

INSPECTION REPORT

WILSDEN PRIMARY SCHOOL

Wilsden, Bradford

LEA area: Bradford

Unique reference number: 107258

Headteacher: Mr R J Quartermain

Lead inspector: Mr P M Allen

Dates of inspection: 24th - 26th May 2004

Inspection number: 258443

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:	5 - 11
Gender of pupils:	Mixed
Number on roll:	349
School address:	Tweedy Street Wilsden Bradford West Yorkshire
Postcode:	BD15 0AE
Telephone number:	(01535) 272 263
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Appropriate authority:	The governing body
Name of chair of governors:	Mr D Gallimore
Date of previous inspection:	22 nd June 1998

CHARACTERISTICS OF THE SCHOOL

This is a large two-form entry community primary school which came into existence in September 1999 as part of a local education authority reorganisation. It is located in a semi-rural village between Keighley and Bradford. The vast majority of pupils live locally, but increasingly the school is drawing its pupils from a wider area. There are 349 pupils on roll, with a similar number of boys and girls. The very large majority of pupils are of white UK heritage background, with a small number from Indian and Bangladeshi heritage backgrounds. There are no pupils with English as an additional language. Thirty-eight pupils are identified as having special educational needs, mainly concerned with moderate learning difficulties; there are three pupils with statements of special educational need. Both of these proportions are below the national average. The proportion of pupils taking free school meals is well below the national average. The vast majority of pupils have had access to pre-school education. Children start school in the September of the year in which they become five and attainment on entry is slightly above what could be expected. The school was given a Healthy School Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

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17531	Peter Allen	Lead inspector	Foundation Stage History Music
11474	Peter Berry	Lay inspector	
17310	Ann McAskie	Team inspector	English Design and technology Geography Special educational needs
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very effective, caring, community school** which provides a very good standard of education. Overall, standards are very good in English, mathematics and science. Pupils achieve very well in these subjects because of the overall very high quality of teaching and learning. Very good leadership and management are helping the school to develop and improve. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Children are given a very good start to their school lives because of the very high quality of teaching and learning in the Foundation Stage (Reception classes).
- The school is successful because of the very good leadership and management of the headteacher with his clear commitment to make the school as good as it can be.
- The overall very good quality of teaching and learning is bringing about the high standards.
- Standards at the end of Year 2 are well above the national average in reading, writing and mathematics.
- Standards at the end of Year 6 are well above the national average in mathematics and science, and above in English, where standards in written work, especially those of the boys, could be higher.
- The pupils' very good attitudes and behaviour have a significant impact on the quality of their learning.
- Tracking of pupils' progress needs further development, so that it starts from entry to the school and includes science and information and communication technology.
- The quality of handwriting and presentation of work is variable across the school.

Wilsden Primary School came into being in September 1999 as a reorganised school and, as such, this is its first inspection. Very good progress has been made to enable the school to become a very effective primary school with a commitment and capacity to build upon its many strengths.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	B	B	C
mathematics	B	A	B	C
science	A	B	A	B

Key: A - well above average; B - above average; C - average; D - below average; E - well below average.

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

Pupils, overall, achieve very well relative to their capabilities. They make a very good start in the youngest (Reception) classes. Virtually all the children are likely to meet the goals children are expected to reach by the end of the Reception Year and a significant minority are likely to exceed them. Standards at the end of Year 2 are well above the national average in reading, writing, mathematics and science. Standards at the end of Year 6 are well above the

national average in mathematics and science. They are above the national average in English, where standards are higher in reading than they are in writing. There are no significant differences between the attainment of boys and girls, except in written work where girls reach higher standards. There are no significant differences between the attainment of pupils of different ethnicity. Pupils with special educational needs achieve well overall but there are times when they could make greater progress if more classroom support was available. Standards in information and communication technology are in line with what is expected but are improving rapidly. Standards in religious education meet the requirements of the locally agreed syllabus.

Pupils' personal development is very good. Their spiritual, moral, social and cultural development is very good. Their very good attitudes, behaviour and relationships enhance the quality of pupils' learning. Attendance and punctuality are very good.

QUALITY OF EDUCATION

The quality of education is very good. The quality of teaching and learning is very good overall, although it varies from satisfactory to excellent. The most consistently high quality teaching was observed in Year 6. Classroom assistants provide high quality support. Very good relationships underpin the teaching and learning which promote the positive attitudes and self-esteem of the pupils. From Year 3 onwards the school has very effective systems for monitoring attainment and progress in literacy and numeracy, with very good target setting. There is recognition of the need to implement these practices lower down the school and to include science and information and communication technology. Overall, the school provides a broad and balanced curriculum, except that insufficient time is allocated for work in physical education. The level of resourcing is in need of improvement, for example, in the provision of books. The curriculum is enriched by the very good range of extra-curricular activities. The school has a firm commitment to continue to develop the use of information and communication technology to support the work in all areas of the curriculum. Pupils are given very good care, support and guidance. The school enjoys a good partnership with the parents and the local community.

LEADERSHIP AND MANAGEMENT

The overall leadership and management are very good. The headteacher's very good leadership is a major factor in the success of this well managed school; he is ably supported by the deputy headteacher and senior managers. The work of the curriculum co-ordinators is becoming more effective. Governance is good and meets statutory requirements. Governors work effectively, helping to shape the vision and direction of the school. The governing body could usefully develop its monitoring role.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school and its staff. Although there are no significant concerns, a small number expressed the view that there is too much homework for the younger pupils and a significant minority expressed a wish for more than one formal consultation evening. The view of the inspection team is that the provision for homework is suitable and well managed. The team fully supports the need for more than one formal opportunity for parents to meet with staff to discuss progress. Pupils of all ages are appreciative of their school and the opportunities provided for them such as the extra-curricular activities; they say that the staff make learning fun.

IMPROVEMENTS NEEDED

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

- Continue to raise standards in written work, most notably those of boys.
- Further develop monitoring of attainment and progress to include science and information and communication technology.
- Improve the standards of handwriting and presentation.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The achievement of pupils is very good overall, although it is more consistently high in Years 1 and 2 and Years 5 and 6 than it is in Years 3 and 4. Standards in English, mathematics and science are well above the national average at the end of Year 2. Standards at the end of Year 6 are very good overall, but less good in written work. Other than this there is no significant difference between the attainment of boys and girls and between the attainment of pupils of different ethnicity.

Main strengths and weaknesses

- Children make a very good start and achieve very well in the Foundation Stage.
- Standards in reading are very good across the school.
- Science results have been very high over recent years.
- Standards in written work, especially those of boys, need to be higher.
- Standards of handwriting and presentation are variable.

Commentary

1. Children achieve very well in the Reception classes because of the very good teaching they receive. During the year in Reception they make very good progress through each 'stepping stone' of the Early Learning Goals for children of this age. Virtually all children will have met the goals in each of the six areas of learning by the end of the year. A significant minority of children have achieved the goals earlier in the year and are now exceeding them. Children's progress is most significant in the communication, language and literacy and the mathematical areas of learning. All children are prepared very well for their next stage of learning.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	17.9 (15.7)	15.7 (15.8)
writing	16.6 (15.0)	14.6 (14.4)
mathematics	19.1 (16.1)	16.3 (16.5)

There were 45 pupils in the year group. Figures in brackets are for the previous year.

2. Standards at the end of Year 2 are well above the national average in reading, writing, mathematics and science. Pupils achieve very well in these subjects. These standards are reflected in the 2003 results in writing and mathematics which were well above the average of all and similar schools. In mathematics, the results were in the top five per cent of all and similar schools nationally. Standards in reading are high across the school because of its high profile, the quality of teaching and the good level of parental support. In reading at the end of Year 2 virtually every single pupil reaches the appropriate Level 2 expected of the average seven-year-old and in 2003 around half reached the higher Level 3.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	28.0 (27.8)	26.8 (27.0)
mathematics	27.8 (28.5)	26.8 (26.7)
science	30.5 (29.5)	28.6 (28.3)

There were 52 pupils in the year group. Figures in brackets are for the previous year.

