

**INDEPENDENT SCHOOLS COUNCIL  
(ISC)**

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**INSPECTION OF**

**QUEEN ELIZABETH GRAMMAR SCHOOL,  
JUNIOR SCHOOL  
WAKEFIELD**

**By the**

**INDEPENDENT SCHOOLS INSPECTORATE  
(ISI)**

**on**

**November 10<sup>th</sup> –14<sup>th</sup> 2003**

**MAIN REPORT**

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# INDEPENDENT SCHOOLS INSPECTORATE

## INSPECTION REPORT ON

### Queen Elizabeth Grammar School, Junior School

Full name of the School	Queen Elizabeth Grammar School, Junior School		
DfES Number	3846119		
Address	158 Northgate, Wakefield, WF1 3QY		
Telephone Number	01924 373821		
Fax Number	01924 231604		
E-mail Address	headmaster@qegsjs.org.uk		
Name of headteacher	Moray Bisset		
Chairman of Governors	Canon R E Gage MA		
Age Range	7 -11	Gender	Boys
Number of Pupils	255		
Inspection Dates	10th – 14th November 2003		

This inspection report follows the framework laid down by the Independent Schools Inspectorate (ISI). The inspection was carried out under the arrangements of the Independent Schools Council (ISC) Associations for the maintenance and improvement of the quality of their membership. It was also carried out under Section 163(1)(b) of the Education Act 2002, under the provisions of which the Secretary of State for Education and Skills has accredited ISI as the body approved for the purpose of inspecting schools belonging to ISC Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003.

The school must not quote the report selectively in the school prospectus or other promotional literature.

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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## **1. MAIN FINDINGS**

### **Overall Summary**

- 1.1 Queen Elizabeth's Grammar School, Junior school is led well by the headteacher. Pupils achieve high academic standards and move on with confidence to the senior school. Pupils are taught well and achieve high standards in most subjects. The good behaviour and positive relationships in the school reflects the pupils' very good attitude to the school and to learning. Strengths in sporting activities and in music are distinguishing characteristics of the school.

### **What the School Does Well**

- 1.2 The school's major strengths are in the standards achieved by pupils and their attitudes to learning.
- The school achieves high academic standards in most subjects by the end of Year 6 and pupils generally make good progress.
  - Standards of teaching are good.
  - The leadership and management of the school are good.
  - Pupils have very positive attitudes to learning and to school, and behaviour is very good.
  - Standards in sports and music are very high and the activities are very well supported by pupils.
  - Library resources are excellent.

### **What the School Should Do Better**

- 1.3 The school has few weaknesses. The following areas, however, could be improved:
- A small amount of teaching is not of the good quality seen in most lessons and this usually occurs when assessments do not inform the planning for the next lesson.
  - The monitoring of teaching and of pupils' work should be more rigorous and frequent, so that it provides a detailed evaluation of the school's strengths and weaknesses to inform development planning.
  - Some of the school's accommodation could be used more effectively to provide a range of learning experiences for pupils; accommodation for music is unsatisfactory.
  - Not all appropriate criminal and medical checks are carried out as required on domestic staff joining the school.

### **Standards of Attainment and Progress in Subjects**

- 1.4 Pupils achieve high standards for their ages and abilities in English, mathematics and science. Standards are also high in music and religious studies, but it was not possible to see sufficient lessons in other subjects to judge standards overall. In national tests taken last year at the end of Year 6, standards were well above the national average for English, mathematics and science.
- 1.5 Standards of literacy and numeracy are high for all pupils at all stages, and they support learning across the curriculum well. The use of information and communication technology (ICT) across the curriculum, while satisfactory, is still under development.

- 1.6 On arrival at the school pupils' achievements are generally above average. The attainment seen in pupils' work reflects their good performance in the external test and shows that pupils are generally making good progress as they move through the school. Pupils who are identified as needing additional support make good progress and attain good standards in relation to their ages and abilities.

### **The Quality of Pupils' Learning, Attitudes and their Behaviour**

- 1.7 Pupils' attitudes to learning and the quality of their personal development are very good and conducive to the learning process. Pupils are well-motivated, competent learners who apply themselves enthusiastically to their work. There is good discipline in lessons and constructive relationships are formed with teachers and with each other. Behaviour in and around the school premises is very good.

### **The Quality of Teaching**

- 1.8 The quality of teaching is good for pupils of all ages and consequently pupils learn effectively. Teaching is at least good in most of the subjects seen during the inspection. Relationships between pupils and teachers are very good in all lessons.
- 1.9 Teachers generally have very good knowledge of the subject matter and understanding of the learning processes in their subject. In very well taught lessons teachers use assessment effectively to plan the next stage of learning. Expectations are very high and learning is rigorous. In good lessons, pupils work at a good pace and teachers have high expectations of their pupils, but pupils are not so rigorously challenged as in the very good and excellent lessons.
- 1.10 In lessons that are less successful, but still satisfactory, the range of teaching methods is more limited and fewer opportunities are given for pupils to plan and organise their own learning. Assessment is not well used for planning and teachers plan from a general evaluation of their lessons. Some rooms are set out in a way that inhibits the range of strategies available to the teacher so that opportunities for pupils to develop a range of different learning skills are constrained.
- 1.11 In most lessons, teachers support the development of literacy and numeracy skills well. The use of ICT skills across the curriculum is satisfactory, but is in the process of further development. The quality of teaching for pupils who have been identified as being in need of further support is good.

### **Other Aspects of the School**

#### **Attendance**

- 1.12 The level of attendance is high and there are no recorded unauthorised absences.

#### **Assessment and Recording**

- 1.13 Arrangements for the assessment and recording of pupils' work are sound. The use of formal tests to assess pupils' attainment and progress is good. Marking of work is mostly informative and constructive. As an outcome of the marking pupils are set regular targets that are well judged and understood by the pupils. The targets make a good contribution to pupils' progress.

- 1.14 The use of assessment to inform medium and short-term planning is not sufficiently well developed. Assessment is used well for planning in English and mathematics, but its use in other subjects is less evident.

### **Curriculum**

- 1.15 The curriculum provided by the school offers a good, broad and balanced education suited to all the pupils across the age and ability range. Generous provision is made for music and sport, which reflects the aims and ethos of the school. The time for design technology (DT) is limited in Years 5 and 6 and this constrains the development of skills in the subject. The curriculum is planned effectively to provide continuity and progression in pupils' learning.

### **Teaching and Non-teaching Staff**

- 1.16 Staff are generally well qualified and experienced to meet the requirements of the school's curriculum. Arrangements for the professional development of staff are sound. Effective induction procedures are in place for new staff.
- 1.17 Checks by the Criminal Records Bureau for the appointment of most new staff are in place but checks are not made on all domestic staff who meet pupils after the end of the school day and medical records are not checked.

### **Resources for Learning**

- 1.18 The resources for learning are good in most areas. Resources for information and communication technology, games and science, are very good.

### **Libraries**

- 1.19 In the main library the range, availability, quality and accessibility of the books and facilities are excellent and fully support pupils' learning. Class libraries are not yet developed enough to become small, 'stand alone' units with a good range of both fiction and non-fiction.

