

INSPECTION REPORT

PARKWOOD PRIMARY SCHOOL

Keighley

LEA area: Bradford

Unique reference number: 107267

Headteacher: Miss S B Hardcastle

Reporting inspector: Tony Painter
21512

Dates of inspection: 5th - 8th February 2001

Inspection number: 186454

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Parkwood Street
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Postcode: BD21 4QH

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Appropriate authority: Governing body

Name of chair of governors: Mr A Seeley

Date of previous inspection: 25th September 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Tony Painter 21512	Registered inspector	Mathematics Information and communication technology Music The Foundation Stage English as an additional language	What kind of school is it? The school's results and pupils' achievements. How well is the school led and managed? What should the school do to improve further?
Maureen Roscoe 9884	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Carole Jarvis 27276	Team inspector	English Art and design Design and technology Physical education	How well are pupils taught?
John Evans 20404	Team inspector	Science Geography History Religious education Special educational needs Equal opportunities	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is an average sized community primary school for pupils aged from three to 11 years with 189 pupils. In addition, a part-time nursery class caters for 26 children. The school is larger than at the time of the last inspection as it has been recently re-organised to include pupils aged from nine to 11 years. It now occupies two buildings, separated by a minor road. Many pupils leave and join the school during the year. Most pupils live in the urban area around the school, which is recognised as having many social priorities. The proportion of pupils eligible for free meals, at 55 per cent, is very high when compared with the national average. Pupils come from white and Pakistani backgrounds and 45 have English as an additional language. This proportion is very high in national terms. The main home languages of these pupils are Punjabi and Urdu. The attainment of pupils on entering the school is very low. There are 59 pupils on the register of special educational needs, which is above the national average. Of these pupils, four have statements of special educational need.

HOW GOOD THE SCHOOL IS

This is an effective school and it provides satisfactory value for money. The headteacher, senior staff and governors have begun to identify and tackle the needs of the school. This has raised the quality of education, particularly in improving the planning of the curriculum and the quality of teaching. This is improving pupils' attitudes to school and beginning to help them to do better, although their standards are still low.

What the school does well

- The headteacher and senior staff do a good job in checking that the curriculum is taught properly so that the school continues to improve.
- The school makes sure pupils have many opportunities to learn and extra activities are good.
- Everyone gets on well together and behaviour is good because the school values the variety of experiences of pupils from a wide range of backgrounds.
- Pupils with special educational needs and those pupils with English as an additional language get good support with their learning.
- The school has very good ways of checking how well pupils are doing.

What could be improved

- Pupils could do better, particularly in English, mathematics and science.
- Teachers do not make enough use of assessments of pupils' work to match work to their needs.
- There is no clear plan to develop pupils' speaking and listening skills.
- Pupils have too few opportunities to develop independence in their work.
- The school should check more quickly and carefully why pupils are away or late.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1995 when it was a first school for pupils from three to nine years. At that time a number of weaknesses were identified and the school has taken action on all of these. In most aspects it has been successful and good progress has been made. The school has done well since the current headteacher arrived. Teaching has improved because the curriculum is more structured and lesson planning is clearer. The school takes notice of advice and has made good use of the National Literacy and Numeracy Strategies. Effective ways are used to check how well teaching is done and to say how it can be improved. These make good use of all staff as subject co-ordinators and have a very positive effect on the quality of management. There are signs of improvements in pupils' attainment as a result of these developments although it is still below average. The school has recently improved the way it checks on pupil's attendance. However, it has not been firm enough and attendance remains poor, limiting the achievement of many pupils.

STANDARDS

The school has recently been re-organised to a primary school and has not yet had any group of pupils taking the National Curriculum tests for 11 year olds. The table shows the standards achieved by seven year olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
reading	E	E	E*	E
writing	E	E*	E*	E
mathematics	E	E*	E*	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Pupils' results in these tests have been consistently very weak, and in 2000 were in the lowest five per cent of the country in all tests. However, the attainment of children entering the school is very poor. Most have extremely limited skills and, increasingly, very high proportions have very little English. This limits pupils' achievement, particularly in the infants. Inspectors find signs of improving standards through the school and pupils' achievement is satisfactory, although overall standards in the school could be higher. Improvements are the result of more effective teaching and clearer planning of the curriculum. By the time pupils begin the National Curriculum, and by the age of seven, attainment is well below national averages. Many pupils make good gains in the juniors, particularly in Years 5 and 6. Those pupils in their final year at school show attainment in mathematics and science that is below national averages. Their performance in English, however, remains well below that expected with particular weaknesses in speaking and listening. This detracts from their attainment in other subjects and standards are below average. However, pupils achieve average standards in physical education, art and design and design and technology. The school is setting ambitious but attainable targets for pupils' attainment and using good assessment systems to track their progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes. They are keen to work and involve themselves well in their tasks.
Behaviour, in and out of classrooms	Behaviour is good in all parts of the school. The school has effective systems for encouraging pupils to behave well.
Personal development and relationships	Relationships at all levels are very good and contribute effectively to pupils' personal development. However, pupils have too few opportunities to take responsibilities.
Attendance	Attendance is very poor. The school made recent efforts to improve this but it has not been tough enough. As a result, the improvement has been unsatisfactory.

Very good relationships encourage pupils to work and play together happily. They look after each other and respect the fact that they are different from each other. Despite the very low levels of attendance, all pupils in the school show good levels of enthusiasm and are very interested in their work.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The overall quality of teaching through the school is satisfactory and this represents an improvement from the last report. In the lessons observed, 93 per cent were satisfactory or better with 11 per cent very good or better. Seven per cent of lessons were unsatisfactory. Much good teaching was found in lessons in the nursery and in Years 5 and 6. Here teachers' enthusiasm was infective and the pace of learning was good. Throughout the school, very good relationships with pupils and secure organisation and planning create effective lessons. Pupils respond well to these and apply themselves well. Teachers' questioning is good and makes pupils think carefully about what they are doing. The teaching of English and mathematics is satisfactory overall and makes effective use of the National Literacy and Numeracy Strategies. Teachers try hard to improve pupils' literacy and numeracy skills although more opportunities could be created for pupils to develop writing in other subjects. Support staff are used very effectively to meet the needs of all pupils in the school. They particularly ensure that pupils with special educational needs and those with English as an additional language take a full part in lessons. However, their help sometimes restricts pupils' ability to gain independence as many pupils begin to rely on support. Very good assessment systems are not used to their full potential to match work precisely to the needs of pupils of different abilities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A good range of learning opportunities allows teachers to develop pupils' literacy and numeracy skills effectively. Very good extra-curricular activities extend and develop pupils' learning.
Provision for pupils with special educational needs	Well-managed provision identifies pupils' needs effectively and provides good support for their learning.
Provision for pupils with English as an additional language	These pupils are given good support to ensure that they are able to take a full part in all aspects of the life of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good provision is made with particularly strong attention given to pupils' social development. Pupils of different backgrounds share their experiences and have very good opportunities to work and play together. Pupils could have more opportunities to take responsibilities.
How well the school cares for its pupils	There are good arrangements for ensuring the day-to-day welfare, health and safety of pupils. However, some aspects of the procedures for child protection do not meet statutory requirements.

The school makes good efforts to involve parents in their children's schooling and welcomes parents in school. However, the effort is not always rewarded and attendance at parents' meetings is low. Very good systems for assessing and evaluating the attainment of pupils have been introduced. These are effective in steering curriculum developments but are not used enough by teachers to ensure a sharp match of work to pupils' needs.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good management by headteacher is steering the school and helping it to make improvements. The deputy headteacher supports her well and all teachers take good and improving management roles.
How well the governors fulfil their responsibilities	Governors have effective involvement with the strategic management of the school.
The school's evaluation of its performance	Good monitoring by the headteacher identifies the strengths and weaknesses of the school well. Co-ordinators play a key role in monitoring and evaluating teaching. Information gained is used effectively to improve teaching and determine developments.
The strategic use of resources	Good use is made of all resources available to the school. Systems for financial management are good.

Effective action has been taken to widen the management role of all staff and this has created improvements in the levels of teamwork. This is helping to focus all teachers' attention towards raising standards. Good levels of staffing and resources help teachers to teach effectively. The accommodation is satisfactory. The school ensures that all financial decisions reflect the best value obtainable.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Children are helped to make good progress and become mature. • The school is approachable. 	<ul style="list-style-type: none"> • The range of extra-curricular activities. • Pupils' behaviour.

The inspection team agrees with the positive points raised by parents but does not support the negative ones. Pupils behave well and have good attitudes to school. They make progress through the school. The range of extra-curricular activities has improved and is now very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' results in the National Curriculum tests at the end of Key Stage 1 have been consistently weak in all assessed subjects. In 2000 they were in the lowest five per cent nationally and well below those of similar schools. This has shown a slight decline that is attributable to the different groups of pupils in the school. For example, the proportion of pupils who have English as an additional language has increased over recent years and is now very high. These pupils' slower development of English has a negative impact on overall levels of attainment in all subjects. There is no data for pupils aged eleven as the school has only just begun teaching pupils of this age. However, the inspection finds that effective teaching in Key Stage 2, particularly in Years 5 and 6, is having a beneficial effect on standards. Pupils' overall standards are below national averages by the time they leave the school. However, attainment in English is still well below that found nationally. There are particular weaknesses in pupils' speaking and listening development. Pupils' literacy skills are limited and this affects their ability to write creatively. However, skills are improving, largely as a result of the successful implementation of the National Literacy Strategy. This is giving teachers a clearer structure and helping them to plan to develop skills well in literacy lessons. Teachers do not always give pupils sufficient opportunities to develop these skills in other subjects. Often tasks frequently require only one-word answers or picture responses and this does not challenge pupils to achieve their full potential. Pupils' numeracy skills are improving as a result of effective implementation of the National Numeracy Strategy. In particular, teachers have focused effectively on improving pupils' mental arithmetic skills. Pupils have good opportunities to use their developing skills in other subjects, notably in information and communication technology. In many of these lessons pupils use real information gained from their work in other subjects and apply mathematical methods to applications such as spreadsheets. The school is gathering good information on pupils' attainment, particularly in English and mathematics. This is being used effectively to set appropriately challenging targets and raise attainment.
2. Children enter the nursery with very low attainment, particularly in their communication, language and literacy and social skills. Sound overall attention is paid to promoting their development in all the areas of learning¹. All children make good progress through the Foundation Stage but by the time they begin Year 1 their attainment is still well below average. Children make good progress in their personal, social and emotional development although most begin from a very low level. They settle into routines, gain confidence and begin to show interest in what is going on around them. Very limited language skills restrict their achievement in many areas of learning. In the nursery, few children show confidence in speaking to the class and, in smaller groups, much speech is indistinct and limited in vocabulary. Children in the reception class enjoy listening to stories but most have only limited recognition of letters or words. Children develop their counting skills and extend their mathematical vocabulary well. They make good progress but few will achieve the nationally expected standards. Observation skills improve soundly and children use simple tools and materials with growing confidence. Although there is no outdoor area, children develop sound physical skills although fine skills, such as using a pencil or small tools, are less well developed. Children use a range of media to make pictures and sing simple songs enthusiastically but standards in creative development are below national expectations.