3. Pupils achieve less consistently well in Years 3 and 4 because the quality of teaching is more variable than it is in Years 5 and 6. Year 6 pupils make very good progress because of the very good and occasionally excellent teaching they receive. Standards at the end of Year 6 are well above national averages in mathematics and science. These standards are not reflected in the 2003 results in mathematics which were above the national average but in line with the average for similar schools; they are reflected in the science results which were well above the national average and above that of similar schools.
4. Standards at the end of Year 6 are above the national average in English. This is reflected in the 2003 results which were above the national average and in line with the average for similar schools. In English, standards are higher in reading and speaking and listening than they are in written work. The school is addressing the need to raise writing standards, most notably those of boys, partly through the recently introduced 'VCOP' (with emphasis on vocabulary, connectives, punctuation and openers) strategy. This is proving very effective and there are signs of rising standards with boys being more motivated in writing than previously.
5. Results in science have been very creditable in recent years. In 2003, the results of some of the Year 2 teacher assessments were in the highest five per cent nationally. In the 2004 tests it is likely that, while virtually all pupils will achieve the Level 4 expected of the average 11 year old, around 60 per cent will achieve the higher Level 5, a picture which will replicate that of the 2003 results. The school is successful in meeting its pupil targets for the end of Year 6.
6. Since reorganisation, standards at the end of Year 2 have been consistently high. Results have gradually improved at the end of Year 6, so that they are now very creditable. 'Booster' classes have had a good impact on enabling targeted pupils to 'boost' from a Level 4 to a Level 5. There are clear systems for tracking progress from Year 3 to Year 6 in literacy and numeracy and this is leading to individual target setting with pupil involvement; this means that pupils, especially those in Year 6, are made aware of what they need to do to improve. Each individual pupil's performance and potential is reviewed on a regular basis.
7. In the recent past the school has begun to target the raising of pupils' attainment in information and communication technology. Much has been done, including the improvement of expertise through staff training and the imaginative development of a computer suite located on a mezzanine floor above the hall. Standards are currently in line with what is expected nationally at the end of Year 2 and Year 6, but are improving at a fast rate. Standards in religious education meet the requirements of the locally agreed syllabus. Given the time constraints of the inspection, it was not possible to make firm judgements about standards in the other subjects.
8. Inspection findings are that there are no significant differences between the attainment of boys and girls, except that girls tend to produce higher standards in written work. There are no significant differences between the attainment on pupils of different ethnicity. Pupils with special educational needs make good progress and achieve well, guided by the appropriate targets for development on their individual education plans. However

there are times when they could make greater progress if more classroom support was available. There are fewer classroom support assistants than typically seen in most schools and the impact of this is that in some lessons the teacher works to cater for the needs of the various groups of pupils with no extra adult help.

9. The school has identified a number of pupils who are gifted and talented. In the main, teachers are successful in providing challenging work for these pupils, enabling them to achieve levels in English, mathematics and science at the higher end of the national standard. Pupils identified with specific talents in the arts and sport receive a good level of encouragement and support.

Pupils' attitudes, values and other personal qualities

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

Main strengths and weaknesses

- The school has a calm, harmonious atmosphere.
- Pupils show a keen interest in all that the school has to offer.
- Pupils behave very well, both in and out of lessons.
- There have been no exclusions and there is an absence of bullying and other forms of oppressive behaviour.
- Very good relationships exist between pupils and adults and between the pupils themselves.
- Pupils willingly accept responsibility; they undertake many tasks within the school.
- Pupils are confident and mature, with a high degree of self-esteem.

Commentary

10. Pupils arrive at school enthusiastically and punctually, which enables a prompt and purposeful start to the school day. Pupils were observed working well collaboratively, such as in a Year 3 science lesson where the pupils were working in pairs observing and recording the characteristics of plant roots. The pupils show great pride in their work and, even at the youngest ages, are able to work well individually, maintaining concentration. The attitudes of those pupils with special educational needs are positive; they want to learn, are co-operative and make a useful contribution to lessons.
11. Behaviour is very good throughout the school and is often exemplary in the Year 6 classes. During the inspection no instances of bullying, serious misbehaviour or oppressive behaviour were observed; discussions with parents, staff and the pupils confirmed this to be the norm. Despite the restricted space in the playgrounds and in some corridors, pupils move around in an orderly way. All pupils integrate very well and there is a high level of mutual respect between the adults and the pupils.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	292	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	4	0	0
Asian or Asian British – Bangladeshi	2	0	0

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

12. Personal development, including spiritual, moral, social and cultural development, is very well promoted throughout the school and the pupils respond very well. Pupils benefit from a wide range of additional activities in the school, including charity and community work. There are many well planned educational visits and, in particular, the Year 5 and Year 6 pupils have excellent residential activity courses at Ingleborough Hall and Windermere respectively; these give pupils valuable opportunities to live and work together in a community setting away from home. The pupils' development is enriched by work which celebrates the diversity and richness of different cultures.
13. Pupils' personal development is enhanced by the many tasks that they undertake within the school, such as being library monitors and delivering the milk. The school council and the class councils have been particularly successful. Throughout the school, pupils are polite, confident and mature. Pupils show due respect for property and for the views of others. In the Reception Year all aspects of personal, social and emotional development are well promoted and the children respond well.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.6	School data	0.4
National data	5.4	National data	0.4

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

14. The school has a very good attendance level, being consistently well above the national average for primary schools. The level of unauthorised attendance is low, having been reduced due to the school's work with parents to minimise holiday absences and ensure provision of absence notes.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Very good quality teaching and learning and very good levels of care and support mean that overall, pupils are able to make good and often very good progress. There is a good partnership with the parents and good links with the local community.

Teaching and learning

Teaching and learning are very good overall, but vary from satisfactory to excellent, with the most consistently high quality teaching being in Year 6. All pupils are encouraged to work hard and, through good assessment arrangements, are given clear guidance about how they might improve their work.

Main strengths and weaknesses

- The teachers' very good explanations and questioning help the pupils to learn well.
- There are several examples of excellent teaching, most consistently in Year 6.
- Teachers have high expectations of pupils which promote the positive attitudes and self-esteem of the pupils.
- From Year 3 onwards, the school has very effective systems for monitoring attainment and progress in literacy and numeracy, with very good target setting.
- Assessment and monitoring procedures need further development so that they start from entry to the school and include science and in information and communication technology.
- Pupils have a very good understanding of how they can improve.

Commentary

15. Teachers have a very good knowledge of the subjects they teach and are skilful at engaging pupils' interest. Teachers' explanations are pitched at an appropriate level to meet individual needs. Similarly, when teachers question pupils they often adjust their questioning or vocabulary to meet the different needs of pupils. As a result, teachers ensure that those who find learning difficult are suitably supported, often through the effective work of classroom support assistants, to meet the targets on their individual education plans. There are times when pupils with special educational needs could make greater progress if more classroom support was available. Equally, pupils who show high capability are given additional challenge, as seen invariably in the higher attaining literacy and numeracy groups.
16. The headteacher's strong commitment to performance management has been instrumental in improving the quality of teaching. The introduction of a programme of structured monitoring of teaching and learning is having a positive impact. The school could usefully consider more 'modelling' of excellent teaching.
17. In the Foundation Stage, an attractive environment, together with very effective planning and well established routines, are providing very high quality learning experiences for the youngest children. The staff are effective in creating a warm, friendly environment, where children's self-esteem is promoted. The overall quality of teaching and learning in these classes is very good. High expectations, a wide range of well-planned activities and clear, effective assessment ensure that all achieve well. The high quality support staff make a very valuable contribution to learning. This strong, positive start for the children is laying the foundations for future learning to take place.
18. Across the school, teachers plan work that is well matched to pupils' abilities. They give close attention to the development of pupils' understanding of new concepts as well as teaching them facts and skills. Often lessons begin with a short revision of recent learning, so that pupils are able to make important connections, promoting very good progress in their learning. Homework is given on a regular basis to extend and reinforce teaching and learning. Pupils confirm that the work they are given is interesting and set

at the right level for them and that teachers will always explain if work is not understood. Parents also commend the high quality of teaching that their children receive.

Summary of teaching observed during the inspection in 48 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
7 (15%)	15 (31%)	16 (33%)	10 (21%)	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.

