

INSPECTION REPORT

MORLEY PLACE JUNIOR SCHOOL

Conisbrough, Doncaster

LEA area: Doncaster

Unique reference number: 106711

Headteacher: Mr A Littlehailes

Lead inspector: Dr J N Thorp

Dates of inspection: 20th – 23rd June 2005

Inspection number: 267350

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11
Gender of pupils:	Mixed
Number on roll:	263
School address:	Old Road Conisbrough Doncaster South Yorkshire
Postcode:	DN12 3LZ
Telephone number:	01709 863400
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr D Loy
Date of previous inspection:	July 1999

CHARACTERISTICS OF THE SCHOOL

Morley Place Junior School is located close to the centre of Conisbrough. The school is located on a large site, to which there has been the recent addition of a new sports and arts block and some modification to the original school building to provide more appropriate teaching spaces. Most children come from the surrounding estates, although a small number are brought to the school from some distance away. There are currently 263 pupils on roll, the vast majority of whom are white; there are no pupils with English as an additional language. The school is larger in size than others of this type, with its pupils organised into nine classes. There is little mobility of pupils; six joined the school other than the usual time of first admission last year and seven left. The area around the school displays characteristics of socio-economic disadvantage, with around 35 per cent of children entitled to a free school meal. Overall attainment on entry is below average. There are 55 pupils (21 per cent) on the school's register of special educational needs, which is similar to that found in most schools nationally. Most of these pupils have learning difficulties. Ten pupils (4 per cent) have statements of special educational need, which is above average. The school is involved in the local Education Action Zone.

The school achieved the *Activemark* in 2002, the *Artsmark* in 2003 and the *Awards for All* in 2005.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
6327	Dr J N Thorp	Lead inspector	Science Religious education Music Physical education
14141	Mr E Marshall	Lay inspector	
32759	Mr M Lawler	Team inspector	English Geography History Personal, social, health and citizenship education
16773	Mrs R Arora	Team inspector	Mathematics Information and communication technology Art and design Design and technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school which does well for most of its pupils. It provides a safe, secure and stimulating environment in which most pupils learn well. The headteacher provides good leadership, ensuring the school continues to develop and improve. Teaching is good overall, with some lessons of high quality, contributing positively to pupils' good achievement. The curriculum meets pupils' needs effectively and there are very good opportunities provided to enrich it. Pupils' personal development, their attitudes and behaviour are all good. Good quality care, support and guidance contribute positively to pupils' good achievement and their personal development. The school has good links with parents and the community, and provides good value for money.

The school's main strengths and weaknesses are:

- Standards in writing and mathematics are not yet high enough and pupils could do better
- The school's caring ethos ensures that pupils are seen as individuals; strong relationships with their teachers and other adults contribute positively to pupils' personal development
- Good leadership and management ensure that the school continues to improve and develop
- Teaching is generally good and most pupils achieve well, but higher attaining pupils are not always sufficiently challenged
- Links with the infant school are ineffective in ensuring appropriate continuity in pupils' learning
- There is a lack of consistency in the implementation of the school's marking policy, so pupils are not always sufficiently clear how to improve their work
- The quality of pupils' art work is high throughout the school
- A very good range of activities enriches the curriculum very effectively

There has been satisfactory improvement overall since the previous inspection in July 1999, but standards in writing and mathematics are not rising quickly enough. Significant building work has provided some excellent additional facilities and the previously open-plan classrooms have been effectively remodelled. There has been very good improvement in provision for information and communication technology (ICT) so pupils now have access to the full curriculum. The monitoring of standards and teaching by senior staff has improved, although some co-ordinators now need more regular time to monitor and support the development of teaching. The school improvement plan has also been improved, now more closely linked to the school's evaluation of itself.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	D	E	D	D
mathematics	C	C	D	D
science	D	D	C	B

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

Overall **achievement is good**. Although the table above shows that standards for 11 year olds last year were below average in English and mathematics, and that pupils did not do as well as those in similar schools, inspection evidence indicates that pupils currently in Year 6 are on course to reach average standards. Pupils' achievement has improved and is now good. Standards in science are average, as they were last year. However, standards in writing and aspects of mathematics other than number are still not high enough and pupils could do better. Throughout the school standards in ICT are in line with those expected; some aspects have improved since the previous inspection. Standards in religious education are also in line with those expected. Pupils achieve high standards in art.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Effective support and guidance, and pupils' very good relationships with adults contribute to pupils' positive attitudes. Pupils respond well to their teachers' high expectations and behaviour is good. Attendance is slightly below average.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good overall, with some lessons of high quality. Teachers and other adults have very good relationships with pupils. They communicate high expectations of behaviour and manage their classes well. They have created a stimulating environment for learning, which effectively encourages pupils' interest and involvement and contributes positively to pupils' learning and their achievement. The curriculum is good, enriched with a very good range of other activities. There are good procedures for assessment, enabling the school to track pupils' progress effectively. However, teachers do not always use the information gained from assessment to plan work that is hard enough for higher attaining pupils. They do not consistently use the clear guidance on marking to help pupils understand how to improve their work. Pupils are well cared for, ensuring their personal needs are identified and met. The school's links with parents and the community are good.

LEADERSHIP AND MANAGEMENT

Overall **leadership and management are good.** The headteacher provides strong leadership, ensuring there is a firm focus on the continuing development and improvement of the school. Clear aims underpin the headteacher's vision for the school. The school evaluates its own work and plans effectively to improve it. Management systems are effective in ensuring the school runs smoothly. The role of the subject co-ordinators is developing well, but they now need more regular time to monitor the quality of teaching and support its development so that weaknesses can be rectified. The governing body is well led; governors fulfil all their legal responsibilities and contribute effectively to the strategic management and further development of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very positive views of the school. They find the school friendly and welcoming. They believe their children are very well cared for, have very good relationships with their teachers and are pleased about how well their children grow in confidence. Parents believe their children are well taught and that teachers bring the curriculum to life. A minority of parents are concerned about the behaviour of some pupils; the majority rightly believe the school deals with any problems very effectively. Pupils also have very positive views about school. The majority enjoy coming to school. They think their teachers listen to them, treat them fairly and help them learn. They feel secure, but some pupils think the behaviour of others could be better. The inspection team did not find any reasons for parents' and pupils' concerns about behaviour.

IMPROVEMENTS NEEDED

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

- Raise standards and improve pupils' achievement in writing and mathematics
- Ensure that the specific needs of higher attaining pupils are identified and met
- Fully implement the school's marking policy so pupils know what they have to do to improve
- Ensure links with the infant school provide continuity in pupils' learning

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Pupils' achievement is good. Learning is good in most subjects, so by the time they leave the school at the end of Year 6, standards are in line with those expected in reading, mathematics and science. Pupils do not achieve well enough in writing and standards are below average. Pupils achieve well in other subjects, including in their personal, social, health and citizenship education (PSHCE).