¹ These refer to personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical and creative development.

3. Standards in English are well below national averages by the end of both key stages. By seven years of age, many pupils listen carefully but find difficulties in concentrating and therefore miss important details. Their answers to questions are often limited to single word answers. They develop ways to read new words and understand simple texts, beginning to express opinions about the stories. Higher-attaining pupils use some expression in their reading to make it more interesting. Pupils write stories that sometimes include punctuation such as capital letters and full stops. Handwriting is variable in quality and no pupils join their letters. By eleven years of age, pupils give more detailed answers but usually only when teachers question skilfully and provide appropriate vocabulary. Many pupils are fluent and accurate readers but they often have only limited understanding of what they have read. They present their work neatly, writing in a good variety of forms. Spelling and punctuation is less secure, however, and pupils have too few opportunities to develop these skills across the curriculum. Pupils' skills at finding information from books and libraries are limited by the weak library resources in the school.
4. In mathematics, seven year old pupils have attainment that is well below that found nationally. Pupils develop understanding of addition and subtraction within 20 and some higher-attaining pupils use numbers to 100. They recognise shapes and their properties, measure and tell the time. However, poor listening and comprehension skills limit their thinking and progress is slow. In the junior years, pupils learn more quickly and this is particularly evident in their quicker and more accurate mental arithmetic skills. By eleven years of age, pupils use a range of mathematics to tackle problems using money and percentages. They collect and graph data and begin to explain what they have done. However, few show consistent achievement at higher levels and the overall attainment is below the national average.
5. The standards achieved by pupils in science by the age of seven are well below average. In the infant years, poor listening, speaking, reading and writing skills limit pupils' attainment in all aspects of science. With support, pupils undertake limited investigations and identify pushing and pulling forces. By the time pupils leave the school, standards have improved although they are below average. Many pupils have factual knowledge, for example of materials and forces, which is in line with national averages. However, few have the necessary independence to plan their own investigations and explain their findings.
6. New resources, including a suite of networked computers, and new curriculum planning is helping to improve standards in information and communication technology. However, pupils' attainment is still below that expected nationally at the end of both key stages. Infant pupils have basic skills in word processing and in operating computers. They create graphs and use drawing programs with a good range of tools. In the juniors, pupils' make effective links with their work in other subjects and this adds relevance to their learning. By the age of eleven, pupils combine tables, graphs and text in their work, using information gained from their work in a science experiment. However, their understanding of how they would apply these skills to their own work and make choices of program is limited.
7. In religious education, seven year old pupils achieve standards that are well below those described in the locally agreed syllabus. They recognise some religious festivals of different faiths and know some key religious figures. They relate their learning to their own lives and record their own special occasions. By the age of eleven, pupils' attainment is below the described levels. They have greater detail of the lives of Jesus, Mohammed and Guru Nanak. They recognise signs and symbols of many religions and understand the meanings behind some festivals. Pupils begin to understand the importance of belief in peoples' everyday lives and to respect the diversity of different faiths.
8. In both history and geography, pupils' attainment by the time they reach the age of seven is well below the expected level. Attainment by the age of eleven is below the expected level in both subjects. By seven years of age, pupils know some historical characters and have an idea of how they lived. They begin to identify differences between then and now. They compare their own area with other places and identify differences in buildings and objects.

Junior pupils gain a clear sense of the passage of time and use dates with confidence. By the age of eleven, they know about some important eras such as the Ancient Greeks and the Victorians. Pupils use maps to identify features and places in the United Kingdom and beyond.

9. Standards in art and design are in line with those expected nationally by the time pupils leave the school. Infant pupils use a range of media to create pictures and experiment with pencils and colours. They make good gains in their learning but standards by the age of seven are below the expected levels. Junior pupils have greater understanding of a range of art and artists such as William Morris and the Ancient Greeks. They use this effectively in their work and achieve standards that are in line with those expected nationally by the age of eleven.
10. In design and technology, standards are broadly in line with those found nationally at the ages of seven and eleven. Infant pupils use levers and sliding mechanisms to make moving pictures and investigate ways of joining fabric. Junior pupils improve their making skills well. By the age of eleven, they use batteries and motors to make a fairground ride. They learn to plan their work but have too few opportunities to make their own independent designs.
11. Pupils have regular opportunities to sing in assemblies and music lessons but standards in music are below those expected nationally. Singing often lacks volume and expression, sometimes because pupils' limited reading skills makes it difficult for them to read the words. Pupils listen to a satisfactory range of music in classrooms and assemblies and have opportunities to begin to discuss what they hear.
12. Standards in physical education are in line with national expectations by the ages of seven and eleven. Pupils in the infants develop gymnastic skills soundly. They know that exercise makes them 'hot'. By the age of eleven, pupils work with partners to perform a series of linked, controlled movements. They successfully incorporate different ideas and skills to make their performance more interesting. Lunchtime activities and after-school clubs, such as football and hockey, improve pupils' games skills further.
13. Around a quarter of the pupils have special educational needs, particularly in literacy. Teachers use a variety of methods to successfully boost their confidence and raise their achievements in reading and writing. Under-achieving pupils improve reading and comprehension skills through intensive support. Classroom assistants, class and support teachers and small group sessions, including the Additional Literacy Support programme, give good support. This enables pupils with special educational needs to make good progress and achieve in line with their capabilities. A very high proportion of pupils speak English as an additional language. Although none of these pupils is at the early stage of language acquisition, many nevertheless do not always fully understand what is said or lack the complexity of language use in English. The Talking Partners scheme provides these pupils with opportunities to develop speaking and listening skills in small group situations. Support teachers and effective support assistants enable them to access the curriculum in lessons and they make good progress.

Pupils' attitudes, values and personal development

14. Pupils have good attitudes to school and this has a positive impact on their learning. Most pupils are keen to come to school and they enjoy many of their lessons. When teachers have high expectations of pupil participation, and they plan enjoyable learning activities, pupils respond very well. They work hard with great enthusiasm and teachers are quick to praise and reward those who with good effort keep on with their tasks. Pupils' positive attitudes are also demonstrated by their willingness to speak to adults or explain to visitors what they are doing in lessons. Moving around the split school site can be unsettling but pupils move easily within it, and between buildings, calmly and sensibly showing very high levels of good behaviour.

15. Behaviour is good in classrooms but some pupils find it difficult to follow instructions. Sometimes a minority do not keep their hands to themselves because, in temper, they strike out. These occasional lapses are generally well handled by understanding teachers and support staff. Pupils know the school rules on behaviour and generally are kind to each other. In and around the school, they are expected to behave well and rules are consistently reinforced to the few pupils who need constant reminders. The result is that the school is orderly and calm. Noise levels do rise in some infant classes. This detracts from the pace of learning, as teachers need to deal with the inattention. This is not the case in the juniors where most pupils respond well to the school's behaviour policy. This again is demonstrated in the steep reduction in the number of exclusions from eight last year to only one this year.
16. Pupils play together happily at break times. Lunchtimes are pleasant social occasions where pupils chat together and are well supervised and supported by experienced mid-day staff. Most parents are satisfied with the standards of behaviour. A small number had concerns about bullying that was not dealt with by the school. Inspectors found that the school has good ways to deal with poor behaviour. Clear procedures ensure that appropriate action is taken. If pupils' behaviour continues to be poor despite the school's efforts, it may suspend pupils. However, the number of times this has been necessary has declined a lot recently.
17. Pupils' personal development is good, and the school helps them to develop into mature young people as they progress through the school. It is evident in the very good and strong relationships that are a delight to see between the pupils themselves and between staff and pupils. In assemblies, pupils respond well to visitors and others who lead prayers. Here, pupils co-operate well or are competitive when invited to be so. Many are impressively reverential at these times. They listen attentively and show clearly that they understand the importance of these special times when they come together for acts of worship.
18. In lessons there are some opportunities to work in groups or in pairs, but pupils have too few opportunities to work together on taking decisions or planning the tasks involved. For example, pupils willingly carry out tasks allocated to them such as tidying the hall after assembly, but duties do not become progressively more demanding as pupils mature. Older pupils are confident enough to speak courteously to visitors, for example about aspects of school life. They express appreciation of the many ways that the school gives them opportunities to practise reading and talk about their work. They value schemes such as Learning Mentors and Reading Partners because they see great progress in their learning and enjoyment of books.
19. Pupils' attendance is well below the national average. Attendance in the most recent year was 90 per cent with particularly high levels of unauthorised absence. This remains a problem for the school to solve and is an outstanding issue from the previous inspection. Poor attendance stops many pupils from making good progress because they miss so much school time. From September 2000, the school has improved its 'first day' contacts with parents when absence occurs, in an attempt to gain their co-operation on attendance matters. The school has yet to see an improvement in the rates of attendance as a consequence of this work. Some pupils have difficulty in getting to school on time. Their late arrival prevents them from gaining full advantage from the literacy and numeracy lessons timetabled every morning, and interrupts lessons for other pupils.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. The quality of teaching in the school is at least satisfactory in 93 per cent of lessons. Forty per cent of all lessons were good or better and 11 per cent were graded very good. Thirty-three per cent of lessons graded good or better were in Key Stage 2. The quality of teaching in the Foundation Stage and Key Stage 1 is satisfactory. There is good teaching in Key Stage 2, particularly in Years 5 and 6, where teachers have high expectations of behaviour and pace of work. This overall quality of teaching is an improvement since the last inspection. The seven per cent unsatisfactory teaching occurred in Key Stages 1 and 2 and was not linked to any

one subject or teacher. The weaknesses in these lessons centred mainly on insecure behaviour management and an unsatisfactory match of task to pupils' attainments. Pupils became restless and lost concentration with the result that little learning took place. Throughout the school, an overall weakness is the inconsistent use of assessments of pupils' attainments to plan their next stage of learning. The quality of teaching of literacy and numeracy is sound. Teachers use the National Numeracy and Literacy Strategies successfully and this contributes to the improving standards in reading, writing and mathematics. Teachers' subject knowledge has improved and consequently, they teach literacy and numeracy skills effectively. The consistently satisfactory teaching throughout the school and good teaching in Key Stage 2, particularly in Years 5 and 6, is leading to improving standards. It ensures pupils learn soundly as they move through the school and develop good attitudes to their work. The good teaching at upper Key Stage 2 boosts pupils' learning and results in the higher standards in mathematics and science. Although standards in English are relatively higher, pupils' poor language skills prevent them from achieving so well.