19. A significant proportion of the teaching in Year 6 is of an excellent standard. Such high quality was seen in English, mathematics and science lessons and leads to pupils making outstanding gains in their learning. Excellent teaching was also seen in Reception and in Year 1 and Year 5 science lessons. Amongst the factors common to these highly successful lessons are the excellent subject expertise of the teacher and the way that difficult ideas are taught in an inspiring and effective way, such as that in a Year 5 science lesson about the phases of the moon. In Years 3 and 4 the quality of teaching and learning was less consistently effective than seen in Years 5 and 6. The expectations were not as high, pupils were not as productive and consequently did not make the same progress as typically seen in most lessons.
20. Teachers consistently require pupils to show high standards of behaviour. Pupils are set clear guidelines and know that they will be rewarded, usually by praise and 'points' when justified. Conversely, on the rare occasions when behaviour falls below the high level expected, pupils know what actions will follow. Sanctions are rarely needed because there is a very good ethos for learning. As a result, maximum use is made of lesson time because interruptions are minimal. This in turn, enables pupils to work uninterrupted for sustained periods of time and promotes pupils' perseverance and productivity in their learning. These are notable features that underpin the good and very good learning that takes place.
21. The very good quality of much of the teaching and the high quality support provided by the limited number of classroom assistants ensures that pupils with special educational needs are well supported. Teachers plan effectively to meet their needs. Great effort is made to include all pupils in oral sessions by appropriate questioning, often by a classroom assistant. Effective liaison between the special educational needs co-ordinator, class teachers and support staff ensures that support and challenge is of a high quality. The lack of sufficient support staff is sometimes a barrier to learning for these pupils, some of whom could make better progress if more assistance was available. Pupils who are gifted and talented are identified. Suitable work is set in all classes to ensure that these higher attaining pupils achieve well.
22. Teachers have useful systems for assessment of English and mathematics in Years 1 and 2. However, they are insufficiently linked to the very effective system of assessment and record keeping used by teachers in Years 3 to 6 to monitor and track pupils' levels of attainment and to set targets for improvement in English and mathematics. There is recognition of the need to extend these practices to Years 1 and 2 and also to develop them in science and information and communication technology across the whole school. The arrangements for checking the attainment and progress of children in the Reception are very good and are an important factor in the very good progress that they make. Teachers make very good use of assessment information in order to plan future work accordingly, based on how well pupils have progressed in lessons.
23. Teachers are beginning to make effective use of the interactive whiteboards, encouraging pupils also to make use of them. Teachers mark pupils' work positively, often including written comments that help strengthen pupils' understanding. However,

marking could be more consistent throughout the school if 'best practice' was systematically identified and shared. Pupils confirm that they know how well they are doing from the marks they receive and from teachers' comments. They are enthusiastically committed to using 'VCOP' as a strategy to check their own written work and make improvements.

The curriculum

Curricular provision throughout the school is good. In the Foundation Stage it is very good. The school offers its pupils a broad, well-balanced, interesting curriculum with very good opportunities for enrichment. The accommodation, although good in many respects, has some limitations. Resources in some subjects are in need of improvement.

Main strengths and weaknesses

- Children are given a very good start to their school lives because of the quality of the curriculum in the Foundation Stage.
- The curriculum is enriched by the good use of visits, including residential visits and by the very good provision for learning outside the school day.
- Some written work in foundation subjects does not promote the high standards found elsewhere.
- Hall time is very limited for physical education.
- Resource levels need to improve.

COMMENTARY

24. The curriculum meets statutory requirements, including those for the provision for religious education and collective worship. The emphasis on a broad curriculum that allows pupils to benefit from 'life's opportunities' is evident in the school aims. Areas outlined for improvement are appropriate and clear plans show how developments will take place.
25. The curriculum for the Foundation Stage is very rich and varied, providing pupils with a valuable range of experiences. The very good links with the local pre-school, together with very good induction procedures for young pupils, enable them to start their school life with confidence.
26. The school provides an interesting range of activities that capture the pupils' interest and imagination and contribute well to achievement in the school. Planning, done jointly in year groups, is thorough. One of the school's main priorities is to enhance and extend the curriculum. National guidelines are followed and subjects are reviewed on a regular basis. Overall, literacy and numeracy skills are developed very effectively, but the quality of work in these subjects is not always fully reflected in other subjects such as history and geography. Information and communication technology is a rapidly developing subject and is beginning to be used well to support work in other subjects. The electronic recording system in the library is very popular with pupils and is encouraging boys to read more. The curriculum is enhanced by the use of some specialist teaching, for example, in music and French.

27. There is good provision for the creative arts, with a strong emphasis on music. Termly specialisation weeks are fun and help to give subjects a special focus. Pupils in Years 5 and 6 learn French. These opportunities, together with the very good use of visits to both the local area and further afield, visitors to the school, a variety of clubs and inter-school sports activities, both during and after the school day, make a significant contribution to pupils' experiences and to their spiritual, moral and social and cultural development. The school provides well for personal, social, health and citizenship education, including sex education and drugs awareness. The success of such activities is clearly shown in all pupils' well-developed sense of care and responsibility. There is emphasis on pupil self-evaluation and improvement. The recently introduced 'VCOP' initiative is having a very positive impact on pupils' attitudes and learning. The school prepares pupils very well for the next stage of education partly through the very high academic standards.
28. Provision for gifted and talented pupils is a current priority. The school has a register of pupils and teachers plan appropriately for these pupils. The curriculum co-ordinator has provided training for staff and extra facilities are provided for the Year 6 pupils at a local secondary school. The high number of pupils achieving the higher Levels 3 and 5 is testimony to the quality of the work being done. Provision for pupils with special educational needs is well organised with a strong emphasis on inclusion. Pupils achieve well because of the good quality individual plans, which are reviewed regularly, the very good quality of much of the teaching and the high quality support provided by the limited number of classroom assistants. The school's current emphasis is on early identification and also the refinement of evaluation and recording procedures to ensure provision is appropriate to targets for lessons.
29. Subject co-ordinators are well organised and informed and produce useful action plans which are incorporated into the school improvement plan. The overall curriculum co-ordinator has produced clear guidelines to give direction to subject co-ordinators in order to develop a consistent whole school approach to co-ordination. The introduction of 'shadow' colleagues for each subject increases the range of involvement of all teachers in curriculum management. The classroom monitoring role is being developed. Each member of the governing body is assigned to a subject of the curriculum; members could now, usefully, be more actively involved in monitoring work in classrooms.
30. The match of teachers to the curriculum is very good. The match of support staff is very good in the Foundation Stage, but elsewhere there is a need for more staff especially to support pupils with special educational needs. Overall, the accommodation allows the curriculum to be taught effectively, although there is limited outdoor provision for Reception pupils; the playground for older pupils provides restricted space as does the school field. Classrooms are of a good size.
31. Pupils have too few physical education lessons because of the limited availability of the hall. They have full access to the programmes of study, but time is at a premium. The hall is a thoroughfare and this causes a certain amount of disruption to lessons. The school is clean and 'child friendly'. The environment is enhanced by the range of high quality, attractive displays of instructions, artefacts and pupils' work. The quality and range of resources is variable. There is a need to improve the range of reading materials. Regular homework is used effectively to support the curriculum. Parents are clear about arrangements through home/school diaries and also through information given in the school prospectus. A homework club is provided for pupils who need support.

Care, guidance and support

The school has developed a very good, caring environment within which the pastoral care of pupils is very effective. The safety, welfare and support of pupils is given a high priority. There is a high level of pupil involvement in the school's work and development.

Main strengths and weaknesses

- There is a very useful range of policies and procedures for pastoral matters, including child protection issues.
- Staff know the pupils well and provide very good supervision.
- The care and well-being of every single pupil is paramount.
- The provision for personal, social, health education and citizenship is good, with suitable emphasis on healthy lifestyles.
- Very good induction procedures ensure that the young children settle well into the Reception classes.
- Pupils' views are sought and valued.

