

Aire View Infant School

Inspection report

Unique Reference Number	107273
Local Authority	Bradford
Inspection number	309361
Inspection dates	26–27 September 2007
Reporting inspector	Andrew Swallow

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number on roll	
School	259
Appropriate authority	The governing body
Chair	Mrs Jackie Hale
Headteacher	Mrs Vicky Bottomley
Date of previous school inspection	17 November 2003
School address	Elliott Street Silsden Keighley West Yorkshire BD20 0AW
Telephone number	01535 653290
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Aire View is larger than most infant schools and draws its children predominantly from the immediate area which is largely privately owned accommodation. A small but increasing number, travels from neighbouring villages. Almost all of the children are of White British heritage. The proportion eligible for free school meals is lower than the national average, as is the proportion requiring support for learning difficulties and/or disabilities. The school has Investors in People, Investors in Children Sure Start, Drugs Charter, Excellence in Early Childhood Education Quality Assurance and National Healthy School Awards.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school where children feel safe and happy and enjoy their learning. Staff work very effectively with a range of external services, parents and carers to provide a stimulating place to learn that extends far beyond the classroom. The many visitors speak positively about, 'a supportive and exciting environment' and feel that the school, 'is a credit to the community'.

Provision in the Foundation Stage is outstanding because of the exciting range of activities provided and good quality teaching. Parents hold this in very high regard. They say that the school works hard to make the transition from Nursery into Reception, 'flow naturally for each child, so that they are eager to go'.

Standards reached by the end of Year 2 have significantly increased this year, following a dip in 2006. Almost all children reach above average standards in writing and mathematics and well above average standards in reading. This represents overall good achievement for the vast majority of children, given their generally average starting points on entry to the school. Higher-attaining children, however, do not all reach the standards of which they are capable. The good quality of teaching is characterised by thoughtful planning that brings learning alive through the choice of exciting resources, as well as the many visits and visitors to the school. Children say, 'lessons are interesting and fun' and that they, 'can't wait to get to school!' As a consequence, attendance is above average.

Parents are very appreciative of the excellent care, guidance and support that the school gives to their children. They say that their children, 'grow in a supportive environment' and that, 'The staff and teachers all want the children to succeed.' Children's responsible behaviour means that they act safely and show respect for the world around them. Their strong awareness of how food and exercise affects their bodies gives them an excellent understanding of the importance of living healthily. The very wide range of opportunities offered to children to take on responsibilities in school and within the local community, means that all are developing a sense of value from working with others. Their very good literacy, numeracy and information and communication technology (ICT) skills, as well as their excellent understanding of people's working lives in the community they live in, prepare them outstandingly well for their future.

Good leadership and management by the headteacher, governors and key staff have ensured continuous improvement since the last inspection. The school is determined to raise standards further, knows itself very well indeed and offers good value for money. It is less successful, however, in bringing together all the many strategies across the school, into a central action plan, through which it can assess the impact that they are having in a rigorous and methodical manner.

Effectiveness of the Foundation Stage

Grade: 1

Provision in the Foundation Stage is outstanding and enables children to make very good progress. Teachers and other adults care very well for the children and their welfare is of paramount importance. The Foundation Stage team operates very effectively to maximise opportunities for children to learn. The quality of teaching is very good and there are examples of outstanding practice. There is an excellent balance of teacher directed and play activities that provide a rich range of learning opportunities for all children, which they enjoy. The recently upgraded provision for outdoor play is very effective. Activities are carefully planned around

a theme and the immediate environment is often used to enrich all areas of learning. Consequently, children quickly develop positive attitudes, learn to relate well to each other and make very good gains in their learning. Children's progress is carefully monitored throughout. There are very strong links between the Nursery unit and Reception classes to ensure that their progress is consistent. Children enter Foundation Stage with skills broadly typical for their age. By the time they enter Year 1 their standards in all areas of learning are above, and for some well above, what would be expected. Very good induction procedures ensure that all children get the very best start to their education.

What the school should do to improve further

- Improve the standards in reading, writing and mathematics reached by the highest attaining pupils by the end of Year 2.
- Introduce more rigorous arrangements to plan for, and assess the impact of, major actions to improve the school's performance.

Achievement and standards

Grade: 2

In Years 1 and 2 children achieve well. This is because work is well matched to their needs and they receive very effective support in lessons. The dip in standards in 2006 was largely due to some staffing issues, which have now been resolved. Higher attaining pupils do not all reach the standards they should, particularly in writing. The school is working hard to address children's higher level writing skills through innovative use of role play and carefully planned speaking and listening activities. It is too early to evaluate the impact of these strategies. Children with learning difficulties and/or disabilities also achieve well. This is because teachers assess their needs very accurately. They provide them with challenging tasks and high quality support. The school sets challenging targets to raise standards and is largely successful in achieving them.

