

# INSPECTION REPORT

## **WESTFIELD PRIMARY SCHOOL**

Cottingham, North Humberside

LEA area: East Riding of Yorkshire

Unique reference number: 117883

Headteacher: Mrs Sue Twaits

Lead inspector: Mr Keith Edwards

Dates of inspection: 27 – 29 June 2005

Inspection number: 268231

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	382
School address:	Westfield Road Cottingham North Humberside East Yorkshire
Postcode:	HU16 5PE
Telephone number:	01482 844369
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Robert Parker
Date of previous inspection:	15 March 1999

## CHARACTERISTICS OF THE SCHOOL

Westfield Primary School serves the large village of Cottingham on the outskirts of Hull. Numbers on roll were similar at the time of the last inspection; there are 382 full-time boys and girls on roll. This is a larger than average school that draws most of its pupils from the immediate locality. However, an increasing number of pupils are drawn from further afield. Almost all of the pupils are white and almost all come from homes where English is the first language. Socio-economic circumstances are favourable for most families, although five per cent of the pupils have an entitlement to free school meals. This is well below the national average.

There is one intake into the Reception class at the beginning of the academic year. Most of the children who start in Reception have had the benefit of pre-school experience. The attainment of the pupils on entry to the Reception Year is broadly average, although there is a significant variation in the pupils' achievement at the start of their full-time education. After the Foundation Stage, the children continue to be taught in single-age classes. There is a wide spread of ability in each class. Thirteen per cent of the pupils are on the school's register for special educational needs. This is below the national average. Seven pupils have Statements of Special Educational Needs.

Since the last inspection the school has gained the following awards:

Basic Skills Quality Mark	2002
Investor in People	2002
Heartbeat	2004
Healthy Schools	2005

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21190	Keith Edwards	Lead inspector	English Information and communication technology English as an additional language
8922	Brenda McIntosh	Lay inspector	
15236	Morag Thorpe	Team inspector	Science Physical education Foundation Stage
12116	Christina Morgan	Team inspector	Art and design Design and technology Music Personal, social and health education and citizenship Special educational needs
32021	Andrew McClean	Team inspector	Mathematics Geography History Religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very effective school, which has many excellent features.** The leadership provided by the headteacher has enabled the school to develop very effective teamwork and a vibrant curriculum. Because of the high quality teaching and learning, standards are well above average in literacy and numeracy at the end of Year 6. Each member of the school community is valued and the pupils are very proud of their school and their achievements. The school gives very good value for money.

The school's main strengths and weaknesses are:

- The headteacher provides excellent leadership and has high aspirations for the school. She has successfully built on the strengths identified in the last report. The school is very well supported by the senior managers and by the governing body.
- Standards are well above average in English and mathematics. In the 2004 national tests for the pupils in Year 6, standards in English were well above those in similar schools.
- The pupils' personal qualities are developed very effectively by the school. Their attitudes to learning and their behaviour are very good.
- The overall quality of teaching and learning is very good. The provision for equal opportunities is excellent.
- The children achieve very well in the Foundation Stage.
- The school has developed very good links with the parents and the community.
- There are no significant weaknesses.

Improvement since the last inspection in March 1999 has been very good. All of the issues have been resolved and the school has made significant improvements in key areas. For example, the role of subject leader has been developed effectively and the school has ensured that there has been a very good improvement in the provision for information and communication technology (ICT); as a result, standards are rising. The school has greatly improved the quality of education and standards in art and design and music are high.

### 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*	A*	A
mathematics	C	E	B	C
science	C	E	C	D

*Key: A\* - very high; A - well above average; B – above average; C – average; D – below average; E – well below average; E\* - very low*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

**The achievement of the pupils is very good.** The children make very good progress in the Reception classes and almost all are set to exceed the Early Learning Goals by the end of the Foundation Stage. This is because the pupils feel secure and the quality of teaching is very good. The pupils continue to benefit from very good teaching in the infant and junior classes and standards are well above average, particularly in English, mathematics and the arts, in Year 6. Results in English in the national tests for pupils in Year 6 in 2004 were in the top five per cent. This is an extraordinary achievement as the results were in the lowest five per cent nationally in the previous year. Current standards in literacy are well above average in Year 6 because the school places great importance on developing the pupils' speaking and listening skills and because the children are encouraged to express their ideas in a range of different subjects. This strategy is particularly helpful to those children who are learning English as an additional language. In mathematics, the pupils benefit from very good systematic teaching and the pupils feel confident

about applying their skills in other subjects. The pupils have good opportunities to use the school's computer suite but too little use is made of the classroom computers to develop their understanding in different subjects. In science, the pupils benefit from exciting investigative work, particularly in Years 5 and 6. Throughout the school, the pupils who have been identified as having special educational needs achieve very well. This is because they receive individual support of a high quality and the teaching of the basic skills of reading, writing and number work is systematic. Standards in music and art and design are very good. However, too little time is spent on physical education and this adversely affects the pupils' progress.

Because the school's provision is very effective, the pupils' spiritual, moral, social and cultural development is very good. The pupils grow to become mature, confident and responsible. The pupils have very positive attitudes towards school and their behaviour is very good. The pupils enjoy coming to school and attendance levels are well above the national average.

## **QUALITY OF EDUCATION**

**The school provides a very good quality of education. The teaching is very good throughout the school.** The teachers have developed very effective working partnerships with the teaching assistants and they plan very well together across each year group. The teachers make very good use of assessment information to provide a very good level of challenge in literacy and numeracy lessons. Tasks are very well modified for different groups of pupils so that they apply themselves very well and work hard. The provision for those pupils with special educational needs and those who are learning English as an additional language is very good.

The curriculum is very good. Strengths include the school's provision for teaching literacy and numeracy. The curriculum is inclusive. The headteacher and staff work together closely to ensure that all pupils receive similar experiences and opportunities. The school provides an excellent range of activities outside of the school day, which are very well supported. There is very good provision for extra-curricular arts. Good progress has been made in developing the accommodation to meet the demands of the curriculum, particularly for information and communication technology. The school has formed very good partnerships with the parents and the community. It provides very well for the care and welfare and guidance of its pupils.

## **LEADERSHIP AND MANAGEMENT**

The headteacher has achieved her vision to create a very effective school through her excellent leadership, her commitment to high standards and her belief in teamwork. The ethos of the school is very good. Pupils of all abilities and backgrounds feel secure and confident and this enables them to achieve very well. **The quality of leadership and management is very good.** The headteacher has motivated and empowered her colleagues to settle for nothing but the best. The teamwork between members of staff is a strength of the school. Subject leaders have developed their roles very effectively with a clear focus on quality and standards. The climate of the school encourages an open discussion of effective classroom practice. This, together with the more formal programme of monitoring of teaching and learning, continues to improve the quality of teaching. The governors provide very good support for the work of the school. They fulfil their statutory duties and are very successful in maintaining the ethos. Financial systems are very secure.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are very satisfied with the school and think highly of it. The pupils are proud of their school and feel they are valued and very well supported.

## **IMPROVEMENTS NEEDED**

There are no significant areas where the school needs to improve. However, the school recognises the need to develop the use of ICT as a learning tool across the curriculum, and that physical education should be a stronger feature of the curriculum.

## **PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

The overall achievement of the pupils, including those with special educational needs, is very good. Standards in English, mathematics and science are well above average in Year 6. This is because the pupils are well taught and the school's assessment procedures in these subjects are very effective.

#### **Main strengths and weaknesses**

- Standards in English and mathematics are well above average in Year 6 and have improved significantly since the last inspection.
- In the national tests for pupils in Year 6 in 2004, standards in English were in the top five per cent nationally; the pupils' achievement was well above that of pupils in similar schools.
- Current standards in reading, writing, mathematics and ICT in Year 2 are above average.
- Pupils with special educational needs and those who are learning English as an additional language make very good progress.
- By the end of the Foundation Stage, most of the children exceed the goals set for them in each of the areas of learning.
- The pupils achieve very well in the arts.

#### **Commentary**

1. Children in the Foundation Stage achieve very well and most of them exceed the Early Learning Goals in all areas of learning. The higher attaining and average attaining children already work within the national curriculum levels. Standards have therefore improved since the last inspection. Higher-attaining and potentially gifted and talented children are extremely well challenged, and provision for children with special educational needs is very good now that there is support of a very high quality. Children who are learning English as an additional language achieve as well as other children in the year group.

