

**INDEPENDENT SCHOOLS COUNCIL
(ISC)**

INSPECTION OF

BRADFORD GRAMMAR JUNIOR SCHOOL

By the

**INDEPENDENT SCHOOLS INSPECTORATE
(ISI)**

on

October 17 to 21, 2005

MAIN REPORT

INDEPENDENT SCHOOLS INSPECTORATE

INSPECTION REPORT ON

Bradford Grammar Junior School, Clock House

The senior school was inspected at the same time and a separate report published.

Full Name of the School	Bradford Grammar Junior School, Clock House		
DfES Number	380/6103		
Address	Keighley Road, Bradford, West Yorkshire BD9 4JP		
Telephone Number	01274 553742		
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E-mail Address	glg@bradfordgrammar.com		
Name of Head	Geoff Lee-Gallon		
Chairman of Governors	A H Jerome		
Age Range	6 – 11	Gender	Boys and girls
Number of Pupils	192	Number of Boarders	None
Inspection Dates	October 17 – 21 2005		

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 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 Bradford Grammar Junior School (Clock House) provides a broad and stimulating education which enables both boys and girls to realise their potential and achieve high standards in all areas of the curriculum. Pupils flourish in this environment and develop into confident, well-rounded young people with a wide range of interests. The enthusiastic commitment of the staff leads to high standards of personal development of the pupils and to exceptionally positive relationships between all members of the community.

What the School Does Well

- 1.2 The school has many strengths, amongst which the following are the most significant:
- The enthusiastic approach to teaching inspires pupils and enables them to achieve high all-round standards and become independent learners;
 - The breadth of opportunity provided by the whole environment, particularly the excellent library and the varied extra-curricular and sporting activities, enriches the pupils' education;
 - The very good provision for pupils' personal development helps them to grow into trustworthy, confident and responsible young people, who are happy to come to school and take advantage of the broad curriculum;
 - The high standard of pastoral care helps create the exceptional relationships within the whole community;
 - The strong leadership of the head, together with a dedicated and committed staff and very strong support of the governors and the head of the senior school, has enabled Clock House to make considerable progress since the last inspection particularly regarding co-education

What the School Should Do Better

- 1.3 The school has no major weaknesses. However the following areas could be improved
- Lack of provision for information and communication technology (ICT) in classrooms limits its use across the curriculum.
 - Not enough time is provided for teachers to observe and share good practice.

Standards of Attainment and Progress in Subjects

- 1.4 Pupils throughout the school achieve high standards in relation to their abilities. By the age of 11, pupils speak confidently and write for a range of purposes in all subjects, and are proficient in the use of numbers and algebra. Their attainment is particularly high in science, music, ICT skills and physical education.
- 1.5 Pupils of all abilities make very good progress as a result of the very good academic and pastoral support they receive. The high quality of teaching and the pupils' enthusiasm are significant factors in their attainment and progress.

The Quality of Pupils' Learning, Attitudes and their Behaviour

- 1.6 The quality of pupils' attitudes to learning and of their personal development and behaviour, is very good overall and supports the learning process. They are competent learners who work well independently and in groups with very good concentration and motivation.
- 1.7 Pupils' behaviour is very good both in lessons and around the school. Pupils of all cultures work and play together amicably and they respect each other's views. The happy, trusting atmosphere around the school shows the positive rapport they have with their teachers.

The Quality of Teaching

- 1.8 Teaching is very good throughout the school. Teaching contributes very strongly to pupils' attainment and progress and is mostly very good and occasionally excellent. It is strengthened by the input of specialist teachers from the senior school.
- 1.9 High expectations, good planning and management and very good subject knowledge are the characteristics of almost all teaching. Time and resources are used efficiently to present and reinforce material and to encourage independent learning. In a small number of lessons the needs of the most able pupils are not met fully because of lack of differentiation.

Other Aspects of the School

Attendance

- 1.10 The level of pupils' attendance is very good with no unauthorised absence. This enables them to take full advantage of the opportunities provided by the school. The school's admissions and attendance registers meet legal requirements as do arrangements for registration.

Assessment and Recording

- 1.11 Methods used for assessing and recording all pupils' achievements, progress and needs are very good; they are accurate, consistent and effective and promote the learning of all pupils. Marking is very good overall being constructive and frequent. Information from assessment is used very well to inform curricular development and planning.

Curriculum

- 1.12 The curriculum provided by Clock House offers a very good, broad and balanced general education suited to all pupils across the full age and ability range. Support for pupils with special educational needs is very good. Inter-departmental links with the senior school help continuity and enrich the pupils' educational experience.

Teaching and Non-teaching Staff

- 1.13 The quality of teaching and non-teaching staff is very good. Teachers are well qualified and suitably experienced. Arrangements for their professional development are good and they are well deployed. Very good use is made of senior school specialist teachers. All support staff make a very strong contribution to the community. Appropriate checks are made on all staff prior to their employment.

Resources for Learning

- 1.14 Overall the books, equipment, materials and the ICT suite of computers, which are needed to support the teaching, learning and recreation of all pupils, are good and used effectively. Many resources are very good; however few ICT resources are available in classrooms.

Libraries

- 1.15 Library facilities are excellent. The range, availability, quality and accessibility of the library stock provide exceptional support for pupils' learning. The library is very well managed and always available. Library skills lessons help pupils' enjoyment of books and reading, and encourage them to use the library for independent study and research.

Premises and Accommodation

- 1.16 The buildings, accommodation and other facilities are very good. The imaginatively converted Clock House building provides a comfortable and appropriate base for pupils. The art and design technology rooms are rather cramped when larger classes of older pupils need to undertake a variety of activities. The attractive grounds and the very good academic and sporting facilities shared with the senior school make a very good contribution to the education of pupils of all abilities, ages and gender.

Links with Parents and the Community

- 1.17 The school has developed a strong partnership with parents and very good links with the community. Parents receive very good information about the school and their children. Well over half of the parents returned the questionnaires before the inspection and they were overwhelmingly supportive of the school. They were particularly positive about the personal development and pastoral care of their children, the ethos of the school and the leadership of the head. The main issue raised was the wish of a significant number of parents to have another parents' evening during the year. The school web site was much appreciated.
- 1.18 Very good links with the community, especially fundraising for local causes, encourage an awareness of the circumstances and needs of others.

Pupils' Personal Development

- 1.19 The quality of provision for pupils' personal development is very good. A wide range of opportunities are provided whereby pupils can develop a system of spiritual and moral values. Pupils develop very well socially and culturally. Faiths are shared and respected within the school community, where pupils and teachers accept and trust one another. The Personal Social and Health Education (PSHE) programme is implicit throughout the whole school learning process and teachers have high expectations of their pupils.

Pastoral Care

- 1.20 The school cares very effectively for the well-being, development and security of all its pupils through very good arrangements for pastoral care, support and guidance and through its attention to their welfare, health and safety. Pastoral care permeates all aspects of the school and makes a very positive contribution to pupils' self esteem and personal development. Good behaviour and discipline are based on trust and respect for others, and exceptional relationships exist between all sections of the school community. All necessary policies and procedures are in place contributing to the school's safe and happy environment.