Commentary

32. The school has a caring, community ethos where every child is valued. This is very much appreciated by parents. There are very good procedures for pastoral matters and they are well known to staff. The school's staff handbook is an excellent, well-managed document which ensures consistent practices are maintained. All members of staff, including the teaching assistants and midday supervisors, are appropriately trained.
33. The warm, friendly atmosphere provides a secure environment within which the pupils thrive. The attractive displays and posters around the school enhance the school's celebration of good work and reinforce the pastoral support and guidance. 'Star of the Week', the group points system and, in particular the development of the 'VCOP' initiative, all make significant contributions to the promotion of pupils' development; these typify the teachers' enthusiasm and commitment. The school makes good use of the support of external agencies. Health and safety are good, with regular site inspections and risk assessments undertaken for off-site visits. Welfare and medical provision are very good. Child protection matters and procedures for 'looked-after' children are both very good.
34. Personal, health and social education and citizenship are well planned and given a high priority. The school has received the Healthy Schools Award. The school assemblies observed during the inspection were linked to the school's 'Thought of the Week' which was 'Working Hard'. The assemblies were well led by the headteacher and the deputy headteacher, with appropriate guidance for pupils and religious content. The brief class assemblies were equally good in promoting care and support.
35. Provision for pupils with special educational needs is well organised with a strong emphasis on inclusion. The school's current emphasis is on early identification to ensure that effective support is provided as soon as possible, given the limited resources. This support may be either in class with work that is appropriately planned for them, or in small groups working on basic skills in literacy. This support could be improved if the number of classroom assistants was increased. There are very good links with the local pre-school playgroup and good liaison with external special needs support staff and other outside agencies. The regular reviews of individual education plans and annual reviews of statements of special educational needs give

suitable, achievable learning steps to be used by teachers to support planning. The school is currently reviewing and refining its evaluation and recording procedures to ensure provision is appropriate to targets for lessons.

36. Overall, there is effective support for the particular needs of all the pupils. In some classes the school relies on parent helpers who provide invaluable assistance. Pupils have trusting relationships with the adults. In the Reception classes, the very good induction arrangements ensure that the young children settle quickly and contribute to the wonderful start to the children's education.
37. The views of the pupils are canvassed and valued by the school. The class and the school councils meet regularly and have contributed to and enhanced the school's work. Recent initiatives instigated by the pupils have included the 'bullying box', plans for playground resources and potentially, a fruit shop.
38. The school is very successful in meeting its aims and objectives. The very good care, guidance and support make a very positive contribution to the quality of education provided.

Partnership with parents, other schools and the community

The school has a good partnership with parents and the community, with some aspects being of a very high quality. Links with other schools and colleges are good overall.

Main strengths and weaknesses

- The parents, partly through the very successful Wilsden School Association, are very supportive of the school.
- The parents have very positive views about the school.
- A significant number of parents would like more information about their children's progress through a further consultation evening.
- Good quality booklets and newsletters are provided.
- The school welcomes parent participation and provides a variety of curricular events and presentations.

Commentary

39. The relatively high level of responses to the pre-inspection questionnaire and meeting are indicative of the parents' keen interest in their children's education. Parents believe that the school is accessible and welcoming and that it deals well with any concerns. Many parents wrote additional notes on the questionnaire sheets praising many aspects of the school. In discussions with parents during the inspection, they all expressed their appreciation of the very good educational and pastoral provision. The School Association has raised significant funds, which are used to enhance the school's resources.
40. One concern for a significant number of parents is the perception that one formal consultation evening per year, in the autumn term, is insufficient. The inspection team supports this view. This is to be considered by the school and its governing body. The end of year pupil reports are good overall; the information is gradually being improved,

for example, by the inclusion of information about reading ages. Some parents appreciate the way their views are canvassed by the school.

41. The school welcomes parents into the school and has held a number of very successful events, such as an 'Art Week' and a 'Science Week' when members of Bradford University's forensic department helped to extend the pupils' scientific enquiry skills. The school's Theatre Club has very good pupil participation, with about 70 pupils contributing to the recent production of 'The Lemonade Kid'; despite presentation over two nights, tickets had to be rationed due to excessive demand.
42. The school is fortunate to have high quality assistance from voluntary helpers. In the Reception class, for example, valuable monitoring work was observed by a parent who is being supported by the school on a course placement. The contribution of parents to pupils' learning at home and at school is very good. Parents of children with special educational needs are given every opportunity to be involved in review meetings.
43. The school's links with its community are good. The pupils' choir performs for local senior citizens and at a nursing home. A compact disc has been recorded as a joint promotion between the school and the village brass band which has proved to be very successful. There are links with local businesses, such as a toy manufacturer and Year 6 pupils participate in the Injury Minimisation Programme with the local hospital.
44. Links with higher educational establishments are very good; there is very strong commitment to participation in teacher training with an excellent relationship with a local provider. Of the two local secondary schools, the school has a close relationship with one but less so with the other. Liaison with the pre-school playgroup is very good.

LEADERSHIP AND MANAGEMENT

Overall the leadership and management of the school are very good. The headteacher provides very good leadership for the work of the school, with management being very good. He is well supported by the deputy headteacher and senior managers. Governance is good and meets statutory requirements.

Main strengths and weaknesses

- The school is successful because of the very good leadership and management of the headteacher with his clear commitment to make the school as good as it can be.
- The school has high aspirations for its pupils and is committed to raising standards.
- The governing body supports the school well but needs to further develop its monitoring role.
- The school improvement plan would benefit from a longer term perspective.

Commentary

45. The headteacher's leadership is a clear strength of the school. With the support of the deputy headteacher and the senior managers there has been created a unity of purpose among all adults in the school to continue to provide an inclusive and caring community where pupils can develop as individuals and achieve high standards.

46. The headteacher, governors and senior staff, together with the subject co-ordinators are all involved when deciding priorities for school improvement. Underpinning this is a shared commitment to raising standards. The school's leaders are committed to running an equitable and inclusive school in which each individual matters. The school improvement plan is cohesive and its progress is carefully managed over the short and medium term but would benefit from a more formally recorded long-term perspective.
47. The deputy headteacher and the senior teachers co-ordinate the views of all teaching and support staff when making decisions. They promote very good working practices that reflect the shared beliefs and values of the school exemplified by the high standards of teaching and learning that they demonstrate. The school makes good use of its limited resources to support pupils with special educational needs. Those with particular gifts or talents are identified and encouraged to develop their skills and aptitudes.
48. Many of the subject co-ordinators are still developing their roles but they are all aware of their responsibilities. They evaluate the provision for their subject areas and create subject development plans. The co-ordinator for pupils with special educational needs is very conscientious and uses her time effectively in managing the support programme. There is a good policy which is thorough and inclusive. The arrangements generally have a positive impact on pupils' learning.
49. The deployment and workload of the teachers are well managed. Performance management strategies are developed across the school and there is a commitment by all staff to achieve and give of their best. The classroom assistants are well deployed and ensure a high quality of support. However, because of budget restrictions there are not enough classroom assistants to ensure adequate support for all classes; this has a negative impact on the achievement of pupils with special educational needs. Information from baseline assessments, standardised tests and statutory and non-statutory assessment tasks and tests give useful information for setting individual targets. Monitoring pupils' progress is effective in literacy and numeracy from Year 3 onwards. The school has plans to implement these practices lower down the school and to include science and information and communication technology. Teachers make sure that this information is used to best effect to provide an appropriately high level of challenge.
50. The management of the school is very good. Efficient routines are in place and so the school is an orderly community which runs very smoothly. Administrative staff work effectively and efficiently to support the staff. The school has very effective procedures in place for the induction of teachers. These have been very useful in helping newly qualified teachers to settle easily into school life. Staff development is firmly linked to the school improvement plan but budgetary restrictions mean that staff training is not as comprehensive as the school would wish. There is very good provision for initial teacher training including an informative handbook for the large number of trainee teachers working in the school over the year.
51. The governance of the school is good and fully meets statutory requirements. The headteacher is well supported by the members of the governing body who understand their roles and responsibilities. Governors help to shape the vision and direction of the school. They meet regularly, organise their work effectively and make a good contribution to the school's improvement. They are aware of the strengths and weaknesses of the school and are not afraid to challenge decisions where appropriate. The governors could usefully further develop their monitoring role. Clearer insights into

teaching and learning could enable governors to become more knowledgeable about the work of the school and add to the quality of their support.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	818,707
Total expenditure	824,948
Expenditure per pupil	2,391

