

INSPECTION REPORT

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Keighley, West Yorkshire

LEA area: Bradford

Unique reference number: 107345

Headteacher: Mr P G King

Lead inspector: Mr A Clark

Dates of inspection: 23 – 25th May 2005

Inspection number: 267827

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

© Crown copyright 2005

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Primary school
School category: Voluntary aided
Age range of pupils: 3 – 11
Gender of pupils: Mixed
Number on roll: 474

School address: Queens Road
Ingrow
Keighley
West Yorkshire

Postcode: BD21 1AR

Telephone number: 01535 605880
Fax number: 01535 690419

Appropriate authority: Governing Body
Name of chair of Mr C Robson
governors:
Date of previous 5/07/1999

CHARACTERISTICS OF THE SCHOOL

St Joseph's Roman Catholic School is a larger than average Roman Catholic Voluntary Aided Primary School with 474 boys and girls on roll. This includes 58 pupils who attend part-time in the nursery. The pupils are aged from 3 to 11. The majority of pupils are from the local neighbourhood although a significant minority travel from further away because of the Roman Catholic nature of the school. Approximately 10 per cent of pupils are from minority ethnic backgrounds for whom the heritage language is not English. Their home languages include Urdu, Punjabi and Bengali. The percentage of pupils eligible for a free

school meal is broadly average. There are 11 per cent of pupils identified with special educational needs, which is below average, as is the percentage of pupils with a statement of special educational needs. The special needs include moderate learning difficulties, social and emotional difficulties, autism and physical concerns. The school hosts a small Learning Centre for the local education authority. Overall the children's attainment on entry to the school is broadly typical for their age.

The school achieved the Investors in People award in 2004 and the Healthy Schools Award. It also received an award from the government in 2003 for the pupils' achievement in national tests.

The headteacher was appointed in 2000 since the last inspection. There has been no deputy headteacher since the previous deputy headteacher left for a headship in August 2004.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|--------------|----------------|---|
| 21596 | Mr A Clark | Lead inspector | Science Information and communication technology |
| | Jane Beattie | Lay inspector | |
| 29261 | Penny Ward | Team inspector | Foundation Stage Art and design Design and technology English as an additional language Special educational needs |
| 28320 | Bob Willey | Team inspector | Geography Mathematics Music |
| | Don Mason | Team inspector | English History Physical education |

The inspection contractor was:

Nord Anglia School Inspection Services
Anglia House
Carrs Road
Cheadle
Stockport
SK8 2LA

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

| | Page |
|--|-----------|
| PART A: SUMMARY OF THE REPORT | 6 |
| PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS | |
| STANDARDS ACHIEVED BY PUPILS | 8 |
| Standards achieved in areas of learning, subjects and courses | |
| Pupils' attitudes, values and other personal qualities | |
| QUALITY OF EDUCATION PROVIDED BY THE SCHOOL | 11 |
| Teaching and learning | |
| The curriculum | |
| Care, guidance and support | |
| Partnership with parents, other schools and the community | |
| LEADERSHIP AND MANAGEMENT | 17 |
| PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES | 19 |
| AREAS OF LEARNING IN THE FOUNDATION STAGE | |
| SUBJECTS IN KEY STAGES 1 and 2 | |
| PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS | 31 |

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school with very good features. The headteacher provides a very clear direction for improvement and leadership and management are good. The pupils' achieve high standards by Year 6. The quality of teaching and learning is good. The pupils' attitudes and personal development are very good and the school gives good value for money.

The school's main strengths and weaknesses are:

- High standards in English, mathematics and science by time pupils leave school.
- Very good strategic planning based on the excellent vision and high aspirations of the headteacher.
- The pupils' spiritual, moral, social and cultural development is very effective because of the very good ethos for learning.
- Provision for special educational needs is very good.
- Good teaching and learning overall with very good teaching of writing.
- Pupils' investigative and experimental skills in science and mathematics are very good by Year 6.
- Some lessons, particularly in Years 1 and 2, are not challenging and motivating enough and limit opportunities for pupils to apply their knowledge and understanding.

Good improvement has been made since the last inspection in 1999. Standards have risen well. Leadership and management have improved and the school now has very good strategic planning. The management of finances is much better. The resources for learning are now good.

STANDARDS ACHIEVED

Pupils of all abilities achieve well overall. Standards are well above average by Year 6.

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

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

Standards have improved faster than they have nationally for pupils in Year 6. The standards are well above the national average. In 2004, the national test results for English, mathematics and science were in the top 5 per cent in the country. The value added to standards between Year 2 and Year 6 is also in the top 5 per cent. The work seen for the current Year 6 is also well above expected levels. Standards have also improved well by Year 2 in reading, writing and mathematics and are above average in these subjects. They are well above expected levels in writing throughout the school. The children achieve well in the foundation stage (the nursery and reception class). They exceed the early learning goals expected for them in personal, social and emotional development and a significant minority of children exceed expectation in all areas of

learning. Throughout the school pupils make good progress towards the targets set for them. The pupils from minority ethnic backgrounds, including those whose first language is not English, also achieve well. There is no significant difference in the achievement of girls and boys. Pupils make good progress in information and communication technology (ICT).

The pupils' personal, including spiritual, moral, social and cultural, development is very good. A very caring, Christian ethos pervades the school. Pupils are thoughtful and considerate in response to very good opportunities for prayer and reflection. They have a good understanding of their own and other cultures. Attitudes to learning are very good and pupils' behaviour is good. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are good. The teaching of writing is very good throughout the school. Pupils are very well taught to use and apply their skills in mathematics and science in Years 3 to 6. However, the teaching of these skills is satisfactory for Years 1 and 2 as teachers do not challenge pupils robustly enough to use their learning. The children in the foundation stage are taught well. Pupils with special educational needs learn well because very good individual education plans guide their learning. Good procedures for assessment are used well in English and mathematics and very well to support pupils' progress in writing. The curriculum is good and provision for pupils' personal, social, health and citizenship education is very good. The range of extra curricular activities is good and learning is enriched by opportunities to learn a modern foreign language. The care and health and safety for pupils is good and very good guidance and opportunities for pupils to be involved in the life of the school is provided. The school benefits from good links with parents and provides them with very good information on pupils' progress. Links with the community are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides excellent direction for improvement and leads very well by example. This has had a significant impact on raising standards by Year 6. Subject coordinators provide good support overall and their role is developing. However, the school is presently without a deputy headteacher to support the leadership. The governors fulfil their statutory responsibilities well and standards of governance are good. They provide very good financial management.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents are very pleased with the quality of teaching and learning and have no significant concerns.

The pupils are very happy at school and enjoy their learning. They appreciate the involvement they have in the life of the school through the school council.

IMPROVEMENTS NEEDED

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

- Raising the quality of teaching more consistently to that of the best.
- Improve the pupils' skills in investigating and experimenting by Year 2.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils of all abilities achieve well throughout the school. By the time pupils leave school in Year 6 standards are well above average in English, mathematics and science.

Main strengths and weaknesses

- There has been a good improvement to standards by Year 2 and Year 6.
- The children's achievement in personal, social and emotional development is very good in the Foundation Stage.
- Pupils' writing skills are a strength throughout the school.
- Pupils' investigative skills in mathematics and experimental skills are very good by Year 6. They are not as high by Year 2 as they could be.

