mathematics and science are **above average** in Years 2 and 6. Achievement is **good** in these subjects throughout school. Attainment in art and design, history, geography and physical education is **higher than expected** by Year 6.

Main strengths and weaknesses

- A significant number of children in the nursery and reception classes exceed expectations in personal development, language work and mathematical understanding.
- In the Year 2 class pupils are attaining at an above-average level in reading, writing, mathematics and science. Skills in writing have improved considerably.
- In lessons seen in Year 6 attainment in English, mathematics and science is above average. This represents an improvement on recent test results and over the last two years.
- Pupils who have special educational needs achieve well in relation to their starting points.
- More pupils are now working at the higher levels in Years 1 to 6.
- Boys and girls, pupils from different ethnic groups and those capable of higher attainment achieve equally well.

Commentary

- 1 When children enter school in the nursery, their experiences of learning are generally typical for the age group although a significant number have difficulty with speech and communication. They achieve well in personal development, language and literacy and in mathematical understanding in the nursery and reception classes and a significant number exceed expectations in these areas by the time they move into Year 1. A scrutiny of last year's work and evidence gathered from the pupils who have been in Year 1 for four weeks show particularly good standards in early reading and writing skills. In creative and physical development and in knowledge and understanding of the world, achievement is sound. Children attain the expected learning goals in these areas and they gain a good grounding in their education that prepares them well for work in Years 1 to 6.

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

Standards in:	School results	National results
reading	16.1 (17.1)	15.8 (15.7)
writing	14.3 (15.0)	14.4 (14.3)
mathematics	16.9 (17.5)	16.5 (16.2)

There were 51 pupils in the year group. Figures in brackets are for the previous year

- 2 The 2002 results in the table above were lower than usual for the school because this group of pupils contained a higher-than-average number of pupils who have learning or behavioural difficulties. When compared to schools nationally, results were average and when compared to similar schools, they were average for reading and mathematics and below average for writing. Evidence gathered during the inspection indicates that, in Years 1 and 2, pupils are now achieving well. This is because they have good teaching, they are keen to learn and work hard. The 2003 results of the National Curriculum tests show a significant improvement, both in the numbers attaining the expected level 2 (well above average for reading and mathematics and above average for writing) and in those attaining the higher level 3 (above average for reading and mathematics and average for writing). This is due to an improved system of target setting that includes some rigorous challenges, especially for those capable of higher attainment. There have been some very good improvements in

writing following the school's focused action over the last year. Extra sessions have been included in the timetable to enrich provision and to tackle problems that pupils encounter. The work seen from last year shows that by the end of Year 2, pupils' spelling is largely accurate, handwriting is well formed and the higher attaining pupils are including detail in their well-punctuated sentences. In mathematics, pupils are confident in calculating mentally and have a secure understanding of shape, measures and in making graphs and charts. Skills of scientific enquiry and investigation have improved considerably and are now good. On the basis of current evidence the improvements seen, especially in the numbers attaining the higher level 3, are likely to be sustained.

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

Standards in:	School results	National results
English	29.3 (29.1)	27.0 (27.0)
Mathematics	27.0 (27.3)	26.7 (26.6)
Science	28.5 (28.6)	28.3 (28.3)

There were 57 pupils in the year group. Figures in brackets are for the previous year

- 3 Achievement in Years 3 to 6 is judged as good on the basis of work and lessons seen and it has improved as a result of the recent work done to develop the assessment and target setting processes. Trends over time show that achievement between Years 2 and 6 has been good in English, average for mathematics and below average for science. The subject managers undertook an analysis of attainment patterns which showed a dip in progress in the lower junior years, a weakness in scientific skills of experimentation and investigation, a need to improve writing and to improve the numbers of pupils working at the higher levels of attainment. A plan of action was drawn up to tackle the issue. The school introduced a system of tracking progress and of setting learning targets year on year to guide teachers' planning and ensure that pupils achieve their potential. At the same time, the school has concentrated on developing writing skills and introduced more focused work on practical science. Results of the 2003 tests show some impact and improvement in mathematics and science with an above-average number of pupils attaining the expected level 4. Unusually for the school, results for English dropped to an average level, largely because their progress in writing had been particularly affected in Years 3 and 4 and pupils had found the new format of the test difficult. The present group have benefited from the new target setting systems and made consistent progress and there is a better emphasis this year on preparation for the writing tests. Attainment seen in lessons and through the scrutiny of work was judged as above average for English, mathematics and science and a higher proportion of pupils are now working at the higher levels.
- 4 Last year's targets for the Year 6 pupils in English and mathematics were challenging. Results in English fell short of them for the reasons explained above. In mathematics they were met in terms of pupils attaining at the average level 4 but not for those reaching level 5. The school is on track to achieve the targets set for this year with a higher percentage of pupils already working within the higher level in both subjects.
- 5 Pupils who have special educational needs achieve well throughout school. They have individual learning goals that are set at regular intervals. Their parents are kept informed of progress made and advised on how to help at home. The broad curriculum allows pupils to develop their creative, physical or practical skills so that all have the opportunity to find their own talents.
- 6 There have been good improvements in the provision and learning in mathematics since the last inspection. In English, writing has improved and there are more pupils working at the higher level 5. Standards in science are around the same but there are good improvements in pupils' skills of scientific enquiry and application of knowledge when solving problems.

- 7 Attainment in information and communication technology (ICT) is much improved and matches expectations in all aspects of the subject. Pupils use their ICT skills for research and in checking, organising and presenting their work. Good improvements to the curriculum and teaching of art and design, history, geography and physical education have resulted in attainment that is above expectations by Year 6.
- 8 The new tracking system allows teachers to check on the progress made by different groups of pupils. Records show that boys and girls, higher attaining pupils, those who have special educational needs and pupils from various ethnic groups are achieving equally well.

Pupils' attitudes, values and other personal qualities

The attitudes and behaviour of pupils throughout the school are **very good**. The provision for pupils' spiritual, moral and social development is **very good** and for cultural education it is **good**. Pupils' attendance is **above the average** for primary schools.

Main strengths and weaknesses

- There are very good relationships throughout the school, effectively underpinned by the caring ethos.
- Pupils show very good interest in all school activities.
- The school has very high expectations of good conduct.
- The provision for the personal development of the pupils is very good.
- Pupils arrive on time, eager to start work.