### **Premises and Accommodation**

- 1.20 The quality of the premises and accommodation is good. All appropriate facilities are provided on site and, with few exceptions, pupils are taught in good specialist rooms. A very good range of sports facilities includes games pitches and a small swimming pool. The layout of many rooms is inflexible and this constrains the range of teaching and learning styles available to teachers. In general, however, the style and ethos of the building make a good contribution to pupils' attitudes to school and to their personal development, by portraying a sense of calm and tradition.

### **Links with Parents and the Community**

- 1.21 The school has developed very good partnerships with parents and has strong, valuable links with the community. The school enjoys strong support from parents and this was illustrated by the overwhelmingly positive responses in the pre-inspection questionnaire for parents. The information provided for parents through reports and letters, through the website and through meetings, is thorough, detailed and accessible. Parents' concerns are handled with care.
- 1.22 Links with the community are good at all levels. Long established links range from participation in local sporting events to making facilities, such as the swimming pool,

available to other local schools. The school has a strong link with the cathedral, and provides choristers. The governing body of the school has strong links with the Chamber of Commerce in Wakefield, the diocese, and a number of universities, who each nominate governors to the Foundation.

### **Pupils' Personal Development**

- 1.23 The arrangements for pupils' personal development are good. The promotion of pupils' spiritual awareness is good. Daily assemblies and different areas of the curriculum promote spiritual awareness and a sense of awe and wonder that goes beyond practical matters. Moral education is an important part of the school's ethos, very good provision is made and caring for one another is consistently promoted.
- 1.24 Social education is also very good. Pupils are constantly and consistently taught how to behave well. The provision for personal, social and health education is well established and organised. Use is made of a variety of approaches such as paired work, 'circle time' and investigative studies. Members of staff set a very good example in this area. Cultural provision in the school is good. Pupils have good knowledge and experience of Western cultures as well as those from other parts of the world.

### **Pastoral Care**

- 1.25 The provision for pupils' pastoral care, support and guidance is good and this makes a positive contribution to the educational standards and personal growth of pupils. Measures to promote good discipline and behaviour are effective. Pupils understand and respect the rewards and sanctions the school operates. Arrangements for the welfare and safety of pupils are good.

### **Governance and Management**

- 1.26 The leadership and management of the school are good. The headteacher sets a distinctive ethos and character to the school and gives a very clear lead for its educational direction that is committed to raising and maintaining standards. The whole staff work together as an effective and cohesive team, led by the headteacher, which is strongly influenced by the traditions and history of the school. Governors are appointed to the Wakefield Grammar Schools Foundation, all have an interest in the Junior School, but a number have a particular interest and some spend considerable time supporting the Junior School. They have a very good insight into the work of the school and are clearly effective as 'critical friends'.
- 1.27 The quality of subject management is variable. The co-ordinators set clear and practical guidelines for each subject, but they do not monitor teaching or pupils' work in their subjects and have little opportunity to assess the strengths and weaknesses of subject provision.
- 1.28 Overall, monitoring of the school's work varies widely. Pupils' performance is monitored well by the use of assessment information, which is used effectively for policy making. The monitoring of teaching and of pupils' work is not yet, however, sufficiently rigorous to provide a clear view of the strengths and weaknesses of the schools' provision and this makes development planning less effective than it could be. Strategic planning is effective, but the action plan for the school needs to more closely address the professional needs of its staff, with clear, measurable targets.
- 1.29 The management of the provision for pupils with special educational needs is good.

### **Achievement and Quality in Activities**

- 1.30 Achievement and quality in the activities provided is very good for the ages, aptitudes and abilities of the pupils. There are particular strengths in sports and music.

### **Progress Made by the School since its Last Inspection**

- 1.31 The school has made good progress since the last inspection in 1997 when the inspection was carried out under a different framework. Most of the issues raised at that time have been tackled, but some are still outstanding. Most notably the role of subject co-ordinators remains to be developed to full effectiveness.

### **Compliance with the Regulations for Registration**

- 1.32 The Independent School Standards Regulations apply from the beginning of September 2003 but schools have had relatively little time to implement them. This applies especially to the detailed Regulations for providing parents with information and for establishing a parental complaints procedure.

<b>DfES Standard</b>		<b>Does the school meet the regulatory requirements?</b>
1. Quality of education:	1.(2) Curriculum	Yes
	1.(3)-(5) Teaching	Yes
2. Spiritual, moral, social and cultural development of pupils		Yes
3. Welfare, health and safety of pupils		Yes
4. Suitability of proprietors and staff		It meets almost all of the requirements
5. Premises and accommodation		Yes
6. Provision of information		Yes
7. Manner in which complaints are to be handled		Yes

### **Actions Required for Compliance with the Regulatory Requirements**

- 1.33 In order to meet all the requirements, the school must:
- (1) Carry out health checks on all new staff
  - (2) Carry out security checks on all staff likely to come into contact with pupils.

## 2. MAIN RECOMMENDATIONS

2.1 The main recommendations are listed below. The numbers following each recommendation refer to the relevant sections in the report.

2.2 To improve further on the good practice evident in many of the school's activities, and to add further value to pupils' progress as they move through the school, the headteacher and staff should:

R1 Improve further the quality of teaching by:

- improving the consistency of short-term planning. (5.3)
- making greater use of assessments to inform planning for the next lesson so that the plans more clearly identify the learning intentions for different groups of pupils in the class. (5.4, 5.10)

R2 Improve further the quality of management by:

- increasing the range and frequency of monitoring of the school's activities, so that the strengths and weaknesses of the school can be more clearly defined and teaching, in particular, is monitored more rigorously. (6.15, 6.16)
- using the information from the evaluation of the school's provision more effectively to produce a development plan that includes a comprehensive programme for professional development for the whole school. (6.17)
- developing further the role of subject co-ordinator, so that they have greater responsibility for monitoring and improving the quality of provision in their subject and measuring its effectiveness. (6.14, 8.11)

R3 Improve the effectiveness of the school's accommodation by:

- providing furniture that can be used more flexibly in those rooms where the lay out constrains the range of teaching and learning strategies available to the teacher. (5.4, 5.36)
- Providing music accommodation that includes appropriate spaces for group composition and other practical group and class work. (5.34, 8.31)

Please refer to the section Compliance with the Regulations for Registration. (1.33) for details of those areas that need to be addressed.