Commentary

1. Pupils achieve high standards by the end of Year 6. The results of national tests for Year 6 are well above the national average in English, mathematics and science. In comparison with similar schools the results are in the top five per cent in the country. In the 2004 tests, standards in writing were well above average by Year 2 and above average for reading. They were average for mathematics. In the standards seen for the current Year 2 pupils, standards are above expected levels for mathematics overall. The pupils' achievement is good through each stage of the school and there is some evidence to indicate pupils' achievement is given a further boost in Year 6 as a result of initiatives introduced to raise expectations. The trend of improvement in standards is above the national trend. The value added to pupils' standards between Year 2 and Year 6 was in the top 5 per cent in the country in 2003 and 2004. Since his appointment the headteacher has established new procedures to set targets based on pupils' previous attainment and has successfully raised teachers' expectations leading to the improved standards. A high percentage of more able pupils attain the higher levels in national tests because of challenging work in many lessons and good opportunities for pupils to use their skills, particularly in Years 5 and 6. Overall, the achievement in the core subjects of English and mathematics is becoming more consistent across the school.
2. The children achieve well through the Foundation Stage. In their personal, social and emotional development the great majority of children exceed the early learning goals (the level normally expected for their age). In communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development children attain the early learning goals and a significant minority exceed them. The children's attainment prepares them well for their future education and is the outcome of good, often very good teaching in the nursery, and improved curriculum planning.
3. Standards of writing are high throughout the school. The rise in standards, which began in Year 6 and has developed through the school, is the outcome of very well planned opportunities to teach and practise the skills required to write well in many different situations. The close monitoring and regular assessment of pupils' writing

are used very well to ensure very good progress. The pupils write with imagination and creativity. The structure of their writing is good and it is grammatically accurate and spelt well. Pupils write at length and handwriting is very neat by Year 6. Pupils' reading is good throughout the school and by Year 6 standards are well above average. They are fluent and expressive readers with good skills in reading for information.

4. In mathematics, pupils attain very well in their problem-solving and investigation skills. This is particularly evident for the more able pupils in Years 3 to 6. It is a direct result of very good and sometimes excellent teaching which brings the subject to life and provides good opportunities for independence. As with writing, the skills required for problem-solving are taught well. Standards in mathematics are above average by Year 2 and achievement is good, but there is not yet the emphasis given to developing, using and applying mathematical skills.
5. The pupils' experimental skills in science are very good by Year 6. All abilities are observant and systematic in planning and organising an experiment. This is very good achievement from Year 2 where pupils' ability to investigate and experiment are less well developed. There is good practice in teaching pupils investigative skills from Years 3 to 6. Overall standards in science are well above average by Year 6.
6. Pupils make good progress in ICT and skills and application are above average by Year 6. The pupils handle data well and communication skills are good because the teachers' expectations are often high and good use is made of the resources in several lessons.
7. Pupils with special educational needs are very well supported and make good progress in relation to the targets set for them. They achieve well throughout the school and a high proportion attains levels expected for their age by Year 6.
8. Pupils from minority ethnic backgrounds make progress which is as good as their peers. Those for whom English is not their heritage language also achieve well because of the good support given them and the effective assessment procedures. The school monitors their progress carefully and ensures that even if they are no longer receiving specialist support they are maintaining their progress and experiencing no difficulties in learning.
9. The school has had good success in attaining challenging targets by Year 6. The headteacher has developed very effective procedures to set goals for pupils of all ages to achieve and this is continuing to raise standards for all ages. The school is well placed to continue to improve.

Pupils' attitudes, values and other personal qualities

Pupils' attendance is satisfactory and punctuality is good. Pupils' attitudes to learning are very good and they behave well throughout the day. Pupils' spiritual, moral, social and cultural development is very good.

Main strengths and weaknesses

- Pupils have very good attitudes to school life and respond very well to the wide range of extra curricular activities the school provides.

- Relationships between all members of the school community are very good and incidents of bullying and racism are few and far between.
- Behaviour is good throughout the day.
- Pupils are willing and able to take responsibilities in school.
- Pupils' personal development is very good.

Commentary

10. Attendance is satisfactory overall but the figure is below the school's target of 96%. Many pupils have very good levels and some have excellent records but the overall figure is reduced by pupils whose attendance is well below the school's target. The school has very good procedures to encourage good attendance and punctuality and works well with the educational welfare service to support families where a pupil's attendance level gives cause for concern. The level of unauthorised absence is low. The overall attendance figure is significantly reduced by family holidays taken during term, although this is strongly discouraged by the school and the education authority.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 4.7 | School data | 0.4 |
| 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.

11. Pupils' attitudes to school are very good. The very large majority say that they enjoy school. Year 6 pupils say that they are very proud of their school and they have a good sense of ownership and of community. Pupils respond very well to the good climate for learning in class. They show interest and enthusiasm and, when required, they can be trusted to work well on their own with a good level of concentration. In a Year 1 history lesson pupils took part in a demonstration of "wash day" a century ago, using a dolly peg and wash tub with great enthusiasm and effort, so that they had a real taste of the history of everyday life. In a Year 4 lesson pupils worked independently on an analysis of a text, working with exemplary application and concentration and writing with care so that they all made very good progress with their writing and with their understanding of literacy. The school has very good procedures to support any pupil who may be experiencing difficulties with their learning and pupils who have special needs make very good progress with their studies.
12. The children in the Nursery and Reception have very good attitudes and their personal development is very good. They have very good relationships with adults and other children and enthusiasm for their work. They sustain concentration for good lengths of time and develop good levels of independence.
13. From the earliest years, and through the whole school, pupils behave well throughout the day. In the playground they take part in vigorous and quieter games making good use of the resources provided taking a good level of responsibility for their own actions and behaviour. They are very friendly and polite towards visitors to the school and respond well to the school's climate of care and respect for others. Pupils willingly undertake responsibility in the school, in the classroom and for the care of others so that they grow in confidence and develop a good community spirit. They can be trusted to work well on their own, in pairs and in groups and have many opportunities for teamwork.
14. Pupils and staff say that bullying incidents are infrequent and incidents of racism are very few and far between. The school takes any such incident very seriously. During 2003/4 two pupils were excluded temporarily. This year there have been no exclusions. Pupils respond very well to the range of rewards for good work and behaviour and respect the occasional

sanctions. They help to form the rules for behaviour in class and consequently understand and abide by them enabling teaching and learning to take place without interruption. Pupils' good behaviour and the good relationships which exist between all members of the school community make a significant contribution to high levels of achievement and the climate of warmth and friendship in school.

15. Pupils' spiritual, moral, social and cultural development is very good. The pupils' understanding of the multi-cultural nature of Britain today is very good and has improved since the last inspection. A strong ethos of prayer and reflection pervades the school and teachers create many opportunities to develop this in lessons and acts of collective worship. The pupils have rich cultural experiences through art and music. Studies of the local area in history and geography give pupils a good knowledge of their own cultural background. Work in many areas reflects the many different cultural heritages in the school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching and learning are good. The curriculum is broad and balanced and there are good learning opportunities for pupils.

Teaching and learning

The quality of teaching and learning is good. Procedures for assessment and their use are good.

Main strengths and weaknesses

- The skills of writing are very well taught.
- Pupils are very productive and take pride in their work. They often make good use of ICT in their learning.
- Investigative and experimental skills in mathematics and science are taught well in Years 3 to 6.
- The teaching of pupils with special educational needs is good.
- There is very good teaching in the nursery.
- The school is making good use of assessment to make sure work is regularly challenging and marking is often good.

Commentary

Summary of teaching observed during the inspection in 56 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|------|-----------|
| 1 (2%) | 14 (25%) | 26 (46%) | 14 (25%) | 1 (2%) | 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.