Commentary

- 9 Very good relationships exist between pupils, and between teachers and pupils. These are based on a foundation of mutual respect. The teachers are good role models and the pupils copy their good example. The very good provision for the pupils' spiritual, moral and social development results in a strong community feeling within the school. The pupils are polite and helpful. Older pupils enjoy supporting the younger ones and display a good deal of maturity in the way they help them and in the conscientious fashion that they carry out other tasks. Through the questionnaire replies and in discussions with inspectors, pupils made it clear that they enjoy their lessons and like their teachers.
- 10 The pupils are very interested in their lessons; they are eager to join in discussions and answer questions. They are confident that their teacher and fellow pupils will listen to them and respect their views. They have good powers of sustained concentration, take an active part in their lessons and the vast majority work very hard. There is very good support for the activities held before, during and after school. This is particularly true of the computer clubs. The 'before school' club opens at 8 o'clock in the morning and many pupils arrive at this time. On most days, all the computers are in use and the pupils obviously enjoy this opportunity to enhance their existing computer skills in an informal atmosphere.
- 11 The pupils live up to the very high expectations their teachers have of them. They clearly know and understand the school rules and, as a result, hardly any time needs to be spent in correcting inappropriate behaviour. The pupils in the reception class have only been in school for a very short while, but already they know how they are expected to behave. This was evident during the assemblies seen. The youngest pupils joined in with the hymns and prayers, and sat quietly when other pupils or the teachers were speaking. The pupils are as equally well behaved when moving about the school, and during the breaks and lunchtime. They show respect for their environment and take very good care of school equipment.
- 12 The school provides very good support for the personal development of the pupils. There are good opportunities for pupils to reflect upon their own views, and to consider the effects of their actions on others. As a result, the school is a harmonious and considerate community. Pupils are encouraged to appreciate the needs of others in the wider world. During the

harvest festival assembly, they were mindful of those who would be receiving the food they had donated. Pupils consider those less fortunate than themselves as they collect for various charities. The curriculum provides good opportunities for cultural development. Pupils learn about different faiths through their religious education programme. They experience different cultural traditions by studying music and art from other countries and times. In subjects such as history or geography they learn about different ways of life and have opportunities to see events from various viewpoints. The curriculum prepares them effectively for life in a culturally diverse society.

- 13 Pupils with special educational needs have very good attitudes to school. They are very well integrated within the school community. The level of support and encouragement that they receive has a significant impact on their self-esteem and on their achievements. They are confident to ask for assistance and assured that it will be readily available.

Attendance

- 14 Attendance is **very good and above the national average**. Pupils arrive on time and organise themselves efficiently so no learning time is lost.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.9	School data	0.0
National data	5.4	National data	0.5

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

Exclusions

The absence of exclusions is further evidence of the very good attitudes and relationships in school.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	403	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	5	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	4	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	2	0	0
No ethnic group recorded	1	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

Teaching and learning

The quality of teaching is predominantly **good** throughout school and pupils learn well. There are **improved and good** processes in place for checking pupils' progress in English, mathematics and science and for setting challenging targets for future learning.

Main strengths and weaknesses

- Teachers have a good range of subject knowledge, including a thorough understanding of the needs of children in the nursery and reception classes.
- The teachers' planning is good and uses assessment information well to target the next steps in learning for pupils in English, mathematics and science.
- Specialist teaching enhances learning in some subjects.
- Teaching assistants are knowledgeable, well briefed and effectively deployed.
- Teachers use a range of strategies and resources to challenge, motivate and encourage pupils. They have high expectations.
- Staff ensure that pupils who have special educational needs are fully involved in all lessons and receive the support that they need.

Commentary

- 15 The teaching in the nursery and reception classes is good and often very good. Children have an inviting range of activities where they can explore and investigate. Adults encourage them to be independent learners and place a strong emphasis on developing their communication skills. Thorough records of progress are kept and these are well used to plan the next steps in learning. As a result of the good provision, children achieve well. In Years 1 and 2 teachers focus on developing a solid foundation in literacy and numeracy. During guided reading sessions, pupils learn to use a good range of strategies to help them tackle new texts and in mathematics lessons, they try out different approaches to problem solving. This prepares pupils effectively for the more demanding curriculum in the junior classes. Throughout school, teachers prepare and plan their lessons with great care and with constant reference to prior learning. This ensures that pupils have the challenge or support that they need to do their best. Teachers share the learning target with the pupils at the beginning of each lesson and then review the success achieved at the end. Pupils, and their parents, are aware of their individual learning targets for English, mathematics and science. The system for English has been refined further so that pupils know exactly which parts of their work need improving. This has been successful and is currently being developed in mathematics. As a result of these measures, pupils evaluate their own progress and are becoming independent learners. Teachers use ICT effectively to prepare lessons and to find extra sources of information.
- 16 The quality of teaching has improved since the last inspection. Specialist teaching has been developed and is proving successful in allowing a wider range of pupils to take advantage of teachers' particular skills, for example in science, geography, history, music, ICT, or physical education. The headteacher and subject managers constantly evaluate the success of teaching and there is a good programme of training in place to enhance skills. Teachers pool their ideas and successes through staff meetings and this is a good way of sharing good practice. Teaching assistants know the expected learning outcomes for the group or pupil with whom they work and are conversant with the specific learning programmes for those pupils who have special educational needs. Very good relationships are an important feature in lessons. Teachers set high standards and expect pupils to work hard. Pupils rise to the challenge because they know that their efforts are valued and will be rewarded through praise and encouragement. This is helping them to develop good industrious habits and an intrinsic love of learning.
- 17 The teaching of pupils with special educational needs is good. Pupils who require additional help are identified as soon as possible when they begin school. The special educational needs co-ordinators, together with the class teacher, discuss and develop pupils' individual education plans. These are implemented well. Teachers and assistants learn to use specialist equipment or techniques where needed. One pupil who has a visual impairment is supported in using the special classroom camera and pupils with a hearing difficulty have the

benefit of an amplified sound system. Teachers use skilful questioning to ensure that pupils are fully included in lessons so enabling them to make consistent gains in their learning.

Some examples of good teaching and learning

Nursery and reception classes	The story of the Three Little Pigs is used as an inspiration for early reading and writing work, role play and in creative model making. This thematic approach is a good way of re-inforcing new learning and extending vocabulary.
Years 1 and 2	There are regular, short, oral sessions where children learn to discriminate, segment and blend sounds within words. This work is laying a solid foundation for reading and spelling. There is good use of ICT to enlarge texts for whole class reading or to show examples clearly. The skills of enquiry and investigation were effectively developed in a history lesson where pupils compared and contrasted clothes worn in different times.
Years 3 to 6	The lower set in English work on the same learning task as the others but have easier texts to read and a useful writing frame to help them record their work. A series of physical education lessons lead to a high standard of work in the final session where all the skills and techniques learned are used to create a sequence of movements over the floor and apparatus. Modern music such as 'heavy metal' is used alongside classical compositions and music from around the world to provide a wide range of experiences and to develop pupils' skills of listening and appraising. Classroom displays are a good aid to learning. Examples of writing styles, spelling patterns, mathematical terms and calculations all serve as good reminders for pupils who refer to them when working. A good selection of classroom resources and reference material are freely available for pupils during lessons and are well used.

Summary of teaching observed during the inspection in 60 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6 (10%)	48 (80%)	6 (10%)	0	0	0

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

The curriculum

The school provides its pupils with a **good** range of worthwhile learning opportunities, successfully meeting their interests, aptitudes and learning needs.

Main strengths and weaknesses

- The provision of practical and investigative tasks across all the recommended areas of learning for children in the nursery and reception classes.
- The effectiveness of strategies for teaching literacy and numeracy.
- Provision for the support of pupils with special educational needs.
- Provision for the development of the skills of literacy through work in other subjects such as geography and history.
- The availability of computers and software so that pupils can use their ICT skills when studying other subjects.
- The dedicated, outside area for children in the nursery and reception classes is not adequate and some resources in the nursery are worn.

Commentary

Meeting curricular requirements.