Governance and Management

- 1.21 Governance, leadership and management are very good enabling the school to provide a high quality of education for its pupils. The framework for governance and management is very effective and enables Clock House to be an integral part of the whole school from 6 to 18 years. The inspiring and dedicated leadership of the head of Clock House and the enthusiastic and committed staff, give the school a strong sense of purpose, a caring ethos and a clear educational direction. The liaison with the head of Bradford Grammar School and senior school teaching links are very good and contribute to the overall quality. Since the last inspection in 1998, the school has developed considerably, particularly in its high standard of co-education.

Achievement and Quality in Activities

- 1.22 The quality of the activities is very good for the ages, aptitudes and abilities of the pupils. A wide range of interesting extra-curricular activities enriches the pupils' education.

Progress Made by the School since its Last Inspection

- 1.23 Clock House has made very good progress since the last inspection in 1998 particularly regarding facilities for co-education.

Compliance with the Regulations for Registration

DfES Standard		Does the school meet the regulatory requirements?
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		Yes
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

- 1.24 No action is required.
- 1.25 In addition to the actions set out above, the school is asked to address any issues highlighted in *What the School Should Do Better*. These are set out as recommendations for the school in Section 2 of the report.

2. MAIN RECOMMENDATIONS

A number of points for action to aid the development of Clock House appear in the text itself. Although the school has no major weaknesses it should address the following points to improve further the very good education it already provides.

- R1 Ensure that opportunities are provided for the use of ICT in the classrooms. (Paragraphs 1.14, 5.12, 5.26, 8.14)
- R2 Ensure that time is made available to enable teachers to observe and share good practice (Paragraph 5.21)

3. INTRODUCTION

Characteristics of the School

- 3.1 Clock House is the junior school of Bradford Grammar School and an integral part of it. Clock House was started in 1974 although Bradford Grammar School was founded by Royal Charter in 1662. It became co-ed in 1999. Clock House occupies imaginatively converted buildings adjacent to the senior school and benefits from the use of many of its facilities. The school is situated on the edge of Bradford in open surroundings with extensive playing fields
- 3.2 At present there are 192 pupils in the school, ranging from Year 2 to Year 6 with approximately one quarter being girls. Of these, 113 are in Years 5 and 6 where there is a significant entry; 44 are in Year 4 and 35 in Years 2 and 3. A Year 2 class was started in 2004. The head has been in the post since 1988.
- 3.3 Pupils and their parents come from a wide range of cultural and social backgrounds and a range of ethnic groups are represented in the school. One pupil has a statement of special educational need and 10 others have been identified by the school as requiring special educational provision. No pupils have English as an additional language.
- 3.4 Pupils travel from a radius of 15 miles of the school and come from other maintained or independent schools. Entry is at any age and basic assessments in mathematics and English are given before entry, as informally as possible, during a morning or full day for Years 2, 3 and 4; older pupils sit more formal entrance assessments. The great majority of pupils transfer to the senior school at the age of 11 after passing the entry examination.
- 3.5 Clock House does not enter its pupils for national tests. Information gained from entrance assessments indicates that the ability range is above that of the national average. It also suggests that the range of ability is not as great as in other local schools, having some very able pupils, and only a small number below the national average.
- 3.6 The school aims to encourage pupils to work to their potential with an enthusiasm for learning. Responsibility, co-operation, trust and tolerance are strong features of the school's ethos.
- 3.7 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

Key Indicators

- 3.8 Attendance for first half of Summer term 2005

	Authorised	Unauthorised
Percentage absence	2.6 %	0

- 3.9 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 at the age of 11.
- 4.2 No national tests are taken. The school uses standardised tests in English and mathematics and from these it was agreed that the overall ability of the pupils is above that of the national average for primary schools.
- 4.3 By the age of 11 pupils' overall attainment is high. By the time they leave Clock House pupils speak confidently, use a wide vocabulary and write for a good range of purposes. In mathematics they have well developed mental and numeracy skills. They produce high quality visual work in art and design technology. Overall very good standards of presentation are achieved, both in their books and in work on display. Handwriting is very neat and well formed.
- 4.4 Throughout the school pupils make rapid progress overall both over time as seen by work scrutinised and in lessons. Progress is occasionally less good when tasks set are not appropriate to all pupils. The few pupils with special educational needs make very good progress as a result of the support they receive. The great majority of pupils enter the senior department of Bradford Grammar School at the age of 11, having succeeded in the entrance examination.

Quality of Pupils' Learning, Attitudes and Behaviour

- 4.5 The quality of pupils' attitudes to learning and of their personal development and behaviour is very good overall for their ages, abilities and aptitudes and supports the learning progress.
- 4.6 Pupils' behaviour is usually very good both in lessons and around the school. They respect and value the feelings and beliefs of others. They behave well in most lessons and around the school. In a few lessons when the pace was too slow or too many pupils needed the attention of the teacher, some restless behaviour was seen. Pupils are very welcoming and helpful to visitors, chatting to them in the playground and willingly showing and discussing their work. They are happy and proud of their school, cooperative with each other and respect the views of others.
- 4.7 Pupils' attitudes to work are also very good. They are lively and enthusiastic in class, respond well in discussions and listen to the teacher or each other. Motivation and concentration are usually very good whether when listening or working at a task. They apply themselves well and state their enjoyment of their work.
- 4.8 Learning is very good. Pupils are keen to discuss and argue constructively but also quick to settle down to written and other tasks when required. They work well independently and ask advice when it is needed. Group working is successful because of the good relationship between pupils. Occasionally learning is less effective when pupils are not sufficiently challenged.

Attendance

- 4.9 The level of pupil attendance is high and enables pupils to take full advantage of the opportunities provided by the school. Most pupils arrive at school punctually, many having travelled on public transport.

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- 4.10 Pupils register daily in person with form teachers at 8:45 am and 1:15 pm (1:35 pm, Wednesday). Pupils who are late must report to Reception first and then the assembly or lesson in progress. Absence letters are retained by the form teacher, but notification of medical and dental appointments during the school day are sent to Reception to inform the school secretary. The school's attendance registers are recorded electronically and printed out. They are then retained for at least three years meeting legal requirements.
- 4.11 The school's admission register including all the necessary details for legal requirements is kept on computer.

5. QUALITY OF EDUCATION PROVIDED

Teaching

- 5.1 Teaching in Clock House is very good. During the inspection it was good or better in seven eighths of lessons, and very good or excellent in well over half of the lessons seen. All teaching seen in ICT, Science and Music was very good or excellent.
- 5.2 Overall, teaching is based on very good subject knowledge in all areas of the curriculum. Planning is good and lessons almost always meet the needs of all pupils. In most lessons teachers set high levels of expectation and challenge; they are very enthusiastic and impart this enthusiasm to their pupils. Control and management are effective and help all pupils to learn. In some groups the most able pupils could be further stretched; the less able are well supported and totally included in all lessons.
- 5.3 The best teaching was characterised by thorough planning and a brisk pace, enabling teachers to make very good use of time and resources with a programme of interesting and varied activities. These lessons also used quiet but challenging class management to include all pupils and probe their understanding. Questions were open ended and focused on pupils' needs. Teaching was strengthened by teachers' very good knowledge of pupils and their abilities. Teachers were thus able to support and encourage the less able and challenge the more able by giving them appropriate work from the outset of the lesson, not just additional work at the end.
- 5.4 The small amount of teaching which had weaknesses was often at too slow a pace or had insufficient challenge for different abilities.