#### **Standards in national tests at the end of Year 2 – average point scores in 2004**

Standards in:	School results	National results
Reading	16.7 (17.6)	15.8 (15.7)
Writing	14.8 (16.0)	14.6 (14.6)
Mathematics	16.6 (17.3)	16.2 (16.3)

*There were 53 pupils in the year group. Figures in brackets are for the previous year*

2. The pupils continue to achieve very well in the infant classes, particularly in the development of their literacy skills. Although there was a significant proportion of pupils with special educational needs in the group, the pupils' achievements in 2004 national tests were above average in reading. In lessons, standards in speaking and listening are well above average. Most pupils listen carefully and speak clearly. This is because, from an early age, the children are encouraged to work in groups and to discuss their work. Furthermore, the teachers set a good example in helping the children to appreciate the richness of language through the range of stories that they tell and through the quality of the experiences that they provide. This strategy strongly supports the pupils' achievement in reading and writing. The systematic teaching of reading, the broad range of opportunities for the pupils to write and the strong links with the parents enhance the pupils' performance.



- Standards in mathematics and ICT in Years 1 and 2 are above average because the pupils benefit from teaching of a high quality that is thoroughly planned to help pupils achieve their best. Full use is made of computers to support learning, particularly in Year 2, and this helps the pupils to develop their skills. The use of ICT in different subjects in Years 3 to 6 is much less systematic and consequently standards are broadly average in Year 6. However, the pupils' achievements are very good in the junior classes, because of the high quality teaching and the strength of the curriculum that places such high value on the personal development of the children.

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

Standards in:	School results	National results
English	30.6 (25.1)	26.9 (26.8)
mathematics	28.8 (26.0)	27.0 (26.8)
science	29.6 (28.0)	28.6 (28.6)

*There were 54 pupils in the year group. Figures in brackets are for the previous year*

- The above table and the table in the summary show that in the 2004 national tests for pupils in Year 6, results were well above the national average and were well above the average for pupils in similar schools. Results in English were in the top five per cent nationally. The school often exceeds the challenging targets it sets for its pupils. Current standards in English and mathematics are well above average. The pupils have a very clear understanding of what they need to do to improve and work hard to meet the targets set for them. The setting of pupils in English and mathematics has a beneficial impact on the pupils' learning as they respond well to the very good teaching and the thorough use of assessment data. The pupils' literacy skills are very well developed because they are encouraged to use their skills in a wide range of different contexts across the curriculum.
- Current standards in science are above average. The pupils are skilled at setting up investigations and testing their hypotheses. They record their findings well. Standards in religious education are well above average in Year 6 and standards in geography and history are above average because the pupils benefit from a range of stimulating visits to support learning. Art and design and music continue to be strengths of the school and strongly support the pupils' spiritual development. Standards are broadly satisfactory in physical education.
- Pupils with special educational needs and those who are learning English as an additional language achieve very well. The very good systems to support them in lessons, and very effective individual and small group teaching, ensure that they make very good progress in all areas of their development.

**Pupils' attitudes, values and other personal qualities**

Pupils' behaviour and their attitudes to school and learning are very good. The pupils' personal development, including their spiritual, moral, social and cultural development, is very good. Attendance is very good and punctuality is good.

**Main strengths and weaknesses**

- Pupils are very mature, develop self-confidence, are very keen to learn and enjoy thoroughly all aspects of school.
- Attendance levels are high and well above the national average.
- High expectations of behaviour are expected and achieved; relationships are very good.

- Pupils' social and moral development is excellent and is reflected in the very strong focus the school gives to citizenship.
- Spiritual and cultural awareness is very good.

**Commentary**

7. The pupils' behaviour and personal development were good at the last inspection and have improved significantly since then. Pupils are very keen to learn and to play a full part in the life of the school. In lessons, they are very well motivated by the quiet manner and enthusiasm of the teachers. This gives them confidence to ask questions and allows them to share their ideas. They are inspired to do well and enjoy learning because the teachers make it fun and interesting. Pupils clearly like coming to school. Older pupils appreciate all the opportunities they have been given for learning new things; they look back over their time at the school and say it has been 'a great experience'. Equally, pupils with special educational needs have very positive attitudes to work, and take a full and active part in lessons. The Reception staff nurture personal and social development very well, enabling children to form trusting relationships, to co-operate, to share and to take turns.
8. The school and parents work very well together encouraging regular attendance and punctuality. This results in high attendance, which makes a significant contribution to pupils' very good achievement. Parents support their children very well and this contributes to children's positive attitudes and keenness to learn and do well. Since the last inspection the school has made significant improvements in the marking of registers and recording absences. Monitoring absences has also helped to improve the levels of attendance.

***Attendance in the latest complete reporting year 2003/04 (96.6%)***

Authorised absence	
School data	3.3
National data	5.1

Unauthorised absence	
School data	0.1
National data	0.4

9. Pupils have an excellent understanding of right and wrong. Staff lead by example. They use the school's excellent systems to promote high standards of self-discipline so that pupils are very well behaved and enjoy their work. All pupils, including those with special educational needs and gifted and talented pupils, are expected to give of their best in all aspects of the life and work of the school. Bullying is not perceived to be a problem by pupils, but they feel that if any form of harassment did occur, it would be taken most seriously and dealt with very effectively by staff. At playtimes pupils play happily and energetically. Playground pals are very supportive of younger pupils and organise games, such as parachute activities, that help develop co-operative skills. Parents are happy with the way pupils conduct themselves and behave. There is a high mutual respect between adults and pupils and between the pupils themselves.
10. The development of pupils' social awareness and the promotion of citizenship are given great importance and have helped to establish very strong, warm relationships throughout school. Teachers challenge pupils well to work collaboratively, either in pairs or small groups, to talk things through and learn from each other. Pupils are helped to feel important through the many duties around school that they are entrusted with. Many pupils take on responsible roles, such as those of school councillors, playground pals, road safety officers and monitors, which contribute very well to the running of the school. Pupils are very friendly and polite and, on their own initiative, offer to help visitors and other pupils. The strong programme of citizenship enables pupils to gain a very good awareness of the rights and responsibilities that arise from living in a community. Older pupils develop the skills needed for economic well-being through 'enterprise days', when they meet business partners and learn about working in the community. Projects enable pupils to develop the skills and attitude required for

enterprise, personal success, lifelong learning and employability. In a recent project pupils learned about democracy, taxation and the needs of a community.

11. Pupils' spiritual awareness is very well developed and underpins all that takes place in the school. Throughout the school a strong caring ethos is created through a shared sense of purpose and pride in the pupils and their achievements. Teachers make positive comments and suggestions to help pupils learn. This develops their self-esteem and confidence. Assemblies are very carefully planned to strengthen pupils' appreciation of why it is important to distinguish between right and wrong. Carefully chosen stories from a range of religious and secular sources are used well to teach pupils that what really matters in life is the way we treat other people. Teachers make very good use of literacy, music and art to enrich pupils' creative and emotional development. They help pupils to make connections between subjects, and ask them questions to make them think. Class discussions and debates give pupils good opportunities to listen to varied opinions and to show respect for the differing views and feelings of others.
12. Pupils gain a very good understanding of their own cultural traditions and the diversity and richness of other cultures. They are clearly influenced by the broad range of visits and visitors to the school, which helps them develop a very good appreciation and respect of others beliefs, ideas and cultures. Pupils learn about other world faiths and traditions through subjects, such as art and design, history, geography and religious education, and themed cultural days which help them to learn about living in the diverse cultural heritage of today's society. Parents feel the school encourages the sharing of ethnic experiences well, and makes good use of the different cultures within the school community.

### **Exclusions**

There have been no exclusions in the reporting year.

### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is very good. The curriculum is very good and the school provides a very good standard of care for its pupils. The work set is very well tailored to match the abilities of different groups of pupils, so that they apply themselves well and try hard.

### **Teaching and learning**

The quality of teaching and learning is very good and makes a significant contribution to the pupils' achievements. Assessment information is used very effectively to plan work for different groups of pupils.