16. The teaching has continued to improve well since the last inspection. The development of teaching has been promoted by the initiatives to raise standards at all stages, particularly for Year 6, Year 2 and the Foundation Stage. The headteacher has successfully raised teachers' expectations for meeting challenging targets in English and mathematics and this is influencing teaching across the school. The teaching is good in lessons for all ages although very good lessons were largely observed in the nursery and Years 5 and 6 where there has been the strongest emphasis on raising expectations.
17. The teaching of writing is very effective throughout the school. It is very good overall. Pupils are given a wide range of reasons for writing within the literacy lessons and opportunities to write at length are very good. The skills of writing are clearly identified and assessed so that work is matched accurately to pupils' needs and continuously built upon. Teachers are enthusiastic and have high expectations. They use a variety of teaching methods in literacy lessons to improve pupils' learning skills. Work is well presented and marked with guidance for further improvement.
18. Both boys and girls work very hard. This develops through the school and by Year 6 the pupils are very productive and often write at length and show care and accuracy in diagrams, graphs and charts. This is a direct response to teachers' high expectations and the purposeful ethos throughout the school. Pupils work well

together and there are good examples of cooperative learning. In the best lessons, pupils organise themselves within their groups to support each other in their work by taking different roles such as note taking or reading tasks. Pupils are increasingly using the laptop computers to help them in their learning including research tasks and gathering and organising data for mathematics and science, for example.

19. The teaching in the foundation stage is good. Teaching of personal, social and emotional development is very good. The Nursery is new since the last inspection and the teachers make very good use of the purpose built outdoor provision. The teachers' planning procedures have recently been revised and this has had a positive impact. All staff, including teaching assistants, have very good relationships with the children. They have high expectations for their independence and personal organisation and this has a very good impact on their self-esteem and preparedness for future learning.
20. The teaching of pupils' investigative and experimental skills in mathematics and science is very good in Years 3 to 6. Many lessons have a focus on creating opportunities for pupils to use and apply their skills alongside improving knowledge and understanding. They provide the pupils with a clear framework for organising their ideas and planning and preparing investigations. As a result, the pupils use an accurate and precise vocabulary for conducting experiments and recording their findings and show good levels of independence. Although there are indications that this is developing in Years 1 and 2, particularly Year 2, too many times occur when the worksheets limit the opportunity for pupils to use and apply their knowledge and the challenge for the most able pupils is not high enough.
21. Teaching and learning are good for pupils with special educational needs. Children are identified early and every effort is made to ensure that the appropriate provision is made. Individual education plans are of a good quality and these are implemented well by teachers and special needs support assistants who work in harmony to ensure individual needs are successfully met.
22. The quality of assessment is good. Pupils' progress in English and maths is tracked year by year. Ambitious targets are set for each year group and progress towards meeting these is regularly checked. A strength of the school is the assessment of writing. Pupils have regular opportunities to write at length and the work is carefully marked. Achievement is acknowledged and advice about how to improve is given. Pupils and parents value this information. Careful analysis of pupils' writing has enhanced teachers' subject knowledge and led to very good improvement in standards of writing. Similar arrangements are being planned to improve assessment in reading. Other subject leaders are currently improving their assessment arrangements so that they can check pupils' progress more accurately.
23. The staff are cooperative and open to new ideas and the school is well placed to raise the quality of teaching and learning more consistently to that of the best. The school is very eager to appoint a deputy headteacher who can take a leading role in this aspect and support the headteacher in this.

The curriculum

The curriculum fully meets statutory requirements. The quality of the curriculum is good. Opportunities for enrichment are good. Accommodation is satisfactory and the staffing and resources are good.

Main strengths and weaknesses

- The provision for personal social and health education is very good.
- The support and guidance for pupils with special educational needs is very good.
- Support for learning outside the school day is very good.
- Good resources are used well.

Commentary

24. The school provides a broad curriculum leading to good learning opportunities. The balance of the curriculum is now good. This is a good improvement since the previous inspection. Statutory requirements are met in all subjects of the primary curriculum and Religious Education. In English and mathematics, lessons are planned in accordance with the National Strategies and there are also additional short focused sessions to increase the skills of pupils who need a boost to their learning.
25. The carefully planned additional time devoted to writing is having a good impact on the very good quality of extended writing in the top end of the junior stage. Good opportunities are provided to develop writing skills across other areas of the curriculum. In science a good emphasis is put on investigation, especially in Years 3 to 6. Information and computer technology is used well to promote good achievement in computer skills and also to enhance teaching and learning across a wide range of curriculum areas. History, geography, music, art and design and design technology are receiving an appropriate allocation of time.
26. Provision for children in the Foundation Stage is good. The school is following the guidance in the recommended Early Learning Goals effectively to meet the children's needs and to enable them to achieve well and to make good progress. The balance between teacher-directed activities and opportunities to learn through structured play is good. The increased opportunities for children to develop their investigative skills are having a positive impact on the quality of learning.
27. Provision for pupils for whom English is an additional language is good. Pupils receive good support from their teachers and support assistants to help pupils to acquire and understand the key vocabulary they need in order to take a full part in the school's curriculum.
28. Provision for pupils with special educational needs is very good and fully meets the guidance in the Code of Practice. Pupils follow the same curriculum as other pupils through tasks that are well adapted to their individual needs. Pupils with special educational needs are effectively included in every aspect of the school's life.
29. Provision in the Learning Support Centre is good. Pupils from St Joseph's and neighbouring schools, who have been identified as needing particular support, are taught in small groups. This enables pupils to develop self-esteem and a desire to learn. Learning is enjoyable, challenging and matched particularly to individual needs. Pupils, therefore, make good progress in their individual action plans and return to their mainstream classes with increased confidence.
30. Criteria have been developed to enable teachers to successfully identify higher attaining pupils in order to ensure that all pupils are appropriately challenged.
31. Provision is very good for personal, social, health education and citizenship. These areas of the curriculum are provided through discrete lessons as well as through

subjects of the National curriculum discussions and assemblies. There is a high emphasis on pupils developing respect for others views and feelings.

32. Opportunities for curriculum enrichment and enjoyment are very good. The school is presently in the process of a curriculum review to make the curriculum more stimulating by embracing the principles embodied in the government document *“Excellence and Enjoyment”*. The good range of peripatetic instrumental tuition provides opportunities for those pupils who wish to, to learn to play musical instruments. The curriculum has been further broadened by the inspirational and innovative modern foreign language work. Pupils in Year 4 participate in an exciting and challenging Spanish language programme. There has also been a good introduction to German, French and Urdu lessons were provided for Year 6. The extensive range of lunchtime and after school clubs and activities, including an orienteering club and a chess club, enable pupils to further develop their mental and physical agility. The homework support sessions, which are held after school on two evenings a week for junior aged pupils, promote good achievement. Participation in competitive and non-competitive sport is good. The involvement of visiting artists and professional drama groups, including one that provided themed history days, further enrich the curriculum. A residential course in the Yorkshire Dales and the good curriculum links with secondary schools, develop self confidence, broaden knowledge and prepare pupils well for the next stage of their education.
33. The retention of teachers in the school is good and there are sufficient well-qualified teachers in the school to ensure effective delivery across all aspects of the curriculum. However, the school currently has difficulty in recruiting a new deputy headteacher which places an additional burden on the headteacher and, potentially, inhibits future development.
34. The match of support staff to the curriculum is very good. The number of well trained classroom assistants afford very good support particularly to lower attaining pupils and those with special educational needs. Accommodation is satisfactory overall and available space is used imaginatively. Resources are satisfactory in geography and music and good in all other subjects. All classrooms are equipped with inter-active white boards and these are generally used well to support learning.

Care, guidance and support

The school provides well for pupils’ care, welfare, health and safety. All pupils have very good support based on careful monitoring of their academic and personal progress. The school provides very well for any pupil’s specific needs. The school has very good procedures to involve pupils in their own education and take account of their views on aspects of school life.

Main strengths and weaknesses

- The school has gained the Healthy Schools award.
- Support and advice based on monitoring of pupils’ personal and academic development are very good.
- Teachers and support staff provide very well for any pupil’s specific needs.
- The school respects pupils’ views, gives them opportunities to voice their opinions and enables them to take part in decisions affecting the school.

- All staff are vigilant for the safety of pupils at all times, on and off the premises, but the governing body does not monitor the school's premises regularly.
- The system of providing learning mentors works very effectively.