Does the school meet the regulatory requirements for teaching?

- 5.5 Yes.

Assessment and Recording

- 5.6 The methods used for assessing and recording pupils' achievements, progress and needs throughout the school are very good. The systems are accurate, consistent and effective, and they are particularly appropriate for the age and stage of development of the pupils. They assist in identifying pupils who would benefit from learning support. These pupils may require individual education plans (IEPs), each of which informs teachers of a pupil's particular requirements.
- 5.7 Carefully planned and effective assessment procedures are used to select pupils of different ages for entry to the school. Baseline testing of pupils in Years 4, 5 and 6 yields further assessment data. Additional standardised tests have been introduced recently and the results will become progressively more useful once the pupils have taken these annual tests over several years. The test scores provide helpful information on the strengths and weaknesses of individual pupils and whole classes. All the standardised assessment data, along with internal examination results and report details, is stored electronically and can be accessed easily by all members of staff.
- 5.8 The marking and homework policies are set out clearly, emphasising the importance of a constructive, consistent approach. Marking is generally prompt, frequent and accurate, with encouraging comments, rewards and, in many cases, directions and advice for improvement. The marking observed was very good in English, science and geography, and good in all other subjects. Continuous assessment throughout the term is very effective and includes

results from classwork, homework, end-of-topic tests and examinations, all of which are recorded in teachers' mark books. Responses of pupils during question and answer sessions, and interaction with other pupils also play an important part in assessment. All pupils, including those with special educational needs, understand the assessment criteria and they appreciate that it assists them in making worthwhile progress.

- 5.9 School reports inform parents of their children's progress, and pupils are given an opportunity to read them with their teachers and then to set their own targets. Each pupil's progress can be tracked efficiently by reference to the electronically stored data and to their personal file, which contains copies of reports, parental contact sheets and all other relevant information.
- 5.10 Analysis of the information from assessment procedures makes a significant contribution towards curricular development and planning in each subject. Subject co-ordinators, with the support of other teachers in Clock House and in the senior school, use the results to plan and modify their schemes of work and to adapt the teaching of individual topics. Recent examples include curricular changes in science and mathematics, and adaptations in planning the content of humanities fieldwork.

Curriculum

- 5.11 The quality of the curriculum provided by the school is very good, offering a broad and balanced education suited to the needs of all pupils. It prepares them well for the next stage of their education. Provision for pupils with special educational needs is very good. The curriculum is enriched with a very good programme of events and activities.
- 5.12 The curriculum is based on the full range of National Curriculum subjects plus religious studies, library skills and PSHE. French and German are taught in Year 6. These give the curriculum very good breadth and contribute effectively to pupils' physical, intellectual and personal attainment. Time allocation to each subject is appropriate as is the amount of homework. Years 2, 3 and 4 are taught mainly by form teachers with specialists for music, ICT, games and physical education. Years 5 and 6 have mostly specialist teaching some by teachers from the senior school which is extremely beneficial to the pupils' quality of learning. ICT teaching takes place in the computer suite; skills are well taught but it is used less consistently in the classroom situation. Flexible streaming enables the curriculum to suit all abilities. Parents who replied to the questionnaire are pleased with their child's curriculum.
- 5.13 Very good curricular planning provides continuity and progression of learning. Well-devised policies and schemes of work are in place for all subjects making positive contributions to pupils' overall attainment, especially in music and sport.
- 5.14 The curriculum provides equality of access and opportunity for all pupils to learn and make progress. One statemented pupil and the few identified by the school as needing learning support are helped in lessons by their Individual Education Plans (IEPs)
- 5.15 The school provides a good range of extra-curricular activities, one-day educational visits and a very good range of sporting fixtures. Residential trips for Years 2, 3 and 5 widen their experiences academically and socially. All visits increase pupils' general knowledge and stimulate an interest in current affairs. Music and sports activities are especially well-covered, but others such as sewing and photography are equally beneficial. Visitors come into school to talk about their interests such as archaeology, or their faith or charity work. Extra-curricular provision is complementary to the curriculum.

Does the school meet the regulatory requirements for the curriculum?

5.16 Yes.

Teaching and Non-teaching Staff

5.17 The provision and deployment of staff are very good. Teachers are well qualified and experienced for the roles they are required to undertake.

5.18 Teaching staff offer a very good blend of age, experience and gender. They form a strong, cohesive team, which contributes with enthusiasm and commitment to the high quality of education and care provided. They inspire the pupils to achieve high overall standards.

5.19 Teachers offer a balanced range of subject strengths, as well as a wide variety of extra-curricular activities and visits that add breadth to the pupils' educational experience. They have appropriate teaching loads, with a fair proportion of non-contact time, and they are conscious of their responsibilities as outlined in their job descriptions. The senior school staff who provide a significant part of the Clock House teaching, form a strong link between Clock House and the senior school. This helps to ensure the smooth transfer of pupils at the end of Year 6.

5.20 Two supervisors support the school very well; one assists a teacher looking after the pupils on the playground at lunchtime and both during after-school care. The school cleaners maintain the immaculate appearance of the building. The headmaster's secretary's office is at the hub of the school and she also acts as the receptionist. However, there are times when the front desk is not manned because there is no cover for the secretary when running errands around the campus. Other non-teaching staff including caterers, groundsmen and nurses, are shared effectively with the senior school. All the non-teaching staff take real pride in the school and help to make it a pleasant and enjoyable place in which to work thus making a very good contribution to the well-being of the pupils.

5.21 For new members of staff, there is a well-planned induction policy. No newly qualified teachers have joined the school this year, but good procedures for their induction are in place in line with government regulations. A whole-school performance management scheme has been adapted to meet the requirements of Clock House. The scheme operates on an annual cycle, with a rotation of team leaders, and is beginning to make a worthwhile contribution to the effectiveness of members of staff. However the best practice in teaching, which is evident in some subjects, is not yet being observed by all teachers, due to insufficient time being set aside for this to take place. Appropriate training courses are recommended to staff and, over the past two years, many have taken up these opportunities. However, it has not always been easy to identify convenient and relevant courses related to curriculum subjects.

5.22 The school carries out appropriate checks on the suitability of all teaching and non-teaching staff with the Criminal Records Bureau, and carries out all other required checks.