Balances (£)	
Balance from previous year	36,821
Balance carried forward to the next year	30,580

52. Financial planning is thorough. It is based on a good understanding of the school's vision, tempered with the constraints of the school budget. Clear, very focused priorities have been identified; for example the school has a firm commitment to try to maintain single age classes. The school applies the principles of best value very well.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

53. Provision for children in the Foundation Stage is **very good**, being one of the school's main strengths.
54. When children start their year in the Reception classes the full range of ability is represented, although overall attainment is slightly above what could be expected. Children achieve very well because of the very good teaching and the very good range of learning experiences provided; some of the teaching and learning is excellent. Very good teamwork amongst adults, ensures that assessment of children's progress and planning for their learning are closely linked. Both of the two classes, which work in adjacent rooms, have full-time adult support. It is to the credit of the school that this support is in place, given its financial constraints. At the time of the inspection, very good support was also being provided by a parent on an early years course placement.
55. The enthusiastic staff create a very lively and stimulating environment for children, which nurtures their interests and curiosity very well. There is excellent sharing of resources, such as role-play areas and one room is designated as the 'literacy area' and the other as the 'numeracy area'. Children do not have continuous access to the outside area which is linked to the classroom. However, staff work very hard to make best use of what is available. Outside activities linked to the other areas of learning are carefully planned and very well managed. All the parents spoken to expressed a high level of satisfaction, making reference to the very good induction arrangements. The arrangements for transition from Reception to Year 1 are very well managed with very good liaison between the staff; parents are very well informed, partly through a very useful 'Foundation Stage to Year 1' booklet.
56. A strong feature of the Foundation Stage is the very good leadership and management of the co-ordinator who provides enthusiastic, knowledgeable and inspirational leadership. Planning is thorough and involves all the adults. There is a wide range of very effective assessment practices based on the careful, structured observation of the children. These observations inform the planning of the work and lead to the careful tracking of children's progress through the 'stepping stones' which lead to the Early Learning Goals and beyond. Good photographic evidence adds to the picture presented in the children's individual profiles. The high quality provision enables children to achieve very well and, consequently virtually all the children will meet the Early Learning Goals identified as targets for the end of the Reception Year in each of the six areas of learning and a significant minority will exceed those targets. Children achieve particularly well in the communication, language and literacy and the mathematical areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children make very good progress.

- Teachers skilfully promote many very good opportunities for children to work and play together.
- Children love coming to school.

Commentary

57. The area of personal and social development is seen as a vital thread which underpins all the teaching and learning. Children achieve very well in this area. They have gained confidence in a range of familiar and new situations; they have established very effective relationships with the adults. They learn to select and use activities and resources independently; for example, when making choices from a wide range of activities such as water and sand play, role-play in the 'Garden Centre', working in the 'office', designing or working on the computer. Children learn to share and take turns such as when 'hiding and finding' ordinal numbers in the playground.
58. Children learn to share equipment without difficulty, are kind to one another and learn to co-operate well; for example, in circle time, in playing games with a parachute and in creating an obstacle course. They help one another; for example, in getting dressed after physical education. The staff's expectations are high. The children are enthusiastic about their learning and become well engaged. They learn to listen attentively to stories such as 'Monkey Puzzle' when the teacher enables them to consider issues of personal safety. The adults encourage the children to become independent so that they become confident in making choices and making decisions. The excellent relationships reflect the ethos of care and the value of every individual. The children's enthusiasm is clear to see, such as when they are accessing new images by clicking the computer mouse. Their enthusiasm is also clear to see in the photographs that have been taken to record many of the children's activities, such as when they visited a farm and a vets', went on a teddy bears' picnic and took part in maypole dancing.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The quality of teaching and learning is very good and children achieve very well.
- There are very good opportunities for developing speaking and listening skills through activities such as role-play.
- Thorough assessment arrangements mean that needs are well met.
- Children make very good progress in the acquisition of basic literacy skills.

Commentary

59. A strong emphasis is placed on early reading skills and most children make very good progress in this area which is given a very high profile with very good parental support. During the inspection, children were observed making very good progress in their development of word-building and sounding skills. The promotion of speaking skills is a high priority and virtually all the children speak with very good confidence; this was clearly seen in the versions of 'the literacy hour' which have recently been introduced.

60. The children listen very attentively in a large group showing good understanding, such as when listening to 'Jingle, Jangle, Jungle'. They enjoy favourite stories such as 'The Rainbow Fish' and 'Goldilocks and the Three Bears'. They are learning to follow instructions; for example, when playing letter recognition games. They have a growing vocabulary which shows very good progress over time. They take part in imaginative play in very good provision for role play in different situations such as mini-beast tunnels and the home area for domestic play. They enjoy sharing and choosing books from the very good selection and benefit from good opportunities to take books home.
61. They begin to write independently and are given very good opportunities for writing; for example, writing invitations, birthday cards, postcards, letters and 'a note to a friend'. They enjoy creating their own booklets; for example, 'My book about dinosaurs', 'Making a finger puppet' and 'I can. . .' books. They enjoy books and develop word recognition skills. The vast majority are making very good progress in early reading skills. A good range of information and communication technology software helps the children to reinforce and practise their skills. During the inspection, children were becoming very skilled at using the 'stamper' on the screen, using the interactive whiteboard.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Teachers plan a wide range of activities to support learning which ensures that children achieve very well.
- Every opportunity is taken in all activities to promote children's mathematical development.
- The adults' high expectations lead to high standards.

Commentary

62. Children enjoy using calculators, number lines and the computer to practise skills. They are encouraged to recognise and use mathematical and positional language confidently; for example, words like 'bigger', 'smaller', 'above', 'below' and 'behind'. They can work out one more or one less than a number from one to ten and, in practical activities and discussion, use the vocabulary involved in adding and subtracting. During the inspection, good use was made of the interactive whiteboard to develop skills of estimation. Very good teaching and learning were observed in this area.
63. The children work well across the various aspects of mathematical development and at the time of the inspection, the children were benefiting from focused teaching as part of an introduction to the National Numeracy Strategy. The children show great confidence in counting and, at the time of the inspection, there was evidence of very good attainment; the higher attaining children were counting and writing numbers to 100, beginning to recognise above 100. They were showing a good understanding of ordinal numbers and most could write number sentences. They join in the good range of number rhymes and counting games such as 'Five Currant Buns' and they very much enjoy singing 'Ten Green Bottles' using software on the interactive whiteboard to watch the 'bottles break'. They sequence events such as the times of the day and the days of the week.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The children are given a good range of experiences to help them to find out about the world and they make very good progress.
- Literacy skills are developed well in this area of learning.

Commentary

64. The children are given good opportunities to go out of school to learn about the local area through local walks and visits to the shops, a farm and a garden centre. Children learn about their own history in the family, making use of photographs. They look at and consider differences between the past and the present. They enjoy using construction kits to make models such as vehicles and 'jungle homes for animals'. After hearing the story of 'The Very Hungry Caterpillar', they paint and make three-dimensional butterflies. They enjoy baking, often related to a topic, such as when they made gingerbread men. They refer to maps to locate where 'Barnaby Bear' has travelled.
65. The children plant seeds and bulbs and measure their growth. They gain a great deal of knowledge from their topic on mini-beasts. They learn about the seasons of the year and the characteristics of each one. They learn the difference between transparent and opaque. They design and make cards and invitations, such as for the Teddy Bears' Picnic.
66. The children enjoy using the computer independently and show good levels of skill in controlling the mouse to play various games; many become very confident in 'dragging' and 'dropping' the clothes on the 'Teddy' in a dress the teddy activity. Children are now benefiting from weekly visits to the new computer suite in four small groups with very good adult support. The teachers are beginning to make good use of the interactive whiteboard to support the teaching and learning. The children learn about their own and other cultures and heritages partly through learning more about festivals such as Christmas, Diwali, Eid, Hannukah and Ramadan. All the evidence indicates that the quality of the teaching in this area is very good, capturing the children's interest and enabling them to achieve very well. Books are well used in this area of learning and the children talk about what they have learnt with great enthusiasm.