### **Main strengths and weaknesses**

- The very effective monitoring of teaching and learning has raised standards sharply since the last inspection. The quality of teaching is very good throughout the school.
- Assessment procedures are used very effectively to help the pupils to learn.
- Literacy and numeracy are very well taught.
- The school is successful in ensuring that those pupils with special educational needs and those who are learning English as an additional language achieve well.
- The teachers have formed a very effective partnership with the teaching assistants.

## Commentary

### Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
4 (10%)	15 (38%)	19 (47%)	2 (5%)	0 (0%)	0 (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.*

13. Children get off to a flying start in the two Reception classes because they are very well challenged in all activities. The adults work as a highly effective team; staff know the children very well and cater for their needs very effectively. Lesson planning is excellent in all areas of learning and ensures the learning is fun for the children and a continuity of approach between both classes. The provision has greatly improved since the last inspection. There is an appropriate emphasis on the early diagnosis of pupils' learning problems. For example, the diagnosis of pupils' individual difficulties is very precise. As a result, the targets set on pupils' individual education plans are well focused. Tracking systems are used very effectively to follow the children's progress. The school has been very successful in developing partnerships with parents. The majority of parents provide good support for pupils' learning at home.
14. The teaching team in Years 1 and 2 is highly effective. Teachers are very thorough in teaching early reading, writing and mathematical skills. Very good attention is paid to pupils' previous attainment when planning work, and this ensures that lessons run smoothly. There is a very good variation in the work set for the range of ability, and for the age range, in each class. Feedback to pupils is very good and the pupils are clearly informed about what they need to do to improve. This is a very secure foundation for the pupils' further learning. In literacy and numeracy lessons, the rigorous use of assessment information and the high quality of the feedback given to pupils enable pupils to achieve well. For example, in a highly effective lesson in Year 1, the teacher cleverly developed the pupils' skills of observation, speaking and listening. She did this by using high quality pictures, which the children studied and discussed in groups, and noted their observations. Because the images were graded to match the different ability groups, and the adults used their questioning skills very effectively, all of the pupils were able to succeed.
15. The development of the pupils' communication skills continues to be a high priority as they progress through the school. Many lessons begin with very lively question and answer sessions that build on what the pupils know from a previous lesson or unit of work. For example, in a literacy lesson for the pupils in Year 6, the teacher efficiently and effectively enabled the pupils to consider their emotional response to the previous week's residential visit. Furthermore, from the Reception class onwards, teachers expect the pupils to put their ideas down on paper. This means that the pupils experience a good range of opportunities to practise their writing in different subjects, developing both their confidence and their expertise. Homework is used very well throughout the school, particularly to help the pupils develop their literacy skills.
16. The learning of pupils with special educational needs, and those who are learning to speak English as an additional language is very good, as is the teaching they receive. The co-ordinators and their colleagues are highly skilled in helping pupils to access the same curriculum as the rest of the class and teachers are careful to provide work that is well matched to pupils' abilities. Class teachers have a clear awareness of the range of pupils' needs and are careful to ensure that all pupils have opportunities to contribute to discussions.
17. Pupils are supported well within classrooms by class teachers and a hardworking and effective team of teaching assistants. Class teachers ensure in their lesson plans that appropriate provision is made for pupils with particular learning needs and the teaching assistants provide good, and frequently very good, support for pupils. They monitor pupils'

progress during lessons and provide a good blend of help and challenge. Teaching assistants make a very positive contribution to the pupils' learning in the computer suite. However, the school is aware that ICT is still not used to full advantage in the support of pupils in the classrooms.

## **The curriculum**

Curriculum provision is very good overall.

### **Main strengths and weaknesses**

- Provision made for extra-curricular activities, visits and visitors to enrich the curriculum is excellent.
- Provision for pupils with special needs is very good.
- The curriculum for the Foundation Stage is very good.
- Provision for personal, social and health education and citizenship is very good.
- Curriculum planning including the development of cross curricular links is very good.
- Provision for pupils' physical education is limited.

### **Commentary**

18. The school provides a broad and stimulating curriculum with good coverage of all subjects except physical education. The school has embraced recent national initiatives with gusto and the curriculum is exciting and motivating. The teaching of French has recently been successfully introduced for pupils in Years 3 to 6 and teachers take every opportunity to reinforce this throughout the day. It is proposed to extend this to the younger pupils in the next academic year.
19. Although most schemes of work are based on national guidelines, the curriculum is planned and delivered in a meaningful and relevant way with considerable emphasis on making links between different areas of learning. The curriculum is enhanced by a wide range of visits in the locality and visitors to the school and this is very effective in engaging pupils in their learning. A residential visit for Year 6 pupils not only supports the curriculum but also makes a valuable contribution to pupils' personal and social development.
20. The planning and implementation of the Foundation Stage curriculum for children in the Reception class are very good. All six areas of learning are given appropriate attention through interesting and stimulating activities. The very high quality and enriching range of learning opportunities in the Foundation Stage contribute to very high levels of achievement; this has significantly improved since the last inspection owing to the enthusiasm and vision of the co-ordinator and governors in developing a stimulating range of experiences, including the outdoor area.
21. The school provides a wide range of extra-curricular activities that extend and enrich the curriculum. The opportunities for pupils to extend their music making are particularly impressive. Instrumental tuition is available in woodwind, string and brass instruments, and a variety of music ensembles makes a valuable contribution to the life of the school.
22. The provision for physical education is only just satisfactory. Although there are several out of school activities, these do not compensate for the limited provision in lessons. Only one lesson in physical education is timetabled each week and there is insufficient monitoring of what actually happens in lessons. The additional provision in 'creative activity time' does not contain sufficient direct teaching or structure to develop pupils' skills.

23. The provision for pupils with special educational needs and those for whom English is an additional language is very good. The pupils are very well supported and there is a strong focus on helping all pupils to access the curriculum. There is a sensitive balance between children learning in the class and in small groups. Resources and activities are very well chosen and, as a result, the pupils achieve very well. The very good team work between teachers and support staff supports the inclusive nature of the school. Setting arrangements in English and mathematics allow teachers to focus sharply on pupils' different needs with interesting and finely tuned tasks which make pupils eager to learn. Gifted and talented pupils are identified and suitably challenged by the work provided and have opportunities through extra-curricular activities to develop their talents.
24. The school's provision for personal, social and health education is central to its ethos and permeates all aspects of school life. The school has achieved a Healthy Schools Award and there is evidence of this throughout the school. Pupils are well aware of what can affect their health and well-being and show a keen concern for the environment. Sex and drugs education are well established. Pupils are confident in taking responsibility and citizenship awareness is further promoted through the school council. Participation in the 'Young Enterprise' scheme encourages pupils' awareness of the economic world.
25. The school provides a spacious and attractive learning environment with very high quality displays which celebrate pupils' work. Outside areas are generous and attractive. Teachers work hard to overcome the idiosyncrasies of the building and are largely successful as there is little observed impact on pupils' learning. Resources are plentiful and mostly used well.
26. The adults who work in the school are very good role models and establish very good relationships with the children. They work as a very effective and cohesive team. They monitor all aspects of children's learning and personal and social development very carefully. Parents comment very favourably on the provision in the class and the encouragement they receive to be involved in their children's learning.

### **Care, guidance and support**

The school makes very good provision for ensuring pupils' care, welfare, health and safety, which is an improvement since the last inspection. It provides pupils with very good support, advice and guidance. There are very good arrangements in place to involve pupils in the school's work and development.

### **Main strengths and weaknesses**

- There is a strong emphasis on the welfare and care of pupils and the school has a number of very successful initiatives to support pupils' personal development very well.
- New pupils to the school are made to feel very welcome and soon settle into their new surroundings.
- The information on pupils' academic achievements is used very well to guide their future learning.
- Pupils are fully involved in influencing decisions about how the school can improve.

### **Commentary**

27. Pupils feel safe and secure in school and the very good attention paid to their care, welfare and safety allows them to concentrate on learning. Staff work hard to make the school a very welcoming place for pupils. Arrangements for health and safety are very good. Regular inspections and risk assessments of the building and equipment are undertaken and detailed records are maintained. Child protection procedures are very good and very well established. At lunchtimes, clear systems and routines ensure a continuity of pupils' welfare and safety. The 'playground pals' have a key role in helping and looking after other pupils. Pupils find their teachers kind and helpful and feel they are looked after very well. As a result, they are

happy in their learning. Pupils develop very good and trusting relationships with staff and confidently ask for help if they need it. They feel their teachers are very caring and understanding. The concern for pupils' welfare extends to the promotion of healthy lifestyles and the school has recently received recognition of this by gaining a Healthy Schools Award. Pupils are encouraged to eat healthy food, drink plenty of water and to take part in 'brain gym' sessions to help improve their concentration levels for learning.