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

5.23 Yes.

Resources for Learning

5.24 Resources for learning are good overall.

- 5.25 The teaching of ICT as a discrete subject takes place in the modern well equipped computer suite. The 25 networked computers, interactive whiteboard and peripherals offer excellent opportunities for pupils' acquisition of the vital ICT skills, which will prepare them for life in the technological world. Computer access for staff is also available in the staff work area.
- 5.26 However at present there is little provision for ICT in classrooms. This inhibits many subject staff using ICT as a teaching tool to deliver the curriculum more effectively. In addition there is no technician on the Clock House site. This can create problems when difficulties arise during lessons in the ICT suite, although the technician based in the senior school attends as soon as possible.
- 5.27 The school is well resourced with books, equipment and artefacts to support pupils' learning in all subjects and budget allocations are generous. Resources for pupils requiring extra support are adequate. Equipment is organised and stored for easy access, although storage space is often at a premium. Many classrooms have cassette players and overhead projectors. Televisions with video players are in strategic areas where they can be used easily.
- 5.28 Resources for science, design technology, PE and music are very good. Music provision includes electronic keyboards for each child during music lessons, a drum kit and the school's personalised hymn books. In the swimming pool a wide range of good quality teaching aids is available. Very good provision is made to celebrate pupils' work with a prominent display cabinet in the reception area, and attractive colourful display boards around the school.
- 5.29 The school mini-buses are available for junior school activities and sporting fixtures.

Libraries

- 5.30 The library provision is excellent and makes a considerable contribution to teaching and learning in the school. The main Clock House library is situated in the nearby Clarkson building which also houses the senior school library. Two spacious rooms provide separate fiction and non-fiction areas offering pupils opportunities for research and independent study, in addition to the loan of books.
- 5.31 Bookshelves are at a suitable height for pupils to reach books easily. Books are arranged attractively according to a simplified Dewey scheme. A computerised catalogue system is easily accessed by pupils to check availability of book titles from their reading lists and to search for books on specific topics.
- 5.32 The library is generously stocked with approximately 6,000 books, a number which far exceeds the School Library Association's recommendations.
- 5.33 All junior school pupils have a weekly library lesson when library skills are taught and books can be taken out. They may also visit the library individually during break, lunch times and after school. The library is very well managed and generously staffed. This allows reading ability to be monitored, accurate guidance on books to be given to all pupils and additional help for weaker readers. This system ensures that pupils read a variety of books at a suitable level and promotes an interest in literacy. Clock House teachers communicate regularly with the librarian to discuss stock ordering and to request topic books to be displayed in readiness for specific lessons.
- 5.34 In addition to the main library, there is a quiet area in the vestibule of Clock House where pupils can read quietly during break times. Well-resourced class bookshelves are placed in appropriate areas around the school.

- 5.35 A book fair is organised annually in the library and other opportunities for pupils to purchase books are arranged from time to time.

Premises and Accommodation

- 5.36 The overall quality of the premises and accommodation is very good. The junior school buildings, with the administration area housed in skilfully converted stables, provide pleasant and appropriate accommodation for the pupils and staff. The classrooms are light and airy and furnished appropriately for the age ranges using them.
- 5.37 Some classrooms have adequate storage space or cupboards, although this is always at a premium. Others have insufficient storage space particularly for pupils' school bags.
- 5.38 The well-lit corridors are wide enough to allow attractive wall displays of pupils' work and other educational material. The spacious hall is interestingly decorated and provides a pleasant environment for assemblies and musical activities. A well-equipped ICT suite houses 25 computers and an interactive whiteboard. The art and DT rooms are well resourced although rather small for practical lessons with older children. All areas are well decorated and maintained and are immaculately clean. The accommodation is used efficiently and enables the curriculum to be taught effectively.
- 5.39 The area outside at the front of the school boasts a mature sycamore tree and well-kept colourful flower beds, offering a pleasant and welcoming approach to the school. Ramps are placed outside all main doors for disabled access with an adjacent disabled parking place. At the back of the school grassy slopes and a hard surface playground allow pupils to play outside in most weather conditions. A gated wooded area leads from the playground and can be used for supervised study.
- 5.40 The Clock House library situated in the Clarkson building provides excellent accommodation for teaching and learning.
- 5.41 The junior school shares the superb facilities with the senior school including the swimming pool and other excellent sports facilities. A well-equipped theatre, an art room and science laboratories add to the quality of pupils' learning. The refurbishment of the dining room is most impressive and contributes well to the personal and health development of the pupils.

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

Yes.

Links with Parents and the Community

- 5.42 The school has developed a very good partnership with parents and very good links with the community.
- 5.43 Well over half the parents returned the questionnaire before the inspection, and they were overwhelmingly supportive of the school. Parents were particularly positive about the personal development of their children and their pastoral care, the ethos of the school and the leadership of the head, with which the inspection team agreed. The main issue raised by a significant number of parents was their wish to have another parents' consultation evening later in the year to discuss reports. The team confirmed parents' views that the school dealt well with any concerns.
- 5.44 Parents are provided with good comprehensive information about the school. A prospectus and various handbooks give targeted information particularly for those entering the school

for the first time, which is often in Years 5 or 6. Parents can communicate with teachers via their child's diary providing an effective home/school link. Newsletters are issued half-termly and the Clock House magazine annually; the junior school also has a section in the whole-school magazine. These provide an effective photographic record of the year. Parents appreciate the school website, especially information about the curriculum and same-day photos from residential visits.

- 5.45 Information to parents about progress is good. Termly handwritten and personal reports give adequate information on achievement and progress. Not all contain targets for improvement. A meeting is held in the autumn term to discuss progress, and individual appointments can also be made. A significant number of parents would like another meeting later in the year. The school handles parental concerns with care and in accordance with regulations.
- 5.46 Some parents have visited Clock House to talk to pupils about their various cultures, faiths and interests. A school parents' group organises events and helps at open days at which all parents are made welcome, as they are at plays, concerts, services and sporting events. Parents also join outings.
- 5.47 The school's work and pupils' experience of the wider world are enriched by very worthwhile links with the community. Local and national charities are well-supported, and a harvest appeal week provides sponsorship for four children in Africa and India. Pupils run a weekly Fairtrade stall. The earthquake in Pakistan touched the lives of many local people, and pupils and their families gave generously to a 'non-uniform day' collection.

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

- 5.48 Yes.

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

- 5.49 Yes.