- 18 The curriculum meets the statutory requirements to teach all subjects in the National Curriculum and religious education according to the locally agreed syllabus. Appropriate schemes of planning are in place for all subjects based on the latest national guidelines. Children in the nursery and reception classes benefit from a curriculum that is rich in

practical activity. Through Years 1 to 6 good planning ensures that teachers are provided with a range of suitable topics and guidance upon which to base their lesson plans.

- 19 Provision for pupils with special educational needs is good. Pupils follow the same curriculum as their friends through tasks that are well adapted to their individual needs and they benefit from good support in the classroom. The special adaptations provided for pupils who have statements of special learning needs are very effective.
- 20 The school has implemented the National Literacy and Numeracy Strategies very well. Guided reading and writing sessions are very successful in promoting essential skills and there is a good emphasis on mental computation. The development of competencies in ICT complements and enhances the learning in other subjects.
- 21 Central to the school's mission statement is the commitment to developing 'rounded individuals' and to value all pupils and include them in all aspects of its work. This is evident in day-to-day practice and is a feature that is highly valued by parents. Provision for personal, social and health education is good. Historically, it has been integrated into various subject areas such as religious education or science but the school is currently bringing all aspects together into one coherent programme. The governors have decided that sex education should not be taught but the curriculum covers important aspects of reproduction, growing up and relationships. The successful partnership with the local rugby team has led to the development of a scheme to teach about the dangers of drug abuse. Girls and boys have the same access to all parts of the curriculum including games, with no noticeable differences in the standards achieved during lessons. Those who have particular talents are recognised and given the challenge to extend them to the full.

Activities outside of lessons

- 22 There is a good range of well supported activities outside the school day. These include choir practices, guitar and key board tuition and a wide range of sporting activities such as rounders, football, netball and tag rugby. A residential visit for pupils in Year 6 successfully introduces them to a variety of outdoor pursuits and extends their horizons. The computer and study clubs are well attended, both before school and at lunchtime and provide good facilities for independent work.

Staffing, accommodation and learning resources.

- 23 The school is staffed by a dedicated and enthusiastic team of teachers and support staff who are effectively deployed to meet the demands of the curriculum and to support pupils' learning needs. There are established arrangements for staff development guided by the schools improvement plan. Lunchtime supervisors provide a good standard of care at midday and know the pupils well. The caretaker and his team ensure a high standard of cleanliness at all times. The quality and adequacy of the accommodation for teaching the curriculum is satisfactory. The building has been improved with additions and alterations that have allowed the development of the library and computer suite. However, there is a shortage of storage space and one classroom is very small. The staff present very attractive displays of high quality pupils' work throughout the building and this creates a very pleasant and stimulating environment. One shortcoming has been identified by the governors who recognise that the dedicated play area for children under the age of five is not secure and the surface is uneven. This limits opportunities for children to explore safely and further develop their physical skills. Nevertheless, adults ensure that children have sufficient physical activity by using the larger playground and hall. The resources in all subjects are at least satisfactory and in literacy, art, music and physical education they are good. Resources in the nursery are adequate but some are worn and in need of replacement.

Care, guidance and support

The school makes **good** provision for the pupils' care, welfare, health and safety. It provides **good** support and guidance for pupils' personal development, with staff who clearly know individual pupils very well.

Main strengths and weaknesses

- The procedures in place to meet the personal and emotional needs of individual pupils are good. Pupils trust their teachers and know they can turn to them for help.
- The school presents a safe and healthy environment.
- There are good arrangements for pupils joining the school which allow them to settle in quickly. Transfer arrangements at age 11 enable the smooth transition of pupils into their secondary schools.
- There is no school council in place.

Commentary

- 24 This area has remained a strong feature since the last inspection and there have been further, good improvements in assessment and monitoring of learning and attainment. The school identifies pupils who may have specific personal or medical needs, and makes very good provision for their safety and welfare. Where appropriate, all staff, fellow pupils and parents are given full and clear information that may be needed in an emergency. This is an example of the community working together as an effective team. Learning mentors are available for pupils who are new to school or who need extra support. Through the system, they gain self-confidence and are helped with daily routines.
- 25 Adults in school know their charges well. All staff are alert to pupils who may be having difficulties, and readily offer them help. This was illustrated very clearly during the inspection when a classroom assistant responded in a very sensitive and caring manner to a pupil's specific problem. The very good relationships between pupils and teachers are based on mutual respect. Pupils say that they have confidence and trust in their teachers. They readily seek help during lessons, confident that they will be listened to and taken seriously. They appreciate the support they receive and feel secure and valued. Academic development is monitored closely and pupils have targets that they work towards. The learning mentors are on hand to support where difficulties occur.
- 26 The school has no regular, formal system for seeking the views and opinions of its pupils. At present there is a suggestions box where pupils can write down their ideas or concerns. During some assemblies pupils are given the opportunity to tell the headteacher about their ideas, and ask for his response to their suggestions or complaints. Whilst both these methods do give pupils an opportunity to make their views known, there is no guarantee that all are heard. There are plans to introduce a school council with representatives from each class but these have not been implemented as yet.
- 27 Pupils are well supported to enable them to participate fully in school and recreation activities. If there is a need for specialist support, the headteacher seeks help from outside agencies to ensure that appropriate arrangements and help are secured.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

The links with the parents are **satisfactory**. Parents have high opinions of the school and are **very supportive** of its work. The school has **good** links with the community and **very good** links with the church.

Main strengths and weaknesses

- The parents are happy with the education their children receive.
- The community and church links bring benefits to pupils' learning and personal development.
- There is no formal system for collecting and acting upon the views of parents.
- At present parents receive limited information about the work their children will be expected to do in Years 1 to 6 and feel that they are not always consulted about changes.

- 28 There was very strong support for the school from the parents who responded to the questionnaire and attended the pre-inspection meeting. They particularly like the way the school values family life, and the care that their children receive. They are very pleased with the quality of teaching and the way their children are helped to grow and mature. Given particular mention was the school's 'open door' policy. Parents are appreciative of the fact that they can see a teacher outside of classtimes or the headteacher on request to discuss issues. The vast majority are confident that problems are quickly sorted out and to the satisfaction of all parties.
- 29 The school works very closely with the church, and there are many joint school and parish events. Members of the church community are involved in the life of the school and are very supportive of its work. The joint social events are very well supported, and the pupils are encouraged to take part in fund raising for local and national charities. The pupils are involved in church celebrations at Christmas and Easter, where they enjoy the opportunity to perform before a larger audience. The school choir regularly takes part in local concerts.
- 30 Links with local schools and the community are good. In the last two years of school, pupils have opportunities to meet teachers from local secondary schools and to visit the sites, thus easing the transition process. Pupils throughout school benefit from expert knowledge and equipment sought from other schools. Some gifted and talented pupils visit a local college, there is technical support for ICT and specialist tuition in sport and design and technology. Links with a special school widen pupils' experiences and provide very good support for the planning of individual pupils' learning programmes.
- 31 At present the school does not have regular, formal procedures for consulting parents to ascertain their views, to ask for suggestions or to ascertain views or to ask for suggestions on proposed changes. Parent governors gather opinions and pass these on at meetings and staff have informal contacts. However, parents feel that there are times when changes have been introduced without consultation and some did not understand why such changes were necessary.
- 32 The parents with children in the nursery receive good information about the work their children will be doing each term. All parents are also well informed of the religious education curriculum the children will follow. However the school does not supply parents with information about other curriculum areas, or the topics that will be studied during each term. Parents support their children well with homework but some would like more information, especially about changes in the mathematics curriculum, so that they can feel more confident in their approach.
- 33 The school has good links with parents of pupils who have special educational needs. Parents are kept well informed and are actively involved in annual reviews of those pupils who have a statement of special educational need.