28. New pupils arriving at the school soon make lots of friends and are helped to settle into their new surroundings. There are very good arrangements to help new Reception children and their families to familiarise themselves with the staff and routines of school life. The staff establish early links with parents through well-planned meetings and home visits and gather information about the children in order to maximise support and guidance. The school is welcoming, and the friendly atmosphere as children arrive at school each day gives them confidence to quickly settle into the routines of the day. The transition arrangements between Years 2 and 3 and between Years 6 and 7 are very well thought out, and help pupils transfer successfully to the next phase of their education.
29. The school acknowledges pupils' successes well by celebrating and rewarding those who have made good gains in their academic and personal progress. This boosts pupils' confidence and raises their self-esteem. Teachers and teaching assistants work very effectively alongside each other in lessons. They are quick to respond to pupils' needs and provide pupils with the extra help they need to improve their learning. Information about pupils' academic achievements is used very well to guide future learning. Pupils have a very good understanding of how well they are doing and what to do to improve their work. As a result, their achievement is very good. Pupils with special educational needs and those learning English as an additional language are supported very well in class, so they take a full and active part in lessons. The targets on the individual education plans are detailed, giving staff a clear understanding of the specific areas of learning to focus upon, and this helps the pupils to achieve very well.
30. Pupils are actively encouraged to help improve the school. Their views are canvassed and the school takes their suggestions seriously. School councillors influence change and make decisions on how to improve the school. On their own initiative they organise and run fund-raising events and help in the day-to-day running of the school. Pupils' views influence school policies and improve the quality of the environment, both indoors and outdoors. This has a positive effect on their personal development. Pupils clearly take ownership of the school and are proud to be a part of its development.
31. The staff take every possible opportunity to ensure that children learn in a safe and stimulating environment both in the classroom and in the adjacent outdoor accommodation. The assessment of learning is detailed, thorough and rigorously used to guide planning for all children. The assessment system is very effectively managed and all members of staff understand their responsibilities for specific aspects of it. It is very effectively maintained and monitored and guides planning for groups of children and individuals.

### **Partnership with parents, other schools and the community**

The very good partnership with parents, and with the community contributes very well to the pupils' learning and to pupils' very good personal development. Links with other schools are also very good.

### **Main strengths and weaknesses**

- There is a strong partnership with parents which is based upon their confidence in the school; the school listens to parents and acts upon their views.
- Very good arrangements for communication keep parents very well informed about the school, the curriculum and their children's progress.

- The school works effectively with the community and other schools to enhance learning and to increase opportunities for pupils' personal development.

### **Commentary**

32. The school is very popular within the community and highly regarded by parents. Parents make a very good contribution to their children's learning and to what the school achieves. They accompany educational visits, and a very good number help in school regularly, sharing their particular expertise. They are deployed effectively, supporting the teaching and learning well. The Westfield School Association is a very active group and organises a wide range of social events to support the school. It raises substantial amounts of money each year, which is used wisely to purchase extra resources to assist pupils' learning. Fund-raising activities are given a welcome boost by an excellent link with a local industry, which doubles any funds raised. Parents' attendance in school at performances, special events and meetings to find out about the curriculum and what their children are learning is very good. Parents ensure their children attend school regularly and punctually and are supportive of the school's aims and values. The willingness and high level of support given by parents to assist their children's learning at home and at school contribute to the good standards they achieve.
33. The school communicates very well with parents through a very good range of information sent to them about the school, the curriculum and their children's progress. Regular curriculum and topic information provided through newsletters and meetings helps parents assist their child's learning at home. There is a regular sharing of information about the pupils' progress. Annual reports provide a detailed summary about pupils' achievements and include targets for future learning. Parents of pupils with special educational needs are very well informed about their children's progress. They work closely with class teachers to help set new targets for their children on their individual education plans. The school regularly seeks parents' views and a great deal of consultation takes place with parents when specific issues arise.
34. Teachers establish very effective links with all parents and children before children join the Reception class. This ensures that children are confident in school routines and that the adults know the individual needs of the children. Parents are very well informed about the curricular needs and how to help their children at home. The involvement of parents in their children's reading is particularly successful and contributes to very high standards. The "Share a Skill" lending library is a key event each week and children and parents jointly select different activities depending on interests.
35. The school has very good links with other schools that contribute to pupils' very good achievement and personal development. There are regular opportunities for the sharing of curricular issues and staff expertise. The school makes very good use of local resources in terms of working with people and visiting places to bring learning alive, which makes a very good contribution to pupils' understanding of the wider context of learning. The school makes very good use of local businesses and people to raise pupils' awareness of the world of work. For example, Year 4 pupils visited a local supermarket to gain practical first hand experiences with their topic on change and money. The school choir enriches community life by performing at various local places and in other schools. The school's partnership with parents and the community has strengthened since the last inspection.
36. A few parents raised concerns about the staggered start at the beginning of the school year for the Reception children; the inspection team took notice of this but found that children's standards have not been noticeably affected as they remain high. Children benefit from the high quality of parental involvement, both in school and at home, and from other professional people who help in school.



## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are both very good.

### Main strengths and weaknesses

- The leadership of the headteacher is excellent.
- A clear vision of how to achieve the highest standards is communicated to everyone through very effective strategic planning.
- Leadership of the curriculum and teaching by the headteacher is excellent.
- The leadership of key staff is very good.
- A knowledgeable and dedicated governing body both supports and challenges the school very effectively.

### Commentary

37. The leadership of the headteacher is excellent; she is very consistent in communicating a clear vision of how to realise the full potential of the staff and governors for the benefit of the school and its pupils. Her strategic planning is excellent. All staff are consulted about its main purposes and direction. The senior staff are instrumental in providing the best possible support and guidance in its implementation. Robust systems of monitoring and evaluation are used to measure degrees of success and areas for development and deal effectively with any issues that emerge.
38. Through the regular scrutiny of pupils' work, formal observations of lessons and analysis of test data, the headteacher and senior staff have determined where teaching is effective in improving learning. The school's awareness of its own current performance, as a result of rigorous analysis of teaching and learning, is excellent. Actions arising from this analysis are excellent; for example, the school's determination to base as much learning in real-life experiences, and to emphasise problem-solving in all subjects as a whole-school teaching strategy.
39. Senior managers have clear roles and understand that they are accountable for their areas of responsibility. They are encouraged to develop innovative practice and share planning and teaching expertise with their colleagues. With many opportunities for discussion about how to improve standards, the subject co-ordinators are empowered to inspire pupils to enjoy their learning and to reach their full potential.
40. The enthusiasm, rigorous monitoring and commitment of all staff to a shared philosophy of education are some of the key features which contribute to the very high quality of provision.
41. For example, the leadership and management of the special needs provision is very good. The co-ordinator is very skilled and knowledgeable and she is closely involved in all aspects of support for pupils, including teaching those pupils with more significant needs. The provision is extremely well thought out and strikes a very good balance between helping pupils access the curriculum and addressing pupils' specific learning difficulties. There is regular monitoring and revision of the provision and the co-ordinator is always seeking to refine and improve the support for pupils. The co-ordinator has very good diagnostic skills and has designed individual programmes to address individual difficulties. Liaison with outside agencies is also very effective in providing additional skilled intervention. The co-ordinator provides regular training for support staff, many of whom have developed very good diagnostic skills.
42. The Foundation Stage co-ordinator provides very good leadership and management with some excellent features. She gives a sensitive balance of guidance, encouragement and support at the same time as ensuring that statutory requirements are fully met and assessment is rigorous and up to date. She monitors planning and assessments and is aware

of the needs of individuals as well as groups of children. Her support for colleagues ensures consistency of content and approach between the two classes.