Personal development and well-being

Grade: 1

Children's personal development is outstanding, as is their spiritual, moral, social and cultural development. Children are very clear about their responsibilities both for themselves and to others. They reflect very sensitively about the world about them and appreciate the influence of different faiths on the ways in which people lead their lives. Older children are keen to help younger ones through the playground helper programme and the 'playground friendship bench'. They have an excellent understanding of a healthy lifestyle, enjoy their fruit at playtime and make full use of a wide range of extra-curricular sporting activities. Many children take advantage of the 'walking bus' and the school takes this opportunity, along with many others, to ensure they know how to keep safe on the roads. Children relish what the school has to offer. They enjoy school, feel safe and valued and respond well to adults. Behaviour is good, both in classrooms and around the school. They are encouraged from an early age to be independent and to work cooperatively with each other.

Quality of provision

Teaching and learning

Grade: 2

Lessons are well planned and children are encouraged to work collaboratively. They enjoy their lessons and respond enthusiastically. In the best lessons, all children are stretched. However, sometimes work is not sufficiently challenging for higher attaining children and this holds back the pace at which they learn. Generally, children are given clear targets and know what they must do to improve. Their work is carefully assessed and marking increasingly gives advice on what they need to do next. Teachers are skilled at probing children's understanding with effective questioning and developing their confidence in speaking aloud. Children say they really appreciate the way in which teachers make lessons interesting. Relationships are excellent and the contribution made to learning by support staff is of a high quality and helps raise children's confidence and self-esteem. The use of whiteboards and digital projectors adds interest in lessons and the good access to computers assists all children to develop effective ICT skills.

Curriculum and other activities

Grade: 1

The curriculum is outstanding because it is rich and increasingly well planned around the needs of all children. Learning experiences are stimulating and fun, whilst the basic skills of literacy, numeracy and ICT are promoted very well. Excellent use is made of visitors to the school and visits within and beyond the community to extend children's learning. The wide range of clubs and activities, provided outside lesson times, enhances children's well-being and increases their enjoyment of learning. The linking of subjects through specific themes motivates all children and has made a significant contribution to raising the attainment of boys in recent years, particularly in reading and writing. The excellent personal, social and health education programme helps them to explore their feelings and relationships with others, as well as to understand how to stay safe and the importance of a healthy lifestyle. Those with learning difficulties and/or disabilities have work and support programmes that are very well conceived.

Care, guidance and support

Grade: 1

The care shown by the school for the children is outstanding and lies at the heart of all it does. Children know to whom they can turn if they need help. There is a wide range of strategies in place to support vulnerable children and this extends to helping parents as well. The school responds sensitively to these needs. Initiatives such as the 'carers and toddlers group' ensure that children and carers have an opportunity to get to know the school even before the children start in the Nursery. There are very strong links with the neighbouring junior school to ensure children transfer seamlessly. Those with learning difficulties and/or disabilities are identified quickly and given help to ensure that they can access the curriculum fully. Safeguarding procedures are rigorous and health and safety procedures are well embedded and understood by all staff. Children's academic progress is closely monitored to identify the next steps in learning and these are shared with them through targets and marking.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has an excellent understanding of the strengths and areas for development in the school. This farsighted leadership has brought about effective improvements since the last inspection. Staff share the headteacher's passion for high quality education and care. The senior leadership team and subject coordinators feel empowered and accountable for raising standards. They are increasingly effective in using information about children's progress to pinpoint those who may not be achieving as well as they can and to trigger suitable support. The school has comprehensive arrangements in place to check that agreed actions to improve its work are taking place, but an insufficiently rigorous approach to questioning the impact of these actions. Whilst the information is available in relevant individual files, planning for improvement is fragmented. Precise targets and outcomes against which progress can be measured are not detailed on the central school action plan. Governors are supportive and ambitious for the future of the school. They are knowledgeable about what the school does well and determined to bring about further improvement. The school has a good capacity to improve further.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Inspection of Aire View Infant School, Keighley, BD20 0AW

Thank you very much for your friendly welcome when Mr Wilson, Mr Lord and I inspected your school. We very much enjoyed meeting you all and seeing how very well you all get on together.

We thought that your playground was very exciting with all the different games and seating areas and were very impressed to see you eating fruit and vegetables at playtime. Your classrooms are really bright and stimulating. We very much liked the care and pride that you take in your work, which your teachers are very keen to display on the walls. The discussions that we had with you at lunchtime, during lessons and around the school were very helpful. You speak and behave in a confident manner and show caring attitudes to each other. It is very clear how much you all enjoy being at Aire View.

We agree with you that your school gives you a good education. You told us how much you enjoy your lessons and the fun that you have when visitors come into your classrooms with all kinds of interesting objects. Your teachers also are good at making lessons enjoyable and give you lots of opportunities to work on practical tasks, to make sure that you learn well. As a result most of you make good progress and, by the time you leave school, reach standards in reading, writing and mathematics that are higher than schools nationally.

Your headteacher and all the other adults want you to do well, so we have asked them to help more of you to reach the very highest standards in reading, writing and mathematics. We are certain that you can! We have also asked them to spend a little more time looking at the results of what they do and questioning what it is that works best. You can help by always trying your best and concentrating hard on the suggestions that your teachers make to improve your work.

We very much hope that you continue to enjoy your time at school and wish you every success in the future.