Main strengths and weaknesses

- The majority of pupils achieve well throughout the school and do well to reach standards in line with those expected by the end of Year 6 in reading, mathematics and science
- Standards in writing are not yet high enough and pupils could do better
- Pupils do not achieve as highly in some other aspects of mathematics as they do in number
- There has been a year-on-year improvement in standards in science and a significant proportion of pupils now reach higher than expected standards
- Standards in ICT have improved since the previous inspection because teaching and resources are now better
- Pupils' completed work indicates that standards are higher than expected in art and design; some of the pupils' art work on display is of a high quality
- Pupils with special educational needs achieve well

Commentary

1 The results of national tests in 2004 indicate that pupils attained standards that were below average English and mathematics and average in science when compared with pupils in all other schools nationally. In both English and science these results were better than they had been the previous year. Furthermore, standards in science have risen year on year over the past four years. However, when compared with schools in which pupils achieved similar results at the end of Year 2, results were below average in English and mathematics, but above average in science. This discrepancy may be explained with reference to the school's own assessment of pupils' attainment on entry. This shows that standards are not as high as those indicated in statutory assessment at the end of Year 2. One reason for this may be the timing of these assessments either side of the long summer holiday. Pupils appear unable to sustain their high scores in tests over the time they are not in school, possibly because their learning and understanding are not fully embedded. It is further illustrated in the more positive picture when the 2004 results are compared with those in schools in similar contexts, with standards in English and mathematics broadly average and in science well above average.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	25.7 (24.7)	26.9 (26.8)
Mathematics	26.1 (26.6)	27.0 (26.8)
Science	29.0 (27.9)	28.6 (28.6)

There were 82 pupils in the year group. Figures in brackets are for the previous year

2 Inspection findings indicate that standards among pupils currently working towards the end of Year 6 are higher than they were last year and now in line with those expected of pupils their age in reading, mathematics and science. Standards in writing, however, are not high enough and pupils could do better. Standards in ICT are in line with those expected in each area of the curriculum and this is an improvement since the previous inspection. The successful development of provision for

ICT since the previous inspection has supported improvements in teaching and learning, which are enabling pupils to make better progress. Pupils also reach expected standards in religious education. They are effectively taught the curriculum which meets the requirements of the local agreed syllabus, while some of their discussions in religious education lessons also support the progress they make in PSHCE very effectively.

3 Although there were insufficient opportunities to observe teaching and learning in other subjects to inform judgements about overall provision, there was sufficient evidence in pupils' completed work and in that on display to indicate that standards in art and design are higher than expected of pupils their age. Some of the pupils' completed art work on display is of a high quality. In history and geography pupils' completed work indicates that they reach standards in line with those expected. In design and technology, music and physical education there was insufficient evidence to support a judgement about standards.

4 Throughout the school, the well-organised and effective teaching and teachers' careful planning of lessons contribute to the effectiveness of pupils' learning. As a result, most pupils' achievement throughout the school is good, although higher attaining pupils are insufficiently challenged in mathematics and they could do better. Most pupils are positive about learning because teachers make their lessons interesting and as a result they concentrate well in lessons and work hard at the tasks set. This ensures their learning is good in most subjects.

5 Overall attainment among most pupils who have special educational needs is below average. These pupils achieve well overall, due to the good teaching they receive and the well-planned support of the learning support assistants. Lesson observations and scrutiny of their records confirm that pupils, including those with statements of special educational need, reach standards which are in line with their capabilities. The identified pupils are achieving well in lessons and over a longer period of time through carefully targeted work. Pupils gain a lot in self-esteem and confidence due to the good care and guidance they receive.

Pupils' attitudes, values and other personal qualities

Overall attendance is slightly below the national average for primary schools. Pupils display good attitudes in class and behaviour around the school is good. Pupils' personal development, including their spiritual, moral, social and cultural development, is good overall.

Main strengths and weaknesses

- The school's high expectations for pupils' conduct have a positive effect on relationships and respect
- Good attitudes and behaviour in class contribute positively to learning and progress
- Opportunities to take on additional responsibilities successfully help promote pupils' independence and their personal development
- Pupils' spiritual, moral and social development is good but their understanding of living in contemporary multi-cultural society, although satisfactory, is less well developed

Commentary

6 The school has given priority to raising standards of conduct and makes its expectations very clear. Additional resources obtained with Educational Action Zone funding are being used effectively to provide learning mentors who work with individual pupils with potential behavioural problems. Pupils across the school have responded well and are fully aware of the difference between right and wrong and what will or will not be acceptable behaviour. Pupils are expected to show respect for others and to work hard. Lessons are made interesting and pupils are required to concentrate and to work co-operatively with others when asked. Pupils respond well, show an ability to work productively in pairs or groups and share resources sensibly. They concentrate on the given tasks and try to please. Pupils are confident to show their completed work and talk about it. Good co-operation in the classroom extends into the playground where pupils play well together and show respect for others. There is no evidence of bullying or other harassment. There was a very small

number of exclusions during the previous complete school year, but unlike at the time of the previous inspection none of these were permanent. The extensive outdoor areas provided ensure pupils have plenty of space in which to enjoy play without affecting others.

7 Pupils behave well in class and can be trusted to work independently if asked. Teachers set good examples of conduct and have developed good relationships by getting to know pupils very well. Every pupil is treated fairly. Pupils show mutual respect for the adults in the classrooms and have confidence to ask for help if needed. The good attitudes and behaviour shown enable staff to concentrate on teaching and spend little or no time on disciplinary matters. This helps pupils to make good progress.

8 Pupils are given appropriate additional tasks to enable them develop a sense of responsibility and awareness of the needs of others. Eight pupils are 'Playground Buddies', for example, who play an effective role in being available in the playground to provide help and friendship to any pupil in need. Year 6 pupils set out the required equipment in the hall for collective worship and they organise the sale of fruit during the mid-morning break to help promote the healthy eating initiative in school. Pupils help with refreshments during the parents' weekly coffee morning sessions. The school is regularly involved in raising funds for local and national charities. Parents say that the school is encouraging pupils to become independent and mature.

9 Within the overall provision for promoting pupils' personal development, the provision for their spiritual, moral and social development is good. Spirituality comes strongly through music and art, both of which the pupils clearly enjoy. Assemblies are well used to promote spirituality, particularly the role-play Bible story sessions taken by the local vicar and his assistants. The school's curriculum for PSHCE and the clear expectations of good behaviour and mutual respect, reinforce pupils' social development effectively. Lunchtimes are good social events and class assemblies, to which parents are invited, contribute positively to creating a wider and happy social group with the school at the centre. Through history studied and off-site visits, pupils have gained a good awareness of their own culture. The knowledge of other cultures and their understanding of living in a modern multi-cultural society are less well developed.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.6	School data	0.1
National data	5.1	National data	0.4

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

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
251	3	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education for all its pupils, which has improved since the previous inspection. Teaching is good overall, ensuring that pupils' learning is good and contributing positively to most pupils' good achievement. Good assessment procedures enable the school to track pupils' progress effectively, so that teachers know exactly what pupils need to learn next. The curriculum meets most pupils' needs effectively, including those with special educational needs, but more could be done to extend the higher attaining pupils in mathematics. There are very good opportunities provided to enrich the curriculum. There is good support and guidance for pupils and a good partnership with parents. The school has good links with the community. All of these contribute positively to pupils' good achievement.