### 3. INTRODUCTION

#### Characteristics of the School

- 3.1 Queen Elizabeth's Grammar School Junior School is the preparatory school attached to Queen Elizabeth's Grammar School, Wakefield. It is a preparatory day school for boys and serves a wide area around the city. At present there are 255 pupils in the school, aged from 7 to 11. Entry to the school is selective. The attainment of pupils on entry is above the national average for all schools and this is maintained as pupils move through the school. In each year one or two pupils show higher levels of attainment. They do well and usually achieve well above average standards in Year 6 tests.
- 3.2 The school was established as a separate Junior School in 1910. Since the last inspection in 1997 the number of boys has increased a little. Annual fees range from £5316 to £5616. A number of pupils are in receipt of Choral Scholarships or bursaries.
- 3.3 The school aims to provide equal opportunities for all pupils and to ensure that each individual has the opportunity to develop his full potential. It seeks to ensure that it provides a purposeful and enjoyable environment in which pupils can learn; to prepare pupils for life in a multicultural and caring society; to promote the healthy physical and the aesthetic development of individual pupils; and to be a partner, with parents, in the structured education of their child.
- 3.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following table:

School	NC
1 Lower	Year 3
1 Middle	Year 4
1 Upper	Year 5
Form 2	Year 6

#### Key Indicators

- 3.5 Externally marked National Curriculum Assessments at age 11 (Key Stage 2) 2003

Subject	Level 4 or higher	Level 5 or higher
English	98%	58%
Mathematics	100%	77%
Science	100%	85%

- 3.6 Attendance for First Half of Summer Term 2003

	Authorised	Unauthorised
Percentage absence	2.7%	0

- 3.7 Exclusions Over the Previous 12 Months

Temporary exclusions	Permanent exclusions
0	0

## **4. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

### **Attainment and Progress**

- 4.1 Pupils achieve high standards for their ages and abilities in English, mathematics and science. Standards are also high in music and religious studies, but it was not possible to see sufficient lessons in other subjects to judge standards overall. In national tests taken last year at the end of Year 6, standards were well above the national average for English, mathematics and science.
- 4.2 In general, standards of literacy and numeracy are high for all pupils at all stages, and they support learning across the curriculum well, but the use of information and communication technology (ICT) across the curriculum, while satisfactory, is still under development.
- 4.3 On arrival at the school pupils' achievements are generally above average. They are assessed and arranged into streams according to their reading skills. Overall, the attainment seen in pupils' work reflects the external test results and shows that pupils are generally making good progress as they move through the school. In English, for example, standards of reading and writing are high. By Year 6 almost all pupils read fluently and, when required, write in a mature journalistic style. In mathematics, they use their mathematical knowledge to solve complex problems and carry out investigations and in science, pupils demonstrate good practical skills and secure knowledge.
- 4.4 Pupils who are identified as needing additional support attain good standards in relation to their ages and abilities. Progress is good across the years. There are few pupils for whom English is an additional language, and none whose access to the curriculum is constrained by barriers of language.

### **Quality of Pupils' Learning, Attitudes and Behaviour**

- 4.5 Pupils' attitudes to learning and their personal development is very good and conducive to the learning process. Pupils are bright, attentive and respond positively to lessons. They are competent learners. Pupils are well motivated and apply themselves enthusiastically to their work. Levels of concentration are high. Pupils respond well to the school's provision for their personal progress, in areas such as moral and social development, and they show commitment to school activities.
- 4.6 There is good discipline in lessons and constructive relationships are formed with teachers and with each other. Pupils settle quickly to tasks set and work well with each other when required. Pupils have good oral communication skills and are not inhibited from asking questions or expressing an opinion. They listen attentively and sympathetically to the views of others. Standards in the presentation of work are variable and it is not always tidy.
- 4.7 Behaviour in and around the school premises is very good. The behaviour policy has a merit and demerit system that is clearly understood by the pupils and deemed to be fair. Pupils are courteous to other adults in school and to visitors. The anti-bullying policy is effective.
- 4.8 Movement around the school is purposeful. Behaviour on the playground is energetic but always well within control and the garden area is available for quiet pursuits.

**Attendance**

- 4.9 The level of attendance is high and there are no recorded unauthorised absences. Pupils are punctual to lessons and other activities. Daily registration procedures meet the legal requirements. Punctuality, but not absence, is monitored centrally.
- 4.10 Admission registers are well kept on computer and appropriately printed out, complying with statutory requirements.

*Does the school meet the regulatory requirements for admission and attendance registers?*

- 4.11 Yes.

## 5. QUALITY OF EDUCATION PROVIDED

### Teaching

- 5.1 The quality of teaching is good for pupils of all ages and consequently pupils learn effectively. In nearly 90 per cent of the lessons seen during the inspection the teaching was good or better, a third were very good. No unsatisfactory teaching was observed.
- 5.2 In general teachers have very good knowledge of the subject matter and understanding of the learning processes in their subject. In very well taught lessons teachers use assessment effectively to plan the next stage of learning. They identify specific aims for the different groups in the class so that all pupils are challenged and those who need extra help are very well supported. Expectations are very high and learning is rigorous. In English, for example, where teaching is frequently very good, pupils are set targets to match their progress. The targets derive from continuous monitoring that gives a clear picture of each pupil's strengths and weaknesses.
- 5.3 Relationships between pupils and teachers are very good in all lessons. Teachers manage classes well, so that behaviour is very good. In good lessons, pupils work at a good pace and teachers have high expectations of their pupils, but pupils are not so rigorously challenged as in the very good and excellent lessons. Often, the lesson plans give good detail about the tasks and methods to be used, but are less specific about the learning aims for each section of the class. The quality of the homework set, in terms of extending the pupils' learning and improving their progress, is good.
- 5.4 In the few lessons that are less successful, but still satisfactory, the range of teaching methods is more limited and fewer opportunities are given for pupils to plan and organise their own learning. Assessment is not used well for planning and teachers plan from a general evaluation of their lessons. Some rooms are set out in a way that inhibits the range of strategies available to the teacher, so that opportunities for pupils to develop a range of different learning skills are constrained.
- 5.5 In most lessons, teachers support the development of literacy and numeracy skills well. The use of information and communication technology skills across the curriculum is satisfactory, but is in the process of further development.
- 5.6 The quality of teaching for pupils who have been identified as being in need of further support is good. On the whole, the pupils need only a small amount of extra support. Teachers are aware of the needs of all pupils and, in most cases, make appropriate provision for them.

### *Does the school meet the regulatory requirements for teaching?*

- 5.7 Yes.

### Assessment and Recording

- 5.8 Arrangements for the assessment and recording of pupils' work are sound. The use of formal tests to assess pupils' attainment and progress is good. Each year pupils are tested using national reading, verbal reasoning and spelling tests. Intermediate standard assessment tests are taken each year in English and mathematics. In Year 6 pupils take the national standard tests in English, mathematics and science, which are externally marked. The results of these tests are recorded in each pupil's profile and help to provide a clear picture of his attainment and progress through the school.

- 5.9 Teachers work effectively to the school's marking policy. The marking is mostly informative and constructive, although in mathematics constructive comments are not always evident. As an outcome of the marking pupils are set regular targets that are well judged and understood by the pupils. The targets make a good contribution to pupils' progress.
- 5.10 The use of assessment to inform medium and short-term planning now needs further development. Assessment is used well for planning in English and mathematics, but its use in other subjects is less evident.