21. Teaching of children in the Foundation Stage is satisfactory with much good teaching in the nursery. No unsatisfactory teaching was observed in the reception or nursery classes. The strong teamwork between teachers and support assistants makes effective use of all staff's skills. Teaching in the nursery gives children a secure start to their schooling. Good attention is paid to developing their personal and social skills through opportunities to play and learn together. The mixture of independent and adult-led activities is effective. Children's language skills are developed carefully through many opportunities to talk about what they are doing. In the reception class, teachers make sound use of the National Literacy and Numeracy Strategies to plan work for children. However, insufficient care is taken in some activities to match the language demands to the levels of attainment of the children. Activities are sometimes too formal to meet the needs of the children's development. As a result, children often need to rely on the support in classes and do not make all the progress they are capable of.
22. Teachers have very good relationships with pupils and this is a strength throughout the school. They praise pupils' efforts well and this motivates pupils to learn and try hard giving them confidence. For example, in a Year 5 design and technology lesson, pupils explained with confidence the use of tools and materials when making a wooden frame. Pupils show interest in their work and concentrate hard. Effective classroom management and pupil control in most classes encourage pupils to behave well in lessons. Pupils increasingly understand what is expected of them and settle quickly to activities. Most pupils listen quietly to their teachers and learn appropriately. In unsatisfactory lessons, the control of pupils is insecure. Teachers allow pupils to call out and do not always ensure they have the attention of all pupils before speaking. Pupils talk to each other and miss learning points or instructions and consequently learning slows.
23. In most classes, learning support assistants work very effectively with teachers. They help pupils with special educational needs to focus their thoughts and make good progress with their learning. They support pupils who speak English as an additional language to enable them to take part in activities and make good progress. They use praise well to build pupils' self-esteem. Pupils have the confidence to join in small group discussions and answer questions. In a small group discussion for Year 1 pupils, the nursery nurse uses interesting resources and detailed planning to maintain pupils' concentration. They join in eagerly and enjoy the session, which helps them consolidate and extend their learning. In a small number of lessons, extra teachers and classroom assistants sometimes slow down pupils' learning. This is because, in their enthusiasm to help pupils, they sometimes talk to them while the teacher is speaking to the class. This confuses pupils because they cannot listen to two people at once. In some lessons at both key stages, pupils are helped through a task rather than being encouraged to find ways of doing it on their own, resulting in learning that is partial or insecure. This most often occurs when the task itself has not been planned with the needs of the pupil in mind. In these situations, support is not effective in promoting the pupil's eventual independence.

24. Teachers in Key Stage 2, particularly in Years 5 and 6, have high expectations of their pupils. They set appropriate but challenging tasks and use probing questioning to deepen pupils' understanding. Lessons begin well by reminding pupils of what they know and informing them of what they are to learn. Clear explanations ensure pupils know what they have to do and how long they have to complete it. Pupils work hard and learning is good. For example, Year 5 pupils become familiar with the features of Rap poetry and add prepositions to their own poetry correctly. In both key stages, teachers use homework well to support pupils' learning. Regular reading and spelling tasks consolidates learning in English. Activities, questions and other tasks support learning in other subjects.
25. Lessons are well organised due to good planning that provides a sound structure to teaching and focuses clearly on what pupils are to learn. Planning that links with other subjects makes learning more relevant. This interests pupils and causes them to tackle work with confidence and enthusiasm. For example, Year 6 pupils confidently enter data into the computers to create graphs showing the results of science experiments. Teachers use effective questioning techniques. Pertinent, carefully targeted questions allow pupils to gain confidence and experience challenge at an individual level. For example, in a Year 1 English lesson, effective questioning and opportunities to discuss ideas with a partner enabled pupils to retell the story of 'Farmer Duck'. In a Year 3 mathematics lesson, when asked "How did you reach that answer?", pupils of all abilities willingly provided clear explanations. Practical activities in subjects such as art, physical education and design and technology promote pupils' enthusiasm. In a Year 4 lesson, pupils concentrated hard to join material with a range of sewing stitches, persevering when they found it difficult. They were keen to make suggestions and offer a variety of sensible ideas.
26. The pace of lessons is variable. In good lesson teachers set time targets, particularly for group work, and this encourages pupils to work hard and complete tasks. They concentrate effectively and make good gains with their learning. Some teachers take too long in introductions, explaining or demonstrating work. Pupils lose interest, concentration wanes and they become restless and fidgety. A common weakness in many lessons, apart from English and mathematics, is the inconsistent use of assessment to find out what pupils know, understand and can do. When assessments are not used rigorously, teachers often give the same task to all pupils in the class or do not plan activities that sufficiently match pupils' abilities. Although the large number of classroom assistants support pupils to enable them to complete their tasks, the finished work does not always show what pupils can do. For example, worksheets given to Year 5 pupils in design and technology require greater writing skills than pupils currently have. The task does not help pupils to show what they know about the use of tools and materials. In some lessons, the materials and tasks presented do not take sufficient account of the difficulty some pupils experience in listening accurately, reading from worksheets and writing answers. As a result, these pupils require a great deal of support to gain full access to the curriculum.
27. The teaching of pupils with special educational needs is good. All teachers are attentive to the individual needs of the pupils in their class. Pupils with special educational needs benefit from generous amounts of support in lessons. This enables them to join successfully in class activities and helps their learning. Support assistants are well trained. They work closely with teachers to promote pupils' confidence and ensure that the work planned enables the pupils to experience success and make gains in knowledge. Their work is invariably valuable and supportive. Pupils who speak English as an additional language are supported effectively to enable them to take a full part in lessons. Support is clearly linked to the tasks in the class and pupils are helped to gain vocabulary and language experience. They gain confidence through well-chosen words of support and encouragement and begin to express themselves in discussions.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

28. The school provides a wide range of interesting and well-planned opportunities for pupils to learn. Lessons thoroughly cover all subjects of the National Curriculum and provide soundly for pupils of all backgrounds and abilities. The lessons taught in class are consolidated and extended by a very good range of lunchtime and after-school activities that are enthusiastically supported by staff and pupils. These make a valuable contribution to pupils' learning and wider experience. They are also helpful in building pupils' confidence and social skills. Homework provides a further useful addition to the work pupils follow in class. In many classes and subjects, for example in science in Year 6, homework offers carefully planned opportunities for pupils to build on what they have learned and follow relevant research of their own. This extends pupils' knowledge and understanding and helps them consolidate what they have learned during the school day. It helps pupils to understand that learning and finding things out are part of everyday life and should not stop when they go home from school. However, there are some inconsistencies in homework provision from class to class and this high quality is not found throughout the school.
29. The school curriculum fully satisfies legal requirements in relation to the National Curriculum and the teaching of religious education. The school is granted exemption from the usual requirement that the daily act of worship should be predominantly Christian in nature. This allows Muslim pupils to benefit from a weekly assembly of their own, while on other days of the week all pupils join together. This is an effective way of allowing for differing requirements while successfully uniting the school as a sharing community. In other respects, the requirements relating to the daily Act of Worship are now met. This was not the case at the time of the previous inspection.
30. Since the last inspection, teachers have drawn on nationally available advice to improve greatly the way the curriculum and all subjects in it are planned and organised. This has been possible because of teachers' commitment to improvement and because of the effectiveness with which subject co-ordinators carry out their responsibilities. The much-improved planning systems show clearly the order in which the parts of each subject are to be taught and what ground is to be covered. This allows teachers to plan their lessons confidently in the knowledge that they are working to a secure system that is well designed to promote effective learning. Pupils of all abilities and in all classes benefit greatly from these improved arrangements because they now enjoy a wider curriculum in which subjects are brought to life by a good mix of relevant intellectual, physical and practical activities. Pupils' learning is made more rewarding and secure because it is sequenced in carefully planned steps. Effective links between, for example, science and information and communication technology, give pupils valuable practice in applying their skills and extend their understanding. In some subjects, including design and technology and art and design, specialist teaching has further strengthened provision.
31. Improvements to planning are backed up, in most subjects, by recently introduced procedures for monitoring the work pupils have covered and evaluating what they have learned. This is a very valuable development. It brings security to teaching and learning and provides the engine to drive progress for all pupils. Pupils' achievement is systematically assessed in a way that accurately reflects their learning. However, teachers make too little use of this information when planning their lessons.
32. The school gives high priority to the teaching of numeracy and literacy. National advice for these parts of the curriculum is used securely and is beginning to improve standards. The school recognises the key importance of improving pupils' literacy skills. In most areas of the curriculum, low attainment in listening, speaking, reading and writing is preventing pupils from learning at a level appropriate for their age, and blocking their progress towards independence. With this in mind, teachers in both key stages are careful to promote literacy at every opportunity and have organised a range of carefully designed support arrangements to improve pupils' attainment.