Teaching and learning

Teaching and learning are good. Assessment is good.

Main strengths and weaknesses

- Teaching and learning are good; a significant proportion of teaching is very good
- Teachers plan carefully and identify specific learning objectives for each lesson, which they communicate clearly ensuring pupils know exactly what they are going to learn
- Teachers are skilful in involving pupils in discussion, which promotes their learning well
- Teachers do not always provide sufficiently challenging work to extend the higher attaining pupils, particularly in mathematics
- The very good relationships amongst teachers and pupils have a positive influence on pupils' attitudes to learning and their response in lessons
- Good procedures for assessment enable the school to track progress effectively; the involvement of pupils in evaluating their own learning is particularly valuable
- The school's marking policy is not consistently followed so teachers are not providing pupils with sufficient guidance on how to improve their work
- Teaching of pupils with special educational needs is good, so these pupils achieve well

Commentary

10 Teaching has improved since the previous inspection because there are now more lessons in which it is very good. Teaching is now good overall. The table below indicates that a substantial proportion of the teaching seen during the inspection was good or better; in around a third of lessons it was very good. Evidence in pupils' work, particularly that in pupils' topic folders, reflects good teaching across the school. Parents rightly believe that teaching in the school is good.

Summary of teaching observed during the inspection in 47 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	14 (30%)	23 (49%)	10 (21%)	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.

11 Throughout the school teachers plan effectively; strong teamwork underpins this effective planning. Most lessons start with a clear explanation of the specific learning objectives, which effectively involves pupils in thinking about their learning. This is even more effective where teachers return to these objectives at the end of the lesson as they review pupils' learning, or involve pupils in evaluating their own learning. Learning activities are usually interesting and relevant and this successfully ensures pupils are fully engaged.

12 A strong feature of many lessons seen was the skilful way in which teachers engaged pupils in discussion. Clearly focused questions were used to direct or challenge pupils' thinking and more open questions extended their thinking around particular topics or issues. Teachers usually made

good use of their interactive whiteboards, although at times they are used too much for recording rather than interactively to promote pupils' learning.

13 Teachers are good at evaluating pupils' learning, often assessing what pupils already know and understand at the start of the lesson. This usually enables them to set tasks that are well matched to pupils' particular learning needs and their capabilities. The 'setting' arrangements in Year 6 for English and mathematics are good, because they successfully help teachers to meet most pupils' learning needs efficiently and effectively. At times, however, the specific needs of higher attaining pupils are not fully identified and met and this inhibits the progress these pupils can make in these lessons. On the occasions when teaching fell below the generally high standard seen, although nonetheless satisfactory, it was the result of a lack of sufficiently challenging tasks for all the groups in the class, including the higher attainers.

14 Throughout the school teachers have very good relationships with their pupils. They consistently communicate their high expectations of behaviour, to which pupils respond very well and they interact very effectively in a way which is encouraging and motivating. This contributes positively to pupils' attitudes to learning and to their response in lessons and enables teachers to manage most lessons well. As a result, the school is orderly and pupils are able to learn without interruption.

15 The school has good systems and procedures for assessment. They provide a good range of information so teachers can track pupils' progress effectively and the detailed analysis of the outcomes of assessment helps teachers to plan. Teachers' day-to-day assessment in lessons is good. They pose questions skilfully, enabling them to evaluate their pupils' learning and to identify those who need further help or support. Some teachers are successfully developing pupils' skills of evaluating their own learning at the end of lessons, which is valuable in helping them understand what they need to learn next. The school has appropriate detailed guidelines for marking, but these are not sufficiently carefully or consistently followed, with the result that pupils are not sufficiently aware of what they need to do to improve and this hinders progress.

16 The teaching of pupils who have special educational needs is good. Teachers and classroom assistants provide effective group teaching or individual support in the classroom and sometimes in withdrawal groups where there is need for more intensive support. Work is planned carefully based on pupils' individual education plans, the targets in which are realistic and achievable. The learning support assistants are well deployed to support pupils with special educational needs and the special educational needs teacher provides valuable one-to-one support on a withdrawal basis only. This is carefully organised, so that pupils do not continually miss the same lessons, which has been maintained since the previous inspection. This good provision contributes positively to the good achievement of pupils with special educational needs.

The curriculum

The curriculum is good. It is broad and rich and provides a wide range of opportunities for pupils to achieve success. Accommodation and resources are very well matched to the needs of the curriculum.

Main strengths and weaknesses

- The curriculum is broad and balanced, with careful planning ensuring that the acquisition of subject-specific skills is effectively promoted through well-chosen topics
- Provision for ICT is good and much improved since the previous inspection
- The National Strategies for Literacy and Numeracy are used effectively to help raise standards, but the needs of the higher attaining pupils are not always identified and met
- The curriculum is enriched with a very good range of visits and other additional activities that promote pupils' learning very effectively
- Provision for pupils with special educational needs is good.
- Provision for PSHCE is good; good opportunities are provided to enable pupils to develop good relationships

- Accommodation and resources are good; the learning environment is enhanced with stimulating displays

Commentary

17 The curriculum provides pupils with a broad, balanced and relevant range of activities and experiences covering all subjects of the required National Curriculum. The school is committed to providing strong links between subjects, such as history, geography, religious education and art, in well-planned topics that add relevance and purpose to pupils' learning. Careful planning also ensures that subject-specific skills, knowledge and understanding are developed well and are used effectively to help pupils to learn in other subjects. An appropriate amount of time is allocated to all subjects, including religious education. Equality of access and opportunity to all curricular provision for all pupils is a good feature of teachers' planning.

18 Overall the curriculum has improved since the previous inspection, especially that for ICT. The considerable improvement in provision for ICT, including resources, has had a major impact on improving pupils' knowledge and understanding and their competence in using ICT skills across all subjects.

19 The National Literacy and Numeracy Strategies are well used to improve standards. Teachers use the three-part lesson format in their teaching, planning effectively for most pupils with different needs and capabilities. At times, however, the needs of the higher attaining pupils are not fully met. The school is rightly placing a strong emphasis on improving pupils' writing skills and on providing more opportunities for problem solving in mathematics lessons. The new arrangement of teaching Year 6 pupils in ability sets is successful, contributing positively to raising standards, although the higher attaining pupils are not always sufficiently challenged and this sometimes hinders the rate at which they make progress. The school is making effective use of ICT to support pupils' learning in different subjects.

20 There is a very good range of additional activities organised at lunch times and outside lessons. These are well attended and greatly enjoyed. Valuable after-school clubs include a good variety of sports and musical activities. Curriculum provision is further enhanced with a very good range of educational visits to places of interest. Pupils also benefit from the many visitors who support learning in most subjects.

21 Provision for pupils with special educational needs is good. Good support ensures that these pupils are enabled to take a full part in all lessons to the best of their capability. Good teaching ensures that the targets in pupils' individual education plans are fully taken into account in lessons and that these pupils are supported well.