6. PUPILS' PERSONAL DEVELOPMENT AND PASTORAL CARE

Pupils' Personal Development

- 6.1 The quality of provision for pupils' spiritual, moral, cultural and social personal development is very good. The school provides a very wide range of opportunities whereby pupils can develop a system of spiritual beliefs and a strong moral code based upon the school's ethos and high expectations. Pupils also develop a strong awareness of their own culture and that of others, which together with opportunities for social responsibility, help pupils develop in ways which are appropriate to them as individuals.
- 6.2 Provision for spiritual development is very good. Through a variety of assemblies, religious studies lessons and the well structured PSHE programme, pupils develop spiritual beliefs based on Christianity and knowledge of the range of other faiths shared and respected in the school community. Faiths are not taught in isolation but as a comparative unit. Self knowledge is developed by the positive esteem encouraged by all staff. Pupils are proud of their school and have frequent opportunities to shine whether by playing in a team or reading a poem in a house assembly. Talents are celebrated in Clock House, and everyone has a chance to excel in some aspect of their school life. Mutual trust between adults and pupils and acceptance of each other, regardless of culture or creed, is a very obvious feature of the school.
- 6.3 Provision for moral education is very good. Thought for others, sharing, trust and honesty, are respected and form the basis of the school rules which are discussed by the School Council. Good behaviour and responsibility for one's actions are expected. Staff are very good role models and are ready to discuss moral issues if they arise. Pupils are expected to think for themselves.
- 6.4 The school's provision for cultural development is very good and is partly based on the many different faiths in the school. Cultural traditions are respected. Pupils hear music from across the world which is a feature of assemblies; art such as Aboriginal pictures and Mehendi hand patterns adorn the walls of the school. Many pupils play musical instruments, some to a high standard; they attend concerts, plays and exhibitions. Clock House pupils take advantage of the historical area in which they live and visits have been made to Eden Camp and the Victorian Industrial Museum. A range of activities mainly run by staff, add to the cultural experience.
- 6.5 Very good opportunities exist for social development. House captains help run assemblies; representatives from Year 2 upwards discuss school business and then report back to their forms. Pupils are expected to use their own initiative and they do this by running occasional activities and fundraising events on their own. Residential trips are enjoyed from Year 2 when the social advantages of living together are experienced.

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 provision for pupils' pastoral care, support and guidance is very good. It permeates all aspects of school life and makes a positive contribution to pupils' self esteem and development as an individual.

- 6.8 Committed teachers provide support in lessons, and relationships between pupils and teachers are exceptionally good. Almost all parents who replied to the questionnaire are very happy with the guidance given to their child. When academic or personal problems are identified good procedures are in place to provide help; pupils' academic work is carefully monitored both by form teachers and by using the computerised assessment tests. Any action taken is carefully documented. Pastoral support is fostered by the house system. A strong PSHE policy is in place and the School Council enables all pupils to participate in school matters. Pupils are very appreciative of both houses and the School Council.
- 6.9 Very good codes exist to promote good behaviour, and parents are very positive about this aspect of pastoral care. Written measures against bullying are in place and effective. Any breach of the behaviour code is dealt with swiftly. Pupils understand the rules, rewards and sanctions systems. They feel they are fair and administered fairly. Respect – accepting others for who they are - is a strong feature of the school.
- 6.10 The school provides very good measures for pupils' welfare. Qualified first aid trained staff are listed and first aid boxes are placed in relevant areas. Accidents are recorded and parents informed promptly if necessary. The qualified nurse is available for the whole school. Clear policies are in place for pupils with allergies. An excellent handbook on health care and safety in laboratories and the design technology room, must be signed by parents and pupils.
- 6.11 Child protection measures meet current regulations. Meals are nutritious and varied. A menu is displayed and pupils' views are that the daily choice and quality of food is very good. Breakfast club and after-school care are popular and well run by ancillary staff.
- 6.12 Health and safety documentation is comprehensive with a Clock House teacher on the whole school Health and Safety Forum. Fire drills are carefully recorded. Risk assessments are carried out for school facilities and visits, and pupils know risks involved in school activities. Electrical equipment is checked regularly. The school provides a very safe indoor and outdoor environment. It is extremely clean and well maintained. Movement around the site is managed very well. The school has an appropriate policy for improving access for those with disabilities.

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

- 6.13 Yes.

7. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Governance and management

- 7.1 Governance, leadership and management are very good enabling the school to provide a high quality of education to its pupils.
- 7.2 The framework for governance is effective and governors give good support to the junior school. At a strategic level, the governing body and senior and junior heads have a coherent vision for Clock House within Bradford Grammar school as a whole and have good plans to achieve it. Governors give well-focused attention and support to the needs of the junior school and are well informed about relevant issues by the Clock House head who attends their meetings.
- 7.3 Within the whole school, the framework for the management of the junior school is very good. The school is represented on the whole school management team and this, together with regular teaching by some senior school staff in the junior school and the close physical nature of the buildings, means that Clock House is very much part of the whole school. The head has appropriate autonomy over day-to-day issues but enjoys good liaison with the senior school head who has overall responsibility.
- 7.4 There is no junior school management team but daily meetings between the head and deputy head, and frequent meetings with co-ordinators and other teachers means that issues are always dealt with quickly and educational planning is up to date. Although subject co-ordinators do not monitor marking, some lesson observation does now take place. Subject links with the senior school are very good in most areas especially those in which senior staff teach in the junior school. Pupils' records are sent to the senior school when they enter to enable them to be placed in an appropriate form. The senior school head comments on and signs the reports of every Clock House pupil, which gives him an overall view of the performance of every pupil in the whole school.
- 7.5 The commitment and positive approach of the staff and the fact that they work as a team owe much to the inspiring and dedicated leadership of the head who is ably backed by the deputy head.
- 7.6 As a result the school has a clear educational direction that is reflected in the consistently good quality of education it provides and the standards it achieves in and out of the classroom. The strength of purpose and caring ethos reflects the schools aims and is helped by the good range of policies and procedures as well as efficient administration, organisation, and communication.
- 7.7 The school has a sound system of performance management which is being more fully developed. This together with analysis of test results will enable the school to identify successfully areas of teaching and learning requiring further development.
- 7.8 The school has developed considerably in the last few years particularly as it has achieved a high standard of co-education and extended its age group since the last inspection. The current development plan which is monitored and reviewed by the governors includes targets for further improvement, many of which have already been achieved

8. ACHIEVEMENT AND QUALITY IN SUBJECTS AND ACTIVITIES

Achievement and Quality in Subjects

English

- 8.1 Pupils achieve high standards in English.
- 8.2 By the end of Year 2 attainment is high as observed in lessons and written work. Pupils have a good knowledge of phonics and are beginning to use punctuation, and to organise their creative work. By age 11 literacy skills are particularly well developed in reading, writing, and handwriting. Pupils use a range of punctuation accurately and speak and write using a wide, mature vocabulary. They use adjectives and adverbs very effectively to build up character images in well-constructed prose. This was used particularly effectively in a Year 4 lesson to create a mind map based on the appearance of a Roald Dahl character. Pupils write factually and imaginatively in various manners such as letters, reports and poetry. To help them with accurate spelling they learn patterns and rhyming words. Class use of the ICT suite was seen to good effect in Year 5 where a tall story involving writing a letter about themselves, was illustrated with a picture.
- 8.3 The progress of pupils in English is rapid for all abilities. In a Year 2 lesson pupils successfully began their first attempts at organising a setting and building a character for imaginative writing. By age 11 pupils have developed a mature style of writing, their comprehension of texts is very good and they can use a dictionary and thesaurus to good effect. Pupils' confidence develops so that by Year 6 they will question others and think for themselves. In a Year 6 lesson, work was proof-read to make a strong persuasive argument. Library lessons which start in Year 2, enable pupils to apply good library skills to independent working by the age of 11. Those with a special educational need are given very good support during the lesson.
- 8.4 The quality of learning, attitudes and behaviour is very good. Pupils are keen to learn facts and eager to contribute to lessons. They work hard and concentrate fully on their tasks whatever the aspect of English. They are determined to present neat, accurate work. Relationships between pupils and their teachers are conducive to the quality of learning as all pupils are highly motivated and ready to play an active role during lessons.
- 8.5 The quality of teaching is very good across the age ranges. In the best lessons real enthusiasm for the subject is communicated to pupils. Teachers have secure subject knowledge. Careful planning and good classroom organisation help to maintain high standards. Instructions and aims are given clearly. Many lessons end with an appropriate plenary session. A good selection of resources holds pupils' interests. Expectations were high in most lessons, though there were times when the more able could have been challenged further either orally or by different tasks. When given, homework was explained carefully and written in the diary.
- 8.6 The quality of assessment and recording is good. Marking is thorough, up to date and often indicates ways of improving the work. Sometimes individual targets are set; for example 'next time try to avoid a sudden ending'. An effective system for tracking a pupil's reading and spelling age throughout their time in Clock House is being used. The English policy and schemes of work are based on the National Curriculum and literacy strategies, building up a pupil's speaking, listening, reading and writing skills very effectively. Drama is included in English as well as in other areas of the curriculum. A Book Fair and talks by authors enrich