33. The school has established constructive links with other local primary and secondary schools. Students from Rathbone College visit the school to access facilities. Students from the local college of education and students training to be nursery nurses regularly work within the school. Teachers and non-teaching staff increase their professional knowledge by means of frequent contact with colleagues from other schools on meetings and courses. This informs teachers and enables them to evaluate and place in context their own curriculum initiatives. It has been influential in guiding the improvement in many subjects that the school has recently seen. Links with local secondary schools are developing but need to be further secured; a training day to deal with curriculum matters relating to the transition from primary to secondary school is planned. The school has successful bid to have a Learning Support Centre to enhance the curriculum opportunities and build further beneficial links with the community of nearby schools and local agencies.
34. The school makes good provision for pupils with special educational needs. The school's arrangements meet the requirements of the current special educational needs Code of Practice². Close and frequent consultation between teachers, non-teaching assistants, mentors and the school special needs co-ordinator ensures that pupils' special needs are securely identified and reviewed with sufficient regularity. These arrangements are further strengthened by constructive links with agencies including the learning and behaviour support services and the educational psychology service. Pupils' individual education plans provide concise, sufficiently detailed targets, which are practical and carefully related to individual needs. Reviews of pupils' individual plans are systematic and well documented. They help to ensure that provision is appropriate and as effective as possible.
35. The provision for pupils' spiritual, moral, social and cultural development is good. The school provides well for pupils' personal, social and health education. Work in science, physical education and design and technology introduces pupils to aspects of healthy living, such as diet and exercise, and informs them about the structure and workings of the human body. There is a satisfactory policy for sex education that is currently under review. The school gives suitable emphasis to informing pupils about the dangers of drug misuse, for example, through visits by local police.
36. The provision for pupils' spiritual development is satisfactory. School assemblies, both those in which the whole school joins and those for Muslim pupils, give valuable opportunities for quiet reflection. The content of assemblies often stirs pupils' imagination and increases their sensitivity to issues such as, for example, the predicament of children working during Victorian times. Most teachers provide frequent, effective opportunities for pupils to talk about their experiences and to explore ideas such as 'sharing'. This increases pupils' self-awareness and leads them to an understanding of values, such as consideration for others, that go beyond their own self-interest. Pupils gain spiritual insight from some other studies, for example in art, music, physical education and religious education. However, the opportunities to explore the spiritual insights that science can offer are insufficiently explored.
37. The provision for pupils' moral development is good. The school successfully promotes among pupils a clear sense of the difference between right and wrong. It gives opportunities, for example during assemblies, for pupils to consider how right and wrong are to be determined in real-life situations. The school rules are positively expressed, emphasising good conduct and mutual consideration. Pupils' good conduct is regularly recognised and commended. Teachers, in their management of pupils, consistently seek to enable pupils to understand the reasons for choosing between different courses of action. Teachers and non-teaching staff exemplify, in the way they interact with pupils and work together both in class and about the school, high standards of consideration and effective partnership. The success

² Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

of the school's measures to promote pupils' moral development is seen in pupils' generally thoughtful and considerate conduct.

38. The provision for pupils' social development is very good. In many lessons, there is a carefully planned emphasis on sharing and co-operation. Teachers provide opportunities for pupils to discuss matters such as consideration for others and how to share and work together. These measures enable pupils, especially towards the end of Key stage 2, to become adept at working together and to understand the reasons why co-operation is important. Older pupils take on a number of appropriate tasks and this enhances their sense of social responsibility. Again, the effective way in which teaching and non-teaching staff interact with pupils and with each other is a powerful, positive influence on the way pupils themselves are encouraged to behave. The school operates as an effective, unified community in which pupils from different backgrounds and of different abilities interact with few tensions. The School Council is a very valuable initiative in providing experience of responsibility for some pupils. It is also helpful in enhancing the self-esteem and social awareness of others who may come to understand that pupils are viewed as having something of importance to contribute to the corporate life of the school.
39. The provision for pupils' cultural development is good. The school celebrates festivals and days that are special to the Christian and Muslim religions and events such as the Chinese New Year. The school has a strong and constructive link with the Interfaith Centre. Teaching in religious education lessons gives pupils a good understanding of the diversity of cultures and creeds, including some that are not represented in the school. Through assemblies, lessons and well-presented displays, pupils are encouraged to value their own cultures and the wider community of cultures. They learn that people follow different beliefs and traditions but are also taught, for example through stories told in religious education, that many cultures have much in common. In lessons and assemblies as well as through day-to-day relationships and the school's effectiveness as a community, pupils learn to value their own cultural identities and to respect those of others. Visits to the nearby locality, for example to the Bradford Industrial Museum, and studies of artists such as William Morris, introduce some pupils to aspects of their own cultural heritage. Visits to the school, for example by a group of Hindu musicians, give pupils further experience and appreciation of cultures other than their own.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school offers a safe, welcoming environment where information and many signs are translated into community languages. These, together with bilingual support staff, offer a warm welcome to pupils and parents. This is evident from parents' responses. They say how easy it is to approach school with their suggestions or concerns.
41. Satisfactory procedures are in place for ensuring pupils' welfare. Staff have a genuine concern for all pupils whatever their needs. Most lessons benefit from support staff who work well with individuals or groups to promote learning. The headteacher is the person in charge of child protection, and she maintains comprehensive records of incidents and concerns. The school's procedures however do not follow the requirements of the local area Child Protection Committee. No clear policy on these matters is established and training for all staff has not supported the procedures. This could lead to confusion of roles. Furthermore, information is not provided which would help parents to know about this area of the school's responsibility.
42. A detailed health and safety policy helps to ensure the welfare of pupils, and assessments of risks have occurred. The school is vigilant about pupils using the steep uneven steps as access to the junior building, and when pupils need to cross a minor road separating the two sites. Detailed first aid records are kept, and treatments are appropriate. Parents are informed about injuries sustained by their children, in line with school policy.

43. Satisfactory procedures for monitoring and improving attendance are a recent innovation and as such are not yet effective. There is still more to do, not least in harnessing the interest of parents to be more involved with the life of the school. Good work has recently started, involving the education welfare officer and the school working more closely in following up absences as they occur. Good attendance is rewarded and this helps to reinforce its importance, although this is not reflected in the annual report of governors to parents or the prospectus. In these documents procedures are explained. However, the reasons why attendance and punctuality are important are omitted.
44. The school procedures for monitoring and promoting good behaviour work well, and add much to the calmness of the school in action. Good behaviour is rewarded, but occasionally poorer behaviour is not checked in lessons. This is directly linked to weaker teaching, because when teaching is strong, pupils' behaviour is good. In trying conditions, such as when building site noise intrudes, the majority of pupils behave well. The staff do focus on raising the children's self-esteem and this helps to encourage tolerance and a positive effect on the quality of relationships and on pupils' learning. Pupils know the school rules because they are consistently drawn to their attention in classrooms and assemblies. Staff use rewards consistently and also give praise that is focused on the desired learning behaviour required. They use the good examples set by some pupils as effective role models for all pupils. Support staff play an important role working very well with teachers and forming strong relationships with individuals so that learning progresses. They too play their part in supporting and encouraging good behaviour.
45. There are good procedures for monitoring those incidents of oppressive behaviour brought to the headteacher's attention. There is however some inconsistency amongst some staff as to how these situations in class should be handled and then recorded. Parents are aware that a few children cannot keep their hands or feet to themselves in lessons and isolated incidents during the inspection support this view. When asked about bullying, pupils report that it is name-calling that occurs most often. No evidence emerged regarding tensions between pupils from different cultural backgrounds. Indeed, strong friendships flourish in this school. Mid-day assistants play an effective part in monitoring and promoting good behaviour. They use a clear system to log behaviour incidents. This underpins pastoral care.
46. Procedures for monitoring and supporting pupils' personal development are good. Pupils are assessed on entry to the school and each pupil has a record folder readily available to parents in classrooms. There are good opportunities provided for parents to hear of their children's progress. Additionally, classroom wall charts enable pupils and staff to see at a glance how many smiley faces are being won. The school is developing effective systems for assessing pupils' attainments and progress. These are very useful in measuring progress made between certain points in the year for each child. The systems incorporate most curriculum areas and also the setting of targets for every pupil in English and mathematics and for some pupils in science. This system is very good because it provides an overview of progress in a useful manageable format and allows the school to predict what its overall future performance will be. However, the school has yet to identify how it can use all this information to help teachers with their planning and pupils with their learning. Good systems exist to identify pupils with special educational needs and to ensure their needs are appropriately addressed. Assessment and review of their progress is regular and systematic. Pupils with English as an additional language are sympathetically supported in order to ensure their full involvement in lessons and other aspects of the school. Their progress is carefully monitored and assessed.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Although limited in number, the questionnaire returns made it clear that many parents have positive views of the school and the care it provides for their children. The 19 parents who attended the meeting held prior to the inspection echoed these comments. Largely, parents feel very welcome to visit the school, that teaching is good, and that they have confidence in the way the school is managed and led. Most parents feel that their children like school and work hard to achieve their best. Some parents have some concerns about behaviour in school occasionally not being as good as it should be. The inspectors agree although the overall quality of behaviour is good. Parents report that there is not a constant approach taken towards homework provision despite the prospectus promise that it will be set regularly on the same evening. The school provides homework clubs after school and at lunchtime, and pupils are encouraged to read at home. These measures are beginning to involve parents more in their children's learning.
48. The quality of information provided for parents is good. There is an understanding that some parents may need help with accessing it and this situation is helped by the readiness of bilingual staff to make themselves available at parents' evenings. The school is beginning to benefit also from signs and notices displayed in community languages. A prospectus is informative but does not include information about the nursery or the curriculum for the youngest pupils. There are regular informative newsletters, well written and friendly in tone. Information about how to help children at home is not consistently provided and this would help parents to help their children. Reports on progress provided annually make clear that, for many pupils, improved attendance and punctuality would help them to make better progress. An annual report from governors to parents does not include information required by the Disability Discrimination Act 1995. Otherwise, published information is satisfactory.
49. The school makes good efforts to inform parents about new curriculum initiatives such as the introduction of the National Literacy Strategy. The take-up of these opportunities is limited because many parents show a low level of interest in attending meetings especially designed to inform them. Very effective links have been formed between school and pupils' homes. Staff have the confidence of parents who are keen to attend class assemblies on a regular basis. Opportunities are missed, however, to ask parents for their views or consult them about attendance, homework and behaviour matters which are important elements of the home school agreement. Noticeboards and posters displayed around the school are designed to entice parents into the classrooms. Some parents do volunteer and provide valuable help in classrooms and on trips out of school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The school has good leadership and management. The headteacher is a strong leader who gives the school very clear educational direction and purpose. She is supported effectively by her deputy and subject co-ordinators. There is greater involvement from the governing body than there was at the last inspection. A clearly defined school development plan, which is effectively monitored and regularly evaluated, reinforces this direction. The processes of re-organisation and substantial staff changes have placed many stresses on the school. However, the headteacher and staff have worked together successfully to create effective teamwork that is focusing on improving the work of the school.
51. The school has made good improvement since the last inspection. In particular, the overall quality of teaching has improved significantly. This has been a result of new initiatives such as the introduction of the National Literacy and Numeracy Strategies. More effective monitoring by the headteacher of all classes is supporting these improvements and giving her a clear view of the school's strengths and weaknesses. It has been very effective in accurately identifying weaknesses in teaching and good support has been given to address this. This is leading to improving standards although this is not yet seen in the school's National

Curriculum test results. The school's aims and values are appropriate and the school promotes them carefully in all its work.