22 The school ensures that PSHCE, thinking skills and problem-solving have appropriate time allocated to them. Pupils' personal development, and the development of good relationships in particular, is also very well promoted through circle time.¹ The considerable work put into the development of circle time has contributed positively to the enhancement of teachers' skills and to the success these sessions have had in improving pupils' personal development.

23 There are sufficient well-qualified teachers and support assistants to cater for the wide range of pupils' needs, including those with special educational needs. They form a very effective and efficient team, with a strong commitment to the inclusion of all pupils regardless of their capabilities. Resources for learning are good, including the quantity and quality of ICT software to support pupils' learning. There have been substantial recent improvements made to accommodation, including the provision of an excellent new sports and arts hall which is having a most positive impact on pupils' learning, particularly in physical education. The school provides a bright, attractive and stimulating environment for learning, which is very well maintained in a good state of repair and cleanliness.

¹ Circle time – is an opportunity for the whole class to discuss and reflect on a range of issues, often relating to pupils' personal and social development.

The quality of displays is excellent, stimulating interest and effectively enhancing the learning environment.

Care, guidance and support

The school's procedures for safeguarding pupils' health and welfare are good. The support, advice and guidance given are based upon teachers' monitoring of pupils' academic and personal progress and are good. The school satisfactorily consults and involves pupils in school improvement. Most pupils say that teachers listen to their ideas and suggestions.

Main strengths and weaknesses

- Every pupil matters in this very caring school; all pupils are well supported
- There are very good and mutually respectful relationships among adults and pupils
- The transfer of pupils from the infant school is well planned, but arrangements to ensure appropriate continuity and progression in their learning are less well developed

Commentary

24 This is a very caring school where every pupil matters and is treated as an individual with individual needs. Pupils with special educational needs are particularly well supported by the staff and by visiting specialists. This helps them to make good progress and achieve well. The staff and governing body work well together to provide a good standard of safety and welfare. Inspection and reporting systems are well organised. Statutory testing of equipment is carried out appropriately and regular fire drills held and evaluated. Risk assessments are prepared for off and on-site activities. Pupils are well supervised throughout the school day and during the after-school club activities. Afternoon dispersal is carefully controlled. Medicines are properly controlled and first aid arrangements, with eight trained staff members on hand, are very good. All staff are also fully aware of their roles and responsibilities in relation to child protection.

25 The school has developed very good relationships between pupils and adults. This shows in the mutual respect seen in class and around the school. Pupils have the confidence, and are able, to approach staff for help and advice if they feel worried or concerned. Class teachers continuously monitor pupils' academic progress and their personal development as they progress through each year group. As a result, the headteacher is able to monitor how pupils are becoming more mature and responsible as they develop. This close insight into pupils' development enables the school to give advice and support that are relevant to individual pupils' particular needs and to support them well.

26 Arrangements for the transfer of pupils into the school are very good. The infant school from which most pupils transfer is a short and safe walk away. Year 2 pupils make two visits to meet the staff and to become familiar with the junior school's layout and facilities. Staff and Year 3 pupils usefully visit the infant school to talk about work and play and answer any questions raised. The Year 2 pupils have a workbook in which they are encouraged to write down after the visit any worries they have. Teachers pass on this information to alert the junior staff. On 'induction day', Year 6 pupils go to visit the secondary schools to which they will transfer, enabling every class in the school to move up one year. This allows the infants coming into the school to enjoy a full day's activities in the Year 3 classes. The well-planned and implemented procedures ensure pupils quickly gain confidence and can begin to make progress. Arrangements to ensure appropriate continuity and progression in pupils' learning are less well developed, because there is too little communication about assessment at the end of Year 2.

Partnership with parents, other schools and the community

The school's links with parents are good and make positive contributions to pupils' learning. The school has established good links with the community and uses them effectively. Links with other schools are satisfactory overall.

Main strengths and weaknesses

- The school's very welcoming approach to parents encourages their involvement
- Good support provided for parents enables them to make a contribution to their children's learning
- The new sports hall is a very good facility for both school and community
- Links with the community are used well to illustrate and broaden the curriculum

Commentary

27 Parents are very supportive of the school and appreciate the efforts made in the care and education of their children. The headteacher and staff successfully encourage parents to come into school to see their children's work and discuss any problems or concerns they may have. Other than examination weeks, parents are welcomed into school each Monday morning to spend time reading with children and talking to the staff. These provide an excellent start to the week for both pupils and parents. As well as the consultation evenings arranged for all parents in the autumn and spring terms, valuable additional opportunities are arranged for parents of children with special educational needs to meet the teachers and special needs co-ordinator to discuss individual progress and agree new targets. Each class in turn plans a special weekly assembly in which their parents are invited to share and many parents attend. A good number of regular parent and grandparent helpers in classes provide support with reading. There are always appropriate numbers of parent volunteers to help with off-site visits. Parents and the community give good support to the school's fund-raising events; the majority of funds are used in turn to subsidise the wide range of organised visits.

28 The school is anxious that parents should play a part in the education of their children both in school and at home. To enable parents develop their own skills, adult courses in literacy and numeracy have been provided and valuable computer courses have been arranged. Good advice for parents about preparing their children for statutory assessment is welcomed. Each term, the school provides useful information about what is to be taught, enabling parents to plan ahead for the help they will be able to offer. Parents requiring guidance are encouraged to ask.

29 The school's new sports hall is used effectively as a school and community facility. Pupils are able to use the unit during the day, while a range of community groups has use at other times. Adult sessions about children and hygiene are arranged and to keep parents fit, adult aerobics courses are provided. The new facility is not only contributing positively to extending pupils' learning, it has effectively reinforced the school's good links with the local community.

30 Other links within the community are used well to increase pupils' interest and stimulate their learning. Well-chosen off-site visits such as to Doncaster Museum, Bradford Industrial Museum and Eden Camp bring historical topics to life. Visits to York Theatre and the Bronte Museum add to cultural development. Visitors to school provide opportunities for instruction in personal and home safety matters. Assemblies taken by the local vicar are very popular and entertaining.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher provides good leadership and the school is well managed. Governance of the school is good.

Main strengths and weaknesses

- The headteacher provides good leadership, which ensures there is a clear focus on school improvement; he motivates and inspires staff to manage key projects and tasks effectively
- Clear aims underpin the headteacher's vision for the school and sustain its positive ethos
- Self-evaluation is good; the school improvement plan is effective in supporting work on appropriate aspects for further development
- The role of subject co-ordinators is developing well, but their monitoring in order to support the further development of teaching is not yet regular enough
- Governors are well led and have a good grasp of the school's strengths and weaknesses which enables them to play an effective role in shaping the direction of the school
- Financial management is strong and the school plans well for the future

Commentary

31 The headteacher provides good leadership. His strong and purposeful leadership sets the tone for the whole school, ensuring a firm focus on both achievement and care. Accessible and approachable, he is extremely well regarded by pupils, staff, governors and the community. He provides a sense of stability and purpose to school life. His commitment to ensuring the school provides a broad curriculum, well suited to the needs of all pupils, is underpinned by his belief that the curriculum should be a rich and enjoyable experience for all. He works hard to ensure that all pupils fully benefit from all the school offers. Parents speak highly of him and are appreciative of the part he plays in creating such a caring school.