PHYSICAL DEVELOPMENT AND CREATIVE DEVELOPMENT

67. Very little teaching was observed in these two areas of learning. As a consequence it was not possible to make secure overall judgements on these areas, although the school's record keeping and assessment procedures give clear indications of likely standards by the end of the Reception Year.
68. In the physical area of learning, children use equipment such as pencils, the computer mouse, paintbrushes and construction equipment to develop good manipulative skills. Although the school lacks a designated outdoor play area with opportunities to use large toys, staff work hard to provide a good range of activities to support all areas of learning. In the creative area of learning, staff provide very good opportunities for children to work with a wide range of

materials and to develop imaginative skills. There is evidence of very good use of imaginative play, creative art and design and opportunities for dance and music making.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Reading standards are very high throughout the school.
- The very good quality of teaching and learning enables pupils to achieve very well overall.
- Pupils' have very positive attitudes to learning.
- The subject benefits from very good leadership and management.
- Written work, especially that of boys, needs improvement.
- The quality of handwriting and presentation is variable and could be higher.

COMMENTARY

69. Over the past three years, pupils have maintained standards above the national average in the national tests at the end of Year 2 and Year 6. Standards at the end of Year 2 are well above the national average in reading and writing. These standards are reflected in the 2003 results. At the end of Year 6, overall standards in English are above the national average, as they were in 2003. With these pupils standards in reading are very high but standards in writing, especially those of the boys, although good, do not match the very high standards found in mathematics and science. The school is putting in place effective strategies to address this, boys are becoming more positive about writing and standards are rising.
70. Pupils achieve very well in Years 1 and 2. With the older pupils, achievement is consistently high in Years 5 and 6. Achievement, whilst good overall, is more variable in Years 3 and 4 because the quality of teaching is variable. Pupils make particularly good progress in the Year 6 classes. Pupils in Years 4, 5 and 6 are set according to ability, so that provision can be closely matched to their needs. Pupils with special educational needs achieve well because of the good quality individual plans which are reviewed regularly, the very good quality of much of the teaching and the high quality support provided by the limited number of well trained classroom assistants. Gifted and talented pupils achieve well. Handwriting and presentation are often of a high standard but there is some variation in quality and the school needs to consider this.
71. Most of the teaching and learning seen during the inspection was at least good, a significant number of lessons were very good and in Year 6 they were excellent. This high quality of teaching is having a very positive impact on the standards pupils attain. Teachers are creative in the use of teaching methods and resources which will appeal to young pupils; for example, the use of 'Olly Owl' to explain learning objectives for the lesson. In older classes very appropriate texts, often chosen to appeal to the boys, are instrumental in providing interesting, stimulating and often humorous lessons, rewarded by great enthusiasm from the pupils. Very good use is being made of the new interactive whiteboards.
72. Teachers show very good subject knowledge and plan lessons with clear learning intentions, which are shared with pupils at the beginning of lessons and then used to reinforce learning in useful final review sessions. In the very few lessons that were less

effective, instructions were not sufficiently clear, leaving pupils confused and expectations of productivity insufficiently high. Teachers are very mindful of the need for equality of opportunity and work hard to ensure that nobody is excluded from an activity.

73. Teachers have high expectations of pupils' behaviour and their approach to work. These high expectations, together with the brisk pace shown in many lessons, are enabling pupils to make the most of their learning opportunities. They are apparent in the very good and sometimes excellent attitudes shown by the pupils towards their work. Pupils are very well behaved, listen intently and have the confidence to ask and answer questions, which enables them to make valued contributions during lessons. Relationships between staff and pupils are very good. These factors are making a significant impact on the standards achieved.
74. The high expectations of the headteacher, together with the very good work done by the English co-ordinator, act as a stimulus for other staff and contribute well to the consistent approach to learning seen throughout the school. Teachers are ambitious in their expectations of pupils' achievement. The aim is to provide an inspiring and enjoyable approach to raising standards and in this they succeed. Assessment procedures and systems for recording pupils' progress are very thorough with very good tracking of progress from Years 3 to 6; there are firm plans to extend these procedures from pupils' entry to school. There is very good subject leadership and management. The co-ordinator has an in-depth knowledge of standards across the school. Pupils are involved in monitoring their own progress through their individual targets. The recent introduction of the 'VCOP' monitoring system concentrating on four generic targets is having a very significant effect on pupils' motivation to improve. It appeals particularly to the boys.
75. The use of information and communication technology is increasingly playing an important part in development of literacy skills. Pupils enjoy using the library's new computerised system. Resources for literacy need improvement, especially the provision of more books for the reading scheme and for the library. Homework is purposeful and well linked to work in lessons. Sometimes it provides appropriate preparation for the following day's lesson.

Language and literacy across the curriculum

76. Oral sessions in lessons across the curriculum are used very effectively to develop speaking and listening skills, which are very good. Reading and vocabulary development are well promoted. Very good links are made with personal development through texts which require older pupils to consider such topics as the effects of different kinds of behaviour on other people, or drug related problems. In a Year 6 lesson, pupils offered a variety of solutions to support a drugs victim which demonstrated their own different attitudes to the problem. In another lesson, music from 'Fingal's Cave' was used as a stimulus for writing about feelings. Pupils are given frequent opportunities to practise their writing skills in such subjects as history and geography but standards here are not always as high as those found in literacy lessons.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are well above average in Years 2 and 6.
- The quality of teaching is very good overall and leads to effective learning.
- Pupils have very good attitudes to learning mathematics.
- The subject is led and managed very well.
- Tracking of pupils' progress needs further development so that it extends throughout the school.

COMMENTARY

77. Standards in mathematics are well above national averages at the end of Years 2 and 6 and pupils overall achieve very well relative to their capabilities. During the inspection, the evidence collected indicated that there are no significant differences in the attainment of boys and girls and the attainment of pupils of different ethnicity.
78. Pupils in Year 2 have a good understanding of numbers. They add and subtract confidently in hundreds, tens and units. Pupils are aware of number sequences such as odds and evens and halves and doubles and use two, four and five times tables successfully. Pupils successfully interpret mathematical problems expressed in words, for example, when dealing with money. They successfully construct block graphs from information contained in tally charts and understand how to interpret the information that they contain. Pupils in Year 6 have a very good understanding of the different areas of mathematics. They use the four rules of number, addition, subtraction, multiplication and division, confidently in numbers up to six figures. Pupils understand that decimals, fractions and percentages are different ways of expressing the same concept and move successfully between them. They have a clear understanding of the properties of two and three-dimensional shapes. Pupils have a good understanding of how to approach and solve mathematical problems expressed in words.
79. The quality of teaching and learning is very good overall with some variation. Teachers have a very good level of subject knowledge and understanding and a clear appreciation of how the National Numeracy Strategy can be used to raise attainment. In the more effective teaching, which made up the vast majority of that observed, imaginative learning activities and a brisk pace engaged the interest of pupils so that they worked with sustained interest and concentration and achieved very well. Work in books is supportively marked and pupils have a good understanding of how to make further progress. Pupils' work is mainly well presented, although there is some variation in expectation across the classes. Most teachers use questioning skilfully to test and extend pupils' understanding. Very good relationships between adults and pupils help promote learning.
80. Skilful teaching ensures that pupils with special educational needs have a secure understanding of mathematics and achieve well overall; there are times when they could make better progress if more classroom support was available. Classroom assistants provide very good support. Pupils in Years 4 to 6 benefit from being grouped by attainment for their daily lesson. This has a positive impact on attainment and progress because teachers can plan work that is closely matched to individual needs. Throughout the school, teachers successfully plan different learning activities for different groups of

pupils so that all are effectively challenged and overall achieve very well. Interactive whiteboards have recently been fitted in some of the classrooms and pupils respond to them positively and enthusiastically. The provision for homework is very good overall but is particularly so for the older pupils where it clearly extends what has been learned in the lesson.

81. The subject is very well led and managed. There are sufficient resources, including practical equipment, which are readily available. There are good systems for assessing and monitoring pupils' attainment and progress from Years 3 to 6; for example, the results of national tests are analysed to identify possible areas of weakness so that these can be addressed. Information from these assessments is used to set targets for whole year groups and individual pupils. The school recognises that the tracking of pupil progress needs extending to cover the whole of the pupils' time in school. The subject leader has clear ideas on how to further develop the subject and these will make a positive impact on the provision for mathematics.