### **Curriculum**

- 5.11 The curriculum provided by the school offers a good, broad and balanced education suited to all the pupils across the age and ability range.
- 5.12 Within a generally well-balanced curriculum, generous provision is made for music and sport and this reflects the aims and ethos of the school. The subjects offered to the pupils contribute well to their intellectual, physical and personal attainment and development. They are good for their age and ability; and prepare them very well for the next stage of their education.
- 5.13 The provision for personal, social and health education (PSHE) includes sex education and raising awareness of the issues involved with the misuse of drugs. The amount of time spent on PSHE is variable between classes and in some cases does not meet the intentions of the planned curriculum, but is satisfactory overall.
- 5.14 The time for DT is limited during the final two years of the Junior School and consequently this constrains the development of skills in the subject. Drama is not taught consistently throughout the school, but appears on the curriculum during the term of a year-group's production.
- 5.15 The curriculum is planned effectively to provide continuity and progression of learning. There are comprehensive schemes of work for each subject to support teachers' planning. Transition into the Senior School is well managed.
- 5.16 Equality of access and opportunity for all pupils to learn and make progress is well established. However, pupils extracted from lessons such as science each week for extra language support may be being denied fair access to the whole curriculum as the times of the weekly lessons do not vary.
- 5.17 The school meets the curricular requirements of the most able pupils by the setting of high expectations and challenging work. The school's learning support co-ordinator, who is shared with the other schools in the Foundation, has an effective process for identifying those pupils who might benefit from extra support with language skills. Some 25 per cent of pupils receive extra support, which varies from the use of enhanced strategies by the class teacher, corrective reading groups and, if necessary, one-to-one lessons with the school learning support co-ordinator.
- 5.18 The curriculum is enriched by the good range of extra-curricular activities in sport, music, science and art.

#### ***Does the school meet the regulatory requirements for the curriculum?***

- 5.19 Yes.

### **Teaching and Non-teaching Staff**

- 5.20 Staff are generally sufficiently well qualified and experienced to meet the requirements of the school, although, in DT and physical education (PE) some have limited subject-specific qualification or experience. There is a range of ages and good balance of male/female appointments. Staff are deployed effectively and the good use of their specific expertise makes a positive contribution to the standards achieved.
- 5.21 All teaching staff are allocated at least one area of responsibility, an arrangement that contributes appropriately to the quality of education provided. Work of the non-teaching staff is supportive and valued by the teachers.
- 5.22 Effective induction procedures are in place; all new staff have a mentor and their teaching is observed by the appropriate year group member of the performance management team. Checks by the Criminal Records Bureau for the appointment of most new staff are in place, but checks are not made on all domestic staff who come into contact with pupils and medical records of newcomers are not checked.
- 5.23 The performance management team leaders review the teaching staff in their teams and the headteacher monitors the team leaders. All staff are encouraged to attend, and have attended courses, which have helped to extend their professional expertise. They are expected to write a short review afterwards. There are opportunities for professional development but there is no overall programme for whole-school development.

#### ***Does the school meet the regulatory requirements for the suitability of proprietors and staff?***

- 5.24 The school meets almost all of the regulatory requirements. In order to meet all the requirements, the school must:
- - (a) Check the medical records of new staff (5.4 (c))
  - (b) Check criminal records for all staff. (5.4) (b)

### **Resources for Learning**

- 5.25 The resources for learning are good in most areas.
- 5.26 There are very good resources for ICT housed in a dedicated suite. The resources are well set out with 26 networked computers that are used by all year groups. Most classrooms also contain a computer and an interactive whiteboard has recently been introduced for general use.
- 5.27 Games are very well resourced and excellent use is made of the facilities. The science laboratory is also very well equipped and its resources managed very well.

### **Libraries**

- 5.28 The library is an excellent facility. The quality, range and accessibility of the books and facilities are excellent and fully support pupils' learning.
- 5.29 The library premises and stock are managed well. The part-time librarian, who ensures that the facility is very well managed, adds to the computerised catalogue of over 3000 books regularly.

- 5.30 Pupils and staff make good use of the library. All classes are allocated a regular library period when pupils come to read, research or listen to story tapes. The main library serves as an excellent resource for private study and is very successful in encouraging pupils not only to research, but to develop a love of reading.
- 5.31 Class libraries contain mainly fiction with non-fiction books being taken from the main library for specific purposes, such as topic work. Class libraries would benefit from a thorough audit and, in conjunction with the English co-ordinator, a policy for culling and renewing stock. They would benefit from being viewed as small 'stand alone' units with a good range of both fiction and non-fiction.

### **Premises and Accommodation**

- 5.32 The quality of the premises and accommodation is good. The buildings and grounds suit their purpose and are generally effective in terms of provision, quality and condition for the curriculum. The accommodation is reasonably spacious in a traditional style.
- 5.33 All appropriate facilities are provided on site and, with few exceptions, pupils are taught in specialist rooms. The hall is large and forms a very useful space for a wide range of activities. The library is an excellent resource and is housed in good accommodation. A very good range of sports facilities includes games pitches and a small swimming pool.
- 5.34 The music department makes the best of difficult accommodation. The main room is small for the activities demanded by the music curriculum. The lack of small spaces for group work inhibits the range of composing activities that teachers can offer.
- 5.35 Overall, however, a good range of learning opportunities is offered by the accommodation. The buildings are in good decorative order and features have been made of some characteristics of the building. Standards of cleanliness are high and the buildings and grounds are well maintained.
- 5.36 Many of the rooms in the main building are laid out in a traditional style and are not easily changed. This lack of flexibility constrains the range of teaching and learning styles available to teachers. In general, however, the style and ethos of the building make a good contribution to pupils' attitudes to school and to their personal development, by portraying a sense of calm and tradition.

### ***Does the school meet the regulatory requirements for premises and accommodation?***

- 5.37 Yes

### **Links with Parents and the Community**

- 5.38 The school has developed very good partnerships with parents and has strong, valuable links with the community. Parents illustrated their strong support by the overwhelmingly positive responses in the pre-inspection questionnaire for parents.
- 5.39 Information is provided for parents before and at the start of their child's school career, and then on a regular basis as they move through the school. The information is thorough, detailed and accessible. The school has an informative website as part of the Foundation website. The new pupils' handbook details the day-to-day routines for the boys and the well designed and informative weekly news bulletin is extremely popular with parents, who feel that it keeps them very well informed with forthcoming events.

- 5.40 Pupils receive informative written reports twice a year, containing detailed information for each subject and often providing good guidance for improvement. An evening for parents at the beginning of each year, called an "At Home", provides opportunities for the headmaster to inform parents about the year to come and allows parents to meet their sons' new teachers on an informal basis. Later in the year there is a formal parents' evening, when the class teacher and subject teachers give feed back on their children's progress. A number of events, such as the productions allow for further informal contacts to be made.
- 5.41 There is a thriving parents teachers' association that organises events throughout the year as exemplified by the ladies chocolate evening during the week of inspection. Parents are also on occasions invited in to give talks to the boys, such as talks about faiths other than Christianity, and life as a vet.
- 5.42 The school handles parental concerns with care and has a written policy that complies with the regulations.
- 5.43 The school has a long established tradition of links with the community ranging from participation in a wide range of local sporting events to making facilities, such as the swimming pool, available to other local schools. The school has a strong link with the cathedral, and provides choristers. The school has recently been successful as part of a joint bid for funding for a state/independent school partnership with local schools in Year 5. The governing body of the school has strong links with the Chamber of Commerce in Wakefield, the diocese, and a number of universities, who each nominate governors to the Foundation.

***Does the school meet the regulatory requirements for the provision of information?***

- 5.44 Yes.

***Does the school meet the regulatory requirements for the manner in which complaints are to be handled?***

- 5.45 Yes.