LEADERSHIP AND MANAGEMENT

Leadership and management at the school are **good** and all staff share in the drive for high achievement. **Good** day to day management enables the school to run smoothly. Leadership is focused on self-review and strong team work and is **good**. Governors provide **good** support and fulfil their statutory duties well.

Main strengths and weaknesses

- The leadership of the headteacher and subject managers is based on high aspirations.
 - There is very good team work and sharing of expertise.
 - Day to day practice reflects the success of the school's commitment to ensuring that all pupils have full and equal access to all parts of school life.
 - There are good procedures in place for the professional development of all staff.
 - Governors have a good overview of the strengths and weaknesses of the school and have a long-term view of development.
 - Information gathered from the school's self evaluation programme is used effectively in school improvement planning.
-
- The tracking and target setting records are not collated for ease of accessing information and this part of management is not as efficient as it could be.

Commentary

Leadership

- 34 The school successfully lives out its mission statement by striving for high achievement and providing a caring environment where all pupils, regardless of any special need they may have, are fully integrated into all activities. The headteacher is highly regarded by parents and governors who value his hard work, approachability and commitment. There is a strong sense of shared purpose and a clear vision for future development among members of the senior management team, the headteacher and the subject managers.

Examples of the successful drive for improvement are:

- the thorough analysis of attainment patterns;
- the action taken to improve progress in the lower junior years and to improve standards;
- the action taken to improve writing and investigative skills in science.

These examples demonstrate the willingness of staff to accept the challenge to improve academic achievement. At the same time, leadership is very successful in promoting an all-round education where creative, aesthetic and physical skills are well promoted and valued. The strong Christian ethos of the school is reflected in the very good standards of pupils' personal development, their enjoyment of lessons and the pleasant, welcoming environment.

Management

- 35 There is an effective cycle of self-evaluation at the school that includes a planned programme of classroom observations by the headteacher, senior managers and subject managers. Data from national and optional tests is analysed to see if there are any areas requiring further development. The new tracking and target setting system allows the headteacher to check that individuals, classes and year groups are making the expected progress and to check that good challenges are set for the higher attaining pupils. Records are extensive but they are not collated and it is time consuming to access the information needed, for example when evaluating school performance. This aspect of management is satisfactory and could be improved. All staff, including teaching assistants and non-teaching personnel, are included in regular performance reviews where a programme of training and development needs is established. Support staff and teachers are deployed effectively to meet the specific needs of individual pupils and to maintain good provision for the children in the nursery and reception classes. Experienced school administrators have a good deal of expertise and cover a varied range of duties to provide good support. The accommodation and resources are used efficiently and best value is routinely sought. Taking into account the good quality of education, the current above-average attainment, the good leadership and management and costs that are around average, the school provides good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	893,908
Total expenditure	954,120
Expenditure per pupil	2,250

Balances (£)	
Balance from previous year	105,197
Balance carried forward to the next year	44,985

Governance

- 36 Between them, the governors have a good range of expertise and experience that they use for the ultimate benefit of the pupils. They have a thorough and informed view of the school's strengths and areas for development. The chairperson is a very frequent visitor to school and knows staff, pupils and families very well. Parent governors act as good communicators but they have no formal system for collecting and considering parents' and pupils' opinions. There are link governors in place for some subjects and for aspects such as special educational needs or health and safety. They maintain effective communications and provide good support. Governors are fully involved in the decision making processes that lead to school improvement planning and regularly check on the success of the work covered. They keep a close eye on attainment patterns and ask relevant questions. They have concentrated largely on level 2 and level 4 successes in the past but are now aware of the need to monitor attainment at the higher levels to gain a better overall picture. They firmly believe that all pupils should have full access to the curriculum and commit a significant element of funding to this end. Budget decisions are largely based around the targets in the improvement plan and governors expect to see benefits in pupils' learning as a result of their spending decisions.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the foundation stage of learning (nursery and reception classes) is **good**.

Standards in teaching and learning have been maintained since the last inspection. Improvements include the successful implementation of the revised, nationally recommended curriculum and detailed assessment procedures. The work has also enabled a closer working relationship between the nursery and reception classes.

The attainment of children who enter the nursery and reception classes varies from year to year. Not all the children in the present reception classes have attended the school nursery. The detailed records show that prior learning of the children when they enter school is broadly average, although there is an increasing number who have communication difficulties. The teachers and classroom assistants concentrate on the development of social and language skills. As a result, children learn well and have a positive start to their education. Children are achieving well. Evidence from last year's reception group, who have just moved into Year 1, shows that a significant proportion have exceeded expectations in personal and social development and in communication, language and mathematical skills and matched expectations in the other areas of learning.

The recommended curriculum for this age group is being implemented well. This enables children to achieve well in skills, knowledge and understanding. There are good arrangements to ensure that children settle into the nursery class with ease. Where parents wish, home visits are made prior to children commencing. Parents are also invited into school to learn about how children are taught and this enables teachers and parents to share information and to ensure that individual needs are well met. Good arrangements are also made when children move from nursery to reception and from reception into Year 1 so that they are well prepared for the new challenges that they meet.

The provision is well managed and there is a good ratio of adults to children. The teachers and teaching assistants have improved their knowledge to ensure they are up to date with recent changes. Children's progress is checked regularly so that new tasks can be planned to move their learning forward.

PERSONAL AND SOCIAL DEVELOPMENT

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

Main strengths and weaknesses

- Children make good progress. Past evidence shows that they attain the learning goals set for this age group and that a significant number exceed them.
- The quality of teaching in this area is of a very good standard. Teachers and teaching assistants encourage children to be independent.
- Relationships are very good; children mix and play with confidence.

Commentary

37 The children have been in the nursery class for a short time and have settled quickly into the routines and are eager to learn. They are already making good relationships with other children, learning to share and to wait their turn. They work together well and show pleasure when given praise. This was seen when children successfully collected and returned toys and when they tidied up after themselves following snack time. When greeted, children respond politely and they try hard to follow instructions. Reception children show increasing independence in selecting resources and activities. When constructing with the building blocks they do so cooperatively. The majority change quickly for their physical education lesson, caring for themselves effectively. In all lessons children are very well behaved, show

respect for each other and adults and demonstrate good understanding of the difference between right and wrong.

- 38 The quality of teaching in this area is of a very good standard. Children are well aware of the teachers' high expectations; as a result, they have good behaviour and do not interrupt. There are quiet, planned times when children are encouraged to discuss their feelings or any issue that is of concern. In the three classes, staff act as positive role models and encourage children to look after their own belongings. There is good promotion of children's self-esteem and they are willing to 'have a go' at new activities because they trust their teachers.

COMMUNICATION LANGUAGE AND LITERACY

Provision is **good**.