Commentary

35. Staff and pupils are all aware of safe procedures in school and on visits. Supervision in the playground is good. The school provides well for pupils' recreation times and is careful to allocate space and provide equipment so that pupils have opportunities for all kinds of active games including skipping, climbing, balancing, ball skills and teams sports. Pupils have the opportunity, in music lessons, to learn a range of singing and action games, which they can enjoy in the playground. The playground seats, adjacent to attractive plantings of flowers, provide a very good opportunity for conversation and social time so that breaks and lunchtime are pleasant, social occasions. Trained first aiders attend to any accidents. However, the governing body does not take an active role in monitoring safety in school.
36. The school has very good procedures to provide for any pupil's individual specific needs, working closely with parents and with specialist agencies. Every pupil is included in all the activities the school has to offer and all have very good support and, if necessary, expert guidance for any specific areas of development. All staff are aware of the school's child protection policy and know what to do if they have any concerns for a pupil's safety and well-being. The school provides every pupil with a happy start to school life. Staff from nursery and reception classes make individual home visits and provide very helpful information for parents on how to help their child settle into school and how to support their child's education at home.
37. Procedures to monitor pupils' academic progress and personal growth are very good. Teachers know their pupils well and assess their progress continuously. Every term, staff and pupils revise individual academic targets, which are recorded in target booklets and shared with parents. Pupils therefore have clear ideas of their goals and work hard to achieve them. Pupils' personal development is supported and monitored very well in class and during specific sessions, such as talking time and circle time, when pupils are encouraged to talk about issues which concern them and discuss any shared difficulties.
38. Good arrangements are made for the support of children with special educational needs. The special needs support assistants employed by the school have attended appropriate training to enable them to provide very good support. They know the pupils well and maintain regular contact with parents. If there is need for intervention from an outside agency the coordinator for special educational needs ensures that the appropriate arrangements are made. This cooperative approach to meeting pupils' special needs is a positive feature of the school's provision.
39. The learning mentors play a highly valued part in pupils' personal and academic progress. They are very effective in their aim to remove barriers to learning. Working very closely with teachers, they monitor pupils' attendance, talk with pupils individually and in groups, liaise with outside agencies and help with any friendship problems. They support learning in class and provide a breakfast club and a very wide range of extra curricular activities including support for transition to secondary school. They are accessible every day to any pupil and make an important and effective contribution to pupils' confidence and feelings of security. The school has a

good procedure to use a child care provider to extend additional daily care for a number of pupils, before and after school.

40. The school council works well and meets fortnightly. Pupils can discuss any topic and they have been included in the selection procedure for a deputy head for the school. They have taken good initiative in fundraising, have contributed ideas to the school's policies and organisation and they are in regular touch with all pupils. Pupils are included very well in procedures to set their own individual academic targets and they have frequent opportunities to give their views during PSHCE lessons and at form tutor time. They can always confide in a member of staff, and in a learning mentor, if they have any difficulties or concerns in school. Pupils in Year 6 say that they are welcome to attend the parents' evenings to discuss their progress with their parents and teachers. Overall, procedures to involve pupils in their own education and in the organisation of the school are very good.

Partnership with parents, other schools and the community

The school has good procedures to work in partnership with parents, the community and other schools and educational institutions. The information for parents is very good. Links with the secondary school, and with other primary schools are good. Links with the parish are very good and the school has good links with the community overall.

Main strengths and weaknesses

- Procedures to work together with parents and carers to provide for pupils' specific needs are very good.
- Information for parents about their children's progress and targets for improvement are very good.
- The school has good procedures and plans to involve parents in their children's education.
- Links with the secondary language college provide pupils with good opportunities to start to learn other languages.
- Close links with the parish enrich the pupils' education, community spirit and personal development.

Commentary

41. Parents are very pleased with the quality of teaching and leadership in school and with the way their children are introduced to school, their progress and their enjoyment of school life. The large majority of parents say that their children are happy, secure and behave well. A very few parents have concerns about bullying but inspectors found that the school has very good procedures to counter any form of harassment and responds very well to parents' concerns. The school provides parents with a good level of information about the school and their children's progress. Inspectors agree with the parents who would like more advance information about the topics and curriculum their children will be studying in both key stages.
42. Reports, provided at the end of the year, give a very good account of pupils' progress in the core subjects of English, maths and science. They give parents an account of what they have studied in all other subjects but do not always tell parents how well their children have worked and, if necessary, what they need to do to

improve their work. Parents can attend termly consultation evenings and receive a written report on their child's progress in English, maths and science and targets for the future. Parents' views are sought regularly during consultation evenings and the school invites parents to respond to their child's report at the end of the year. Parents' views are very well represented on the governing body.

43. The quality of information provided for parents of pupils with special educational needs is good. Parents are kept well informed about the concerns of the school. Teachers' initial concerns are followed up by the special needs coordinator who contacts parents and appropriate agencies. Parents are encouraged to meet with teachers regularly to discuss progress. They are asked to contribute to reviews and the decisions made regarding the targets set.
44. Several parents help in school and parents contribute generously to pupils' fund raising events and to events organised by the school and parish. The majority of parents support their children's independent learning and study skills at home and homework makes a significant contribution to pupils' good achievement. Parents have attended sessions on helping with reading. The school, and local college of further education, have good plans to provide courses for parents to take place in school during the next school year. Parents of children in the Nursery have very good opportunities to take part in their children's learning and social development. They meet staff at home early in the year and have a very useful booklet on how to help their child with the six areas of learning in the Foundation Stage.
45. Links with the church and parish contribute well to the family feeling in school. Members of the parish help in school and the school's fundraising is assisted by local businesses and commerce. The school has very good links with a range of support agencies and representatives from the police and fire services have extended pupils' knowledge of the part played by essential services in the community. Governors provide useful expertise and links with the community.
46. The school has good links with the Catholic secondary school. Pupils have benefited from good opportunities to begin to learn several modern languages and have formed a partnership with local Catholic schools. Pupils from a local special school have attended special school events and the Learning Support Centre serves a cluster of local schools. Sporting events take pupils to other schools and venues. Placements for students on teacher training and other courses benefit the students and provide pupils with extra help and support in class. The local college of further education has good plans to provide courses for parents in school. The school intends to communicate regularly with parents, friends and members of the community friends via a website.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership of the headteacher is excellent. The governing body is good and financial management is very good. The governors fulfil their statutory responsibilities well.

Main strengths and weaknesses

- The clarity of vision of the headteacher and excellent drive to raise standards has a very good impact on provision.
- The leadership and management of special educational needs are very good.

- The school has very successfully turned round its financial situation because of the robust management and strategic planning by the headteacher and governors.
- The school is experiencing difficulties in appointing a deputy headteacher.

Commentary

47. The headteacher has an excellent and challenging vision for educational development, which is driving up standards. Since his appointment after the last inspection he has taken the lead in raising teachers' expectations and improving the quality of teaching and learning. This has led to a good rise in standards to consistently high standards at Year 6. The impact of the improvements is also bringing up standards by Year 2 and the Foundations Stage. Through a robust and challenging targeting systems based on national test results and other test data, the headteacher sets standards for every class to attain. These are supported by thorough and well structured planning. The monitoring of the impact of these initiatives is very good and used in school improvement planning. The headteacher was supported in this work by the deputy headteacher, but since she left on promotion the school has had difficulty in finding a suitable replacement.
48. The subject coordinators manage their subjects well and the leadership of English is very good. Successful processes to monitor and evaluate provision are in place. The analysis of standards is led by practice in English and mathematics, but is developing effectively in other subjects. The professional development of teachers and non-teaching staff is good and is clearly linked to the drive to raise standards and expectations. The performance management of teachers is very well used to meet the targets of school improvement planning and to support the continuous professional development of staff. All staff contribute to school improvement planning which is purposeful and focused. There are clear success criteria and responsibilities identified. The process is accurately matched to budget priorities and timescales are realistic so that staff are not over burdened. All priorities are supported by systems to monitor and evaluate their progress. This is a very good improvement from the last inspection and lays a very firm foundation for the future. The school makes a good contribution to the training of new teachers.