## **6. PUPILS' PERSONAL DEVELOPMENT AND PASTORAL CARE**

### **Pupils' Personal Development**

- 6.1 The arrangements for pupils' personal development are good. The school provides a good range of opportunities, both in and beyond the classroom, to enable pupils to develop personal and spiritual beliefs and a moral code, as well as to develop socially and culturally.
- 6.2 The promotion of pupils' spiritual awareness is good. Different areas of the curriculum promote the development of pupils' sense of awe and wonder. A good example of this was seen in art where pupils listened quietly to music and were asked to sketch their imagery. Pupils' awareness is fostered by the daily assemblies, which have a strong spiritual character as well as supporting moral development. Whilst the school follows primarily a Christian tradition, pupils' awareness of other faiths and traditions is promoted.
- 6.3 Moral education is an important part of the school's ethos. Very good provision is made for pupils' moral development, which is consistently promoted. Pupils' recognise a strong moral code and know what is right and what is wrong. The provision for PSHE is well established and organised. Use is made of a variety of approaches such as paired work, 'circle time' and investigative studies. Form teachers normally take these sessions. Drugs awareness and sex education are included in this programme. Pupils are aware that kind behaviour and good manners are expected at all times, and members of staff provide very good role models.
- 6.4 Cultural provision in the school is good. The school has a strong tradition of musical activity, much to a good standard. Consequently, pupils have good knowledge and experience of Western cultures. Cultures from other parts of the world, as well as minority cultures from this country are well represented in the curriculum, particularly in subjects such as art and music. Good provision is made for pupils to visit arts events in the locality as well as further afield and include opportunities for pupils to perform in London, for example at 'Music for Youth'.
- 6.5 Social education is very good. Pupils are constantly and consistently taught how to behave well with one another. Members of staff set a very good example. Pupils have good opportunities to exercise responsibility, particularly on the games fields. Good opportunities are also provided for pupils to meet socially outside their lessons. For example, one class and their teacher had spent the weekend prior to the inspection in Llandudno. The pupils work hard each year to raise money for charities.

### ***Does the school meet the regulatory requirements for the spiritual, moral, social and cultural development of pupils?***

- 6.6 Yes.

### **Pastoral Care, including Welfare and Health & Safety**

- 6.7 The school's arrangements to promote pupils' pastoral care, support and guidance are good. Form teachers offer very good support, advice and guidance to pupils and this makes a positive contribution to the educational standards and personal growth achieved by pupils. Interaction between pupils and staff is good, and an atmosphere of mutual respect prevails. Pupils understand who to ask if they have a concern and the system appears effective. The school is concerned to direct advice and guidance towards preparing pupils for life in a multi-cultural society whenever appropriate.

- 6.8 Academic guidance is frequent and of good quality. The quality of reporting is good and tells pupils how to improve. Pupils are set attainable targets and their progress is checked against the targets. The preparation for moving into the Senior school is good.
- 6.9 Measures to promote good discipline and behaviour are effective, they include procedures to guard against harassment and bullying and deal constructively with unacceptable behaviour when it occurs. Bullying incidents are rare and the pupils interviewed stated that bullying was not a problem at the school. Pupils understand and respect the rewards and sanctions the school operates, much of which is based on winning or losing house points. The pupils consider the system to be fair and were eager at the last assembly of the week, to see which of the Houses had been most successful in amassing points. The pupils are well behaved and courteous and they respect each other and their environment.
- 6.10 Arrangements for the welfare and safety of pupils are good. Effective procedures for child protection are in place and the school is careful to take all necessary measures to counter risks from fire and other hazards. All health and safety requirements are met. The medical room in an adjacent building, with a resident matron, provides good care when necessary.

***Does the school meet the regulatory requirements for the welfare, health and safety of pupils?***

- 6.11 Yes.

## **7. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Governance and Management**

- 7.1 Overall, leadership and management of the school are good. The headteacher sets a distinctive ethos and character to the school and gives a very clear lead for its educational direction that is committed to raising and maintaining standards. The whole staff work together as an effective and cohesive team, led by the headteacher, which is strongly influenced by the traditions and history of the school. The school has one appropriate all-encompassing aim, 'To provide opportunities to succeed'. All in the school work hard and successfully towards this aim. It is a strong feature of the school that each member of the community is treated with care and respect.
- 7.2 The senior executive team is known as the 'Planning Team'. It is of an appropriate size and is made up of the headteacher, the deputy headteacher and the curriculum co-ordinator. All members of the senior team have clearly defined roles, but only the headteacher is concerned with the quality of teaching provision. Team leaders for each year are not members of the senior team, but do have a responsibility for monitoring the teaching for their year groups.
- 7.3 Governors are appointed to the Wakefield Grammar Schools Foundation and have responsibility for the four schools that make up the Foundation. A number, however, have a particular interest in the Junior School and some spend considerable time supporting the work of teachers and helping with activities such as school trips and games visits. They have a very good insight into the work of the school and are very much aware of its strengths and weaknesses. They are clearly effective as 'critical friends'.
- 7.4 The management of the curriculum is good. Planning and schemes of work provide good guidance for teachers of most subjects to plan for progress as pupils move through the school. The subject co-ordinators are responsible for the standards in their subjects. The quality of subject management is variable. The co-ordinators set clear and practical guidelines for each subject, but their role is underdeveloped, as was reported at the time of the last inspection. They do not monitor teaching or pupils work in their subjects and have little opportunity to assess the strengths and weaknesses of subject provision.
- 7.5 Overall, monitoring of the school's work varies widely. Pupils' performance is monitored well by the use of assessment information. Managers make good use of these regular and comprehensive performance indicators to monitor performance and take action when appropriate.
- 7.6 The monitoring of teaching and of pupils' work is undeveloped. The structured monitoring that takes place is not yet sufficiently rigorous to provide a clear view of the strengths and weaknesses of the schools' provision. Consequently, the managers do not have a clear view of the needs for whole school professional development to inform the school development plan. Development planning is itself variable. Strategic planning is effective, but the action plan for the school needs to more closely address the professional needs of its staff, with clear, measurable targets.
- 7.7 The management of the provision for pupils with special educational needs is good. Policies and planning are thorough and comprehensive. Record keeping is good. Pupils' individual education plans are appropriate and useful. The special educational needs co-ordinators provide in-service training for the teaching and support staff, but have little opportunity to monitor or support the provision for pupils with special educational needs when they are in their mainstream class.

- 7.8 The school is well served by an efficient and effective administrative and domestic staff. Routine administration is good and enables the school to function effectively. Good use is made of ICT. Statutory requirements are mostly met, but not all the domestic staff have been checked against the register of sex offenders and the school does not carry out medical checks on new staff. The school has a good complaints procedure that is set out for parents and pupils in appropriate documents.