52. There is a shared commitment to improvement with some good structures and procedures in place to monitor standards. Subject co-ordinators have clearly defined areas of responsibility and play a greater role in the development of their subjects. All are involved in monitoring and supporting planning and organising resources. Effective monitoring of teaching has taken place and this is helping to improve the quality of provision and raise standards. Co-ordinators are developing a clearer view of standards of achievement and teaching within their subjects. As a result they are well placed to offer support and to raise standards further.
53. The school's arrangements for pupils with special educational needs fully meet the requirements of the Code of Practice. These arrangements are further strengthened by constructive links with agencies including the learning and behaviour support services and the educational psychology service. Pupils' individual education plans provide concise, sufficiently detailed targets, which are practical and carefully related to individual needs. Reviews of pupils' individual plans are systematic and well documented. The school's special needs co-ordinator is effective and well informed. The work of non-teaching assistants is now very well organised; this is a very significant improvement over the findings of the previous inspection. Good systems are in place to ensure that pupils with English as an additional language are effectively supported to make progress with the other pupils. A clear strategy gives a range of support and good efforts are made to involve parents to develop pupils' learning.
54. The effectiveness of the governing body in fulfilling its responsibilities is satisfactory and improved through more involvement in the work of the school. Governors now have a growing understanding of the strengths and weaknesses of the school. They have a strong commitment to the school, and confidence in the headteacher to whom they give good support. The headteacher and her teaching staff give the governing body good information. Governors discuss pupils' annual performance in the national tests of attainment and evaluate developments by their potential to achieve improvements in standards. Governors are closely involved in making decisions about the future of the school. Most governors are in a good position to make strategic decisions because they know and talk about relevant issues with confidence and good understanding. The governing body fulfils its statutory responsibilities.
55. The system for financial planning is good and it manages its available resources well. Budget setting is guided by priorities outlined in the school development plan. Money is appropriately allocated and kept under constant review. Effective use has been made of the relatively large surplus to renovate the junior school building and create a positive and attractive learning environment. The school uses funds designated for particular purposes well. For example, effective use is made of support staff in all parts of the school.
56. Effective routines are in place for the day-to-day running of the school. Administration staff are efficient and well organised, ensuring that the school runs smoothly on a day-to-day basis. The school's accounts were last audited in December 1998 and all areas for improvement were appropriately addressed. Good use is made of information and communication technology in the administration of the school. The school has good procedures to ensure the cost effectiveness of the goods and services it purchases.
57. Teachers and support staff are well qualified, enthusiastic and committed. Some staff are new to the school this term and they have settled quickly into routines. The headteacher and all the staff are supporting them effectively and this makes the school a suitable place for new teachers to develop their skills. All teachers teach every subject competently and confidently. The school has used some effective strategies to make the best use of teachers' individual strengths, such as in teaching design and technology. All staff attend courses to develop their individual needs and as defined in the school development plan. There is a good programme of staff development and staff meetings, which have been carefully planned to link in with the school's aims and priorities. Funds used for professional development contribute to an

improvement in the quality of teaching. For example, focused training in English and mathematics has helped raise the quality of teaching in these two areas. This has been a contributory factor to the good implementation of the National Numeracy and Literacy Strategies. Support staff are very well qualified and take active roles in the classrooms, often showing very good initiative with individual pupils. Teachers work very closely with their assistants, ensuring they are well briefed. Mid-day supervisors are well trained to interact with pupils and to follow the school's discipline code.

58. The school is big enough for the number of pupils and available accommodation is used well. Classrooms are light, bright and airy and display is very well used to enhance the learning environment. There are many additional areas that are effectively used for small group work. The hall is large enough to easily take all the school for assembly and for whole-class physical education and games to be taught in safety. The libraries in both buildings are currently inadequate but the school has plans to improve this. All subjects have adequate resources and these are often imaginatively used. A new computer suite has substantially improved the school's provision in this subject and teachers are beginning to make effective use of it.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. The school has made good improvement since the last inspection and there are signs that attainment is improving, particularly in the junior years. In order to consolidate and develop this improvement, the governing body, headteacher and staff should now:

- (1) improve pupils' standards of attainment, particularly in English, mathematics and science by:
 - ensuring that activities are closely matched to the assessed needs of all pupils (paragraphs 20, 21, 23, 26, 31, 46, 62, 76, 82, 88, 94, 104);
 - developing and implementing a strategy to improve speaking and listening skills through the school (paragraphs 1-3, 26, 62, 71, 97, 113);
 - ensuring that pupils are given opportunities to develop greater independence in their work (paragraphs 5, 6, 10, 18, 23, 82, 86, 92-4, 99, 114);
 - linking pupils' literacy development with other subjects, giving pupils better opportunities to use their writing skills in all aspects of the curriculum (paragraphs 1,3, 21, 26, 72, 73, 86, 98, 114);
- (2) improve pupils' attendance rates by creating and pursuing more rigorous monitoring strategies (paragraphs 19, 43, 60).

The following less important weaknesses should be considered for inclusion in the action plan:

- (a) improve the library provision and ensure pupils develop better research skills (paragraphs 3, 58, 72, 99);
- (b) improve the quality of singing in classrooms and assemblies (paragraphs 11, 106);
- (c) improve the systems for child protection (paragraph 41).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11	29	53	7	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	13	189
Number of full-time pupils known to be eligible for free school meals	N/A	91

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	59

English as an additional language	No of pupils
Number of pupils with English as an additional language	45

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	47

Attendance

Authorised absence	%
School data	6.6
National comparative data	5.2

Unauthorised absence	%
School data	2.8
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	16	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	9	13
	Girls	7	8	9
	Total	17	17	22
Percentage of pupils at NC level 2 or above	School	57 (73)	57 (58)	73 (67)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	12	13
	Girls	7	7	7
	Total	15	19	20
Percentage of pupils at NC level 2 or above	School	50 (30)	63 (42)	67 (12)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	45
Bangladeshi	0
Chinese	0
White	113
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	8	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	15.8
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	16
Total aggregate hours worked per week	338

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	26

Total number of education support staff	2
Total aggregate hours worked per week	32

Number of pupils per FTE adult	8.7
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	435936
Total expenditure	429180
Expenditure per pupil	2125
Balance brought forward from previous year	50166
Balance carried forward to next year	56922

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	202
Number of questionnaires returned	21

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	15	0	5	0
My child is making good progress in school.	60	30	5	5	0
Behaviour in the school is good.	37	42	16	5	0
My child gets the right amount of work to do at home.	35	55	5	5	0
The teaching is good.	45	55	0	0	0
I am kept well informed about how my child is getting on.	40	55	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	53	47	0	0	0
The school expects my child to work hard and achieve his or her best.	50	50	0	0	0
The school works closely with parents.	53	47	0	0	0
The school is well led and managed.	42	58	0	0	0
The school is helping my child become mature and responsible.	40	50	0	0	10
The school provides an interesting range of activities outside lessons.	20	45	15	10	10

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

60. The school has maintained the sound provision for children in the Foundation Stage that was outlined in the last report. However, improved teaching in the nursery is establishing a strong start to children's schooling. Although the teacher is new to the role, good teamwork has been established with the support staff, and provision is good. Good systems of assessment are developing here, giving a clear view of what children are capable of doing. Systems to ensure that this information is used effectively to plan activities are not yet firmly established. Children attend the part-time nursery from the age of three and transfer to the full-time reception class at four. They enter the nursery with attainment that is very low. In particular, children have very limited personal, social and emotional development and limited experiences across all the areas of learning. There are increasing numbers of children for whom English is an additional language and their development in language and literacy is particularly delayed. Teaching in the Foundation Stage is satisfactory overall. Tasks in the reception class are not consistently planned to match the levels of children's development and this sometimes restricts their learning. All children make satisfactory overall gains in their learning but, by the time they start work on the National Curriculum, their attainment is still well below average. Attendance rates in the nursery vary considerably from day to day and high levels of non-attendance restrict some children's development.

Personal, social and emotional development

61. There is good teaching of this aspect of children's learning and all children make good advances. In the nursery, staff help children to settle quickly into the routines of the class. They give effective opportunities for children to play together at a simple level, such as when two boys worked together assembling a train track. However, their co-operation with each other is limited. Most children begin to show pride in their work although their limited language skills restrict what they can say. Many are developing a keenness to explore as seen with a child investigating the controls of a camera. Staff are careful to promote good attitudes, such as respect for other children's work. Through enthusiastic demonstrations and explanations of what has been done well, they successfully involve and motivate children. This builds self-confidence and also sets higher targets for all children to reach. Snack time is used effectively to create a good social occasion. This work and the good relationships are built upon successfully in the reception class, continuing to provide security and encouragement. Children are encouraged to share their thoughts and ideas through discussion activities. The teacher and support staff set good examples and maintain high social and moral values and this sets high expectations. Children respond well and begin to speak readily in front of each other although they have very limited confidence and language skills. By the time they begin compulsory school, their development is still well below that expected nationally.

Communication, language and literacy

62. The very limited language skills of most children in the Foundation Stage restrict their learning in both nursery and reception classes. However, good teaching develops skills and encourages a wider vocabulary, enabling children to make good gains from a very low level. In the nursery, the support staff question children effectively about their work, encouraging them to offer their own ideas. Activities are carefully planned to give children appropriate opportunities to discuss what they are doing. Class sessions give children some chances to speak in front of the class but few do so confidently. Children enjoy listening to stories such as 'The Rainbow Fish' and the teacher uses a good range of resources to encourage and develop children's responses. However, few answers go beyond a single word. In small groups, children are more forthcoming, particularly when encouraged by staff, but their speech is often indistinct and vocabulary is very limited. In the reception class, effective use is

made of elements of the National Literacy Strategy to structure lessons. Very good relationships at all levels give children confidence to try simple reading and writing activities. Games such as 'Kim's Game' with all objects beginning with B are effective in developing children's understanding. Effective use is made of the generous allocation of support staff to focus children's attention on activities. Support for those children for whom English is an additional language is effective in giving them full access to the work. All staff use questioning well to promote thinking and build vocabulary, and children show interest and enthusiasm for their tasks. However, the planned tasks are not sufficiently carefully matched to children's development and some support is often essential for even limited success. Children have limited recognition of words and few are likely to achieve the Early Learning Goals³ in this aspect of their learning. Their overall level of attainment is well below average.