the curriculum as do theatre visits, including suitable productions by the senior school. Resources are good and include a wide range of reading material and textbooks.

- 8.7 English is well managed by a co-ordinator whose good leadership gives support to all teachers of English. Occasionally she shares the teaching of a class. This good practice assists monitoring for consistency and continuity but, at present, there is no overview of written work. English is seen as a cross curricular subject giving a very good strong base for other areas of the curriculum.

Mathematics

- 8.8 Pupils achieve good standards in mathematics
- 8.9 By the end of Year 2, attainment is good as observed in lessons and written work. Pupils show a good understanding of number concepts and can add, subtract and multiply accurately. They are beginning to use pencil and paper methods to record answers. Pupils can measure length with standard and non-standard units and are using appropriate mathematical vocabulary confidently. Attainment by the end of Year 6 is good overall but uneven. By the end of Year 6 some pupils are working well above the level expected of their ability. Pupils in all years show particular strengths in number and algebra. However, in some lessons observed, over reliance on all pupils working on the same text book exercises, prevents some of the more able achieving their full potential. Less able pupils are attaining in line with, and often above their abilities.
- 8.10 Pupils' progress in mathematics is good overall. It is sound in Year 5. Some pupils in Year 6 make rapid progress. The best progress was observed in lessons across the age range when pupils were challenged by short focused tasks to maintain their interest and increase the pace of the lessons; for example in one lesson on metric and imperial measures there was a mixture of individual, paired and class activities. Progress is less good when the whole class is working on the same activity at the same level. Homework which reinforces class-work encourages progress over time. Pupils with special educational needs make good progress responding well to the individual help they received
- 8.11 The quality of learning, attitudes and behaviour is good overall. Pupils are keen to learn and many show sustained concentration. They enjoy good relationships with staff, and work well collaboratively. They listen to the ideas of their peers, are articulate and able to explain what they are doing. In some lessons observed where written strategies were being investigated, the questions set were too easy for some pupils who were able to calculate answers mentally rather than attempting the different strategies being taught which restricted their learning.
- 8.12 Teaching is good overall. It is sound in Year 5. Teachers usually meet the needs of all pupils except occasionally those of the most able in some groups. All teachers demonstrate secure subject knowledge and use mathematical language in their discussions with pupils. In most lessons clear objectives are set out at the beginning of the lesson. Teachers deal with pupils' questions sympathetically. In the best lessons, questioning of pupils' knowledge and understanding was inclusive but geared to each pupil's needs. In one excellent lesson on the properties of regular and irregular 2D shapes, very sensitive and differentiated questioning of each pupil resulted in high levels of attainment and progress for all. In some lessons a few pupils became restless during over-long explanations of methods or time spent completing exercises from text books. In one lesson a queue of pupils waiting for work to be marked built up. However in other lessons staff reviewed work with the whole class as problems arose so creating more opportunities for learning.

- 8.13 Assessment and recording are good. Internal examinations and standardised tests in mathematics are taken regularly. The data gained informs planning and indicates strengths and weaknesses. The combination of test results and class work is used to place pupils in appropriate classes. A clear marking policy is set out within the mathematics policy. A small chart explaining the different symbols used in marking is a useful feature at the front of some exercise books. Work is marked carefully with constructive comments added to encourage pupils to improve. Additional help is sometimes given by teachers at lunch-time, when marking identifies problems in pupils' understanding.
- 8.14 The mathematics department is well resourced with text books and equipment. Attractive displays of mathematics posters and children's work can be seen around the school. ICT facilities are not available in the classrooms and the availability of the ICT suite for mathematics lessons is limited. However some of the discrete ICT skills teaching is linked to mathematics topics as in an ICT lesson observed, pupils in Year 4 were creating nets to make cubes.
- 8.15 Leadership and management are effective. Job descriptions for teachers and the mathematics co-ordinator are in place. However some of the best practice using the national numeracy strategy observed in a few lessons, is not yet being observed by all staff. Planning documents are comprehensive. In addition to streaming throughout the age range, further setting of maths groups in Year 6 is being trialled.

Science

- 8.16 Throughout the school, pupils achieve high standards.
- High attainment levels of understanding, analysis and presentation were revealed in lessons observed and the written work scrutinised throughout Years 2 – 6. Pupils respond articulately and confidently in class and make perceptive contributions to discussion using very good scientific vocabulary as, for example, in a Year 4 lesson on conduction. From as early as Year 2, pupils handle apparatus confidently and understand the essential elements of fair tests and investigations. By Year 6 they listen carefully, recall previous work accurately and are quick to comprehend all that is required of them. Pupils show genuine interest in the subject and many revealed excellent background scientific knowledge.
- 8.17 Pupils' progress in written work over time and in understanding of new topics and practical techniques during lessons, is rapid at all ages. All pupils are involved fully throughout the lessons and are made to feel valued, with individual help and challenge being given whenever appropriate. They make rapid progress in analysing the significance of practical results as, for example, when studying frictional forces in Year 6 and shadow formation in Year 5. The work of the lesson is invariably mastered successfully.
- 8.18 Pupils' learning, attitudes and behaviour are very good throughout the school. They are interested, well-motivated learners, who contribute eagerly to class discussion and who show considerable initiative in practical investigations as, for example, when making model eyes and periscopes in Year 5. They maintain their concentration, and their sound scientific understanding develops from the trusting rapport with their teachers. Pupils work very well individually and collaboratively, and are keen to exchange ideas, make predictions and to seek solutions to challenges. Their enjoyment of the subject and the different topics comes across clearly.
- 8.19 Teaching is very good in every year, with an emphasis on practical, investigative work, all delivered at a lively pace. Lessons are planned thoughtfully, with a variety of activities to stimulate interest, and objectives are made very clear at every stage. The secure, experienced

subject knowledge of the teachers ensures that discussions are well led and questions are dealt with confidently. Time and resources are used constructively and often imaginatively in a sensibly disciplined environment. The teachers' enthusiastic approach helps create a positive atmosphere with high expectations in both practical and theoretical assignments.