MATHEMATICS ACROSS THE CURRICULUM

82. Pupils make effective use of mathematics as part of their work in other subjects and this helps them to begin to develop an appreciation of the practical uses of their skills. They use these skills across a range of subjects such as art and design, design and technology, geography and science; for example, they use graphs and tables to record data in science and geography and use measuring skills in design and technology.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are well above the national average.
- Very good quality teaching and learning enable all pupils to achieve highly.
- Pupils have very positive attitudes to learning.
- Leadership and management are very good.
- The assessing and tracking of pupils' progress need extending.

Commentary

83. The quality of work of the current Year 2 pupils, along with the school's assessments, show that these pupils are on target to achieve standards which are well above the expectations for that age. These high standards, which replicate those of the previous year, are a result of the consistently high quality teaching the pupils receive which enables boys and girls of all abilities, including those with learning difficulties, to achieve as well as possible. Over the last few years pupils have maintained high standards in the Year 6 national tests. Standards of work seen during the inspection, along with the school's assessments and formal testing, indicate that Year 6 pupils are on target to achieve standards which are well above the national average. In the 2004 tests it is likely that, while virtually all pupils will achieve the Level 4 expected of the average 11 year old, around 60 per cent will achieve the higher Level 5, a picture that will replicate that of the 2003 results.

84. Teaching is very good overall with some excellent teaching in Years 1, 5 and 6. Lessons are thoroughly planned and the intended learning outcomes are shared with the pupils so that they are clear about what they are to learn and what is expected of them. Teachers build well on previous work, so that pupils can use previously gained scientific knowledge and understanding to support their learning. For example, in an excellent Year 5 lesson a difficult idea was taught in an inspiring and effective way. The pupils were captivated by the teacher's excellent demonstration of the phases of the moon, as she projected light (sun) on to a football (moon) and asked them to observe the changes they saw as she simulated the orbit of the moon around the Earth. The pupils made significant strides in their understanding of the relationship between the Earth, Sun and Moon.
85. Pupils' behaviour is very good. All staff share in the very good classroom and pupil management which makes lessons so successful and ensures that all pupils, whatever their individual needs, are fully involved in the lesson. As a result, all pupils, regardless of capability, achieve very well. All lessons are typified by the very good relationships, high expectations and respect that teachers have for pupils and that pupils have for all adults in the school. This results in pupils who want to learn, listen carefully and contribute both maturely and very effectively in discussion. All these factors combined together in an excellent Year 6 science lesson involving investigative, collaborative, practical working where pupils were engrossed in their work and achieved very highly as a consequence of outstanding teaching resulting in excellent learning.
86. Leadership and management are very good. The co-ordinator has a very clear understanding of the subject's strengths and weaknesses and what needs to be done to maintain and even improve upon, pupils' high standards. The annual science week, improved resources and links with other curriculum areas are examples of how raising the profile of science has impacted on teaching and learning and pupils' achievement in the subject. There is recognition of the need to further develop arrangements for checking and recording the attainment and progress of pupils' progress in the subject to enable targets to be set for improvement from Year 1 through to Year 6. Although present arrangements are not restricting pupils' learning, these procedures are not formalised into a whole-school approach that will provide more effective records of pupils' progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards of pupils' attainment are improving and are at least in line with what is expected.
- Teaching is good and results in good learning for all pupils.
- Pupils' attitudes and behaviour are very good.
- Subject leadership and management are good.
- The checking and recording of pupils' progress need improvement.

Commentary

87. The school has, very recently, considerably improved its facilities for information and communication technology through the development of a suite of computer equipment, improved software and interactive whiteboards in some classrooms (one for each year group). Very efficient timetabling of the computer suite has resulted in pupils having far greater opportunity than previously to learn new skills and to apply them in their work in other subjects. Standards attained by the current Year 6 pupils are in line with those expected nationally. The

standards attained by pupils in Year 2 are also in line with those expected. The very good resources and staff expertise are improving standards in pupils' attainment at a rapid rate.

88. Teaching is good overall, with some very good teaching in Year 6, enabling all pupils, regardless of capability, to achieve well. The very good relationship between adults and pupils is a significant factor in the good level of learning which takes place. Good quality teaching is based upon teachers' secure and in some cases very good, subject knowledge. When pupils are learning new techniques on the computers, teachers explain clearly and model the appropriate skills very well which enables pupils to acquire new skills quickly. This was seen in a Year 2 lesson when the teacher effectively demonstrated how to access and use a word bank program and how to save work for future use. Teamwork between teachers and support staff is very good, ensuring that all pupils are very well provided for; for example, in a Year 3 lesson, the classroom assistant gave very good support to two pupils with learning difficulties.
89. Pupils are extremely enthusiastic in their use of information and communication technology. They show good skills of co-operation when they work in pairs at a computer. Their very good behaviour is a significant contributor to the good learning that takes place. For example, when Year 5 pupils, in pairs, were using a software program to generate line graphs from data they had collected, the level of discussion was very good with both pupils contributing to the decision making. They sustained high levels of concentration and were justifiably proud of their achievements.
90. Subject leadership is good. The co-ordinator is very aware of future needs in order to continue to develop the subject and improve standards throughout the school. There is recognition of the need to further develop arrangements for checking and recording the attainment and progress of pupils' progress in the subject to enable targets to be set for improvement from Year 1 through to Year 6. Although present arrangements are not restricting pupils' learning, these procedures are not formalised into a whole-school approach that will provide simple and effective records of pupils' progress.

INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM

91. Teachers make good use of information and communication technology to support pupils' learning in other subjects, English, science, history and art being examples. In the Reception classes good use is made of software which enables children to practise literacy and numeracy skills. Some teachers are beginning to also use information and communication technology to enhance their teaching; for example, through the recently introduced interactive whiteboards. A good example was seen in the opening part of a Year 6 science lesson that culminated in pupils planning an environmental investigation. Pupils become adept at accessing information from the Internet. The school is very committed to the further development of information and communication technology to support teaching and learning in all areas of the curriculum.

HUMANITIES

The work in geography and history meets statutory requirements. These subjects were not specific areas of focus for the inspection and only a limited range of evidence was sampled. As a consequence there is insufficient evidence to make overall judgements on the quality of the provision.

GEOGRAPHY

92. No lessons were seen in geography during the inspection and so no overall judgements are possible on standards or the quality of teaching and learning. Evidence from teachers' planning, from displays around the school and from the pupils' books indicates

that pupils receive an appropriate curriculum. In Year 6, in pupils' work on various kinds of environment there is clear evidence that pupils have a good knowledge and understanding of the different environments in various parts of the world. They use their literacy skills well to make good quality labelled diagrams and extract information from secondary sources to gain and make correct use of an appropriate range of geographical vocabulary. Their work reflects the pride taken in presentation. However, there is evidence of some variability in the quality of work across the school. Written tasks do not always promote literacy skills sufficiently well and presentation of diagrams, graphs and pictures is sometimes of insufficiently high quality.

93. Very good use is made of the local environment and of visits further afield to enhance the curriculum. Comparisons are made between various locations both at home and abroad. Geography is used well to explore a range of environmental issues. Year 3 pupils have discussed consequences of losing farmland for house building, Year 4 pupils have studied the effects of pollution on the environment and Year 5 the effects of congestion caused by cars outside the school. Good links are made with other subjects such as science, history, art and design and design and technology. Information and communication technology is beginning to play an important part in work in geography. There is an adequate range of resources in school supplemented by some provided through a partnership with another primary school.

History

94. Two lessons were observed during the inspection. One was a Year 4 lesson where pupils were enabled to learn about Egyptian hieroglyphics and numbers. The other was a very good, very well resourced Year 1 lesson when a good range of practical activities helped the pupils to understand how seaside holidays have altered since Victorian times to the present day.
95. A review of pupils' work in history indicates that presentation is variable and over the year shows that there are occasions when there is insufficient difference in the standards of work on a particular topic by pupils of different ages and abilities. When this happens, the work set requires a limited response, which provides insufficient challenge for the higher attaining pupils. The series of topics, which follow national guidance, unlike other subjects, are taught to two year groups at the same time. The school has firm plans to amend the planning so that discrete topics are taught to discrete year groups.
96. The pupils' enthusiasm for the subject is well promoted by a range of historical visits. The pupils learn about their own community through investigating their own village. Visits further afield include ones to East Riddleston Hall and Eden Camp. Older pupils take part in a local 'archaeological dig'.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils have good opportunities to learn about world faiths.
- The co-ordinator is committed to raising the profile of religious education.
- Older pupils would benefit from the purchase of more books.