32 All aspects of school life are influenced by the very clear aims that are reflected throughout all policy and practice. These aims effectively create and help sustain a strong and positive ethos. Everyone involved in the school has a shared view of its purpose and direction; there is an established a culture of high expectations of pupils and staff within a caring, supportive environment. Relationships within the school and between the school and wider community are very good. There is a professional culture and strong teamwork.

33 The headteacher has a clear understanding of the areas for development in the school, which he communicates effectively to others, providing a clear direction for everyone in the school. The school improvement plan sets out a suitable number of appropriate priorities linked to the school's own evaluation of strengths and areas for improvement. It highlights progress since the last inspection, effectively evaluating work on recent priorities and identifies forthcoming priorities and key areas for development. Effective school self-evaluation and performance management are enabling the headteacher to ensure that the quality of teaching is improving.

34 Management is good. Key staff lead and manage their respective subjects and areas well, making a valuable contribution to the running of the school and the successful implementation of its aims and values; they contribute positively to the whole ethos of the school. Individual subject co-ordinators have developed their roles beyond managing resources and ensuring that the curriculum is in place, to monitoring standards, progress and the quality of teaching. This has improved since the previous inspection. Their monitoring has been linked to the priorities in the school improvement plan, however, and beyond this opportunities for co-ordinators to monitor and support the development of their colleagues' skills have been limited. Where issues have been identified recently, as in reading for example, the resulting further development work has ensured that standards have risen. Current priorities include raising standards in writing and mathematics.

35 The assessment co-ordinator has been effective in managing improvements to assessment procedures enabling the school to monitor pupils' progress carefully. She has ensured a tight focus on the analysis of the results of pupils' assessments. These are now analysed in sufficient detail to

establish where there are areas of weakness, providing information about where improvements are needed in teaching and learning, in writing for example. This work continues to develop effectively.

36 Governance is good. Governors are very knowledgeable about the school and fulfil all their statutory responsibilities well. They have a clear understanding of their role and are prepared to take difficult decisions; they play an important role in holding the school to account. Governors are fully aware of the need to raise standards in writing, for example. The chair of governors is knowledgeable and experienced and leads the governing body very well, ensuring there is a commitment to ongoing school improvement. Governors are fully involved in the annual cycle of subject reviews; they have a clear understanding of strengths and areas for development in the school because they are able to monitor developments through their links with individual subject co-ordinators. As a result, they are appropriately involved in what the school should do to improve; they play an informed role in the strategic management of the school and in shaping its future. Governors are very supportive and share the headteacher's vision for the school and they are proud of its achievements.

37 Financial management is good. Procedures for day-to-day management are robust and ably led by the headteacher; he is well supported by the school's administrative staff. Governors carefully monitor finances at termly meetings. Expenditure is closely linked to the priorities in the school improvement plan, with major purchases always appropriately agreed by the governors. The school rigorously seeks best value for major purchases. The headteacher and governors are in full agreement that pupils have high quality resources for each subject and this informs all spending plans. The allocation of resources to priority areas is good. The additional funds the school receives, such as grants for special educational needs and resources from the Educational Action Zone, have been efficiently and effectively used for their intended purposes.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	759 980.50
Total expenditure	693 699.18
Expenditure per pupil	2392.07

Balances (£)	
Balance from previous year	9894.31
Balance carried forward to the next	76175.63

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Overall standards in writing are not high enough and pupils could achieve more
- Good provision and their very positive attitudes contribute to pupils' good achievement in reading
- There is an excellent start to the week with the shared reading activities for pupils, parents and staff
- In some lessons there is still insufficient challenge provided to extend higher attaining pupils
- Leadership and management are good overall, but monitoring and supporting the development of teaching need to improve further
- Pupils have good opportunities to extend their literacy skills in other subjects

Commentary

38 Overall standards in English are improving and pupils achieve well. Standards in reading among pupils currently working towards the end of Year 6 are in line with those expected of pupils their age. These have been maintained since the previous inspection. Standards in writing are not as high as those expected and the school is aware of the need to improve them in all year groups. Evidence in pupils' completed work, particularly in Years 3 to 5, indicates that they can produce work of a higher standard but that they do not do so consistently. Evidence of writing of a good standard was found in other subjects, such as history and geography. The quality of work produced in their topic folders and in their completed work on displays throughout the school indicates that pupils are capable of achieving more in writing. On these occasions, they express ideas well and develop interesting stories, but punctuation and handwriting sometimes let them down.

39 Pupils' attitudes to reading are very good. Reading for pleasure is widespread because reading resources throughout the school are good; there is a very good selection of reading books both fiction and non-fiction in every classroom. The management of reading materials is very good. As a result, pupils are confident in selecting their reading books from the well-structured system in each classroom. Most books are colour coded for ease of selection. Pupils treat books with respect. Pupils achieve well in their reading. By Year 6, they talk knowledgeably about how different writers achieve their purpose. They are able to discuss a range of different sources they can use for the purposes of enquiry as well as their favourite authors of fiction. Pupils of all abilities are confident to read for themselves and to an audience. There is a positive culture of reading in the school which is good.

40 Pupils' positive attitudes to reading are strengthened by a very supportive partnership between home and school and the school's involvement of parents in supporting pupils' reading skills. The excellent Monday morning reading sessions, involving pupils, parents and staff, highlights the community working together and is a real strength of the school. Pupils' speaking and listening skills are also effectively promoted during these sessions and overall they are good. Pupils commence the start of the school week secure and relaxed in the knowledge that staff and parents are working as one to support their education.

41 The quality of teaching is satisfactory overall. Teachers plan well in year teams and all lessons have clear learning objectives and contain a good range of activities often linked to the class topic. Teachers communicate a real enthusiasm in their lessons, which contributes positively to pupils' good achievement. Teachers know their pupils well and ensure that resources used match pupils' skills and needs. The ethos of mutual respect in classrooms encourages pupils to engage in active learning. Most pupils listen carefully to each other and work productively, both individually

and in groups. During the inspection, some very good teaching was observed. In other lessons, although satisfactory, teaching was less successful because teachers were less demanding. The best lessons in all years shared a clear sense of purpose and direction. Pace was brisk and learning objectives and success criteria were used to show pupils what they were to learn, and to assess progress and learning at the end of the lesson. This contributed positively to pupils' learning.

42 Pupils with special educational needs get good support from the teaching assistants and specialist support teachers. This enables them to take a full and active part in lessons and contributes to their good learning and achievement. Some groups are withdrawn for valuable additional help. The management of groups during lessons is very orderly and is well planned by both the teachers and teaching assistants. All pupils are comfortable and secure with this organisation so that they settle quickly to the tasks set for them.