Financial information for the year April 2004 to March 2005

Financial information for the year April 2004 to March 2005

| Income and expenditure (£) | | Balances (£) | |
|----------------------------|-----------|-------------------------------------|---------|
| Total income | 1,408,124 | Balance from previous year | 143,192 |
| Total expenditure | 1,291,960 | Balance carried forward to the next | 116,164 |
| Expenditure per pupil | 2,692 | | |

49. Financial management is very good. The head teacher and governing body exercise tight control over procedures and spending to ensure that the school obtains best value for money. The finance committee is well served by governors active in the field of finance who meet to review budgetary spending every half term. The concerns about the school's budget reported at the time of the last inspection, as well as issues from the most recent audit, have been fully addressed and resolved. The use of the carry forward from the previous year, which is above the recommended amount, is fully and appropriately accounted for. The governors have

many strengths in their systematic support and monitoring of the school and they are good overall. This is an improvement since the last inspection.

50. Leadership of special educational needs is very good. The coordinator works closely with the headteacher and governors to ensure that pupils receive very good quality provision. Detailed tracking processes are in place to ensure that support is well matched to the priorities for the pupils. The outcomes are that a significant proportion of pupils exceed expectations and meet standards expected for their age by Year 6.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision in the Nursery and the two reception classes is good. The manager of the Foundation Stage provides good leadership. Teachers, nursery nurses and special needs assistants work together as an effective team, enabling children to achieve well.

Since the last inspection, the new purpose built Nursery has provided additional space for a wider range of activities and the development of the outdoor area has enabled a rich stimulating and effective environment for learning. Plans to improve facilities for the reception aged pupils are in an advanced stage of development. Teachers' planning for children in the Nursery and reception classes has been thoroughly revised. Teachers and support staff have received advice and training which has successfully upgraded their knowledge of how to teach children of this age. The curriculum covers all the recommended areas of learning. Teaching and learning are good overall and as a result children make good progress and achieve well. A very good programme involving home visits and meetings in school with parents enables children to settle in to school with ease.

When children first enter the school, attainment is broadly average. However, a significant minority of children have poorly developed listening and speaking skills. In the Nursery and the reception classes the provision of opportunities for children to speak to other children and adults is a priority and as a result children make good progress in their communication skills. In all lessons observed the children with special educational needs and children for whom English is a second language are very well supported and as a result achieve well.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well.
- Children are encouraged to grow in independence and develop positive attitudes to learning.
- The religious education programme promotes spiritual development effectively and increases knowledge of Christianity and other faiths.

Commentary

51. Teaching and learning are very good. Children achieve very well and exceed the early learning goals. Relationships are very good. All members of staff have high expectations of behaviour and encourage children to make choices and ask questions for themselves. As a result, children grow in self-esteem and are eager and confident to try new activities. Opportunities for children to work alone and also in small and large groups are very well planned. Because teachers and teaching assistants teach skills of co-operation as they introduce activities, children work and play well together. Routines are securely established and many opportunities are provided for children to take responsibility. Children with special educational needs receive encouragement and reassurance. This builds their self-esteem and confidence to participate in all activities. The content of religious education and

assemblies is thoughtfully planned to enable children to develop respect for their own beliefs and for those of others.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve well.
- Listening and speaking are incorporated into every aspect area of learning.
- A carefully structured approach to teaching effectively promotes early reading and writing skills.
- The very good support of nursery nurses and parents successfully supports the development of reading and handwriting.

Commentary

52. Teaching and learning are good and lead to good achievement. Almost all children are on course to achieve the early learning goals and a significant minority to exceed these. Information from on-going assessment is used effectively to ensure that children are appropriately challenged. Planning for development of speaking and listening skills is incorporated well in every aspect of learning and, therefore, children listen attentively for sustained periods of time. The great majority speak clearly and actively participate in discussion with friends and adults. Letters and their sounds are taught thoroughly. When sharing books, teaching staff and volunteers read with good expression. Children follow the text in their individual readers and show good understanding of the new vocabulary that is introduced. Higher attaining children read fluently from simple texts and are able to write basic sentences. The small number of children who are not yet at this level and those with special educational needs, receive good quality additional adult help in reading and in the correct formation of letters to enable them to achieve well. There are good opportunities for dramatisation in Christmas celebrations. During play in the cafe and chip shop, reception aged children enjoy writing menus and orders. Parental support is effectively enlisted in helping children to learn to read. Individual diaries are sent home daily and provide supportive advice and on-going dialogue with parents.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children achieve well.
- Teachers use their knowledge of the subject and of the needs of young children to plan interesting and stimulating practical tasks.
- Number games are used to very good effect to bring enjoyment and enhance learning.
- Unplanned opportunities to consolidate skills are wisely taken across the curriculum.

Commentary

53. Teaching and learning are good. Achievement is good. Children are on course to achieve, and a significant minority to exceed, the early learning goals by the end of the Reception year. The reason is the carefully planned opportunities for children to count, sort, match and sequence numbers, children, therefore, make good increases in their mathematical language and in the development of their mathematical skills. The classroom environment is organised attractively with displays, which effectively encourage children to be active in their learning. In the Nursery songs such as 10 currant buns in the bakers shop motivate children to confidently count to 10. Average attaining Reception children correctly identify two more or one less and when using a programmable toy predict and estimate the distance the roamer will move as a result of their instructions. In all the activities provided, staff skilfully intervene to develop children's thinking through appropriate questions such as what comes next and how did you work out that missing number?

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A wide variety of activities for children promotes development of knowledge and understanding in all areas of the curriculum.
- Children are motivated to experiment and to ask questions about how things work.
- Good opportunities are provided to learn ICT skills.

Commentary

54. Teaching and learning are good. Children achieve well and are on course to achieve the early learning goals. Walks in the locality, including a visit to a restaurant, and a good range of visitors to the school successfully enrich children's knowledge and understanding of the world beyond the classroom. In Reception children are encouraged to investigate why things happen and how things work such as how to make an owl puppet that will open and close its eyes. Nursery children learn from watching and discussing the growth of the runner beans that they have planted. Celebration of Christmas, participation in the drama production and also a party organised by parents involving food tasting, traditional costumes and cultural music increased children's knowledge of their own and other faiths and cultures. Children are becoming confident in the use of computers. In reception classes children proficiently use the mouse to drag and click on screen.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The Nursery has a secure play area and is a well-resourced learning environment.
- Throughout the Foundation Stage children are taught to do things safely.
- Skilful questioning encourages children to talk about the movements they perform.
- Very good use of praise and encouragement enables children to become confident in performance.

Commentary

55. Teaching and learning is good overall. Children are on course to achieve the early learning goals. In the Nursery the improvements to the outside accommodation have enabled children to ride tricycles, balance, climb and jump in a safe fenced off area. Their achievement is good. The plans are at an advanced stage to enable reception children to have wider physical experiences. At the moment they make the most of facilities available to them, sometimes sharing resources with the nursery and at other times using the school hall. During physical education, teachers ensure that children warm up their bodies in preparation for vigorous activity. Children move energetically to reflect animals in the jungle. There is a good emphasis on enjoyment and expression of their imaginative ideas in this lesson. Achievement is satisfactory. This is because there is not sufficient development of physical control and skills.

CREATIVE DEVELOPMENT

Provision in the Nursery is very good. There was not enough opportunity to observe creative development in the reception classes. Judgements are, therefore, made on one short music session, incidental creative activities, analysis of earlier work and the teachers planning.