Mathematical development

63. Good teaching in the nursery encourages children's awareness and use of number through activities such as games and songs. Many children, however, have limited experience of counting and their number skills are undeveloped. Some count small numbers of objects although they have weaker recognition of numbers. Their limited language skills restrict their ability to describe position and distance in even informal ways. In the reception class, teaching is satisfactory. The planning makes good use of aspects of the National Numeracy Strategy. The teacher uses good strategies to develop counting skills and extend children's mathematical vocabulary. In class discussions, the teacher has firm control and this ensures that children listen carefully and behave appropriately. Activities are interesting and supported carefully by all staff, which encourages children's interest and application. However, the tasks set are not matched to children's assessed achievements and progress in learning therefore varies. By the time children begin work in the National Curriculum, children have made satisfactory gains in their learning but their attainment is still well below that expected. A few higher-attaining children may achieve the nationally expected standards but most will fall short of this target.

Knowledge and understanding of the world

64. Children have satisfactory opportunities to develop their knowledge and understanding of the world through sound teaching. In the nursery, children use magnifying glasses to examine shells and other similar objects. Good links are made with their stories that encourage them to talk, in a limited way, about what they see. They use construction toys to build with developing precision. In the reception class children begin to develop understanding of history and geography, as they begin to talk about their families and their local area. However, activities are sometimes too formal to meet the needs of the children's development. Throughout the Foundation Stage, children use simple tools such as scissors, with developing accuracy and control. They have some opportunities to use information and communication technology and to listen to stories, and begin to gain familiarity with computers. Teachers build upon children's developing skills by giving children opportunities to talk about their work and increase their language skills. They make sound gains in their knowledge and understanding of the world but their attainment on beginning the National Curriculum is well below average.

Physical development

65. There are no secure outdoor areas for the nursery or reception classes and this limits the extent to which teachers can plan for children to work during the day. However, both classes make good use of the hall and playgrounds to give children opportunities for physical development. The overall quality of teaching is satisfactory and children make sound

³ These goals are based on the areas of learning during the Foundation Stage. They also help prepare children for future learning when they enter compulsory schooling at age five. Most children should achieve the early learning goals by the time they begin Year 1.

improvements in their skills. The nursery, for example, makes good use of hall time to use large wheeled toys and children show satisfactory levels of control and skill. They enjoy these sessions and some begin to use them to develop social skills, for example in sharing a trolley and taking turns. These sessions are supplemented effectively by carefully planned sessions where specific skills are developed, for example when children begin to throw balls through hoops with greater precision. In the reception class, good teaching in physical education lessons gives children opportunities to develop their imagination when responding to music. Clear instructions set the scene well and the teacher is effectively encouraging, enabling many children to give improving performances. They move safely with appropriate confidence although imaginative responses are limited. Children's fine skills, such as holding pencils and small tools, are less well developed and their overall attainment in this area is below that found nationally.

Creative development

66. Sound teaching enables children to make satisfactory gains through the Foundation Stage. Children in both classes use a range of media to make pictures, often effectively linked to their work in other parts of the curriculum. Nursery children, for example, use coloured and shiny paper to make pictures relating to 'The Rainbow Fish'. Children develop an increasing vocabulary for describing their pictures although many nursery children cannot identify and name a range of basic colours. All sing songs with some enthusiasm and particularly enjoy those with associated actions. Through these children develop learning in other aspects of the curriculum. 'Going on a Bear Hunt' for example, introduces good vocabulary about position that is vital for children's mathematical development. Children use simple percussion instruments with care and developing skills. Attainment by the end of the Foundation Stage is below that expected nationally.

ENGLISH

67. Standards in English are well below national averages by the end of both key stages. Pupils enter school with very low attainment, particularly in their speaking skills. This affects their ability to understand fully what they read and to write creatively. Results in the 2000 National Curriculum tests for seven year olds were very low in comparison with the national average and well below similar schools. Standards in reading are slightly higher than writing although the group of pupils tested at age seven in 1999 had better reading skills than generally found. Many pupils find difficulties in understanding what they read but are more confident when writing within their limited language skills. Although standards have dropped overall over the last four years, writing improved in 2000 over the previous year. Inspection findings reflect test results but show that standards have risen slightly this year, particularly in reading with a small number of pupils attaining the higher Level 3.
68. There are no test results for Key Stage 2, as this school has just become a primary school taking pupils up to eleven. Standards in English are similar to those found at the end of Key Stage 1. However, standards in writing are higher than reading. Pupils attain levels well below national averages in reading but below in writing. This is due to improved standards of presentation and opportunities to write purposefully in other subjects, particularly in Years 5 and 6. Pupils also have more opportunities to use computers to publish their writing and this is helping them to think carefully about how they are able to improve their work. Many pupils become fluent readers but their limited language skills restrict their ability to explain the full meaning of what they read.
69. At present the headteacher co-ordinates and manages the subject. From the monitoring and evaluation of teaching and learning, she has a good understanding of the strengths and weaknesses of standards and provision. The school development plan appropriately identifies priorities to raise standards in all aspects of English. The successful implementation of the National Literacy Strategy, with teachers' improved knowledge and understanding of English

and well-planned lessons, contributes to the improving standards. Pupils make satisfactory gains in their learning through the school. The good and very good teaching in Years 1, 5 and 6 ensures these pupils make good progress. Booster classes after school support pupils' learning in lessons. The school analyses pupils' performance in national tests and sets realistic but high targets to raise standards.

70. Around a quarter of pupils are identified as having special educational needs in literacy. The effective use of the Early Literacy Intervention with Year 1 pupils boosts their confidence and raises their achievements in reading and writing. Better Reading Partners help under-achieving pupils improve reading and comprehension skills. The school tests these pupils and results show pupils make effective gains in reading. Good support by classroom assistants, class and support teachers and these small group sessions, including the Additional Literacy Support programme, enable pupils with special educational needs to make good progress. A very high proportion of pupils speak English as an additional language. Although none of these pupils are at the early stage of language acquisition, many nevertheless do not always fully understand what is said, or they lack the complexity of language use in English. The Talking Partners scheme provides these pupils with opportunities to develop speaking and listening skills in small group situations. Support teachers enable them to access the curriculum in lessons and they make good progress.
71. Standards in speaking and listening are below average at both key stages. At the age of seven and eleven relatively few pupils speak confidently, especially in whole-class situations. Planned opportunities for paired discussions in Year 1 develop pupils' speaking and listening skills effectively. However, few teachers include opportunities in their planning, so this is not consistently built on. Many pupils appear to listen carefully. However, they find concentrating difficult and sometimes miss important parts of learning or instructions. Good support, by support assistants and teachers, helps to focus pupils' learning but lesson time has to be used to repeat instructions. Most pupils enjoy listening to stories and show by their answers that they have understood. Their limited vocabulary often leads to a lack of understanding. Pupils fail to ask questions when they do not understand and this is more apparent in their reading. They read fluently but show that they have not really understood what they have read by their inability to answer questions. All pupils converse easily with one another but give restricted answers to teachers' questions, often just one word. Pupils find it difficult to extend their answers by adding details or offering opinions. At times teachers dominate discussions and this limits pupils' opportunities to speak. When teachers skilfully question pupils and provide them with appropriate vocabulary, pupils give more detailed explanations. For example, pupils in a Year 5 design and technology lesson explain clearly how to use tools when making a wooden frame. Opportunities to present assemblies to the school help build pupils' confidence. For instance, Year 6 presented their findings about Victorian children with varying clarity and confidence. Occasionally, their speech was quite hesitant. However, they clearly presented both sides of an argument about banning dogs in a lesson based on persuasive writing. The school provides good support for pupils who speak English as an additional language but there is inconsistent planning for specific opportunities to promote all pupils' speaking and listening skills across every subject. As a result, pupils do not make consistently satisfactory gains in their skills through the school.
72. Standards in reading are low at both key stages but pupils make satisfactory gains in their learning through the school. Infant pupils develop a range of strategies to help them read unfamiliar words and they understand simple texts and familiar stories. Teachers act as good role models for reading and encourage pupils to read with each other. During literacy lessons, pupils extend their understanding of texts. All increase their recall of stories and Year 2 pupils show this by expressing some opinions about favourites. Higher-attaining pupils read stories and simple information books accurately and with some expression. Other pupils read simple books with some accuracy and understanding. Lower attaining pupils require a great deal of help. In the juniors, pupils develop reading skills appropriately; however, some pupils in Years 3 and 4 have limited strategies to help them read new words and still need considerable support. They begin to express opinions about texts, identifying the similarities and

differences between instructions for playing games in Year 4, for instance. The Better Reading Partners help lower attaining pupils extend their reading skills and deepen their understanding of texts. In Years 5 and 6, pupils experience a wide range of texts and extend their understanding. By the end of the junior years, average and above average pupils understand significant ideas and characters in books. Below average pupils, and those with special educational needs, struggle to read texts that are more difficult. This affects their ability to learn in many other subjects. Although the school has two library areas, neither is well stocked with books or catalogued appropriately. Pupils have limited opportunities to use the library and are unsure how to find books that give them the information they want. However, average and above pupils understand how to find information in books they have been given. This remains a weakness from the last inspection.