43 In many lessons there is now more challenging teaching than at the time of the previous inspection, which enables pupils to make good progress. In Year 4, for example, pupils could articulate opinions for and against school uniform, fox hunting and television. In Year 5, pupils could debate and produce arguments about the impact of future developments of new hotels on the island of St Lucia. By Year 6 pupils are able to write a report for a newspaper about the wedding of Jane Eyre, and in their play scripts of Shakespeare's *Macbeth* pupils show they are able to identify aspects of the characters and features of the plot. On some occasions, however, teachers provide insufficient challenge for the higher attaining pupils so they mark time and do not make the progress of which they are capable. Marking does not always provide pupils with specific enough advice on how to improve their work or targets for improvement.

44 Leadership and management are good. The co-ordinator provides a good role model for pupils and colleagues. The co-ordinator has a very clear vision for the development of the subject and how provision might be further improved; she plans effectively to strive to achieve it, sharing a determination to further improve standards. She has good subject knowledge and monitors other teachers' planning appropriately. While there have been some opportunities to monitor teaching and learning in lessons, these are not yet sufficient to enable the co-ordinator to fully evaluate and support the development of her colleagues' skills in pitching work at more demanding levels.

Language and literacy across the curriculum

45 Subjects other than English are used effectively to develop pupils' literacy skills. In history and geography, for example, opportunities are provided for pupils to reflect on and use a range of texts. In history and science teachers use challenging and subject-specific vocabulary in discussions and this extends pupils' learning effectively. Pupils' workbooks and displays highlight the emphasis on creative and imaginative writing; in Year 4 work on the Ancient Egyptians showed writing that was effective in relation to audience and purpose. During the inspection it was evident that pupils were given opportunities in other subjects to give extended answers, either orally or in writing. This was a clear indicator that there is a concerted effort to raise standards in literacy.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Results in 2004 indicate that standards were below average
- Standards among pupils currently working towards the end of Year 6 are higher and the school's expectation that results will be better is justified
- Teaching is satisfactory overall, but teachers do not always provide sufficient challenge for higher attaining pupils
- Effective measures to raise standards are beginning to have a positive impact
- Teachers' marking is not always successful in helping pupils understand how to improve their work

Commentary

46 The results of statutory assessment in 2004 indicate that standards were below average, having declined over the previous two years, which is in contrast to the improvement in English and science. As at the time of the previous inspection a fewer than average number of pupils reached the higher than expected level in the tests.

47 Inspection evidence indicates that standards among pupils currently working towards the end of Year 6 are better than last year and that the school's expectation that results will be better this year is justified. There is a wide spread of capability in mathematics but the school's arrangements for setting in Year 6 is effective in helping teachers meet these pupils' various needs. As a result the majority now do well to reach their full potential, because they are well supported in lessons where they need it; most are on course to reach average standards by the end of Year 6. Pupils with special educational needs are also very well supported, which enables them to make appropriate progress in relation to their capabilities and achieve as well as their classmates. Overall pupils do better in number than they do in other aspects of mathematics because there is a strong emphasis on promoting their skills of calculation.

48 The quality of teaching is satisfactory overall. Lessons are well planned and learning objectives are shared with pupils, which is successful in stimulating their interest and provides good motivation. The school's inclusive climate for learning promotes good attitudes towards the subject, which contributes effectively to overall learning and achievement. Appropriate methods and resources enhance pupils' learning, for example the effective use of the interactive whiteboards in some lessons. At times, as in a Year 6 lesson on number patterns, learning is developed at a good pace, with pupils responding well and enjoying the challenges posed by the teacher's very probing questioning. In some other lessons, however, there is insufficient challenge for higher attaining pupils and teachers generally provide too few opportunities to reinforce pupils' learning in practical or real life problem-solving situations. Teachers' marking is regular and encouraging, but it is less effective in indicating how pupils might improve or extend their work. Homework is used well to extend pupils' learning beyond the school day.

49 Good leadership and management have ensured that a number of effective measures have been put in place to raise standards. These are beginning to have a positive impact. They have included the clear focus on staff training and updating teachers' skills, which have resulted in improved standards in mental arithmetic. Although there has been some monitoring of teaching, this is not yet sufficiently extensive to enable the co-ordinator to support the further development of teachers' skills. Assessment is used well to enable teachers to identify and meet individual pupils' needs, but this is not yet fully consistent across the school. The school's analysis of the results of mathematics tests each year is successful in enabling teachers to identify the main areas where pupils need further support.

Mathematics across the curriculum

50 The use of mathematics across the curriculum is satisfactory. Good examples were noted, such as the use of a timeline in history to promote pupils' understanding of chronology and sequence and the recording of the results of investigations in science. Most teachers ensure that pupils understand the relevance of applying their mathematical skills throughout the rest of the curriculum, but the opportunities to do so are not yet formally planned.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- Pupils' learning is good and they achieve well
- Standards overall are average, but a significant proportion of pupils reach higher than expected levels by the end of Year 6
- Although included in broader topics, science work is carefully planned ensuring that pupils extend their scientific knowledge and understanding effectively
- Teaching is good and sometimes very good, contributing positively to the maintenance of good standards in science and to pupils' good achievement
- Pupils develop their skills of investigation effectively
- Leadership and management of the subject are good, with the co-ordinator successfully ensuring that provision in science continues to develop and improve

Commentary

51 Pupils make good progress in science. While overall standards are in line with those expected nationally, a significant number of pupils are on track to reach higher than expected standards by the time they leave the school at the end of Year 6. There is a wide spread of capability in science but the vast majority of pupils reach their full potential, because they are both very well supported in lessons when they need it and effectively challenged. This ensures that achievement is good.

52 Test results in 2004 show that standards were average compared with those achieved by pupils in all other schools at the end of Year 6, but that they were above average when compared with similar schools on the basis of pupils' prior attainment. This indicates that these pupils had made good progress through Years 3 to 6, which is substantiated by the evidence of this inspection. These good standards have been maintained since the previous inspection.

53 Throughout the school, science is included in the broader termly or half-termly topics. Nevertheless the science work is carefully planned, ensuring that pupils' learning is appropriately extended in each of the separate areas of the science curriculum. As a result, pupils gain a good understanding of the various science topics they study; in *Life Processes and Living Things* learning is especially good. In Year 3, for example, pupils know the parts of a flower and begin to understand some of their functions. By Year 6, pupils' knowledge and understanding have been moved on well, so that by the time they leave the school, pupils can demonstrate a very good understanding of parts of the human body and their functions.

54 Teaching of science is good; in some lessons it is very good. The quality of the teaching of science is one reason why good standards are being maintained in this subject. Teachers identify and communicate clear learning objectives for each lesson, which focus pupils' attention right from the start. In the best lessons teachers return to these objectives as they review pupils' learning in the plenary. In one good lesson with Year 4, the teacher also did well to engage her pupils in reflecting on their own learning. Teachers are good at posing questions. This is most effective in enabling teachers to evaluate pupils' learning, to provoke their thinking and to reinforce pupils' understanding. There is a strong focus on introducing appropriate scientific vocabulary as soon as pupils enter the school and this is successfully extended right the way through Years 3 to 6. In one lesson seen with Year 3 pupils, for example, the teacher made good use of her introduction to the planned investigation to revise pupils' understanding of 'dissolve' and 'solution'.