Main strengths and weaknesses

- Teachers and teaching assistants take every opportunity to develop children's listening and speaking skills.
- The children achieve well in early reading and writing skills.
- Evidence shows that the majority achieve the expected level of early learning and a significant number exceed it.
- Some of the books in the nursery class are old and worn and the reading area is not inviting for children of this age.

Commentary

- 39 In the nursery, a small number of higher attaining children are beginning to initiate conversation and are able to express their needs well. Some children who are very young and have only been in school for a few sessions, are more hesitant to express their thoughts but are learning well. All the children listen attentively. Reception children are beginning to recognise letter sounds and to write their name and simple captions. They are able to share stories and suggest what may happen next. They show growing knowledge of the difference between an author and an illustrator. When sharing the story 'We're on a Bear Hunt' children take good notice of the pictures and use these to assist them in answering questions about the plot. The higher attaining children are able to write their name and simple sentences with very little assistance. Lower attaining children require more adult help in the correct formation of letters. They particularly enjoyed writing party invitations for 'Kippers' birthday.
- 40 Teaching is very good overall. In all three classes, the varied and very well prepared activities encourage children to communicate their thoughts and feelings and there are carefully planned opportunities to share books and develop writing skills. Adults develop children's listening and speaking skills, through chatting with them and challenging them to explain what they are doing and what they will do next. Great care is taken by staff, when directing their questions, to ensure that all children, including those with special educational needs, are fully involved. During shared reading time, there is a very good quality of discussion that increases children's vocabulary, their knowledge of letter sounds and simple rhyming words.

MATHEMATICAL DEVELOPMENT

Provision is **good**.

Main strengths and weaknesses

- Teaching methods are varied, interesting, enjoyable and great fun.
- Children achieve well. Past evidence shows that most achieve the expected level of learning and a significant number exceed this by the end of the reception class.

Commentary

- 41 When children enter the nursery, many are in the early stages of developing a mathematical vocabulary. Children show an interest in numbers; they play games and are beginning to use number names correctly. In the reception class, most children can count from 1 to 10 and the higher attaining children to 20 and beyond. They put number symbols in the correct order. They are able to sort shapes and discuss how they are the same and how they are different. Lower attaining children need more adult assistance but, because the teacher constantly asks probing questions, they make good gains in their learning. A wide range of activities are used to extend counting skills. In the home corner children count how many chips they have on their plate and decide whether they have more or less than their friend.
- 42 This area is very well taught. The opportunities for children to count, sort, match and sequence, enable very good development of their mathematical language and skills. Mathematical understanding is further developed through very well chosen stories, songs, games and imaginative play. In all these activities staff intervene to develop children's thinking through appropriate questions such as 'What do we do first?' 'Who used the most?' or 'How did you work out that missing number?' Resources are well chosen to captivate the children's attention; they especially enjoy helping the puppet characters to solve problems. Good use is also made of computers in order to reinforce children's counting and number recognition skills and of exciting games to develop children's thinking.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision is **satisfactory** and children's learning matches expectations for the age group.

Main strengths and weaknesses

- The majority of children achieve the expected learning goals.
- There are good opportunities for children to explore and investigate for themselves and also to discuss what they have found out.
- There is no dedicated garden or wild life area to support learning about living things.

Commentary

- 43 Children demonstrate developing techniques and skills to build, construct and join materials together. In the nursery children excitedly organise the 'garage workshop' and know the names of tools and equipment such as tyres or spanners. Reception children show growing knowledge about Autumn and recognise the changes between seasons. During the Harvest festival, they performed action songs with good confidence. They chat confidently about the function of a scarecrow and how food is grown. When making buns, children vigorously mix and discuss the ingredients and learn that the mixture changes when heated.
- 44 Teaching is good. Children are encouraged to talk about photographs and the things they can see around them. Good opportunities are provided for investigation, for example the chance to feel leaves, roll conkers and smell and taste baking. Local and national customs are celebrated and children are taught about cultures from around the world. Teaching also supports children's spiritual development effectively, enabling them to celebrate the Catholic faith and to grow in awareness of other people's beliefs. Exciting and interesting visits and visitors enhance learning well.

PHYSICAL DEVELOPMENT

Provision is **satisfactory** and children's learning matches expectations.

Main strengths and weaknesses

- Children make sound progress in their physical development and are on course to achieve the expected learning outcomes.
- Teachers pay good attention to safety during physical and practical activities.
- The outdoor provision is unsatisfactory and restricts the range of activities for the development of children's physical skills.

Commentary

- 45 In the nursery, children build with construction toys and modelling materials and are learning well. They move with increasing agility for example, when playing in the make believe garage workshop and also when driving toy cars and riding bicycles. The reception class children investigate different ways of travelling. They run, jump and hop around the hall with good agility. Most demonstrate good use of the space and an awareness of others. In all classes, children use a satisfactory range of small equipment and are growing in confidence in handling tools and objects. For example they use the computer mouse with increasing control to move the cursor and find information on the computer. Some children find it difficult to cut out objects but they persevere and help each other.
- 46 Teaching in this area is good. The teachers and teaching assistants, encourage children to try new experiences. Children are taught to move and play safely. Staff explicitly teach children how to use equipment safely, for example when carrying the large mats in the hall and how to hold tools when cutting or shaping. There is a school action plan in place aimed at improving facilities and resources for outside activities.

CREATIVE DEVELOPMENT

Provision is **good** and children achieve what is expected.

Main strengths and weaknesses

- Planned activities allow children to communicate their feelings and to use their imagination.
- Teaching is good. Over the year children have opportunities to explore shape, texture, colour and music.

Commentary

- 47 Children join in singing rhymes and songs from memory; they move with a growing sense of rhythm. When singing the scarecrow song, even the youngest accompany their singing with actions. In the reception classes, children have composed simple musical rhythms and recorded them using symbols. In all classes children use their imagination in their drawings and paintings, exploring use of paint, pencils crayons and collage. Their print patterns demonstrate that they apply paint carefully. When drawing a bowl of fruit they discuss shape and colour and pay careful attention to the detail. They use pastels creatively, following the demonstration of the teaching assistant, and blend colours together. They had good fun dramatising the story of the three little pigs when they effectively mimicked the words and actions of the characters.
- 48 Teaching is good. A wide variety of activities are provided for children to develop their imaginative skills including art, music, dance and imaginative play. Very good attention is given to increasing children's cultural knowledge in the choice of music. Time is used well to enable children to explore, develop and finish their work to the best of their ability. Constant praise makes children aware that their efforts are highly valued and motivates them to work hard.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good** and pupils **achieve well** from Year 1 to Year 6. Teaching is **good** and some is **very good**.

Main strengths and weaknesses

- Attainment in speaking and listening, reading and writing is above average.
- Teachers have good subject knowledge and deliver their lessons with flair.
- Pupils have individual targets that are based on careful assessments of work completed and this helps them to improve.
- There is good leadership for the subject.