73. Standards of writing are well below average by the age of seven and below average by eleven. However, given pupils' very low attainment on entry to school, they make good progress over time, particularly in Years 5 and 6. Opportunities to write their news in Year 1 enthuse some pupils. They are eager to write and begin to write simple words, phrases and sentences. At the end of Key Stage 1, pupils are beginning to write stories that are sometimes punctuated with full stops and capital letters. The higher-attaining pupils add some interesting descriptive words to make their writing lively. Most pupils still rely on sounds of letters to spell words and gain little knowledge of familiar words. Handwriting is variable. No pupils join their letters but the handwriting of above average pupils shows accurate size and form. Pupils in Years 3 and 4 extend their writing skills soundly. However, high expectations of the teachers in Years 5 and 6, and opportunities to use writing in a range of forms across the curriculum, ensure pupils make good progress. By the end of Key Stage 2, the handwriting and presentation of work is good. Pupils write reports, diaries, descriptions, stories and persuasive letters, understanding the features of these different types of writing. Higher-attaining pupils produce lively, interesting work and use some paragraphs and speech marks in their writing. Average ability pupils' writing is structured and imaginative but too often stories lack description and scene setting. Spelling and punctuation is variable and this lowers the standard. Lower attaining pupils use imaginative language such as, 'my legs shivered' or 'heart pounding like a drum', but spelling, punctuation and some aspects of grammar are weak. Although some teachers use extra lessons to develop writing skills further, few teachers link learning in literacy to sufficient opportunities for purposeful writing across the curriculum. There is an appropriate emphasis on learning spelling, punctuation and grammar but not all teachers plan sufficient lessons when pupils can use these skills.
74. Teaching is satisfactory overall, broadly the same as in the previous inspection. Where it is good or better, as in Years 1, 5 and 6, it ensures pupils make a good start in the infants and attain improving standards at the end of the juniors. A feature of the very good teaching in Year 1 was the opportunity given to pupils to extend their speaking and listening skills. Pupils discussed aspects of the story with a partner and answered questions about their ideas. This led to good gains in learning. In a very good Year 5 lesson, a very clear explanation about prepositions enabled pupils to add them to their Rap poems. These teachers act as effective role models for spoken and written language and help pupils to enjoy their learning. The good use of interesting resources, such as the puppet in the Early Intervention programme, promotes pupils' enthusiasm and excitement for learning.
75. Teachers have used the National Literacy Strategy successfully. Improved knowledge and understanding of the subject and good planning provides a clear structure for lessons and a purposeful atmosphere for learning. Teachers give good demonstrations of reading and writing, and clear explanations to extend pupils' learning effectively. For example, illustrating note taking to Year 6 pupils enables them to make their own notes. Good, carefully targeted questioning probes pupils' understanding and ensures they are all involved. Pupils gain confidence and experience challenge at an individual level. Teachers and other adults in the classrooms get on very well with pupils. Praise and encouragement build pupils' self-esteem and give them the confidence to try. Teachers use effective methods to ensure that most pupils behave well. They set sharp time limits for work and this encourages brisk pace

throughout the lesson. As a result, pupils work hard and maintain their interest. When the pace slows, in some introductions to lessons for example, pupils lose their concentration, become restless and fidgety, and learning slows. Regular homework tasks reinforce pupils' learning effectively in both key stages.

76. Although planning is good and most teachers plan activities to meet pupils' differing needs, this is not always precise enough to ensure good progress for all pupils. Too much reliance is placed on support staff to interpret tasks for pupils and this restricts the establishment of independence. Classroom support teachers and assistants usually work very effectively with teachers. They help pupils with special educational needs to focus their thoughts and make good progress with their learning. They support pupils who speak English as an additional language to enable them to take part in all activities and make good progress. They encourage pupils to listen carefully to their teachers and concentrate effectively. In one lesson, the large number of other adults in the classroom detracts from the learning. Their well-intentioned intervention confuses pupils, as they cannot listen to a support assistant and the class teacher at the same time.

MATHEMATICS

77. Pupils' standards in mathematics shown in the most recent National Curriculum tests, by the end of Key Stage 1, are very low. This is broadly similar to the findings in the last report when underachievement in both key stages was identified. However, the school has made good progress in improving pupils' mental arithmetic skills, which were unsatisfactory in the last report. No National Curriculum tests in Key Stage 2 have yet been undertaken, as the school has only just taken pupils of this age. The inspection finds that there have been slight improvements in standards in Key Stage 1, but these are still well below those found nationally. The standards in Key Stage 2 are higher due to improved teaching, particularly in Years 5 and 6. Attainment by the end of the key stage is below national averages. Pupils make overall good gains in their learning through the school.
78. Standards seen in lessons and pupils' work are often higher than those shown in the most recent National Curriculum tests and suggest that attainment is rising. This is due to good use of the National Numeracy Strategy that has helped teachers to plan effective lessons. This provides a secure structure to lessons and focuses on what needs to be learned. This is bringing positive improvement to the quality of teaching and raising pupils' standards of achievement. There are no marked differences in the attainment of boys or girls. Pupils with special educational needs are supported well in their lessons. Very effective use of support staff questions pupils purposefully and promotes their enthusiasm and speed of response. Pupils with English as an additional language are given appropriate support to ensure they are able to make effective progress. Teachers carefully use a level of vocabulary that enables them to understand. Pupils use mathematics to help learning in other subjects. In particular, the use of information and communications technology to develop pupils' mathematical knowledge and understanding is being effectively developed. For example, Year 5 pupils use spreadsheets to create and add up shopping lists. Year 6 pupils use computers to gather data and to create graphs of their results from a science experiment.
79. Pupils make sound gains in their learning in the infant classes. Through Year 1, pupils gain greater confidence in recognising numbers and their names. They begin to count accurately in twos and some know about 'even' numbers. Higher-attaining pupils recognise signs for addition and subtraction and are beginning to calculate the answers to simple problems. In Year 2, pupils recognise a range of shapes and some know some of their properties. All pupils talk in everyday language about what they are learning, although even higher-attaining pupils are easily confused when talking about the number of sides. Pupils measure and tell the time in hours and quarters. By the end of the key stage, most pupils can put numbers in the correct order. They have increasing understanding of simple addition and subtraction problems within 20. Higher-attaining pupils recognise and use numbers up to 100.

80. In the junior classes, pupils' rate of learning increases and is good overall. Here teaching is generally more demanding and teachers' expectations of what can be achieved are higher. Pupils respond well to these levels of challenge although their limited skills restrict their gains. In Year 3, teachers' frequent questioning, 'how did you get that?' challenges pupils' thinking well and requires them to explain. As a result, they respond willingly, for example in explaining how they add two-digit numbers. Pupils make gains throughout the key stage in their mental arithmetic skills and the necessary language to explain their thinking. Year 4 pupils have increasing familiarity with multiples of three and four, using these increasingly in quick calculations. They recognise and draw lines of symmetry on simple shapes although many require considerable support to achieve the task. Year 5 pupils use decimals and have increasing familiarity with calculations using all four rules of number. They increase their understanding of the properties of three-dimensional shapes although their confidence in their own abilities is still limited. Year 6 pupils make good gains in their speed and accuracy in mental arithmetic. All pupils show developing use of a range of mathematics to tackle more complex problems involving money and percentages. Higher-attaining pupils, for example, tackle long multiplication and set out work with neatness and precision. Pupils collect and illustrate data on graphs, finding the mean and explaining what their graphs show. By the end of the key stage, some pupils' attainment is close to the nationally expected levels. However, few pupils show consistent achievement at higher levels.
81. Teaching is satisfactory in Key Stage 1 and good in Key Stage 2. The very good relationships between teachers and pupils established throughout the school are a feature of all mathematics teaching. These help pupils to feel secure in their learning and to have the confidence to have a go. In the best lessons, particularly in Key Stage 2, teachers are enthusiastic and make sure that pupils work at a fast pace. They are clear about how much time pupils have to complete tasks for example, and this sets a good atmosphere of challenge. Pupils respond well to these challenges and the rate of their learning improves. In many lessons, teachers make good use of praise to motivate pupils and promote pride in their learning. In some lessons, however, teachers allow the pace of their introductions to slow down and this leads to diminishing interest from pupils. Teachers then need to establish quiet at intervals, which slows the lesson further. However, pupils invariably respond well to tasks and activities.
82. New assessment systems are being introduced and increased analysis of school results is tracking pupils' gains in their attainment. However, assessment information is not used to ensure that activities are accurately matched to the prior attainment of pupils. This means that the rate of learning is not as consistently good as it could be. Some of this weakness is addressed through the extensive systems of support that are a feature of most lessons. This is very effective in allowing all pupils to have full access to the work that is set. This is particularly the case for those pupils with special educational needs and those for whom English is an additional language. However, for some pupils, this leads to a reliance on help and does not encourage their independence effectively. Some activities provide practice for skills that pupils have learned but do not push their learning significantly further.
83. Co-ordination of the subject is good and effective support is given to teachers. Well-targeted training has supported teachers in gaining new skills and this is effective in improving the quality of teaching. Systems of monitoring teaching have been established and these are proving effective in sharing the good practice in the school.

SCIENCE

84. The standards achieved by pupils in science by the age of seven are well below the national average. This is broadly similar to the standards found at the time of the previous inspection for pupils of this age. The standards achieved by pupils by the time they leave the school are below the national average. No figures for this age group are available from the previous inspection since, at that time, the school did not accommodate pupils in Years 5 and 6.