55 Pupils have good opportunities to extend their understanding and skills of scientific investigation. Teachers plan a good range of investigations and pupils enjoy this aspect of their work in science. In a very good lesson with Year 3, for example, pupils demonstrated their understanding of terms such as 'variable' and were able to explain which aspects had to remain exactly the same to enable them to explore which materials would dissolve. In carrying out their

planned investigation, they showed how carefully they could measure quantities and how accurately they could record the results of their observations. This approach to science created a real excitement in learning as pupils worked with concentration on the tasks set, and contributed positively to their good achievement.

56 The subject is well led and managed. The co-ordinator has good subject knowledge and she uses this effectively. She monitors planning carefully to ensure that there is appropriate coverage of the required science curriculum in the planned topics. She has recently taken the opportunity to monitor teaching, with a specific focus on the agreed approach to developing pupils' skills of investigation. Such effective monitoring enabled the co-ordinator to identify aspects of teaching and learning in science which require further development; she has now planned carefully to address these weaknesses. This approach to evaluation and planned development is ensuring that provision in science continues to improve.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Most pupils attain levels expected for their age by the end of Year 6; some pupils exceed them
- Pupils achieve well, because teaching and learning are good
- Good planning ensures that all ICT skills are taught systematically
- The subject is well led and managed by an enthusiastic and knowledgeable teacher
- Improvement since last inspection has been very good

Commentary

57 Standards achieved are in line with those expected nationally. All groups of pupils, including those with special educational needs, achieve well. In Year 6, some particularly good elements of pupils' work include the use of a publishing program to import images from a digital camera, the presentation of work in different ways using clip art and the way pupils download information from the Internet with improving skill and confidence. Pupils make good progress throughout the school. In Year 3, for example, pupils were already learning more advanced skills such as the use of e-mail. By Years 5 and 6 pupils showed they could use computer simulations to explore changes with growing skills. In a good lesson seen, Year 6 pupils were able to create slides to develop their own *PowerPoint* presentations to illustrate the story of the Bronte sisters as part of their history project. At the last inspection, the provision for ICT was in need of some improvement. There has been good progress since then, which has enhanced overall provision and the quality of pupils' learning considerably. The school now has two suitably resourced small suites, which are regularly and effectively used by all classes.

58 The quality of teaching and learning in ICT is good. Staff are well skilled, and those who are less confident take advantage of training and the good support within the school to improve their expertise. Pupils are enthusiastic and well motivated and behave well in lessons. The mini-suite shared areas do not yet have the interactive whiteboards to support demonstrations at the start of lessons, so at times teachers have to begin their lessons in their classrooms. Although this is not as efficient as it might be, teachers do well to minimise the disruption to the start of their lessons. In the lessons observed, good teaching ensured pupils' learning was good, with teachers effectively interesting and engaging pupils in appropriate and challenging learning activities. In one good lesson seen, the teacher provided clear explanations to support pupils' understanding of how to create links between pages, when working on a *PowerPoint* presentation for example. Most pupils managed the task well and worked productively at a suitable pace. Such good teaching and learning contributes positively to pupils' good achievement. The higher attaining pupils gain confidence in the use of various ICT tools to capture movement and sound in graphics.

59 Leadership and management are good. The co-ordinator has very good expertise and a firm grasp of the areas for future development, through an effective ongoing review of the provision to

keep up to date. For example, the use of software to support writing and the development of pupils' skills in topic research across other subjects is currently being developed. The curriculum is good and well supported by the good range of resources.

Information and communication technology across the curriculum

60 The school is able to offer an appropriate range of opportunities to use ICT across the curriculum. Teachers plan well in using ICT to support learning in other subjects. There is careful consideration of the suitability and relevance of using computers and Internet research to reinforce learning.

HUMANITIES

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Teachers manage the topic-based approach well, ensuring that subject-specific knowledge and skills are included
- Pupils make good progress and achieve well
- Good use of fieldwork ensures pupils effectively develop an understanding of geographical enquiry
- Teaching is good; teachers make good use of the available resources

Commentary

61 Geography work throughout the school is topic based and like history it is well managed by the staff. Evidence in pupils' completed folders and in their work on display indicates that pupils make good progress in developing their knowledge and understanding of where places are and what they are like. This includes an appreciation and understanding of the lifestyles of the people who live in these different places and how places and environments change over time. Pupils are able to select information from text and graphical sources and use geographical vocabulary in simple descriptive writing. They develop factual knowledge of places and features, such as the rainforest ecosystem and influences of human activity that affect the environment. All this contributes to pupils' good achievement and they reach standards in line with those expected by the end of Year 6.

62 Pupils' ability to carry out geographical enquiry effectively, apply their questioning skills, and describe and compare the physical and human features of an area, was evident in lessons observed. In their study of Conisbrough in Year 3, for example, pupils used their knowledge to make comparisons and were able to express their own views about the difference between people and places. This approach helps pupils gain a good understanding of contrasting environments in different parts of the world. Good use is made of appropriate geographical vocabulary.

63 Teaching is good. Teachers use a wide range of approaches and good quality resources, which are effective in helping pupils to make good progress. Particularly good use is made of fieldwork to support teaching and learning within the classroom. Teachers use the available interactive whiteboards well as a source of information, enhancing a lesson on Ordnance Survey maps with Year 6 for example.

64 Leadership and management are good. Geography resources are of a good quality and the school is well equipped. Pupils have access to a good range of source materials including maps, plans, atlases, photographs, artefacts from different locations and an excellent range of reference books in all year groups. The artefacts on display were of a high quality and along with pupils' work brought different locations around the world to life.

History

65 It was not possible to observe any lessons in **history** during the inspection. Consequently there was insufficient evidence to support a judgement about provision. Nevertheless, the evidence in pupils' books and folders indicates that they reach levels in line with those expected for their age; they make good progress and achieve well. The school's planned programme makes history very accessible to all pupils. Timelines are very well used throughout the school so all pupils are able to relate to the passing of time through the well-planned displays, enabling them to develop a sense of chronology.

66 Pupils' completed work and that on display in every year group was of a good quality. For example in Year 4 work on Ancient Egyptians illustrated clearly that pupils have a very good knowledge and understanding of Egyptian people and the innovations that they brought to the world at that time. In Year 5, work on Victorians showed that pupils had used sources of evidence from field visits and handling artefacts to draw their own conclusions of what life was like during that period. Historical understanding and skills are effectively consolidated as pupils move through the school. Pupils are very aware of the importance of artefacts in building up a picture of the past because they have good opportunities to handle them. By Year 6 they have extended their knowledge of the periods studied, acquiring a very good knowledge of the history of their own local area for example. Pupils also have good opportunities to extend their historical knowledge and understanding through a very good programme of relevant visits to historical sites, such as Caphouse Colliery and Bradford Industrial Museum to support their work on the Victorians.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- The focus on Christianity on Years 3 and 4 limits pupils' opportunities to learn about other religions unnecessarily
- Some teachers are good at linking work in religious education with PSHCE
- Teaching is good; teachers are skilful in engaging pupils in discussions which contribute effectively to extending their learning both about and from other religions
- Teachers make very good use of visits to places of worship to reinforce pupils' learning
- Leadership and management in this subject are ensuring provision continues to develop and improve

Commentary

67 The observation of three lessons in religious education during the inspection and a careful examination of pupils' completed work, teachers' planning and discussion with pupils, all indicate that standards are in line with those expected by the end of Year 6 and that pupils achieve well. This is similar to that reported in the previous inspection.