## **8. ACHIEVEMENT AND QUALITY IN SUBJECTS: JUNIOR SCHOOL**

### **English**

- 8.1 Pupils achieve high standards in English in relation to their abilities. The subject is a strong feature of the curriculum and an asset in the teaching of all other subjects.
- 8.2 Results in national tests at the age of 11 are well above the national average for all maintained primary schools. The observations of pupils in lessons and the scrutiny of work in pupils' books and on classroom displays, confirms that attainment is well above that expected for pupils of this age. Standards of reading are high throughout the school. Pupils read fluently and many pupils read frequently for pleasure.
- 8.3 Pupils make good progress throughout the school. They develop a useful range of learning skills and by the end of Year 6 they have developed their own individual handwriting styles, which are neat and readable. The content of their work has increased in complexity and the structure of their writing is clear.
- 8.4 Pupils in Year 3, for example, were writing some first class play scripts, whilst on display in another classroom was some excellent work based upon Allan Ahlberg's poem 'Blame'. The pupils had analysed the poem and written their own version using the same poetic structure. The results of this work had then been illustrated and beautifully displayed. Excellent work on instructional text in Year 4, Précis work in Year 5, and Journalistic writing in Year 6 provided good examples of a school that is rapidly and smoothly moving forward. Pupils who need special help, and those for whom English is a second language also make good progress throughout the school
- 8.5 The quality of learning is very good. The pupils are very good learners and throughout the lessons observed, pupils were very responsive and attentive. Behaviour is excellent and pupils are co-operative and keen to answer questions. They remain on task and are focussed on their work for good periods of time. They work well both on their own and, when given the opportunity, in group work. They respond well to the challenge set by the teachers, and participate eagerly in discussions and role play. The high standards of behaviour contribute significantly to the success of lessons and the good progress of each age group.
- 8.6 The quality of teaching is good. Teaching is never less than good and is often very good. The suitability of approach and clarity of presentation caters well for the needs of all pupils. Teachers have a good and secure knowledge of the subject and plan the content and strategies of their lessons well. The management of the pupils is very good, resulting in well motivated and stimulated children with a desire to learn and please.
- 8.7 The teachers have high expectations and, in very good lessons, continually challenge the pupils to think for themselves and encouraging them to work at a very good pace. There is a good range of tasks at all levels. Until recently, writing styles have been fairly constrained, but the school is now addressing the issue by producing more opportunities for pupils to write in different genre and for different purposes.
- 8.8 Comprehensive assessment and recording systems enable teachers to plan carefully for each pupil. Nationally recognised tests are administered during the year and daily work is assessed on a regular basis with all marks being recorded. The 'Pupil Profiles' provide excellent records of pupils' attainment and progress as well as social and extra curricular

activities. There is a good range of target setting, which is clearly understood by all pupils. This continuous monitoring provides a full picture of an individual pupil's strengths and weaknesses and identifies those who need additional support.

- 8.9 The subject is enriched by cross-curricular links. Literacy skills are used well across the curriculum to support learning in other subjects. Resources are good throughout the school and there are opportunities to use the ICT room to produce 'best copies'. Good use is made of the library to support pupils' good progress in English, but links between the English Co-ordinator and the library staff are not yet close enough. The library is an excellent resource, but the range of reading in class libraries is less consistent.
- 8.10 Accommodation for English varies from room to room. In some rooms the layout only allows for a formal seating arrangement and opportunities for improvised drama or re-enactments are limited. The classrooms for the youngest pupils have good spaces within their classrooms for all styles and methods of teaching the subject.
- 8.11 The leadership and management of the subject are very good within the constraints of the management role as it is presently defined. The co-ordinator provides a very clear sense of direction and purpose, and engenders a strong enthusiasm for the subject. However, the role does not presently include the monitoring of lessons and regular scrutiny of pupils' books. The co-ordinator has produced a development plan through which he can bid for resources, but he is not required to manage a budget. This development plan is not yet linked to the school development plan. Such a linkage would ensure that the subject was fully audited on a regular cycle.

### **Mathematics**

- 8.12 Pupils make good progress and achieve high standards in relation to their abilities in mathematics. Results in the national test at the end of Year 6 are far above the national average for equivalent schools, with seventy seven per cent of pupils achieving level 5.
- 8.13 Attainment in lessons is good. Pupils in Year 3 have a sound knowledge of many multiplication tables and place value, and are beginning to use mathematical skills to solve simple problems. Year 4 pupils identify a number of equivalent fractions and explain strategies used to complete tasks. By Year 5, numeracy skills are well developed and pupils use the four rules confidently and accurately. In Year 6 skills in geometry are becoming well established and pupils apply their mathematical knowledge to solve more complex problems and carry out investigations.
- 8.14 Progress is good from Year 3 to Year 6 for pupils across the range of capability. Skills and knowledge are reinforced and extended through appropriate tasks and good use of resources. Pupils who are identified as needing additional learning support make good progress because work is accessible with the support the teachers give. The most able also make good progress.
- 8.15 The quality of learning and behaviour is good. Pupils display positive attitudes, listen carefully and work hard. Pupils are well motivated and co-operative, but in a few lessons where the pace is slow, their attention wanders. Where practical activities take place, pupils are focused and work well. Pupils are very supportive of each other and listen carefully when others are offering answers or explanation.
- 8.16 Teaching is good. There are some examples of very good and occasionally satisfactory teaching. Many lessons involve whole-class exposition followed by individual work and some paired work. Teachers' knowledge of the subject is good and they deal well with questions from their pupils. Appropriate mathematical language is used, a valuable

contribution to pupils' linguistic development. Where teaching is satisfactory, it is often because the same task is given to all pupils irrespective of ability and the most able are not always challenged sufficiently. When lessons are good or very good appropriate tasks are set to match the range of abilities of the class.

- 8.17 The subject is well led and managed by the co-ordinator. Curriculum planning is appropriate. Materials and resources are sufficient and well organised. Assessment is good and marking is frequent and accurate, but comments written by the teachers vary in helpfulness. Effective questioning at the beginning of the lesson informs teachers of pupils' knowledge and understanding and teachers adjust their lessons accordingly.
- 8.18 Numeracy is used effectively across the curriculum, particularly science and ICT.

### **Science**

- 8.19 Pupils achieve high standards in science in relation to their abilities. Results in national tests in Year 6 are well above the national average for all maintained primary schools. Pupils demonstrate a good understanding of the concepts being taught in their written work with clear explanations of patterns or phenomena observed. Pupils from Year 3 to Year 6 are aware of the key aspects of scientific enquiry as set out in Attainment Target 1 of the National Curriculum. Pupils demonstrate good practical skills in the investigations they undertake and have a secure knowledge of the topics being studied.
- 8.20 Pupils across the ability range represented in the school make good progress in lessons. Development of their knowledge is very good. This is well demonstrated in precise definitions of key scientific vocabulary in lessons. Investigational and recording skills are developed effectively from Year 3 through to the end of Year 6, with outcomes achieved to a standard above the expectations for their age and ability by the end of Key Stage 2
- 8.21 The pupils' learning is good. They are motivated and concentrate well during lessons. Interest is evident through their willingness to tackle questions creatively. They work well as individuals, in pairs and occasionally in small groups. Behaviour in lessons is exemplary.
- 8.22 The teaching of science is good and meets the needs of most pupils with some sensible strategies for helping those who need additional support. These include giving printed versions of instructions to some pupils and pre-drawn tables for recording results in investigations. The learning intentions of lessons are suitable for the ages of the pupils, but are not differentiated for pupils of different abilities. The teachers all demonstrate secure subject knowledge and their relationships with the pupils are very constructive. Some pupils, particularly those identified as being of lower ability, are not sufficiently challenged by the teaching and the pace of some lessons in Year 3 is a little slow. The planning and organisation of lessons is very good, with curricular objectives clearly stated
- 8.23 Assessment and recording are sound. Marking is frequent, accurate, and consistent with constructive comments. Targets, which reflect the learning intentions, are recorded in the pupils' books and signed by the teacher once achieved. There are end-of-topic tests and an end of year examination. Records are kept in the teachers' own mark books, which consist of marks for work or grades, and targets achieved.
- 8.24 The science co-ordinator's leadership and management are good. He is supportive of his colleagues and provides a good framework for them to plan their teaching, but there is little opportunity for him to monitor lessons. Development planning in science is not yet fully evolved so that the subject makes little consistent contribution to the school development plan. The subject is very well resourced and the co-ordinator manages the resources well.