Main strengths and weaknesses

- Children are given good opportunities to develop their own ideas and make things on their own.
- Children use their imagination in role play.
- The organisation of the resources in the limited reception classroom space, means that at times the quality of learning is not as good as it should be.

56. Nursery aged children, make good progress, achieve well and are on course to achieve the early learning goals. Overall teaching is good. A good range of activities and resources are provided to promote development of creative skills. The nursery nurses, who act as very good role models, work alongside the children extending their language and creative skills. In Reception, a very good balance exists between teaching skills and enabling children to develop their own ideas, for example, when painting, using play dough and playing with the dressing up clothes. All members of staff in Nursery and Reception constantly talk to children about their work, quietly providing encouragement and support where it is required. Reception children joined in singing songs and hymns with satisfactory attention to rhythm. When acting out '*The Enormous Turnip*' song they were restricted in their movements and participation in playing instruments, through the lack of classroom space. In both settings children are given good opportunity to develop their own ideas through acting out situations and dressing up. Children are encouraged to make things on their own, for example, their models of fish. These reflect children's individual ideas and indicate satisfactory progress in the development of their designing, cutting and sticking skills. Their weaving, which is attractively displayed is of a good standard and indicates that almost all reception aged children are on course to achieve the early learning goals.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- By the end of Year 6, standards in reading and writing are well above average.
- The quality of assessment of writing is very good and provides a model for the planned improvement of assessment in reading.
- Pupil/teacher relationships are very good and the classroom ethos is conducive to good learning and achievement.
- Pupils take a pride in their work and their handwriting is good.

Commentary

57. Achievement in English is good overall. By the end of Year 2, standards are above national expectations in reading and writing. By the end of Year 6 standards are well above national expectations in reading and writing. This represents very good progress in writing since the last inspection when standards were judged to be satisfactory. Teaching and learning are very good overall. Teacher/pupil relationships are very good and there is a purposeful atmosphere in lessons. In the best lessons teachers use a variety of teaching methods. They provide challenging activities, maintain a brisk pace and have high expectations of the pupils. Lower attaining pupils make good progress because of the carefully planned support by teaching assistants. Pupils whose first language is not English are fully integrated into lessons and do not require any more support than other pupils.
58. Good progress is made in the development of speaking and listening skills and pupils speak enthusiastically and articulately about their work. Pupils listen thoughtfully to each other in class and are given time by their teachers to give extended answers to questions. Much discussion takes place in preparation for writing activities and this has helped to promote very good progress in writing. In Year 2 pupils play with words to create tongue twisters and limericks and in Years 4 and 5 pupils discuss stories from different cultures before writing their own stories in the same style. In Year 6, pupils regularly analyse, in detail, the texts they are reading.
59. The high quality of assessment provides another reason for the very good improvement in standards in writing. Pupils are given frequent opportunities to write at length on a variety of subjects, particularly stories, and this work is carefully marked and graded. Pupils are given clear guidance about their achievements and what they have to do to improve. This support enables pupils to write well structured, imaginative pieces of work. They write neatly with careful handwriting and good spelling and punctuation. Information about the pupils' progress in writing is shared with parents via a very good 'targets booklet' which they receive at the end of each term. Pupils in Year 6 spoke about the guidance they are given by their teachers and said that they enjoy English so much because, "the teachers give us interesting things to do and they tell us how we can get better."
60. Standards of reading are above national expectations in Year 2 and well above in Year 6. Pupils read with enthusiasm and expression. They were able to talk about the plot of stories, describe the characters and express views about the content of the stories. Teachers teach reading in their literacy lessons and make very good use of a number of trained volunteers from the "Better Reading" scheme. These volunteers undertake 'guided reading' activities with all the pupils and listen to individual readers focussing on lower attaining pupils. Pupils in Years 3 to 6 read and discuss a wide range of texts and make very good progress in their reading. In Year 6, pupils speak enthusiastically about their reading saying that their teachers encourage them to read for pleasure and as a means of improving their writing. Book resources in the classrooms are plentiful, varied and regularly changed.
61. The subject is well led and managed by the co-ordinator and the head teacher who has led the drive for improved standards.

Literacy across the curriculum

62. Standards of literacy are above expected levels throughout the school. In science, pupils write effective accounts of the experiments they undertake and in mathematics, pupils are frequently required to explain their mathematical thinking. In all subjects there are lots of opportunities for pupils to develop their reading, speaking and listening skills. Subject leaders are keen to develop pupil's skills, which are specific to their subject.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Good teaching results in pupils attaining results well above the national average at the end of Year 6.
- Pupils are well motivated and hard working and achieve well during their time in the school.
- Pupils do not know what they must do to improve their work.
- Information and communication technology is used well to support teaching and resources in general are good.

Commentary

63. Pupils' attainment at the end of Year 6 is well above the national average with more pupils attaining higher levels in national tests than is usual. At the end of Year 2, pupils are already attaining well and the trend over the last three years has been above the national average. The achievement of all pupils, including those with special educational needs or those for whom English is not their heritage language, is good in Years 1 and 2 and very good in Years 3 to 6.
64. The quality of teaching and learning in two thirds of lessons was good or better and one excellent lesson was seen.

It is difficult to imagine a lesson about the cost of batteries being exciting. In the hands of an experienced and talented teacher, however, an able set of Year 5 pupils enthused over the demanding tasks they were set. The lesson opened at a very brisk pace with a series of challenging questions. As pupils answered, they were asked to clarify vocabulary and explain the strategies they had used. The final challenge was for pupils to spend exactly £20 on a range of differently priced batteries buying as many as possible. She screened a table to help solve the problem and asked pupils if and how this might help. Pupils were elated as they discovered its use and arrived at a solution.

65. Teachers' mathematical knowledge is good; planning for lessons comprehensive and the pace of delivery brisk ensuring pupils' interest is maintained. Teachers have good relationships with their pupils that enable them to question effectively and create a secure learning environment. Teachers' expectations of pupils are usually high and activities suitably challenging. Most pupils benefit from being grouped by ability and a contributory factor to one lesson being deemed unsatisfactory was inappropriate challenge for the less able as a result of the learning objectives being unclear.
66. Resources to support teaching are good as funding is made available when need is identified. Interactive white boards are used well to illustrate concepts during class teaching. Classroom assistants work with individual pupils during lessons sometimes using mathematical programs on class based computers. As a result, pupils are well motivated and work hard in lessons.
67. Although pupils know the level towards which they are working, they have no understanding of the skills they need to master to achieve it and rely on teachers informing them when they have done so. Teachers mark work conscientiously and often include affirming comments to encourage pupils. Fewer teachers add comments that would tell pupils how work could be improved. Pupils are taught the importance of presenting work neatly.
68. The head teacher is acting as subject leader during the maternity leave of the post holder. He confirmed that she is released from teaching to observe mathematics being taught and scrutinise planning for lessons and pupils' work. She is regularly involved in analysing data from tests.

Mathematic across the curriculum

69. Teachers provide a satisfactory range of opportunities for pupils to use and develop their mathematical skills in other subjects. For example, they make effective use of

tables, charts and graphs to show results in science, geography and design and technology and time lines in history.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are well above average by Year 6.
- Pupils' skills in planning and organising experiments are very good by the time they leave school.
- The challenge to pupils in Years 1 and 2 is sometimes limited by the activities used.