43. Improvement since the last inspection has been very good. The very few issues identified have been fully addressed. Furthermore, the high quality of leadership and governance has resulted in significant improvements in almost all aspects of school life. The school is fully inclusive. All pupils, particularly those identified with special educational needs and those learning English as an additional language, receive every encouragement and opportunity to succeed.
44. The governing body is very supportive and ensures that statutory requirements are met fully. Meetings are very well organised and held regularly. Governors receive very detailed reports from the headteacher about all aspects of the school and, as a result, they have a very good understanding of the school's strengths and areas for development. Governors are very knowledgeable about the school and hold it to account for the standards it achieves. They have a very clear understanding of the strengths of the school and the way it needs to go forward. They have a lot of confidence in the headteacher and have supported her well in creating a very good team of staff. They bring a range of expertise and interests to the role of governor; for example, the chair is able to support the monitoring of health and safety in school very well. They show a great deal of interest in the pupils and their development. Through their commitment and involvement governors contribute very well to the success of the school.

#### **Financial information**

45. Financial management is very good; governors make full use of very knowledgeable and able ancillary staff to ensure that the principles of best value are applied. School planning is very closely scrutinized and linked to available finance. Spending is evaluated in depth with due regard to its effect upon raising standards. The principles of best value are applied effectively, ensuring all resources are used efficiently to meet the high expectations of the school. The cost per pupil is lower than average. When the expenditure per pupil is balanced against the gains pupils make, the school may clearly be seen to provide very good value for money.

#### ***Financial information for the year April 2004 to March 2005***

Income and expenditure (£)		Balances (£)	
Total income	958,101	Balance from previous year	10,206
Total expenditure	913,724	Balance carried forward to the next	54,583
Expenditure per pupil	2,160		

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for the children in the Foundation Stage is very good overall with many excellent features and has improved since the last inspection when it was also a strength.

Children are prepared very well for work in Year 1. Pupils join the Reception class in either the September or October before they are five; attainment on entry varies from year to year but is broadly average. The curriculum is very well planned to provide a superb range of interesting, challenging and relevant activities including visits and visitors. The children benefit from very high quality support from the teaching assistants. Many parents provide very high levels of professional support in the school and their contributions both at home and in classes are superb. The adults are very good role models and establish very good relationships with the children. The teachers and classroom assistants work very effectively as a team. They monitor all aspects of children's learning and personal and social development very carefully. Resources and accommodation are very good and are very effectively used to improve achievements in all areas of learning.

Parents comment very favourably on the provision in the classes. The provision is very good; the children achieve very well and develop very positive attitudes because of the very good teaching, assessment, leadership and management.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in this area of learning is **very good** and has significantly improved since the last inspection.

#### **Main strengths and weaknesses**

- Children achieve very well and develop very positive attitudes because of the very good teaching and very high expectations of all staff.
- Adults in both classes ensure that children are sensitively introduced to the beginning and end of session routines and share resources very well.
- Very supportive relationships are quickly established and children work with confidence and enjoyment.
- Children are sensitively introduced to local customs and cultures as well as to religions and customs of other people in multi-faith Britain.

#### **Commentary**

46. Children achieve very high standards in this area of learning and the provision has improved significantly since the last inspection. They make very good progress towards the Early Learning Goals in their personal, social and emotional development because of the very good teaching and the contributions by classroom support. As a result, they know what is fair and acceptable behaviour because of the consistent approach and routine. Children listen to and participate in the many interesting activities and stories and the majority speak clearly and confidently. Throughout the year they have many opportunities for participating in special events and celebrations which increase their understanding of some of the Christian festivals and those celebrated by people from other religions in multi-faith and multi-cultural Britain; for example, they celebrate the Chinese New Year, Diwali and Christmas and Easter. They are continually encouraged to feel confident about their achievements and are reminded of the very high standards of behaviour expected. They are encouraged to share and take turns and put up their hands before answering a question. Consequently, groups of children were frequently observed working very well together with minimal adult intervention in all lessons.

## COMMUNICATION, LANGUAGE AND LITERACY

Provision in this area of learning is **very good** with some **excellent** features and has significantly improved since the last inspection.

### Main strengths and weaknesses

- Teaching and learning are very good and all staff create many opportunities to develop children's speaking and listening skills in all areas of learning.
- Children have many opportunities for writing and learn how to formulate letters accurately.
- Children achieve very well in reading because of very structured teaching and very effective involvement of parents and other helpers.
- Most children are working within the National Curriculum and some achieve very high levels.

### Commentary

47. Most children exceed the expected levels in this area of learning. They achieve very well in speaking and listening because the teachers plan many stimulating opportunities for group discussions in all areas of learning. Children were frequently observed sharing books, listening to stories and practising writing skills. The teachers plan many exciting opportunities that increase and improve children's vocabulary. They pose probing questions and there is a display of essential vocabulary in each area of learning.
48. Higher-attaining and average-attaining children read fluently and accurately with very good understanding. The books chosen are well matched to their abilities and interests. They use reasoning skills very well and retell the story in the correct sequence. Most of these children read familiar and unseen texts with excellent levels of understanding. The lower-attaining children read familiar texts and benefit from the repetition of vocabulary. They retell a wide range of stories incorporating recently learned vocabulary very well in clear and well-organised sentences.
49. Very good relationships give children the confidence to speak and all adults listen intently and respond to their comments. The teachers have developed a very rigorous and tightly structured plan for the teaching of sounds with the emphasis on children's ability to say the sounds, recognise them in print and practise them in writing. Children are encouraged to hold pencils with the correct grip. The analysis of writing shows that most children's handwriting is very good; they have frequent opportunities for practising letter formation and patterns and the very well structured system is systematically followed in both classes. The excellent organisation by the class teachers ensures that the higher-attaining and average-attaining children have many opportunities to extend their learning while the lower-attaining children have the necessary support and additional guidance.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good** with some **excellent** features. It has significantly improved since the last inspection.

### Main strengths and weaknesses

- Teaching, learning and achievement are very good.
- The teachers plan an excellent range of structured activities to ensure that children understand number and apply their skills to many other areas of learning.

### Commentary

50. Most children exceed the Early Learning Goals and higher-attaining and average-attaining children are working within National Curriculum levels. The teachers have very good subject knowledge and ensure that assessment guides planning and the resources used. Most

children count to 100 and add and subtract using numbers to 10, and some children use higher numbers. Nearly all children recognise a wide range of two-dimensional and some three-dimensional shapes. They create interesting mathematical patterns showing a very good awareness of order, shape and colour. Children are encouraged to reason and investigate all aspects of number and measurement. They have very good opportunities for investigations and for using ICT. There are some excellent features in this area of learning, which have significantly improved since the last inspection. Children have excellent opportunities for using mathematics across many other areas of learning.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in this area of learning is **very good** with some **excellent** features. It has significantly improved since the last inspection.

### **Main strengths and weaknesses**

- Children's learning is greatly enhanced by the exciting range of activities and very good range of visits and visitors.
- Children have many opportunities for using ICT.
- The excellent planning of this area of learning ensures that children apply basic skills of literacy and numeracy progressively.
- The levels of motivation, interest and involvement by all children are excellent.

### **Commentary**

51. As a result of very good teaching, children achieve very well in all aspects of this area of learning. They attain much higher standards than those expected of most children in the Reception Year. Most children are working within Level 1 of the National Curriculum and some exceed this level. During the year the teachers provide very well for children's scientific, technical and geographical aspects of learning. Children benefit from the excellent range of investigations undertaken, are confident and capable users of ICT and can name many pieces of equipment that are powered by electricity. A very well-planned range of visits enhances children's understanding of mini-beasts, animals and plants found in the local environment. Children have recently visited 'Butterfly World' and their knowledge and understanding of the life cycle of a butterfly was greater than that found in many Year 1 classes. They described confidently each stage of development in detail based on excellent levels of understanding; their use of scientific terms, such as 'cocoon' and 'camouflage', was outstanding. They knew a wider range of creatures and environments than is normally expected. They have a very good understanding of the order of seasons, seasonal changes and the impact of weather on activities. They understand that fruit, vegetables and milk are part of a healthy diet.

## **PHYSICAL DEVELOPMENT**

Provision for this area of learning is **very good** and has significantly improved since the last inspection.

### **Main strengths and weaknesses**

- The quality of teaching is very good and contributes to high standards.
- The outdoor accommodation and adjacent hall are very effectively used and children have a wealth of outdoor play equipment including wheeled equipment.
- Children's manipulative skills are very well developed in a wide range of activities, especially handwriting and art.