- 8.20 Science is very well equipped with resources being kept in the senior school laboratories and in appropriate cupboards in Clock House. Safety procedures are followed at all times. Lessons are complemented by a very good range of textbooks and by excellent support from the junior library. Good use is made of the ICT suite for internet research but, at present, there are only limited ICT opportunities in the classrooms and laboratories. The extensive school grounds are used for practical work on topics such as temperature changes, 'minibeasts' and rocket launching. The profile of science is enhanced further by a series of interesting industrial trips.
- 8.21 Marking and correcting of pupils' work is very good, often with encouraging comments, rewards and advice for improvement. Effective assessment procedures include the marking of homework, end-of-topic tests and examinations, as well as observation of class contributions and practical skills. These results are used thoughtfully to set individual targets and to influence planning.
- 8.22 Management and leadership of the subject are very good. Comprehensive schemes of work are reviewed and adapted regularly in the light of input from all science teachers. Informal discussions take place regularly between members of staff, and close liaison with the senior school is of great benefit to everyone concerned. Pupils in Years 5 and 6 enjoy the benefit of being taught in senior school laboratories where there is the support of an experienced technician. A worthwhile programme of lesson observation is in place and involves all those who teach science.

Physical Education (PE)

- 8.23 Pupils achieve high standards throughout the school.
- 8.24 Many pupils compete successfully in a wide range of sporting fixtures, galas and tournaments, and they also do well in regional and national competitions. During lessons, pupils display high attainment levels of general athleticism, ball skills and swimming, and they develop a clear understanding of how best to contribute positively to a team. They listen carefully to instructions, understand the importance of warm-up exercises and show a natural competitiveness in aiming to improve their performance.
- 8.25 Pupils of all ages make rapid progress in mastering the techniques involved in the objectives of the lesson as, for example, in rapid handling and alignment in Year 5 rugby and marking in netball. The department's inclusive approach ensures that all abilities are catered for effectively. Ability groups are used when beneficial as in Year 5 swimming when three squads are taken through appropriate programmes simultaneously. The high standards of sporting performance are indicative of rapid progress over time.
- 8.26 Pupils' learning and behaviour are very good. Pupils are interested, keen to learn and eager to give of their best. Sporting activities are very popular with most pupils and they respond enthusiastically to tasks and targets. Pupils maintain concentration and work very well collaboratively in pairs and larger groups as, for example, in Year 6 basketball skills. They flourish in competitive situations and are supportive of each other's efforts and successes.
- 8.27 The quality of teaching is very good. Well-qualified staff teams work together enthusiastically, whether with a single class or the whole school. Lessons are thoughtfully

planned to include a broad range of exercises and proceed at a lively pace so that pupils' interest is captured and sustained. Challenging objectives are explained clearly at every stage, with helpful demonstrations whenever relevant as, for example, in developing increased confidence amongst Year 2 swimmers. The teaching approach is positive and encouraging, and sensible group control is based on expertise, experience and a good-humoured rapport with the pupils.

- 8.28 Leadership and management of this large and well-organised department are very good. Progression and continuity are aided by well-constructed schemes of work for each year group, which lead to detailed lesson plans and which include very good provision for adverse weather conditions. Throughout the school year, boys and girls in Years 2 and 3 all have a multiskills programme, which ranges from rugby and netball to cricket and rounders. Appropriate risk assessments are in place, as are emergency and accident procedures. Physical education (PE) and swimming lessons are taken by senior school staff, and whole-school games periods involve a significant contribution from Clock House staff. There are some difficulties of timing as the two school timetables do not match and this sometimes results in only limited time being available to pupils for PE and swimming, particularly when single periods are involved.
- 8.29 Resources are very good in quality and quantity. Very effective use is made of the excellent facilities, which include well-kept playing fields and all-weather surfaces, a spacious sports hall and a superb swimming pool. The changing rooms in the pavilion are poor by comparison with everything else. Further worthwhile and enjoyable sporting opportunities are offered within the activities programme such as table tennis, gymnastics, orienteering, cross country and dance.

Short Subject Reports

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

Art

- 8.30 Five lessons or parts of lessons were observed in Years 3, 4, 5 and 6.
- 8.31 Teaching is by senior school specialists in the upper years and form teachers in Years 2 and 3, and was very good overall. It was excellent in Year 3 in a very well organised lesson in which pupils were making leaves from the rubbings they had done previously. All lessons were well planned and the teaching encouraged pupils to experiment with a variety of media. Some activities, particularly with the Year 6 class who work in Clock House, are restricted by the size of the room.
- 8.32 Pupils were interested and motivated; learning and behaviour were good overall. Concentration was usually good and pupils were keen to accept advice on how to improve their work. Pupils helped each other and the younger pupils co-operated well when printing in the Clock House room. Year 6 pupils working in the senior school took full advantage of the spacious accommodation to work on large portraits of themselves using mixed media.
- 8.33 Displays of art work around the school are of high quality and support the learning of the curriculum, for example the brass rubbings of the visit to the Royal Armouries.

Design Technology

- 8.34 Two lessons were observed in Years 5 and 6. Teaching was good overall and excellent in Year 5. Lessons were well planned and good safety instruction was given. The teaching

enabled pupils to recap on previous work and then use their knowledge in practical work. Skills such as soldering were well taught and enabled pupils to produce high quality work. A series of very useful booklets has been written which include instructions for a project together with worksheets, enabling each pupil to have a complete record. These are used for assessment.

- 8.35 Learning was excellent in Year 5 when pupils were totally absorbed in their work. In the Year 6 lesson it was sound. Pupils found it more difficult to concentrate as the size of the room for the number of pupils was somewhat restrictive and could cause safety issues. Resources are very good and ICT is used for design, and control technology. Senior school resources are used when necessary.
- 8.36 A very good variety of finished work is on show and pupils' work in electronics is very impressive.

Geography

- 8.37 Four lessons were observed in Years 2, 3, 4 and 5, a sample of pupils' work was scrutinised and discussions were held with the subject co-ordinator.
- 8.38 Teaching was very good, with thoughtful planning, clear objectives and a broad range of interesting activities. The lively, positive rapport between teacher and pupils resulted in very good support for pupils of all abilities. Discussions were well led, revealing secure subject knowledge, and a rapid pace was maintained with challenging expectations and effective use of resources such as maps and posters.
- 8.39 Pupils' learning and behaviour were very good. Pupils showed interest, were keen to learn and contributed enthusiastically as, for example, in Year 2 when presenting ideas for promoting tourism. Tasks were tackled willingly, and concentration was maintained very well, as when Year 4 marked high noise pollution areas on a plan of the school. Enjoyment of the subject always came across clearly and pupils were supportive of each other's successes.
- 8.40 Well-planned schemes of work are in place, with constructive liaison with the senior school. Effective use is made of the good resources. Independent research, including use of ICT, is encouraged and is very well supported by the junior library. A very interesting fieldwork programme provides exciting opportunities, both locally and further afield, for each year group. Planning ideas for developing the subject include internet access in the classrooms.