Commentary

- 49 Over time English has been a strong subject at the school and standards seen in lessons and completed work in Years 2 and 6 are above average, as they were at the last inspection. In the 2003 National Curriculum tests for Year 2, there have been good improvements in writing and in the numbers of pupils achieving at the higher levels. The 2003 results for Year 6 in English were disappointing and below those indicated by the work in pupils' books. Overall, they were lower than in 2002 when attainment at the expected level 4 was above average and at the higher level 5 was well above average. There were two reasons for this. Firstly their attainment in writing had dipped to a large extent in Years 3 and 4 and, although there was some catch-up in Years 5 and 6, it was not sufficient to bring their achievements above average overall. Secondly, after analysing the test papers, the teachers found that pupils had difficulty with the absence of choice in the test. Preparation planned for this year is likely to overcome the problem. This year's group has had the benefit of target setting for two years, have not experienced the dip in learning and are on track to achieve above-average attainment. The good progress seen in lessons and in pupils' books is due to the fact that pupils now have individual targets and know which parts of their work need improving. Teachers assess progress regularly and take action quickly where appropriate.
- 50 There is a strong emphasis in Years 1 and 2 on teaching pupils to blend and segment letter sounds within words. This promotes good progress in reading in Years 1 and 2 and in spelling across the school. The development of writing skills has been a focus of school improvement over the last year and has led to better standards of work. When writing their instructions, Year 2 pupils used 'command verbs' to make their meaning explicit and organised their work effectively using commas. Capital letters and full stops are consistently evident in most pupils' writing by the end of Year 2. Year 6 pupils investigate classic poetry. They analyse the techniques used by the poet to create effect and enjoy linking traditional words such *spake* or *lest* with their modern-day equivalents.
- 51 Teachers have good subject knowledge and know how to inspire their pupils. They choose very interesting books to study that cover the interests of both boys and girls. Throughout school, teachers ensure that there is a very strong link between reading and writing. This provides a model for pupils' work and extends their experiences of fiction and non-fiction styles. Below is one example.

Some excellent achievement in writing was seen in a Years 5 and 6 middle set. The pupils had studied the craft of a significant children's author over the previous week. During the lesson, they had 20 minutes to create a story opening to 'hook' the reader.

Pupils used a variety of suspense techniques to capture their readers. They also used some sophisticated strategies such as asking the reader a question (what was that?), purposefully leaving out important detail (someone is helping him to scare the animals away but we don't know where he or she came from) or using pronouns rather than introducing a character straight away (suddenly she was there). The teacher actively intervened in the writing process, providing an excellent model in helping pupils to evaluate their work. They learned a great deal from this. He pretended to be the reader and gave comments such as 'I'm not sure what you're telling me' or 'I'm getting bored-can you find a more interesting way of saying that?'. As a result, the standard of pupils' critical appraisal was exceptionally high and more in keeping with that normally seen in secondary schools.

- 52 Teachers demonstrate the skills of writing effectively, rehearsing their sentences and thoughts out loud. The pupils copy this useful technique, often in pairs so that they can provide useful criticism. Pupils are encouraged to 'have a go' at spellings or sentence construction using the wipe-off boards. They can then discuss and improve their work before committing it to paper. Marking is a particularly strong feature with helpful comments that support pupils' own evaluation of their work and point out ways to improve. In Years 1 and 2 much evaluation is completed orally as pupils consider whether they have met their target for the lesson. This is a good way of encouraging younger pupils to take responsibility for their own learning. Homework is used well to extend work done in the classroom and is usually completed conscientiously.
- 53 The reading books are of high quality and are very carefully organised into bands of difficulty so that books are well matched to the level of skill acquisition. Pupils' progress is measured not only in terms of how well they decode the print on the page but also in their understanding of the plot and characters. As a result, they become confident and expressive readers. Leadership is focused on constant improvement and all staff attend training to ensure that they keep up to date with new developments. The subject manager has a thorough overview of standards, teaching and learning and resources across the school. She provides useful support for colleagues. The teaching assistants have received the recommended training and run successful support programmes for pupils who need extra help. The good quality of action planning and leadership in this subject is illustrated by the success of the setting system in Years 5 and 6. There is often a shared learning target across the sets with lessons and materials designed specifically to challenge the higher attaining pupils or to support those who need extra help. Pupils in the lower set, for example, have easier texts and writing prompts to help them cover the same objectives as those in the higher sets. The library is small but very well stocked and is well used. It is sited within the computer suite and pupils are encouraged to be discriminate in their choice of electronic or printed sources when engaged in research.
- Language and literacy across the curriculum**
- 54 English skills are very well applied across the curriculum. A great deal of thought has gone into selecting non-fiction material to serve the various topics covered in classes, and at differing levels of reading difficulty, so that all can engage in independent study. Pupils in Years 3 to 6 write at length when recording their work, using an appropriate non-fiction style to match the subject matter. Speaking and listening skills are constantly extended during whole-class introductions or discussions. As a result, pupils are confident in expressing their views and in providing evidence to justify their opinions.

MATHEMATICS

Provision in mathematics is **good**. There have been significant improvements made in the past year.

Main strengths and weaknesses

- Pupils achieve well throughout the school.
- Teaching is effective in helping pupils make good progress.
- Good subject leadership gives a successful impetus to improvement.

- The target setting system is currently being upgraded to match that developed for English so that pupils know exactly where improvements are needed and can evaluate their own learning.

Commentary

- 55 Inspection evidence indicates that pupils in Year 2 are reaching the national average with a significant proportion on target to reach above the national average by the end of the year. In past years, pupils capable of higher attainment had not made sufficient progress between Years 2 and 6 to reach the higher standard. However, during the inspection, pupils in Years 3 to 6 were seen to be achieving well and a greater proportion of pupils are now expected to reach the higher level 5 by the end of Year 6. This is largely because of the careful tracking of each individual's progress that informs the next steps in learning.
- 56 The quality of teaching has improved since the previous inspection and is now good. It is well supported by the teaching assistants who make a valuable contribution to the pupils' achievement. Generally speaking, the pace of lessons is brisk, expectations are high and the pupils are very well managed. The teachers make good use of praise and encouragement which helps to boost the pupils' self esteem and encourage effort. Teachers have worked hard to implement the school's action plan to raise standards in mathematics and this is now beginning to bear fruit.

The key to this effectiveness is:

- high expectations of what all pupils can achieve;
 - rigorous planning to enable them to do this;
 - work very well matched to each pupil's prior learning;
 - a strong focus on mental computation in most lessons;
 - very good relationships, providing an effective climate for learning;
 - good support for pupils with special educational needs;
 - the setting of pupils in lessons in Years 5 and 6 to make smaller groups of pupils with similar patterns of learning;
 - interesting tasks which pupils enjoy.
- 57 The school now has effective systems in place to check pupils' progress and to identify any areas of particular weakness in the subject. An example of action taken is seen in the constant development of mathematical language that is helping to improve pupils' understanding of shape, space and measures. Individual targets for improvement are now set which are known to pupils and parents. This is an important step in the school's attempt to raise standards in the subject and ensures that progress is maintained in all year groups. These targets are now being worded in simpler, child-friendly terms so that pupils can take more responsibility for their own learning.
- 58 The management of the subject is good. The manager's high level of knowledge and understanding enables her to support colleagues and to lead by example. There has been a good programme of mentoring of teaching and learning which has led to an improvement in the quality of lessons. The school is now in a strong position to sustain the improvements already made and to move forward even further.