**Music**

- 8.25 At the end of Year 6 pupils' attainment in music is very good for their age and ability. A large proportion of pupils learn instruments and belong to one of the two choirs, which perform to a high standard. Consequently, pupils generally have very well developed musical skills and understanding. Skills of rhythm, pulse and metre are high for all pupils, and they perform with accuracy and confidence. Pupils listen very well; they remember and discuss readily the detail of what they have heard. At all levels pupils compose effectively and with confidence. They bring a very good level of musical knowledge and understanding to the activity. Even the youngest pupils have good knowledge of percussion instruments and the sounds that they produce.
- 8.26 Pupils make good progress in lessons and as they move through the school. They develop their skills consistently and those who have instrumental lessons increase their skills further. Pupils who are identified as needing additional support also make good progress in music lessons and are supported well by the class teacher.
- 8.27 The quality of learning is very good. Pupils' attitudes to learning and behaviour are very good; they are interested in the subject and ready to learn. Relationships between teachers and pupils and between pupils are good. Consequently, behaviour is very good.
- 8.28 The quality of teaching is good. Lesson content and strategies are very well planned so that time is used well and learning is efficient. The teaching meets the needs of all pupils because classes are small and the teacher is able to give support when necessary. Different aims and strategies are not planned in advance for the different levels of ability in the class, but extension material is usually provided when needed. Teachers have very good knowledge and understanding of the subject; they set high, but realistic, expectations. Teachers use a good selection of strategies and use resources well. They manage pupils effectively.
- 8.29 Overall, leadership and management of the subject are good. Assessment is satisfactory, pupils' achievement is measured against the tasks set but is not yet related to a progression of skills over the longer term.
- 8.30 A very high proportion of pupils in the school learn to play instruments. The school provides well for instrumental teaching through the number and diversity of its staff. A large number of pupils take part in the orchestra and choirs. However, the arrangements for the monitoring and the professional development of instrumental teachers are unsatisfactory. Instrumental teachers are appointed by the Foundation, the junior school has little influence on the appointments.
- 8.31 Accommodation for music is unsatisfactory. The main classroom is small for activities other than singing and listening. There are no spaces in the vicinity for small group work and composition activities. Space to develop work in electronic music and information and communications technology is very limited. Information and communication technology does not yet play a sufficient part in the music curriculum.

**Religious Studies**

- 8.32 Pupils' achieve good standards in religious studies (RS) in relation to their ability
- 8.33 By the time they reach Year 6 pupils have studied some of the history of faiths from the story of the creation to the time of Moses and the prophets from the Old Testament. They have a good knowledge of the life of Christ as well as the parables in the New Testament. Pupils know and understand the way in which the Christian faith has spread throughout the world, and some of the ways it provides a moral framework for our lives today.
- 8.34 Pupils' progress is good in relation to their abilities. They make good progress in lessons not only in increasing their knowledge of the Christian faith but also in learning something of the beliefs of other great world religions. A Year 3 class, who had just been learning the story of the creation from the Genesis, were listening to another account of the creation through the eyes of the first aborigines. They were able to appreciate that most other religions also had their ideas as to how the world was created.
- 8.35 The quality of learning and behaviour is high. Pupils have a good attitude to their work. They enjoy the variety of topics they study from term-to-term and learning about the influence Christianity has on everyday life to all of us. Some pupils are choristers in the cathedral.
- 8.36 The quality of teaching is good. Religious Studies is taught by the pupils' own class teachers who are also responsible for PSHE. As there is considerable overlap between the two schemes of work the subjects complement each other very well. Teachers clearly enable pupils to appreciate the relevance of their work in RS to the wider experience of life in the 21st century provided by the PSHE curriculum. In a Year 6 lesson on the theme of friendship, for example, pupils compared the concept of friendship to building a wall where one stone is dependent on those around it, and how the whole wall needs to be held together by the cement of love and relationships. Pupils participated readily in a whole class-discussion and were not afraid to talk about what they really felt made true friendship. The lesson was skilfully directed by the teacher who drew the whole class into the discussion.
- 8.37 The subject is well led and managed. A recently published scheme of work for RS is used throughout the school and provides good support for class teachers, ensuring continuity from year to year. Assessments are made at the end of each topic and grades for effort as well as reports on pupils' work and progress are sent to parents regularly.

**Short Subject Reports**

Short subject reports contain concise evaluation of the quality of teaching and learning and of provision in the school.

***Art***

- 8.38 Four lessons were observed. Pupils' portfolios and examples of work on display were observed, and a discussion held with the coordinator.
- 8.39 Two members of staff share the teaching of the subject. Overall, teaching was good in the lessons seen, but there was one excellent lesson. Lessons are planned effectively and teachers relate very well to their pupils. In the excellent lesson, a Year 5 class had been studying colours and the ways in which colour could be used to express mood in a painting. This was further explored by the pupils listening to a piece of music from Holst's Planets

Suite with their eyes closed. They then listened to it again with piece of paper in front of them on which they sketched whatever came into their mind and coloured according to their mood. This fascinated the pupils and they produced some really good work by the end of the lesson.

- 8.40 Learning and behaviour were very good. Pupils showed good concentration and considerable imagination. Resources for the subject are good although the art room is on the small side for some of the larger classes.

### ***Design and Technology***

- 8.41 Two lessons were observed and pupils' design technology (DT) folders were scrutinised. A discussion was also held with the co-ordinator.
- 8.42 Teaching was sound and, in one lesson, was good. Sound planning and suitable objectives ensured that teaching was pitched at an appropriate level. Examples were used effectively to show pupils what was expected. In one lesson questioning was used well to ensure pupils understood key points. A Year 3 class who were making glove puppets had designed what they wanted the finished puppet to look like. They were able to cut the required shape out from felt and join the two halves together. They were able to explain why felt had been chosen as the material, and discussed the merits of various ways of joining the halves together. Having decided on sewing they learned two different types of stitch. Concentration was good and the lesson catered for the needs of all pupils.
- 8.43 Learning and behaviour were good. Pupils are enthusiastic and cooperate well, both with each other and with their teachers. In a Year 4 lesson pupils had designed and were making up a 'pop-up' suitable for a young pupil. They showed good levels of skill in cutting out and pasting together the various pieces of paper and card. The teacher encouraged them to be enterprising in their design and to always keep the end user in mind so that the finished product was colourful and robust.
- 8.44 A well-produced scheme of work allows pupils to work with a variety of materials by the time they reach Year 6 and also to learn something about structures and strength of materials by building model bridges and climbing frames. A shortage of curriculum time in Years 5 and 6 restricts the number of topics they are able to cover, however. The DT classroom is too small for classes of more than 12 or 14 to have sufficient space for practical work.