Commentary

97. Although an appropriate amount of time was given to religious education during the inspection, it was not possible to observe any lessons. Consequently it is not possible to make judgements on teaching and learning. However, a close review undertaken of the pupils' work indicates that standards meet the requirements of the locally agreed syllabus.
98. In Year 2, pupils are able to retell stories of people from different faiths such as Guru Nanak, Rama and Sita and Moses. In Year 6 pupils are able to describe the key beliefs and teachings of different religions and make comparisons. All year groups have access to a good range of artefacts. This helps them gain a sound understanding of a range of religious beliefs encompassing Hinduism, Sikhism, Judaism, Islam, Buddhism and Christianity. Pupils are developing an understanding that certain artefacts are important to different faiths and gain some knowledge of their historical as well as cultural importance.
99. The curriculum gives good attention to pupils' personal and social issues and this encourages pupils to respect each other's point of view and be tolerant of other faiths and beliefs. Acts of collective worship make a significant contribution towards this.
100. Curriculum leadership is good. Overall the subject is adequately resourced. The resource boxes that support the topics are well organised but the older pupils would benefit from the purchase of more books, including Bibles. The policy and the scheme of work have both been improved and provide support to staff when they plan lessons. Although simple assessments are undertaken, there are plans for these to be developed. Following a period of time focusing on national initiatives, such as those in literacy and numeracy, there is clear recognition that the profile of religious education now needs to be raised.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education meet statutory requirements. These subjects were not specific areas of focus for the inspection and only a limited range of evidence was sampled. As a consequence there is insufficient evidence to make overall judgements on the quality of the provision.

Art and design

101. No lessons were seen in art and design during the inspection, therefore it is not possible to form an overall judgement about provision in this subject. The school has adopted national guidelines to ensure appropriate coverage for all pupils. The common programme of work ensures continuity and progression in teaching and learning in the development of pupils' skills in different artistic techniques. Through checking teachers' planning, discussions with staff and pupils and an observation of the work on display, it is evident that the pupils are given opportunities to use a wide range of media.
102. The co-ordinator's very good leadership and management and enthusiasm have enhanced the profile of art and enriched the curriculum through, for example, the annual 'Arts Week'. The impact of the most recent one was evident in the work on display which

clearly demonstrated the pupils' very good skills in printing, painting, collage, batik, weaving and photography. Good opportunities are provided for pupils to develop art through information and communication technology, such as when Year 2 pupils created work in the style of the artist Matisse through a software program. A suitable system is in place for assessing and recording pupils' progress.

Design and technology

103. Only one lesson was seen during the inspection and there was little work on display. It is not possible, therefore, to make overall judgements about provision in design and technology. A scrutiny of teachers' planning and pupils' notebooks indicates that throughout the school pupils are receiving an appropriate curriculum based on national guidance. There was some evidence of good quality work using fabrics such as felt to make individual purses and group friezes.
104. The one lesson seen, in Year 6, was of a very high quality. Pupils had to design a form of outdoor clothing. A good range of resources was provided and information presented in a measured way ensuring that pupils continually reviewed their work. There were very high expectations of pupils' quality of work and behaviour.
105. The co-ordinator has an appropriate action plan and has begun monitoring the pupils' work. Resources are satisfactory overall with the exception of control devices. Work in design and technology often supports that done in other subjects such as art and design, geography, science, information and communication technology and music. Digital cameras are used in pupils' evaluations of their work.

Music

106. There is a strong tradition of music, which has a high profile in the school. At the time of the inspection the co-ordinator, who teaches music across the school had recently returned after an extended absence and was effectively picking up the momentum of the work. Just two lessons were observed during the inspection. In a Year 6 lesson, subsequent to hearing Ligetti's 'Atmospheres', pupils worked in groups to create good quality pieces of atmospheric music using blends of acoustic and electronic sounds. In a good Year 2 lesson, pupils worked co-operatively in small groups to create a variety of musical effects to the basic tune of 'Mrs White had a fright'. The work in music owes a great deal to the musical expertise and enthusiasm of the co-ordinator. Pupils of all ages were heard singing enthusiastically and tunefully during assembly time.
107. All told, around a third of the pupils in the school are learning to play a musical instrument. Some learn as part of an extensive use of the local education authority's peripatetic service, taking lessons in violin, percussion, brass instruments, recorders, flutes, clarinets and keyboard. There is a good range of extra-curricular activities through the choir, folk guitar and recorder groups.
108. A key feature of the work is the concerts, enjoyed equally by parents and pupils, all of whom take part. Videotape of the latest harvest concert illustrates the pupils' enthusiasm. Older pupils take part in two concerts for Christmas at which time the choir performs for the local elderly, partly through a visit to a local nursing home. The school enjoys a good association with Wilsden Brass Band, which has resulted in a shared recording being made. The co-ordinator has exciting plans for the future including the

further development of information and communication technology to support music and the development of opportunities for musical therapy.

Physical education

109. There is insufficient evidence to make secure judgements about the quality of provision, the standards attained and the quality of teaching and learning. It was possible to see just one lesson during the inspection. In that good lesson, the Year 2 pupils were enthusiastic and developed basic ball skills through a good range of activities. Pupils across the school are very keen on physical education and sport. The scheme of work, which makes use of national guidance, ensures that pupils have an appropriate curriculum, although timetable demands on the hall mean that there is only enough time for each class to have one lesson of physical education a week and this is not sufficient.
110. Opportunities are provided for swimming with both Year 5 classes benefiting from a weekly visit to the local swimming pool. There is a good range of activities provided outside the school day giving the pupils opportunities to extend their sporting interests with a very good range of seasonal activities. At the time of the inspection the pupils had benefited through the year from 18 sporting clubs.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The quality of provision in personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- Personal, social and health education and citizenship are well promoted in all aspects of school life.
- Skills of independence and responsibility are nurtured well.
- The work makes good use of the knowledge and expertise of visitors.
- The class councils and the school council are having a positive impact on school life.

Commentary

111. The way the school emphasises and encourages responsibility and independence is helping to promote the pupils' very positive attitudes and other personal qualities. The work is timetabled and carefully planned with elements of citizenship which have recently been added. The programme is well organised and includes work on drugs education, personal safety and diet and healthy eating. The school has received a Healthy Schools Award.
112. Circle time makes a positive contribution and its effectiveness has increased as a consequence of recent staff training. Pupils are encouraged to share thoughts, think about issues such as friendship, relationships and bullying and show respect for views that may be different from their own. Activities such as these help to foster the very good relationships that exist within the school. During the inspection, reception children were

very sensitively able to consider personal safety through talking about their 'Monkey Puzzle' book.

113. Older pupils are given good opportunities to consider peer pressure, the use and misuse of drugs and sex and relationships education. They benefit from their visit to the local hospital. The work emphasises social skills and pupils develop their discussion and role-play skills. A good range of visitors adds to the quality of the work and the pupils' access to information. These include a police liaison officer, a fire officer, a water safety officer and representatives from the local football and rugby league clubs.
114. The knowledgeable co-ordinator has accreditation in teaching drugs education and the school will soon be receiving a 'charter mark' for its work in this area. The school's programme makes a positive contribution to its strong, caring, community ethos where every child is valued. Co-operative relationships are encouraged throughout the school. The class councils inform the work of the school council which gives pupils insights into the democratic process, helping them to make their views known; the council members take their responsibilities very seriously and wear their head wear (caps) with great pride. Pupils develop a good awareness of how to behave in a community and they work well together in a supportive and caring way. The provision for personal, social and health education and citizenship is one of the many features that make this a very good school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	2

Overall standards achieved	2
Pupils' achievement	2

Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
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); not applicable (8).