Mathematics across the curriculum

- 59 Skills in mathematics are effectively applied across other areas of learning. Timelines in history help pupils to sequence important events, they read charts and graphs when researching topics and measure accurately when making plans and models in design and technology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- By the time they leave the school pupils' attainment is above average and they are enthusiastic young scientists.
- The quality of teaching is good.
- There is good leadership and management.
- Investigative science is a strength.
- Achievement in science is consistently good.

Commentary

- 60 Pupils achieve well. By the end of Year 2, pupils' work is above nationally expected standards. An above-average proportion of pupils are attaining the higher levels in Years 2 and 6. Many Year 2 pupils can group and re-sort information using their own criteria. They observe the similarities and differences between the faces of their classmates captured on digital photos. These pleasing findings represent substantial improvements in pupils' achievement. A scrutiny of pupils' work shows that all elements of the National Curriculum programmes of study are planned into the wealth of investigative work; adding depth to pupils' understanding of scientific ideas. The school has taken effective action to stop the dip in achievement in Years 3 and 4 that has adversely affected pupils' attainment in the past. Both these factors have led to the improvements seen.
- 61 By the end of Year 6, pupils are very interested in their studies and particularly so when they pursue a line of questioning that they have generated themselves. They have a good grasp of scientific methods, seen in their lines of investigation and the increasingly precise measurements they take. The proportion of pupils attaining at the higher level has increased because pupils explore and investigate scientific phenomena with growing independence. For example, they decide to find out whether an ice cube melts more slowly when wrapped in paper, and are so fascinated by the results that they then explore further questions. Higher attaining pupils transform and present their findings in a range of ways, often developing their mathematical skills at the same time. Pupils are well aware of the effects on health of substances such as alcohol and drugs. Their studies make a strong input into their personal, social and health development.
- 62 Pupils with special educational needs, including those with a statement of their needs in learning, achieve as well as other pupils because of the interesting hands-on activities and the good support from learning assistants.
- 63 The consistently good teaching seen in lessons and in pupils' work this year shows the commitment of teachers to raising pupils' achievement in line with the school aims. The model of practice provided by the subject leader demonstrates very good methods of challenging pupils' thinking. Learning activities are tailored so that pupils can make connections between their existing knowledge and are able to explore links. Teachers have a thorough knowledge of the subject and work hard to deal with misconceptions. They encourage pupils to think out problems and to find their own solutions rather than simply providing answers.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision is **good**.

Standards in ICT have **improved very well** since the last inspection and facilities have been considerably upgraded. The school has a large suite of computers and a smaller suite in Years 1 and 2. The interactive whiteboard is well used to enhance teaching in other subjects as well as in ICT. The teachers are now following a structured scheme of planning which ensures the progressive development of pupils' skills as they move through the school. In the lessons and work seen, attainment meets national expectations for pupils in Year 2 and Year 6. Standards are likely to rise further as the programme of regular lessons in the ICT suites, upgraded resources and increased staff knowledge continue to make an impact.

Main strengths and weaknesses

- Teachers and teaching assistants have a secure knowledge of the subject.
- The attitudes of pupils are very good and they have a strong desire to learn.
- Very good relationships exist between teachers and pupils and there are high expectations of work output.
- Some systems and software need upgrading further - work has already started on this and there is a clear action plan.

Commentary

- 64 No lessons were observed in Years 1 and 2. However, a scrutiny of work and discussions with pupils provides evidence that they use the on-screen prompts and icons effectively, for example the print and painting tools. Earlier work shows that by the end of Year 2, pupils know how to save to disc and print their work. They are able to word process, paying good attention to the layout and presentation of the work. By Years 3 and 4 pupils are able to generate text, insert appropriate pictures and save and retrieve information speedily. They edit their work and are able to alter font, size, type and colour and use spell check facilities effectively to correct errors. Older pupils use geometric tools and know how to rotate graphics on the screen to create effect. Pupils in Year 6 produce multi-media presentations. They organise and adapt information to make it interesting exciting and suitable for young children. Higher attaining pupils have a growing knowledge of the use of hyperlinks. They are competent in using the internet and sending emails. Pupils with special educational needs are well supported in lessons and out-of-school clubs. Because their work is suitably adapted, they achieve well alongside their classmates.
- 65 Teaching and learning were good in the lessons seen. All teachers begin their lessons by revising previous work. They explain which new skills pupils will learn, thereby providing a clear focus and purpose for the lesson. There is good support for those experiencing difficulties which enables pupils to think things through for themselves. Faster learning pupils are set higher challenges.
- 66 The school makes very efficient use of its ICT suites and classroom computers. Each day there is a popular morning and lunchtime study group for pupils to consolidate and extend their knowledge and skills. Assessment procedures are satisfactory and the information is used effectively to plan the next steps. The school has ordered the upgrading of the computer systems to increase processing speed and provide better on-line facilities. Good use is made of the digital camera and robotic equipment.
- 67 Leadership of the area is very good. The knowledgeable subject manager shares her skills with other members of staff and undertakes some specialist teaching in other classes. One teaching assistant has a good level of expertise and helps with the training of other assistants as well as providing informed support for lessons.

Information and communication technology across the curriculum

- 68 The subject has a high profile throughout school and ICT skills are often applied during the study of other subjects. Year 5 pupils achieve well when using computer facilities to arrange furniture in a design lesson. As part of their studies, pupils wrote letters congratulating managers on their sales for the year. They incorporated graphs and charts to demonstrate figures and illustrate the facts. The computer and study club is very well attended. Because places are allocated on a first come, first served basis, some pupils arrive bright and early at eight o'clock; this illustrates their keen interest. There is a certain amount of choice in the club and pupils pursue particular interests; some Year 5 pupils were incorporating pictures that they found to show the growth of a plant, whilst others were recording some interesting information following research about rugby league in Bradford.
- 69 Teachers use ICT effectively to research their lessons and to find interesting material or websites for the pupils to use. In Years 1 and 2 the interactive whiteboard helps to bring lessons to life- teachers enlarge texts for shared reading or to illustrate mathematical concepts. Pupils who have special requirements make very good use of technology. Those with a hearing impairment have an amplified sound system and one pupil who has visual difficulties uses an in-class camera and screen so that she can clearly see what the teacher is doing.

HUMANITIES

GEOGRAPHY

Provision for geography is **good**.

Strengths.

- Standards are above expectations by Year 6.
- Pupils are very enthusiastic and enjoy geography.

Commentary.

- 70 Although it was only possible to observe two lessons in geography, an analysis of pupils' work over the past year and on display indicates that pupils achieve well throughout school.
- 71 Pupils enjoy their geography lessons. Years 1 and 2 pupils were keen to talk about the travels of Barnaby Bear. They found places he had visited on maps of the British Isles and the world. They could say where they had been on holiday and talked about the features and weather of the place. Pupils make a detailed study of the local area. Studies link effectively with work in history as pupils find out what has changed in the past 50 years. They contrast their local environment with an island in Scotland, finding similarities and differences.
- 72 Year 6 pupils have written about different ways to earn a living in Mali as part of their in-depth study of how people live in other parts of the world. They have also learned about 'The National Parks in Britain' as part of their project on conservation. Pupils make good use of ICT for presenting their work and for research, using CD ROMs and the Internet. They make good links with their mathematical studies using six figure references to identify places on maps.
- 73 The teaching in the two lessons observed was good. Teachers make lessons very interesting and their attention to display in the classroom captures pupils' interest in the subject.
- 74 The leadership and management of the subject are good. The manager has made significant changes to the curriculum, which now concentrates more on the development of geographical skills. This has helped to improve standards which are now higher than at the previous inspection. Resources are satisfactory.