68 Throughout the school, teachers ensure that work planned is firmly based on the locally agreed syllabus. This is good, with specific learning objectives ensuring that teachers provide a sharp focus for pupils' learning in religious education, which contributes to their good achievement.

69 Across the school as a whole pupils experience an appropriately broad religious education curriculum. However, in Years 3 and 4 there is an almost exclusive focus on Christianity and this unnecessarily limits their opportunities to learn about other religions to Years 5 and 6. In their work on Christianity pupils learn about specific beliefs and their importance to Christians. At this stage, pupils confidently retell some of the major stories and they begin to understand some of the traditions and meaning of Christian festivals. By Years 5 and 6 this knowledge and understanding

has been appropriately deepened, with pupils having good opportunities not only to learn about the religion but from it. At this stage, pupils also add to their understanding in their study of Islam, comparing the Qur'an and the Bible as holy books, and the mosque and the church as holy places of worship. Their study of wider themes such as rules and laws also enables them to compare traditions of other religions and this has a positive impact on their learning.

70 Some teachers, particularly in Years 5 and 6, are good at linking the work pupils do in religious education with PSHCE. This leads to some very good discussions, in which pupils show how they can relate their learning about or from the religions they study to their own situation. In a good lesson with Year 6, for example, pupils built on their understanding of Jesus as a healer to reflect on the impact of people who serve their own community. By Years 5 and 6 pupils also show that they can record their work in a variety of ways. At times these are imaginative, such as their Palm Sunday diaries or the Jerusalem Times they produce using their ICT skills. The interest and care they take in such presentation contribute effectively to the quality of their learning.

71 Teaching is good. In the lessons seen during the inspection, teachers made very good use of whole class discussion to engage pupils and they were good at posing open questions to challenge and extend their thinking. The very good relationships amongst teachers and pupils ensure that discussions are productive because pupils are so confident to contribute in the knowledge that their ideas will be respected and taken seriously. In a lesson with Year 6, for example, discussion of the stories of Jairus' daughter and the blind Bartimaeus led to very good reflection on belief and opinion. In these situations teachers are skilful in drawing out pupils' ideas, enabling them to extend their thinking further. Teachers have good subject knowledge and this also enables them to expand on what pupils say. They make very good use of visits to places of worship in the community to reinforce pupils' learning.

72 The subject is well led and managed. The co-ordinator is enthusiastic and this is driving further development, contributing positively to the improvements in provision since the previous inspection. These have included commencing the development of appropriate assessment, although there is still some way to go to complete this work appropriately. The co-ordinator's support for colleagues is strong, ensuring they are confident in teaching the planned curriculum. However, as yet, there are too few opportunities for her to monitor and further support the development of teaching.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73 It was possible to observe only one lesson in art and design, none in design and technology and two each in music and physical education. Consequently there was insufficient evidence to support a judgement about provision in these subjects.

74 In **art and design**, the displays of pupils' artwork using pastel and watercolour or line drawings are excellent. Much of pupils' work on display around the school is indicative of a high standard. The range of artwork is good and the work of many famous artists of different times is also well promoted. Art and design is very well developed in most other areas of the curriculum, for example geography and history. These include the very careful observational drawings of boats, shells and the lighthouses, inspired by a visit to the Fishing Heritage Museum. The observational drawings of the Ancient Greek vases, by Year 5 pupils, are of a very high quality. Many Greek artefacts, including the clay models of dummies made by pupils in Year 4, are displayed attractively. All of the artwork is very carefully mounted and displays finished to a very high standard.

75 The art and design curriculum is appropriately planned for the required skills to be taught progressively across the school. There is a good range of high quality resources and these are used to good effect to assist pupils' learning and to engage their interest. The allocation of time to the subject is appropriate. The subject is led by a very enthusiastic and motivating co-ordinator.

76 Pupils in all classes work on various **design and technology** projects through the year. The school's self-evaluation indicates this subject to be most in need of development as part of the school curriculum. The headteacher is well aware of the developments needed in order to raise the

profile of design and technology. There is currently insufficient direct monitoring of teaching and learning or standards attained to bring about improvement.

77 Although it was possible to observe only year-group singing sessions, there was sufficient evidence in teachers' planning that pupils have good opportunities to extend their skills in **music** both in lessons and at other times. There is an appropriate emphasis on extending pupils' skills in both composition and performance. In the two singing sessions seen during the inspection, pupils showed a positive attitude and persevered as they learned new songs. They sang enthusiastically and tunefully. At times teachers communicated a real enthusiasm to which pupils responded well; very good use was made of a visiting pianist to support pupils' singing.

78 Although it was possible to observe two lessons in **physical education**, these were both in indoor games and so there was insufficient evidence to support a judgement about overall provision. In the lessons seen teachers were able to engage pupils in appropriate games to develop their skills of ball control. Pupils were enthusiastic and this had a positive impact on their achievement.

79 The enthusiastic co-ordinator is leading and managing the all-round development of physical education well. The curriculum is appropriately balanced, including provision for swimming. Resources, including the new sports hall and equipment, are very good and these support teaching and learning very effectively. Pupils have very good opportunities to be involved in a range of extra-curricular sporting activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

80 There were insufficient opportunities to observe teaching and learning to inform a judgement about overall provision for pupils' PSHCE. Pupils enter the school with wide-ranging standards of personal development and often very limited experience of citizenship. However, with an enriched and varied curriculum, pupils become well informed and articulate in talking about topical issues and events. As a result, pupils are keen to discuss issues and listen to the views of others. For example, they know the difference between fact and opinion and understand how writers and advertisers and others present information to persuade them to think in a particular way or buy a particular product. In Year 6 pupils were aware of how the quality of information in book 'blurbs' could be misleading and that reporters often made events more dramatic than they actually were. Pupils were able to discuss that one must look at the information provided and make their own decisions when studying all the evidence.

81 In Year 3 the completed topic books on 'Myself' and the displays of their work indicate that pupils are very well informed about healthy foods and generally why it is important to be healthy. A morning healthy fruit shop is well managed by older pupils. Pupils were able to articulate clearly with understanding on what makes a healthy lifestyle and how to make informed choices. During lunch break pupils were very aware of making the right choice for lunch.

82 Pupils have good opportunities to exercise responsibilities, as lunchtime 'buddies' in the play areas for example. The very good relationships among pupils and adults contribute to the effectiveness of their social development. There are good opportunities within topic work for reflecting on significant questions associated with being human and the school takes the responsibility of preparing pupils for an ethnically diverse society very seriously. All subjects are expected to make a significant contribution to this theme. For example, through history project work in all year groups, pupils understand how society works, and within school they have good opportunities to work in teams and groups. The school operates within a strong moral framework where kindness and co-operation are stressed.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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