## Commentary

52. Children achieve very well in all aspects of this area of learning and most of them exceed the Early Learning Goals and are working within National Curriculum levels. Children benefit from a wider range of activities than is found in most schools and all elements are equally well promoted. During the inspection pupils created a movement seascape where the sea changed from calm to stormy; some children took on the roles of fish who darted between the waves. Children responded to music with a superb range of sensitive movements. Children handle construction equipment, paintbrushes, scissors and pencils with very good levels of dexterity and accuracy. Nearly all children held pencils with the correct grip and consequently their standards of handwriting have greatly improved since the beginning of the year. Children identified as needing additional help are given very good support and encouragement and achieve very well. Teachers make excellent use of the outdoor accommodation and wide range of equipment to develop children's physical and social skills, as well as knowledge and understanding of the world. Excellence, enjoyment, health and safety abound in these lessons. During the hot weather adults ensured that children wore hats and were well protected from the sun when they went outside. Children always have access to bottles of water.

## CREATIVE DEVELOPMENT

The provision in creative development is **very good** with some excellent features. It has significantly improved since the last inspection.

### Main strengths and weaknesses

- Teaching and learning are very good overall.
- Opportunities for storytelling and role-play are very good. This area of learning makes a very good contribution to children's personal, social and emotional development.
- Children's very positive attitudes are reflected in their knowledge and confidence when discussing their work.

## Commentary

53. Most children exceed the Early Learning Goals in this area and are working within the National Curriculum levels. Teaching, learning and achievement are very good in all aspects. Planning shows that over the year children have a superb range of creative opportunities. They are encouraged to experiment when mixing paint and using modelling materials. A particular strength is their very good awareness of shape and texture in art and design. They produce very attractive compositions based on the study of butterflies, and show very high levels of awareness of proportion, colour and symmetry. The staff skilfully extend the children's language and encourage their imaginative and collaborative activities. They have a very clear understanding of the skills to be learned from each activity. Children enjoy learning and sharing in the excellent role-play area called 'Insect Island' where they choose from a wide range of books about animals and use a wide range of recently acquired vocabulary. They share the resources very well and are beginning to understand the need to take care of animals and the environment.
54. Musical elements are taught very well and this contributes to singing of a very high quality. Children sing tunefully with accurate pitch, dynamics and rhythm. They understand the difference between a pulse and a beat, maintain an accurate beat as they accompany songs, and have a wider repertoire than most children at this stage of learning.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **very good**.

#### Main strengths and weaknesses

- Standards are very good overall.
- The very good quality of teaching supports high achievement.
- The focus on speaking and listening has had a major impact on raising the quality of the pupils' work.
- The very good management of the subject by the co-ordinator has ensured that standards have improved since the last inspection.
- Pupils with special educational needs and those for whom English is an additional language are very well supported.

#### Commentary

55. Throughout the school, the pupils' achievement is high. Standards in literacy are above average in Year 2 and well above average in Year 6. The pupils benefit from very effective teaching throughout the school that strongly promotes the richness and the joy of the English language. In the 2004 national tests for pupils in Year 6, standards were in the top five per cent nationally and well above the standards achieved by pupils in similar schools. Standards in the work seen suggest that standards continue to be high.
56. A key element of the success of the school in raising standards in English is the emphasis placed on speaking and listening. In every class, the teachers are skilful in managing question and answering sessions to establish what the pupils already know and to encourage the pupils to express their ideas clearly. Furthermore, the pupils are encouraged to discuss their ideas in pairs or small groups. This practice, along with drama and 'hot-seating' sessions, is a common feature not only in English lessons but also in other subject areas. These activities strongly encourage the pupils to develop their vocabulary and they raise their confidence to communicate their ideas in writing. Standards in speaking and listening are well above average in Year 6.
57. Standards in reading are above average in Year 2 and well above average in Year 6. The pupils make very good progress because of the effective teaching based on a strong and well-planned curriculum. Each class has regular reading sessions when the pupils are encouraged to read and understand a wide variety of stimulating texts. Lower-attaining pupils benefit from a very structured approach where the early skills are very well taught. Very effective use is made of ICT in lessons for Year 2 pupils and the teaching assistants play a vital role in supporting this work. Many parents reinforce the school's efforts by providing support and encouragement at home within the context of a carefully planned homework system, particularly for the younger pupils. The school encourages research and comprehension skills by providing opportunities for the pupils to find information on a range of themes from reference books and on the Internet and then to express their findings in their own words.
58. Standards in writing are above average in Year 2 and well above average at the end of Year 6. The pupils write confidently in a range of genres and across a range of subjects. Their work is well presented with a good understanding of the conventions of grammar and punctuation. The pupils take great pride in their work and respond very well to their teachers' guidance on how to improve their work.

59. The quality of teaching in English is very good. Teachers demonstrate very good subject knowledge and their lessons are supported by detailed planning that meets the needs of the different ability groups within each set. The teachers have formed very good relationships with their pupils and most lessons progress at a very good pace. The teachers' enthusiasm for the subject, their high expectations and maintenance of a very good pace throughout are common features of lessons. A further significant factor is the attitude of the pupils. Their attitudes and behaviour in lessons are very good and this strongly supports learning. In the best cases, the pupils work enthusiastically together, respond very well and confidently to their teacher's questions and work independently without the need for frequent intervention by the teacher.
60. The subject is very well led and managed. Despite the school's success in the subject, the leadership is not complacent. Very effective monitoring systems and further professional development have improved the quality of teaching. Assessment procedures are very effective and the pupils have a very good understanding of what they need to do to improve. The school ensures that those pupils requiring additional support receive it. Equally, home-school links ensure that parents are fully involved with teaching their children to read; for example, younger children take books home each night and regular writing homework is set throughout the school. A whole-school handwriting style is taught systematically and this has a positive effect on the presentation of pupils' work. Regular spelling tests encourage pupils to take care with their spellings and a range of additional activities, such as a 'book fair' and a visit from a poet, contributes to pupils' love of books and enthusiasm for the subject.

### **Language and literacy across the curriculum**

61. This is a strength of the school. There is a very good emphasis on encouraging the pupils to express their ideas in their own words across a range of different subjects. From a very early age the pupils develop confidence in expressing themselves through talking and writing. Consequently the pupils become accomplished in letter writing, empathetic writing, persuasive speech, preparing articles for a newspaper and writing technical reports on their scientific investigations.

## **MATHEMATICS**

Provision for mathematics is **very good** throughout the school.

### **Main strengths and weaknesses**

- Standards are very good.
- Teachers' planning clearly defines the main objectives of each lesson.
- Very good questioning skills, linked with teachers' good subject knowledge, result in very interactive and inclusive lessons.
- Pupils are given good opportunities to carry out investigations relevant to their lives.
- The support for pupils with special educational needs and for pupils for whom English is an additional language is very good.
- Leadership and management of mathematics are very good.
- Use of ICT as a tool to support mathematical learning is limited.

### **Commentary**

62. Standards in mathematics are well above average for all pupils across the school and have improved markedly since the last inspection. The quality of teaching and learning throughout the school is very good.
63. In the best lessons seen, staff plan consistently, learning objectives are clear, and the work set is very well matched to the different abilities of the pupils. Teachers question pupils of all abilities, asking them to explain their reasoning and giving ample time to answer. A whole-



school policy of putting pupils' mathematical learning in the context of investigations that are relevant to their lives is very successful in motivating pupils' learning. This was demonstrated in a very good Year 6 lesson, where pupils, having recently returned from a week-long residential visit to the countryside, calculated the amount and cost of drinks they had consumed. The combination of the teachers' mathematical knowledge and pupils' use of ICT was very successful in enthusing the pupils. The direction and pace of the best lessons challenge pupils to think independently and use known facts and strategies to come to mathematical conclusions. In a good Year 2 lesson, pupils worked successfully to find a method of adding 19 and 29. Levels of discussion in this lesson were very good, with all pupils being able to explain their reasoning.