HISTORY

Provision for history is **good**.

Strengths.

- Standards are above those expected nationally.
- There is good coverage of the history curriculum. Many topics are covered in depth.
- Pupils enjoy making a study of the past.
- There are very good opportunities for pupils to practise their literacy skills in history.

Commentary.

- 75 Pupils in Years 1 and 2 learn about a range of famous people and make comparisons with their counterparts today. For example, in their work on Florence Nightingale, the pupils compared the uniforms worn in hospitals in the 19th and 21st centuries. The quality of written recording reflects their ability in literacy and their flexibility in using different styles of writing. The higher attaining pupils produce detailed accounts and the lower attaining pupils use illustrations with appropriate captions. History lessons provide pupils with good opportunities to work together. This was very well illustrated in a lesson in Year 6 taught very well by the deputy head teacher. The pupils were asked to work in small groups and discuss the Greek wars, finding information from a wide range of sources. Towards the end of the lesson, the teacher and pupils debated which side would win, illustrating their argument with knowledge gained in the lesson. Pupils then made a list of questions they wanted to ask at the next lesson. This showed a good level of knowledge and interest in the topic.
- 76 Teaching is at least good and in the Year 6 lesson observed it was very good. Teachers have a good rapport with their pupils and create a very good ethos for learning. Pupils work hard and achieve well.
- 77 The subject manager is enthusiastic and knowledgeable. She provides good leadership in the subject, sharing her expertise and experience. Resources are satisfactory. The school has invested wisely in providing a good selection of high quality books to enhance pupils' interest in the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN, DESIGN AND TECHNOLOGY AND MUSIC

Provision in music is **good**. No lessons were seen in art and design and design technology and there is insufficient evidence to make a judgement on the quality of teaching and learning in these subjects. There have been **good improvements** in the curriculum for design and technology and in music since the last inspection.

Main strengths and weaknesses

- In art and design, attainment is above expectations by Year 6.
- There have been good improvements in the curriculum for music and design and technology that fully meets the requirements of the National Curriculum.
- The quality of singing is good.

Commentary

- 78 The high quality of pupils' work in art shows that observational skills are well developed. Pupils use a range of techniques with a good level of expertise. Year 6 pupils demonstrate a high level of skill in their brushwork, their use of media such as gouache and in their use of pencil line in the portraits they draw. Year 2 pupils have a good sense of pattern and blend colours imaginatively. They include fine detail in their picture-making. Pupils achieve well in

art and their work is highly valued. Drawings, prints and collages are attractively framed and displayed around school where they serve to inspire others and to fire the imagination.

- 79 Standards of completed work seen in design technology are typical of expectations. The school has worked hard to develop the curriculum planning in this subject since the previous inspection and staff are well supported by expert advice from a local school. Achievement in design and technology is satisfactory. Photographs of the products that pupils have made in their lessons show that their skills in art are contributing well to the quality of finish. Completed work includes some links with other subjects. For example, mathematics skills are well used in measuring and drawing plans to scale and pupils make good use of literacy skills to label plans, write instructions and when evaluating their work.
- 80 Four lessons were observed in music that covered singing, listening and appraising. The quality of teaching is good. The subject leader has brought a fresh approach to the subject and there is good support for teachers. As the specialist teacher, he is raising the profile of the subject as he shares his expertise and enthusiasm with staff and pupils alike. Achievement in music has accelerated because teachers have increased confidence and knowledge in the subject. Lessons provide a wide range of experiences and introduce pupils to different styles of music from around the world. There is particularly good teaching of singing. As a result, pupils sing in tune, with good control and pitch and clarity of phrasing. Some pupils dedicate their free time to practise and sing in the choir and achieve some very good standards in their performances.
- 81 Leadership in art, design technology and music are good. Inspectors noted the substantial work undertaken in design technology and music to build provision in these subjects from relatively low starting points. The effect of this relatively new provision on pupils' progress is measured and checks are made to ensure that any strengths are maintained and that gaps in subjects are dealt with. Resources are good in art and music and in design technology they are satisfactory.

PHYSICAL EDUCATION

Provision in physical education is **good** and **much improved** since the last inspection. Three lessons were seen including one at the swimming baths.

Main strengths and weaknesses

- Specialist teaching of gymnastics in Year 6 is outstanding and lifts pupils' performance above that seen typically of pupils the same age.
- There is good achievement in swimming.
- There is good enrichment and a variety of sports that pupils experience in partnership with a sports college and other primary schools.
- There is good leadership for the subject and a strive for excellence.
- The good resources are very well organised and managed.

Commentary

- 82 By the time they leave the school pupils' attainment age in gymnastic is above that typical of pupils the same age. Pupils work with poise, control and creativity in their floor-work and on the apparatus. They are confident when co-ordinating their phrases of movement into a linked sequence. Pupils successfully collaborate in order to appraise and modify their work. They use the limited space quite ambitiously, exploring and using the different levels. Teaching is good. Pupils benefit from the specialist knowledge of the deputy headteacher, whose skill and flair builds teamwork and sets a high level of challenge in gymnastics and sport. This results in a high standard of performance.
- 83 All pupils are encouraged to swim and to improve their style. Provision for swimming is good and Year 5 pupils achieve well, including those who have special educational needs.

- 84 Pupils benefit from the variety of activities with other local schools at the sports college. These inter-school activities have included lacrosse and water polo. The good range of extra-curricular activities provides opportunities for pupils to gain from specialist coaching and from a residential experience that enhances outdoor and adventure skills.
- 85 Leadership is good. The curriculum for the subject is well-rounded and the manager is always looking for innovation to extend experiences further. Pupils' progress is checked and recorded so that the impact of new initiatives on pupils' skills and physical development is noted. The resources are good and are very well managed in the small space available, even though access is difficult. They are well used and include equipment for playground games that are effectively organised and led by trained lunchtime supervisors.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

- 86 The school makes satisfactory provision for the teaching of personal and social education, health education and citizenship. The subject manager has recently reviewed the provision. She has written a policy and a scheme of work that brings together all aspects of the subject that were previously dispersed among other learning areas. This will make it easier to check pupils' achievements as they move through the school.
- 87 There are good arrangements for pupils to work collaboratively and to share equipment, one notable example being during ICT lessons. There are satisfactory opportunities for pupils to take responsibility, acting as monitors, looking after younger children and raising monies for a range of causes. There are planned occasions, such as circle time, where pupils discuss social and moral issues, talk about feelings and consider dilemmas. The residential experience for the older pupils successfully extends their social skills and presents them with new challenges.
- 88 There is a good emphasis on healthy eating initiatives and water is provided for pupils during the school day. The two learning mentors have attended an appropriate course to enable them to provide additional support to boost the confidence of those pupils who find learning difficult or have low self esteem. All these factors are having a positive impact on learning and pupils' personal development.

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	2
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	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
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	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
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	3
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).