Commentary

70. Standards are well above average by Year 6. Since the last inspection improvement has been good. Standards are average by Year 2. The pupils' achievement is satisfactory in Years 1 and 2 and very good from Years 3 to 6. The quality of teaching and learning is satisfactory in Years 1 and 2 and good overall in Years 3 to 6. It is very good for Years 5 and 6. By Year 6, the vast majority of pupils attain at least the levels expected for their age and a high proportion attain higher levels. Pupils with special educational needs achieve well with many pupils reaching the levels expected for their age. The pupils from minority ethnic backgrounds, including those whose first language is not English, make progress similar to their peers.
71. The pupils' investigative skills are very well developed by Year 6. This is because they are systematically and imaginatively taught and the teachers have high expectations for their use. The work is supported by good progress in knowledge and understanding through the school. Pupils' knowledge and understanding is at least at expected levels by Year 2 and well above by Year 6. The pupils identify the questions that they want to investigate and organise them as an experiment. They then plan the best ways to answer the questions ensuring that the tests are fair and they can verify the results. Pupils of all abilities understand how to control the variables to make their tests fair. They understand the value of making predictions and presenting an hypothesis based on secure findings. The most able pupils demonstrate a particularly good scientific knowledge to justify their hypothesis and all pupils use an accurate scientific vocabulary. They use a good range of measures, such as 'Newtons', with accuracy. The pupils select the most appropriate methods for recording their findings and this often includes good use of data handling ICT through spreadsheets and they also communicate their ideas with multi media presentations, word processing and desk top publishing. The teachers plan lessons very well so that pupils are given a good framework to work from and gradually make more decisions of their own within the framework. In the lessons seen in Years 3 to 6 a strong emphasis was put on investigation. Teachers have very high expectations for presentation and care and in the best lessons, work is marked well with good guidance for pupils to develop their scientific understanding.
72. The teaching in Years 1 and 2, which is satisfactory overall, is not as challenging to all abilities as those for older pupils. This is also evident in the work scrutinised during the inspection. The curriculum for these pupils is broad and they make suitable progress in developing their scientific knowledge across all aspects of the

subject. However, the lessons do not have as clear a structure for developing early investigation skills and expectations are not always high enough. For example, when considering seed formation in fruits and plants, the pupils do not make many very detailed observations and do not record these in significant detail. There is not a clear structure to identify how skills should develop at this stage and resources such as worksheets do not present enough challenge particularly for the most able. Pupils have positive attitudes but are not as curious as they could be.

73. The subject is led and managed well. There is an appropriate action plan to raise expectations and the subject is resourced well. Teachers use ICT well in their teaching and this often inspires the pupils such as in their work on soil erosion in Year 3. The pupils make some use of computers for data handling and recording, particularly in Year 6. The school has recently introduced interactive programs to develop pupils' experimental skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils make good progress in data handling and communication.
- The pupils basic skills are good throughout the school.
- Resources are good and used well.

Commentary

74. Pupils of all abilities achieve well. Standards are in line with expected levels by Year 2 and above by Year 6. Pupils with special educational needs achieve well and the majority attain the levels normally expected for their age. The quality of teaching and learning is good.
75. The teachers often have high expectations for pupils' application of the skills they have learned and activities are well planned to challenge all abilities. Teaching assistants work well with pupils with special educational needs to further their skills in using ICT in data handling and control technology. The pupils make good progress in communication skills and by Years 5 and 6 they make and use good quality multi-media presentations incorporating selective information from the Internet, audio and video. Pupils know how to send emails. They achieve well in preparing and using spreadsheets. This is a direct result of very good resources prepared by the teachers and high expectations. The pupils understand that the spreadsheets can handle more than one function at a time and are an efficient way of storing and organising information. The pupils are very good at explaining what they plan to do and how they will use the technology to do this. In handling data and communication a significant proportion of pupils are working at higher levels than those normally seen for their age by Year 6.
76. The school makes good use of its available resources. Computers are in every classroom and sets of laptops are used throughout school. The school is currently establishing the former library as a multi-media resources centre. The pupils have good basic skills. They quickly log on and access the Internet for example and by Year 2 need little support to do so. Pupils have a good understanding of the

appropriateness of different Internet sites in helping them to research for studies in many subjects and recognise that not all sites are equally useful. By Year 6, pupils store and organise their own work. They very quickly set up the laptops and access the programs they want which makes them a useful tool for learning. The school is introducing a new scheme to teach pupils keyboard skills so that they may become more efficient at an earlier stage.

77. The pupils' work is organised well and they keep detailed records of their experiences helping them to recall earlier work. The teacher makes the purpose of the lesson very clear to the pupils and then assesses their achievement against this during the lesson. The leadership and management are good. The subject coordinator is enthusiastic and supports colleagues well. The resources are good and improving and the staff are well trained.

Information and communication technology across the curriculum

78. This is satisfactory and improving. The pupils have a good awareness of the potential of computers to support learning and make good use of research capabilities of the Internet in humanities. They use their control and modelling skills in design and technology in planning a room in Year 5. Good use is made of data handling by pupils in science in Year 6 and the pupils are analytical in their use of graphs and charts.

HUMANITIES

79. Only one lesson was observed in **geography** so it is not possible to make an overall judgement on provision. Evidence from a scrutiny of pupils' work showed that standards are in line with national expectations in Years 1 to 4 and are above this in Years 5 and 6. Pupils take a pride in their work, which is well presented. Good links are made with literacy, as older pupils are encouraged to record their work as accounts in their own words. Resources to support teaching were criticised at the time of the last inspection. These have been significantly improved and are now satisfactory. The enthusiastic and positive co-ordinator provides positive leadership.
80. Insufficient lessons were seen to make a judgement about the overall quality of provision in **history**. However inspection evidence confirms that the history curriculum is very well covered and that teachers focus on the development of skills which are specifically related to history. In Year 1 teachers make very good use of artefacts e.g. a dolly tub and flat iron, to teach the children about 'wash day' long ago. Year 2 pupils interpret photographs to learn about seaside holidays in the past. Year 3 pupils study simple accounts of Viking raids and learn to distinguish fact from opinion. Maps are used by pupils in Year 5 to study how Keighley changed in Victorian times. Pupils in Year 6 talk enthusiastically about the people they interviewed when they were learning about changes between 1950 and 2000. Time lines are used in three of the above topics. In the lessons observed, teaching and learning were good overall and standards were above national expectations. The children enjoyed their lessons which made a very good contribution to the development of their speaking and listening skills. The three lessons observed and the comments of Year 6 pupils confirm that resources – artefacts, photographs, book collections, the internet, videos – are well used to enliven lessons. Visitors and visits such as the Year 5 visit to Beamish museum and the Year 3 'Roman Day' also enrich the curriculum.
81. The subject is well led and managed by the enthusiastic co-ordinator. She monitors coverage of the curriculum and manages resources well. Her priorities now are to review the content of the history curriculum and to improve assessment of the subject so that teachers can better check children's progress year by year. The limited evidence outlined above suggests that there has been good progress since the last inspection when provision for history was found to be satisfactory overall.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

82. Insufficient lessons were observed to make judgements about the school's provision for **physical education**. However, other inspection evidence shows that coverage of the curriculum is good. In Year 2 pupils were observed practising under and over-arm throwing and catching skills. In a Year 6 lesson pupils showed clear progression in these skills and were practising long distance throwing and catching. These abilities were put to good use in a class rounders match, which the children thoroughly enjoyed. Year 3 pupils were observed performing simple sequences of movements on benches and mats. Year 5 pupils practise passing, dribbling and shooting skills, in hockey, in groups of three. Year 5 pupils have a swimming lesson each week and almost all have reached the minimum standard. Many of the pupils have taken a course in personal survival skills.

83. In the lessons seen, teaching and learning was good overall and standards and achievement were in line with national expectations. Lessons are well planned and pupils listen very well to instructions and advice from their teachers.
84. Pupils, particularly in Years 5 and 6, have many opportunities to be involved in sporting events. Many of these are taken by the subject leader. The subject is well led and managed and the co-ordinator has plans, with the Holy Family School Partnership, to update lesson plans and to develop arrangements for assessment. Indoor and outdoor resources are good and the staff are looking forward to making good use of the grassed area which has recently been fenced and made safe for use. A permanent orienteering course is to be set up in the school grounds and the Year 4 residential visit is to be reinstated.
85. At the time of the last inspection, standards and teaching were judged to be unsatisfactory. There is enough evidence from this inspection to indicate that very good progress has been made since then.