64. Direct support for pupils with special educational needs and those with English as an additional language, from knowledgeable and dedicated teaching assistants, results in lessons being inclusive, where pupils enjoy their mathematical experiences and make good progress.
65. The regular use of ICT by pupils in their mathematical learning is limited. Whilst the majority of teachers use interactive whiteboards successfully to demonstrate particular aspects of mathematics and to plan their work in detail, pupils receive few opportunities to use such aids to learning themselves.
66. Many pupils have group targets which assist them to understand what they have to aim for in a given time. Regular feedback during lessons, and in marking, assists pupils to understand the areas where they need to improve and offers suggestions as to how to achieve their targets.
67. Leadership and management of the subject are very good from a knowledgeable and enthusiastic co-ordinator. The school uses a wealth of data from tests to arrive at conclusions as to what changes or improvements need to be addressed in teaching to raise standards. An excellent example of this is the volume of problem solving exercises that pupils carry out in their regular mathematics lessons. As a result of very good teaching, and very effective support from teaching assistants, all pupils behave very well and show great enthusiasm for the subject.

### **Mathematics across the curriculum**

68. Numeracy across the curriculum is very good. It is evident in all subjects. Opportunities to use mathematical skills across the curriculum are well planned. In history, pupils are issued with World War II clothing coupons to choose an outfit. In design and technology, pupils in Year 6 use their skills of estimation and measurement to make slippers. In art and design, younger pupils use symmetrical patterns and images from the Islamic faith to design paintings.

### **SCIENCE**

Provision in science is **good**.

#### **Main strengths and weaknesses**

- The school's commitment to investigations is very good and contributes to pupils' positive attitudes to the subject.
- The wide range of visits and visitors contributes to pupils' good understanding of environmental aspects of the subject.
- Pupils understand the importance of recycling.

## Commentary

69. From the analysis of work it is evident that the pupils in Year 2 attain standards above the national average in all areas of the curriculum. A particular strength is in the range of investigations across all aspects of the curriculum. Pupils in Year 1 investigated a wide range of sources of light and, as a result of very good teaching, named many sources of light and were beginning to understand the reflective properties of light.
70. From the analysis of work and from an observed lesson, it is evident that pupils in Year 6 attain standards above the national average overall with particular strengths in their knowledge and understanding of living things. Over the year the investigative elements of science have been very well planned. During the inspection pupils' investigations were based on their recent visit to Malham Tarn; they identified a wide range of insects, had a very good understanding of the physical features and produced scientific drawings of a very high quality. They also understood how different creatures are adapted to the environment.
71. Teaching and learning are good overall. Particular strengths are in the assessment procedures and in the planning of investigations and observations, which give pupils good opportunities for classification and for developing their reasoning skills. Teachers promote the accurate use of scientific vocabulary and make effective use of mathematics and ICT to support learning. In the lessons observed pupils with special educational needs were well catered for and higher-attaining pupils were well challenged.
72. In lessons, teachers use a very good range of strategies to gain the interest of pupils, and the activities tackled are interesting and appropriate. The discussion sessions promote the pupils' scientific understanding very well. From the analysis of work, it is evident that pupils make good progress, especially in the many opportunities for investigation. Higher-attaining pupils are well challenged, and in nearly all year groups presentation of work is very good. Scientific investigations are recorded accurately and literacy skills are very well developed as pupils write in a wide range of formats according to the type of investigation they undertake. They have many opportunities for data handling and their books show consistently high demands on presentation and accuracy.
73. The curriculum is good overall. One major strength is the wide range of visits, especially those related to the study of plants and animals. Pupils are very well motivated by the range of environmental and ecological activities and have a very good understanding of the importance of a healthy diet. A weakness is in the lack of continuity for developing scientific understanding and recording, as science is timetabled for only one and a half terms out of the three terms in a school year.
74. The leadership and management of the subject are good; strengths are in the development of investigations and the range of visits. The co-ordinator monitors pupils' work, and has monitored teaching. Resources and visits are well organised and the co-ordinator ensures that the planned curriculum is taught. There is no evidence of evaluating the organisation of curricular time on attainment and achievement. The provision is generally similar to that found at the last inspection in terms of standards but has improved in the overall quality of teaching observed.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths and weaknesses

- Because of effective leadership, the provision has improved significantly since the last inspection.
- The pupils are making good progress.
- The school does not make enough use of ICT to support learning across the curriculum.

- The staff have improved their level of expertise and make good use of the computer suite.
- Assessment procedures are at an early stage of development.

### Commentary

75. Standards in Year 2 are above average because the skills are taught systematically and pupils are provided with good opportunities to apply their skills in a range of different contexts. In Year 6, standards are in line with the levels expected. The pupils achieve well overall because lesson plans are detailed and well focused upon developing pupils' skills. The school's commitment to training all staff has led to increased confidence. There is a willingness to use the computer suite to ensure that the basic skills are taught systematically and the programme is working well. Pupils with special educational needs and those who are learning English as an additional language are very well supported. However, in Years 3 to 6, opportunities to use computers to extend the pupils' understanding in other subjects are missed.
76. The quality of teaching is good overall. The development of the teachers' expertise and knowledge in this subject has been well managed and this has enabled new resources to be used to good effect. For example, staff make effective use of the interactive whiteboards in those classrooms where they are installed. The computer suite is carefully timetabled to enable pupils to have regular access to computers. This enables all of the necessary skills to be taught systematically. In one good lesson on modelling, the teacher had high expectations of the work the pupils were going to produce. He gave clear guidance on the use of the sensors and how to interpret the resulting graphs, so that the pupils were clear about the aims of the lesson. All the pupils were involved and were very enthusiastic about the task. The teacher's explanations and instructions were clear and he was very well supported by the teaching assistant. When the pupils found difficulties with the process these were dealt with quickly. This meant that the pupils were kept busy and involved in their work. These factors, together with the quality of the relationships, which enabled the pupils to feel comfortable about sharing their mistakes, created a successful positive learning environment.
77. Because the quality of leadership and management provided by the subject leader is very good, the improvement made since the last inspection has been very good. The leader has a clear and appropriate vision of how standards in ICT should be raised, and how its use in other subjects will be achieved. The school has a satisfactory number of computers for the number of pupils and most other resources are readily available. Basic assessment procedures have been introduced to provide staff with clear information about each pupil's progress. The subject leader recognises that more use could be made of the data to pitch the work more accurately for the different ability levels in each class, and to ensure that the use of ICT is planned far more systematically in different subject areas.

### Information and communication technology across the curriculum

78. The school is effective in using the computer suite to support pupils' learning in different subjects. For example, in a linked ICT/ geography topic on the environment in Year 4, the pupils successfully categorised rubbish and displayed their results in block graphs. In Year 5, the pupils successfully monitored the cooling of liquids in different containers and recorded their results. Although the pupils in Years 1 and 2 are familiar with using ICT to support learning in a range of activities, this good practice is not developed so well in Years 3 to 6.

### HUMANITIES

79. Only one **history** lesson was seen during inspection owing to timetabling arrangements. It is, therefore, not possible to form a judgement on standards or teaching in this subject.
80. Following a discussion with the subject co-ordinator, scrutiny of pupils' work displayed in school, discussions with pupils and the lesson seen, provision is judged to be good. A wide variety of visits and activities supports many examples of how the school seeks to make the

subject meaningful to all pupils. Opportunities are provided for older relations to be interviewed about their experiences by Year 1 pupils. Year 2 pupils participate in a Victorian theme day to experience school life during that era. Year 3 pupils follow the theme of Vikings with museum visits and linked activities such as weaving Viking rugs and preparing a Viking feast. Year 4 pupils produced displays of a very high standard showing their experiences of the Tudor era in music, costume and meals. This evidence shows that history is a major contributor to the whole curriculum and enhances pupils' skills of investigation.

## **Geography**

Provision in geography is **very good**.

### **Main strengths and weaknesses**

- A wide variety of visits and first-hand use of the school environment enhance pupils' interest in the subject.
- Teachers' subject knowledge is good.
- Displays of pupils' work in school are very good.
- Pupils' use of ICT to support their investigations is limited.