History

- 8.41 Three lessons were observed, one each in Years 3, 5 and 6. A range of pupils' work on display and in pupils' folders was scrutinised. A meeting was held with the history co-ordinator.
- 8.42 The quality of teaching observed was good. Teachers showed good subject knowledge and lessons were planned to allow opportunities for every pupil to participate. Challenging open-ended questioning in one lesson was successful in increasing pupils' understanding of the topic. A commendable number of visits and speakers linked to the history topics in the comprehensive scheme of work, had been arranged for the current year.
- 8.43 Learning and behaviour were good. In the lessons observed, pupils generally listened well and respected the contributions of others. They enthusiastically discussed recent educational visits as well as current topics. In one lesson the pupils engaged in role play during an exciting debate, demonstrating very good skills in both history and English, as well as

sustained concentration. Pupils' displays included time lines for different periods in history, armour drawings and clay models of Roman oil lamps seen on a recent educational visit. Work in books covered a good range of history skills although some activities were repeated rather frequently. Presentation of work was neat

- 8.44 Good quality resources including text books and artefacts were being used in the lessons observed, but no classroom use of ICT was seen.

Information and Communication Technology

- 8.45 Three lessons were observed, one each in Years 3, 4 and 5, all of which took place in the ICT suite. A discussion was held with the ICT co-ordinator and samples of children's work were scrutinised.

- 8.46 The quality of teaching observed in the ICT suite was very good. The teachers demonstrated excellent subject knowledge and, whilst skilfully teaching the ICT skills including the safe use of the internet, they also managed to create exciting subject based projects for the pupils. In a Year 3 lesson the pupils learnt how to create and display spreadsheets, but also used the multiplication tables for their data. One project called "Who am I?" involved digital photography, art work and word processing. Furthermore the samples of work scrutinised indicated a wide variety of ICT tasks planned to encompass cross-curricular topics.

- 8.47 The quality of learning and behaviour was very good. The staff had a very good rapport with the children. Pupils were responsive and motivated and enjoyed the challenging tasks set. Most children worked competently and confidently. Children worked both independently and collaboratively and the pace of the lesson enabled them to complete the set tasks effectively.

- 8.48 Attractive displays of children's work and informative material on the walls of the ICT suite and in other areas of the school helped to stimulate the use of ICT in the school.

Modern Foreign Languages

- 8.49 French and German are both studied for two periods a week in Year 6. One French lesson was observed taught by a senior school specialist in which teaching, learning and behaviour were very good.

Music

- 8.50 Four lessons were observed in Years 2, 4, 5 and 6. The rock band, strings for beginners, recorder ensemble, and a cello performance were seen and heard and a meeting was held with the co-ordinator.

- 8.51 The quality of teaching was very good. Secure subject knowledge and the communicating of skills were very good. Lessons were well planned with a good pace and activities changed to sustain attention. Tasks were often challenging and expectations high.

- 8.52 The quality of learning and behaviour was very good. Pupils were highly motivated and they enjoy music making. Year 2's recorder playing was tuneful and they kept together well. Singing and listening skills were very good, especially that of the didgeridoo player. Singing by the whole school in assembly was of a high standard. Pupils had a very constructive relationship with the teacher.

- 8.53 The accommodation and resources are very good. The use of a keyboard for each pupil gave opportunities to Years 4, 5 and 6 to read and play the score of Welsh and German folk tunes.

Extra curricular music and individual instrumental learning contribute to ensemble enjoyment. Very good management ensures that music greatly enhances pupils' personal development.

Religious Education

- 8.54 Three religious studies lessons in Years 4, 5 and 6 and an assembly were seen. Samples of written work were scrutinised.
- 8.55 The quality of teaching was good overall. Subject knowledge was generally good and communicated in different ways. Year 5 read about Moses' early life from a children's version of the Bible. Year 4 were involved in an excellent lesson with role-play to illustrate The Good Samaritan. The best teaching moves at a good pace. A strong feature is the teaching of world religions together rather than separately; for example, looking at symbols. Year 6 wrote about their feelings on being a Sikh, Muslim or Christian.
- 8.56 The quality of pupils' learning, attitudes and behaviour was good. They were eager to contribute ideas and personal experiences. Year 4 devised a prayer that was suitable for all faiths and ended their lesson by saying it altogether. Pupils collaborated well when discussing different faiths and listened with respect, as observed in Year 6, who discussed Ramadan and the practical aspects of fasting.
- 8.57 Subject documentation is good, giving clear guidelines to all teachers; religious studies makes an effective impact on pupils' pastoral care and personal development.

Achievement and Quality in Activities

- 8.58 Achievement and quality in the activities provided are very good, and are appropriate for the numbers, ages, aptitudes and abilities of the pupils concerned. The quality of provision makes a significant, positive contribution to the personal development of the pupils.
- 8.59 The programme offers an interesting and varied range of musical, sporting and general activities, with some being initiated by the pupils. All members of staff are involved, and are encouraged to start up new activities to match their interests and those of the pupils.
- 8.60 Pupils are very keen to participate in the activities, most of which take place at lunchtime in order to avoid late journeys home after school. Parents are also enthusiastic as they appreciate the broad educational benefit resulting from their children's involvement. Pupils must make a term's commitment to a particular chosen activity, and most of them are busy throughout the week. The programme is successfully inclusive.
- 8.61 The activities are very well managed by all those involved, and are co-ordinated by the deputy head. Roll-calls are taken efficiently at the start of every activity, and pupils' participation is recorded on the termly reports. Form teachers have an overview of pupils' involvement and help them to find an appropriate balance of activities and commitments.
- 8.62 Many of the activities offered were observed during the inspection, and the lively enjoyment of the pupils came across clearly. The musical activities included the rock band, the beginners' string group and the melodious recorder players, choir and orchestra. Very good use was made of the excellent sporting facilities for the coaching of netball, soccer, rugby, swimming and gymnastics. In these musical and sporting activities, the well-motivated pupils achieved very good levels of attainment and revealed a positive, trusting rapport with their instructors. Worthwhile experience was also observed at a lively school council meeting and a successful Fairtrade sale (run by pupils) during a morning break. In all the activities, pupils tackled their tasks enthusiastically, with genuine interest, and clearly

enjoyed their involvement. Success is gained at local, regional and occasionally national levels.

- 8.63 Each year group has an eagerly anticipated and appropriate programme of visits and residential trips, which make a further valuable contribution to the pupils' overall educational experience.

9. SUMMARY OF INSPECTION EVIDENCE

The inspection was carried out from October 17 to October 21 2005. 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 technology geography, history, ICT, French and German, music and religious studies. The inspectors visited 54 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 5 assemblies and 6 registration sessions. They observed 13 extra-curricular and sporting activities. They held discussions with 15 teaching and non-teaching staff at various levels in the school. They analysed the responses of 96 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

Margaret Smallwood	Former senior manager IAPS school
Mike Hodgson	Former head IAPS school
Mary Philpott	Former head GDST junior school
Sue Platt	Former head IAPS school