Art and design

Provision for art and design is **satisfactory**.

Main strengths and weaknesses

- Use of ICT as a teaching tool is good.
- Good opportunities for pupils to evaluate their work.
- Insufficient development of drawing skills.

Commentary

86. The portfolios of work provided for analysis contained too few samples. There has been some work of satisfactory standards in the infant stage in weaving, self-portraits and the production of simple clay tiles and in the junior stage in repeat patterns and borders. Work in sketchbooks shows little evidence of the development of drawing skills as pupils move through the school. The school has benefited from an artist visiting school and this has resulted in a better understanding of three-dimensional work. This initiative has also increased cultural development, for example, knowledge of Aboriginal symbols.
87. Since the previous inspection the development of cultural knowledge has been satisfactory. Teachers provide opportunities for pupils to learn about the work of famous artists. In a Year 4 lesson, the teacher provided satisfactory resources for pupils to consider the style of Paul Klee and as a result pupils layered geometric shapes of different coloured and textured paper. They worked with enjoyment and produced colourful pictures. In Year 5 a power point presentation was well used to increase pupils' knowledge of how textiles have been used to tell stories through the ages. The teacher's good knowledge was effectively imparted to the pupils. High quality discussion about how quilts portrayed events and feelings in World War 2, how they were used to pass messages in the times of American slavery and also to record the tragedy of the twin towers, inspired pupils to consider how they were going to approach designing and making a class quilt to tell the story of Victorian inventions. Discussion with pupils shows that they have had good opportunity to evaluate their work and identify areas for development. In year 6 pupils have made

hats animated by their visit to the theatre and study of the *'Mad Hatters Tea Party'*. This work is of a satisfactory standard and demonstrates pupils' individuality in design.

88. The subject leader has satisfactorily evaluated teaching and learning and has identified the areas for development, but the impact of this on raising standards in teaching and learning and pupils' achievement has yet to be realised.

DESIGN AND TECHNOLOGY

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

Main strengths and weaknesses

- Pupils make good progress and achieve well.
- Teachers plan activities that extend pupils' knowledge skills and understanding when they are designing and making products.
- Pupils effectively evaluate the outcomes of their investigations designs and products identifying what works and doesn't.

Commentary

89. There have been several good improvements since the previous inspection.
90. Standards by the age of seven are satisfactory and by eleven are above those usually expected. Pupils make good progress and achieve well. The quality of teaching and learning has improved, resources have improved and rigorous tracking of progress ensures pupils are developing appropriate designing and making skills.
91. Year 2 pupils confidently use a simple paper pattern to cut shapes. They investigate different ways of joining fabric together, evaluate their work and communicate their findings. Higher attaining children are quick to make decisions based on these. Year 3 plan how their moving monster will look when finished. They show satisfactory knowledge of how they will make it move. Year 6 pupils measure, mark and cut wood with good precision. Lower attaining pupils successfully construct a cuboid house. Pupils' designs of fairground rides showed good attention to detail.
92. Teaching is good overall. Pupils are successfully motivated and are taught specific relevant skills. Good attention is given to the teaching of making skills and the associated safety aspects. Pupils were encouraged to generate and develop their own ideas. Appropriate technical vocabulary was used and explained well. Special needs support assistants worked closely with pupils who have special educational needs to enable them to be fully included and there was good quality support available for pupils with English as an additional language to ensure they understood the technical terms.
93. The leader for the subject has completed rigorous evaluation of teaching and learning throughout the school. She has been on a number of courses to gain skills in construction and assembly techniques and this has helped raise standards in teaching and learning and the achievement of pupils.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Standards have risen since the time of the last inspection.
- Pupils are encouraged to learn to play an instrument.
- Music makes a good contribution to pupils' spiritual and cultural development.
- Pupils have positive attitudes to the subject.
- Subject leadership and management are good and helping to raise standards.

Commentary

94. The many criticisms made at the time of the last inspection have been addressed and as a result, standards have risen and are now similar to those found in most schools. Most pupils, including those with special educational needs or those for whom English is not their heritage language, now make satisfactory progress during their time in the school.
95. The school has addressed the issue of non-musicians teaching the subject by introducing a course designed for people with no specialist skills to teach. This is working well and some good teaching was seen during the inspection. All classes also enjoy some teaching during the year from a specialist teacher who is employed for one afternoon a week. Her expertise has helped to raise standards although by having all lessons timetabled for the same afternoon, there is pressure on resources even though these have been significantly improved. Video clips and CDs are used well to introduce 'live' music into lessons taught by non-musicians. The good relationships teachers enjoy with their pupils also help to create a purposeful atmosphere in which music can be made and enjoyed.
96. All pupils are encouraged to learn an instrument. A peripatetic specialist, therefore, teaches all pupils in Year 4 to play the recorder, for example. Peripatetic teachers also visit the school to teach keyboards, violins and guitars to older pupils. Pupils in Year 2 are given the opportunity to join a choir taken by the part-time specialist that rehearses during the lunchtime preceding her afternoon in school. Older pupils have now also been invited to join. The raised profile of music within the school has improved pupils' attitudes to the subject. As a result, music now makes a significant contribution to pupils' social, spiritual and cultural development.
97. The subject's co-ordinator has been in post for a year. She has had little opportunity to see others teach although she does see planning for lessons. Training has been provided for staff to help them approach music making with greater confidence. She is now keen to introduce a more rigorous system of assessment as she feels this will raise standards further. To this end, she is developing a new grid structure that will underpin teachers' planning with a more systematic approach to teaching the skills associated with the subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

98. The school is very committed to developing pupils' understanding and awareness of issues surrounding a healthy lifestyle. Personal social and health education is provided through discrete lessons as well as through subjects of the curriculum. The school has successfully adopted a published structured scheme of work on which

teachers base their plans. Participation in the national scheme to provide fruit on a daily basis for pupils is raising their awareness of the need for healthy eating and lifestyle. The range of evidence on display clearly indicates the school gives good attention to this aspect of pupils' development.

99. There is a high emphasis on the development of good relationships and on respecting difference between people. Pupils consider how they would respond to a range of situations for example bullying and injury to a person. Issues relating to the misuse of drugs and understanding of physical and emotional changes are taught sensitively and at the pupils' level of maturity. The school has an effective and appropriate policy on sex education. Pupils are given a good range of responsibilities including carrying out office duties. The school council, which has members from each class in the school, ensures that pupils are involved in decision-making. They have made some good contributions to discussions on environmental issues. Throughout the school, pupils are encouraged to ask questions and to express their opinions, particularly in the use of *circle time* where pupils are encouraged to discuss social issues and matters of importance to them. There is good support from visitors to the school to increase pupils' knowledge of responsibility and to ensure their safety. As a result of all these activities, pupils in Year 6 are mature and sensible young adults who are eager to talk about their experiences in school and are well prepared for their next stage of education.

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 | 2 |
| Pupils' achievement | 3 |
| Pupils' attitudes, values and other personal qualities | 2 |
| Attendance | 4 |
| Attitudes | 2 |
| Behaviour, including the extent of exclusions | 3 |
| 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 | 3 |
| Pupils' care, welfare, health and safety | 3 |
| Support, advice and guidance for pupils | 2 |
| How well the school seeks and acts on pupils' views | 2 |
| The effectiveness of the school's links with parents | 3 |
| The quality of the school's links with the community | 3 |
| The school's links with other schools and colleges | 3 |
| The leadership and management of the school | 3 |
| The governance of the school | 3 |
| The leadership of the headteacher | 1 |
| 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).