### **Commentary**

81. Standards are above average throughout the school. The quality of teaching and learning is good.
82. As a result of a very well planned curriculum, supported by a great many visits to places of local geographical interest, pupils are interested and motivated to explore geography and use their skills to understand the subject. This is very well supported by the teachers who use the school environment effectively to encourage pupils to discover their own locality and to compare and contrast it with other areas of the world. In good lessons in Year 4, pupils had 'hands on' experience of sorting a week's class rubbish into recycling categories. Using their numeracy skills, they displayed the results on a computer in graphical form. In a very good lesson in Year 5, pupils used their recall of a recent trip to a local coastline to draw very good maps of the main features of a headland and the effects on it of erosion.
83. A feature of the best lessons is teachers' subject knowledge, which, linked with good use of physical resources and a pride taken to display pupils' work, results in pupils thoroughly enjoying their learning. However, research using ICT is less evident within the school.

## **Religious education**

Provision for religious education is **very good**.

### **Main strengths and weaknesses**

- Teaching of religious education is very good.
- Resources and artefacts from a variety of religions are well used.
- Leadership and management of the subject are very good.
- Pupils' interest in religious education results in a deep respect for the beliefs of others.

### **Commentary**

84. Provision for religious education is very good. Standards are very good throughout the school. The school bases its teaching upon a locally agreed syllabus, which is used by all teachers to provide good planning. This is linked with good use of the school's many artefacts from a number of faiths to provide very good teaching. Lessons are very well

prepared; teachers use good subject knowledge to stimulate pupils' thinking and the majority

of lessons have moments where pupils reflect and discuss the faiths of others. Pupils visit places of religious worship and enjoy speakers from other faiths visiting the school.

85. In an excellent lesson in Year 6, the teacher's subject knowledge was used very effectively to stimulate mature discussion about the Hindu faith. Discussion was enhanced by reference to a model of a Hindu shrine respectfully displayed in the classroom.
86. Leadership and management of the subject are very good; a very knowledgeable co-ordinator provides colleagues with practical suggestions on how to improve teaching, and specific subject knowledge relating to a variety of faiths. Improvement since the last inspection is very good. All issues arising from that inspection have been addressed.
87. As a result of the high profile of the subject in the school, the pupils show a good understanding and respect for the beliefs of others.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

88. No lessons were timetabled during the inspection in **design and technology** but scrutiny of planning, samples of pupils' work and several displays around the school suggest that provision is good. There is good coverage of all aspects of the curriculum including food technology. The scheme of work is based on national guidelines and links with other subject areas are well established. Evidence indicates that subject specific skills are built on progressively as pupils move through the school, and that pupils achieve well.
89. As no **physical education** lessons were observed in Years 1 and 2 an overall judgement about provision, particularly with regard to standards, teaching and learning, cannot be made. In Years 3 to 6, the teaching observed was good and consequently children achieved well in indoor athletics practice; particular strengths were in the teaching of the high jump and the hop, step and jump.
90. A few parents raised concerns about the provision for the subject and its low profile in the school, especially the time allocation and the narrow range of extra-curricular activities. The inspection team agreed with the views of these parents but noted that there were also strengths:
  - The curriculum planned is broad, balanced and enriching (but insufficient time is allocated to the development of skills).
  - The accommodation is very good and the school is well-resourced.
  - Pupils in Year 5 achieve well in swimming.
  - The curriculum planned makes a good contribution to pupils' spiritual, moral and social development.
  - The sports coaches develop pupils' social and physical skills in creative activities. These activities, however, are not intended to form part of the National Curriculum in physical education, although they are taken in lesson time.

## **Music**

Provision in music is **very good**.

## **Main strengths and weaknesses**

- Pupils' overall achievement is very good.
- The school provides a very good range of extra-curricular activities.
- The co-ordinator provides very good leadership.
- There is considerable subject expertise on the staff.

## **Commentary**

91. Pupils' achievement is very good. The school has improved on the above average standards reported at the last inspection and music continues to play an important role in the life of the school.
92. Pupils enjoy music and there are ample opportunities for them to participate in musical productions and festivals. The quality of singing is very high; pupils sing well in tune and demonstrate good understanding of rhythm as they use a range of instruments to accompany their singing. Pupils are quickly made familiar with conventional musical notation, and by Year 4 are composing simple songs recorded in a simple musical form. The school organises a wide range of extra-curricular tuition in string, woodwind and brass instruments and pupils have regular opportunities to use their learned instruments in lessons. The subject makes a significant contribution to pupils' spiritual, cultural and social education.
93. There are a number of good musicians on the staff and between them they run a school choir, various recorder groups, a string orchestra and a wind band. This good subject expertise and a judicious amount of specialist teaching results in consistently good teaching in lessons, with some examples of very good teaching. A commercial scheme of work is used as a basis for planning. This provides a structure for non-specialist teachers and ensures full coverage of all elements of the music curriculum, including composition, with pupils successfully building on previous learning as they move through the school. There is some adaptation of the scheme in order to fit in with topics. For example, pupils in Year 4 study Tudor music to fit in with their history topic, and they visited a sixteenth century mansion where they took part in Elizabethan dancing and music making.
94. Leadership and management of the subject are very good. The co-ordinator is knowledgeable and highly skilled, setting a good example by the quality of her own teaching. She provides good support and advice for colleagues and constantly monitors and reviews the quality of provision.

## Art and Design

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

### Main strengths and weaknesses

- Standards are well above average by the end Year 6 and pupils' achievement is very good.
- All elements of the curriculum are covered well.
- Teachers have very good subject knowledge.
- Leadership and management of the subject are very good.

### Commentary

95. Standards in art and design are above average in Year 2 and well above average by the end of Year 6. Overall achievement is very good. This represents a significant improvement since the last inspection. The subject makes a major contribution to pupils' cultural and spiritual development and the large number of attractive displays of art work around the school help create a stimulating learning environment in which pupils' work is valued and celebrated. Although the scheme of work is based on government guidelines, these are interpreted in an innovative and imaginative way which gives the curriculum a flavour unique to the school. Although the units of work are closely related to topic work, the school maintains a strong emphasis on the development of discrete subject skills and pupils successfully build on previous learning as they move through the school. Standards of observational drawing are particularly high and pupils work confidently in a range of media. ICT is used well to support learning. For example, Year 2 pupils had created designs in the style of William Morris.
96. The quality of teaching and learning is very good. Teachers have good subject expertise, provide clear instruction and demonstrations and inspire enthusiasm for the subject in their pupils. The range of activities in lessons is diverse and innovative. In particular, there is an

emphasis on the progressive development of simple techniques and processes which result in a sophisticated end product. This was seen particularly in Year 5, where pupils had explored the work of Klimt through silk painting. Teachers are adept at enabling pupils to analyse the style of different artists through simple processes. For example, pupils explored the work of David Hockney, through taking photographs from unconventional camera viewpoints, then distorting the images through spacing and overlapping.

97. Leadership and management of the subject are very good. The co-ordinator has very good subject knowledge and provides good support for colleagues. The co-ordinator's vision and commitment have ensured that art and design has a high profile in the school. She has a clear overview of standards and provision, and existing good practice is constantly being evaluated and refined.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

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

### **Main strengths and weaknesses**

- The subject makes a very good contribution to pupils' moral and social development.
- Leadership and management of this subject are very good.
- The scheme of work is very good and supports the very good planning.

### **Commentary**

98. The subject is central to the ethos of the school. The school's concern for pupils' personal, social and health education is evident in all its work and underpins the very successful learning. Although specific lessons are timetabled, the subject permeates all areas of the curriculum. Specific initiatives such as the one leading to a Healthy Schools award have a major impact on pupils' attitudes. Pupils have a clear idea of ways to keep safe and healthy and a sophisticated understanding of the role they can play in protecting the environment. Paper recycling and litter picking are established throughout the school and in Years 3 and 4, 'The Green Team' consider ways in which they can improve their immediate environment.
99. The quality of teaching is good overall and often better. Good opportunities are provided for pupils to contribute to discussions and older pupils are presented with some challenging material for consideration. For example, in Year 6, a teacher read the poem 'A boy without a name'. This provoked a high level of debate on issues of disability, discrimination and stereotyping.
100. The leadership and management of the subject are very good. The co-ordinator has been extremely proactive in developing a scheme of work which provides excellent guidance for all staff, including examples of good practice. There is a well-established programme of skills and activities as pupils move through the school. Many lessons and activities have been monitored by the co-ordinator. Pupils themselves have considerable opportunities to evaluate and contribute to the provision, and their views are taken into consideration. There is evidence that pupils' contributions, including those of the school council, genuinely result in change.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>1</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
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	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>1</b>
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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