### ***Geography***

- 8.45 Three lessons were observed and a range of pupils' work on display and in pupils' folders was scrutinised.
- 8.46 The teaching was good. Teachers knew their subject and planned lessons well. The pupils' work shows that they are well supported by various opportunities for field work to such places as Ingleton and also residential visits to Eyam in Derbyshire, the Year 5 visit to Llandudno and the Year 6 residential visit to Windermere.
- 8.47 In the lessons observed, pupils responded well and their concentration levels were good. Oral and written work shows sound understanding, and question and answer sessions gave evidence of good learning.

### ***History***

- 8.48 Eight lessons were observed and the workbooks of a sample of pupils' work were scrutinised.

- 8.49 In the lessons seen the teaching was very good and all the staff exhibited a very good command of the subject matter. Their overall enthusiasm ensured that history 'lived'. Pupils' work shows that teachers use a variety of styles and methods, such as role play, including costumed visits (for example as Roman Soldiers to Murton Park, near York), worksheets, research via the internet, hot seating and visits to museums and exhibitions to gain an insight into Victorian life.
- 8.50 Good use is also made of the library and video links, and there are good cross-curricular links. In lessons teachers ask good open-ended and probing questions, to which pupils respond well. Pupils are encouraged to think beyond the obvious.

#### ***Information and communication technology***

- 8.51 Three lessons in ICT were observed as well as work on display and in folders.
- 8.52 In the lessons seen the quality of teaching was very good and pupils benefited from the expertise of the specialist teacher. Expectations were high and the tasks set challenged the pupils appropriately. The teacher demonstrated excellent technical knowledge and answered all questions from pupils immediately. Planning was good and derived from previous assessments.
- 8.53 Pupils were keen to learn and particularly enjoyed the 'hands-on' aspect of the lessons. They co-operated well with the teacher and with each other. Pupils were confident to work independently and show initiative. For example, in a lesson enhancing a power point presentation, pupils accessed the Internet for additional information.
- 8.54 There is some evidence of the use of skills in ICT to support learning across the curriculum, particularly in English, science and mathematics, but is limited in some subjects. Use of the ICT room by other teachers is inconsistent and to improve its use further in-service training for staff is planned.

#### ***Modern foreign languages***

- 8.55 Three lessons were observed and pupils books from both this year and last were analysed.
- 8.56 In the lessons seen the teaching of Spanish, French and German was good. The teachers are enthusiasts with suitable qualifications to teach at this level. The pupils undertook a range of activities to learn simple phrases in all three languages. The teachers' expectations in lessons were high in most cases. The lessons were well paced and had a suitable range of tasks. Planning was appropriate and lesson objectives were clear to the pupils. Good use was made of simple resources to enhance the learning process. Some activities, particularly group work, were restricted in their effectiveness by the lay out of the classroom furniture.
- 8.57 The pupils' learning was good. They were motivated and enthusiastic and demonstrated a secure knowledge of the phrases and words learnt previously, through both their oral responses and written work.
- 8.58 The pupils study each language for one term. The curriculum is, therefore, succinct and rightly called a taster. It does, however, give a flavour of the language and culture of each country.

#### ***Physical education***

- 8.59 Two lessons of swimming, one games lesson and an extra-curricular activity in fencing were observed.

- 8.60 In the lessons seen teaching was good, with some very good teaching in swimming and games. Tasks were clearly explained and further teaching points made to individuals and to classes when necessary. Most teachers demonstrated secure subject knowledge and planned their lessons well, reflecting the high expectations they have of pupils. Effective formative assessment takes place during the lessons. There are, however, no systems for recording pupils' attainment in physical education.
- 8.61 Learning is good. This is a very popular subject supported by very positive behaviour. Pupils worked effectively as individuals, in pairs and in small groups. They demonstrated a high level of awareness of the needs of movement skills and tactics. This is reflected in the outstanding success of the school's sports teams.
- 8.62 The time allocation for physical education and games is generous, although the short length of some single lessons curtails the development of activities. In swimming, effective use is made of an extra session to give specific help to non-swimmers.
- 8.63 There are a large number of representative teams in a range of sports which all enjoy tremendous parental support. The organisation of block fixtures ensures that all pupils have the opportunity to represent the school. Good use is made of the available facilities, including the small swimming pool and a hall suitable for physical education. Resources for games are very good.

### **Achievement and Quality in Activities**

- 8.64 Achievement and quality in the activities provided is very good for the ages, aptitudes and abilities of the pupils and promotes their personal development very well.
- 8.65 Levels of achievement in activities observed were very good. Pupils were observed participating in a fencing club, the choir, a science club and playing a rugby match against a visiting team, which the school team won with a comfortable margin. The levels of achievement are well above expectations for the pupils' ages. Pupils participate in a large number of sports competitions both locally and nationally and have a number of trophies to demonstrate their outstanding success in these events.
- 8.66 There is a range of high quality activities that are appropriate to the ages and abilities of the pupils concerned. These include two choirs, an orchestra, teams in rugby, cross-country, cricket, athletics, swimming and chess, which enjoy popular support and success. The practice of making it possible for every single pupil to represent the school in a sports team through large, block fixtures for a whole year group is commendable. There is a science club, which caters for pupils who may not be regular members of the sports teams. About 120 pupils have instrumental lessons with peripatetic music teachers, which is close to 50 per cent of the school. All pupils in all year groups participate in a dramatic production each year
- 8.67 An after-school care club called the Owls regularly caters for up to 30 pupils each evening until 5.30pm, which is run effectively in the library and ICT room, offering the pupils a range of stimulating activities. The pupils are very well supervised by the non-teaching staff.
- 8.68 The programme of activities is well implemented and popular. The level and extent of pupil participation in activities makes a strong contribution to their educational experience and their achievement is outstanding.
- 8.69 All of the teaching and most of the non-teaching staff contribute to the programme of activities and make a significant contribution to its success. The systems for recording and reporting the pupils' participation and levels of achievement are very efficient and effective.

## 9. SUMMARY OF INSPECTION EVIDENCE

- 9.1 The inspection was carried out from 10th to 14th November 2003. All subjects of the curriculum were inspected and all members of the teaching staff were observed teaching. However, the size of the team did not permit all subjects to be reported on in full. The following subjects do not have full reports in Section 8: art, design and technology, geography, history, information and communication technology, modern foreign languages and physical education. The inspectors visited 63 lessons or parts of lessons, examined extensive samples of work by pupils of different abilities in each year and held formal discussions with these pupils as well as informal discussions with other pupils. They attended 3 assemblies and 7 registration sessions. They observed extra-curricular and sporting activities. They held discussions with teaching and non-teaching staff at various levels in the school. They analysed the responses of 204 parents to a questionnaire distributed in advance of the inspection. They examined a wide range of documentation made available by the school.

### List of Inspectors

John Ayerst	Reporting Inspector and OFSTED Registered Inspector
Matthew Lovett	Headteacher of a Junior School to an HMC school
Judith Scotcher	Headteacher of an GSA Junior School
Gill Wilson	Headteacher of an GSA Junior School
Desmond Gray	Retired headteacher