85. Teaching is satisfactory overall in both key stages, good in Year 5 and very good in Year 6. The recently introduced planning system and the assessment procedures that support it bring new clarity to the way the science curriculum is organised and taught. Teachers in both key stages are now clear about the ground that is to be covered in each aspect of science. They recognise the order in which the elements of each aspect are to be taught. Teachers receive well-informed practical advice on how the factual and investigative aspects of science are to be linked so that pupils may both gain information and develop skills. They have responded with energy and enthusiasm to these developments. As a result, pupils at both key stages gain experience of a wide range of scientific knowledge and make good gains in their learning through the school. This includes knowledge of the natural world, of materials and of forces such as gravity and friction. The opportunities teachers provide in Years 5 and 6 are particularly extensive, giving pupils a thorough grounding in the range of knowledge expected of their age group. The range of science topics covered at Key Stage 1 is also satisfactory. Pupils at both key stages enjoy science and show enthusiasm, especially for practical work.
86. At the time of the last inspection, a weakness was identified in the investigative aspects of science. This remains a significant weakness at Key Stage 1 and is a continuing weakness throughout the school. In Key Stage 1, poor listening, speaking, reading and writing skills limit pupils' attainment in all aspects of science. These weaknesses make it difficult for most pupils to understand science topics at an appropriate level and to carry out investigations without substantial support. Teachers manage such support purposefully so that pupils gain some valuable experience of following through investigations. They are resourceful in extending such opportunities. In one case, pupils visited the park so that they could study and identify the pushing and pulling forces at work on swings and roundabouts. The limitations of pupils' poor literacy skills impact greatly on pupils' capacity for independence, and are thus very obvious in investigative work. They also limit pupils' success in gaining factual knowledge and understanding. Teachers counter this by seeking to explain carefully to pupils what is expected of them in written tasks and by managing classroom support to provide assistance where it is most needed. However, this is often not fully effective. Many pupils are unable to read or recall unaided the words used on the work sheets they are given. Only the few most able pupils record suitable answers, except by drawing. Especially in the case of the lowest-attaining pupils, support is likely to remain indispensable in some activities. However, in many lessons that involve worksheets and instructions, too little account is taken of the difficulties that most pupils experience in listening, reading and writing. A better planned link is required between the work pupils do in learning to read and write and the vocabulary and skills they require accessing other parts of the curriculum, including science. Work sometimes does not enable the lowest-attaining pupils, working with support, to achieve any degree of independence.
87. At Key Stage 2, especially in Years 5 and 6, teachers have placed great emphasis, not only on covering all aspects of science in suitable depth, but also on promoting pupils' skills in investigation. In a very good science lesson in Year 6, pupils of all abilities worked in groups to test the stretch of an elastic band under progressively heavier weights. Clear instructions, flexible questioning and well-established work habits secured good understanding and learning. Yet, while pupils followed through the investigation from the design of the test to its conclusion, most required sustained support to do so. The factual knowledge of many pupils, for example of materials and the action of forces, matches the national average. This results from well-planned teaching characterised by high expectations. Few pupils are able to plan an experiment at a suitable level with the required degree of independence and few are confident in proposing explanations for their findings. Teachers are beginning to respond to this weakness by ensuring that pupils gain experience of investigation across all aspects of science, by teaching pupils to follow careful scientific procedures and by encouraging pupils to reflect and explain. Because of this, though standards remain below average in investigation, pupils are making clear gains in confidence towards the end of the key stage. Pupils with special educational needs, and those with English as an additional language,

benefit from the good levels of support. They are able to take a full part in lessons and make good progress through the school.

88. The science curriculum is now well managed. The subject co-ordinator has begun systematically to monitor teaching and standards across the school. Drawing on this, ambitious but realistic targets have been set for pupils' future attainment. Pupils' work is assessed at suitable intervals and teachers now have securely based measures of each pupil's attainment. So far, insufficient use has been made of this information to modify the curriculum in the light of pupils' differing needs. This is necessary if all pupils are to make the best possible progress.

ART AND DESIGN

89. Attainment is below nationally expected levels at the end of Key Stage 1 and in line with expected levels when pupils leave the school at eleven. All pupils, including those with special educational needs and those with English as an additional language, make good progress through the school. Attainment in Key Stage 1 is below that found at the last inspection. This is due to the lower level of attainment found on entry to the school. In Year 1, pupils experience opportunities to use pencil, crayon, paint and pastels. They attempt to draw self-portraits but many pupils are unsure of the shape or features of a face. Pupils in Year 2 make paper collages and experiment with pencils and colours.
90. In Key Stage 2 pupils investigate design, colours and patterns from artefacts and the work of professional artists. They use sketchbooks to collect samples of their own and professional work and explore ideas, for example by looking at wallpaper or carpet patterns. They extend their understanding of art and artists from different times and cultures. For example, Year 5 pupils explore and use designs from Ancient Greece to design and make three-dimensional models of a Greek urn. Year 6 investigate the designs of William Morris and use them in their own work. Pupils develop an understanding of the use of different media to record their ideas. However, pupils require more opportunities to select their own resources and express their individual ideas in order to achieve higher levels of attainment.
91. No overall judgement can be made about the quality of teaching as only one lesson was observed. The co-ordination and management of art and design is good. The co-ordinator monitors teaching and learning effectively to ensure learning builds progressively on what has gone before. Teachers' plans cover the full range of techniques and materials. Pupils make effective use of information and communication technology, for example using drawing programs on the computer to illustrate their writing. Good opportunities are taken to visit local galleries and to display pupils' work. These broaden pupils' experiences and build their confidence and self-esteem. Many pupils express enjoyment in their learning art and design. Assessment at the end of units of work provides valuable information about what pupils know, understand and can do.

DESIGN AND TECHNOLOGY

92. Standards in design and technology are broadly in line with those found nationally at the end of both key stages. This is similar to the standards found at the last inspection. By the time they leave the school, most pupils, including those with special educational needs and those who speak English as an additional language, make good progress. Pupils have appropriate opportunities to use developing numeracy and literacy skills, particularly in Key Stage 2. They experience a good range of materials and tools, extend skills in designing and making artefacts, and evaluate their work. They produce well-finished articles and plans. Nationally produced guidelines form the basis for the school's scheme of work and this builds appropriately on pupils' earlier learning. However, pupils do not have sufficient opportunities to plan their own designs, or to select their own materials and methods, particularly in Key Stage 2.

93. Pupils in Key Stage 1 extend their design and technology skills soundly. They investigate artefacts in preparation for making their own, such as puppets in Year 2. They use simple levers and sliding mechanisms to make a moving picture in Year 1 and learn to join fabrics in a variety of ways in Year 2. They understand that glue, staples and stitching could be used but sewing is most suitable. In Key Stage 2, pupils extend their making skills very effectively. They investigate structures and produce carefully finished products. Pupils learn how to plan designs and evaluate materials, methods and their own work. However, their opportunities to select their own resources, methods and designs are limited and restrict their learning. Pupils in Year 6 use battery control to make a model fairground carousel turn. They describe how it is made, complete and label diagrams and modify and evaluate the finished article. However, most of these activities are directed by the teacher and leave little to the imagination of the pupils. All pupils enjoy these lessons and show enthusiasm for design and technology.
94. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. During the inspection, class teachers took Key Stage 2 lessons, and not a specialist teacher, as is usually the case in this school. Very good relationships with pupils ensure there is a good working atmosphere. Well-planned lessons provided by the specialist teacher enable the class teachers to consolidate and build on pupils' existing knowledge. Interesting activities promote pupils' enthusiasm and concentration. Good questioning encourages pupils to explain safety points or describe how to use some woodworking tools, for example. Pre-prepared worksheets guide pupils through all the stages of designing and making artefacts and extend their technical vocabulary well. However, overuse of worksheets directing pupils' thinking and the lack of open design briefs limits pupils' opportunities to clarify their own ideas and use the skills they have. Classroom assistants support pupils with special educational needs and those who speak English as an additional language effectively. They enable them to complete the written tasks in particular, as there are no activities specifically planned to meet their needs. Detailed assessments at the end of units of work provide teachers with valuable information about what pupils know and understand. However, this information is not used consistently to plan pupils' next stage of learning. In Key Stage 1, teachers explain techniques clearly and extend skills, knowledge and understanding soundly. However, there is not enough emphasis on the safe use of tools or sufficient explanations as to why pupils need to learn certain skills.

GEOGRAPHY AND HISTORY

95. Pupils' attainment by the time they reach the age of seven is well below the expected level in both history and geography and below by the time they are eleven. These Key Stage 1 findings are the same as those in the last report. However, the quality of teaching in both key stages is higher and there is a clear framework for the curriculum in both subjects. Relative standards are rising, particularly in Years 5 and 6, pupils of an age that the school did not have at the time of the last inspection.
96. In history and geography, pupils cover a wide range of work. This results from recently introduced schemes of work in both subjects that draw on nationally available advice. These have brought new security to the way the curriculum is planned and given teachers renewed confidence in determining the content and emphasis of lessons. This is of direct benefit to pupils at both key stages. The curriculum in both subjects is interesting and well planned. This secures and holds pupils' attention and brings enjoyment to their studies. It ensures that pupils build factual knowledge and gain practice in historical and geographical skills such as the study of evidence and map-making.
97. In Key Stage 1, more able pupils achieve a simple grasp of historical change and, with assistance, sequence events in the lives of significant historical figures such as Florence Nightingale. They recognise, for example, some differences between hospitals then and now and communicate their findings mainly by means of pictures. However, pupils' understanding of history is very limited for their age. In geography, pupils show some knowledge of the

differences between their own locality and other places, for example, by identifying differences in buildings and objects and selecting items that Barney Bear will need on trips to places nearby or abroad. By mapping their routes to school higher-attaining pupils gain a clearer picture of the relative position of key buildings and landmarks in their locality. In both subjects, pupils' attainment is greatly limited by poor standards of listening, speaking, reading and writing.

98. The quality of teaching at Key Stage 1 is satisfactory in both subjects. Teachers set high standards. They bring life to the curriculum by varying activities, providing opportunities for interesting, practical work and setting out attractive, relevant displays. However, work is not always planned to take sufficient account either of the differences in ability between pupils or of the generally very low standards of literacy. Most pupils at the end of the key stage are unable to follow written instructions without assistance. In presenting worksheets, teachers are careful to explain to pupils what they are required to do but often expect pupils to read or recall written instructions that are too difficult for them. Similarly, too little attention is given to teaching pupils the words and expressions they need to respond. As a result, most pupils require support to complete their written work. This support is used positively for those pupils with special educational needs and those with English as an additional language. It helps them to take part in lessons and to make good progress through the school.
99. A good range of work is seen in both history and geography at Key Stage 2. In both subjects, the quality of teaching is satisfactory overall, generally good towards the end of the key stage and very good in Year 6. In history, pupils make detailed studies of topics such as the Ancient Greeks and the Victorians. By sequencing events and working with family trees for the monarchy past and present, pupils gain a clear sense of the passage of time and learn to use dates correctly. They gain suitable depth of knowledge, for example by studying different aspects of Ancient Greek life and comparing the culture of Athens with that of neighbouring states. Pupils in Year 6 make a particularly thorough and stimulating study of the Victorians. This reflects imaginative and resourceful teaching. Beyond gaining factual knowledge of Victorian life, society and culture, pupils gain real empathy with the lives of working children. Both the facts and the implications of some Victorian children's predicament were communicated to the whole school in a very effective assembly. This made a valuable contribution to all pupils' spiritual and social awareness. In geography, pupils gain a satisfactory knowledge of places within the United Kingdom and beyond, of some features of landscape and of the links between places, resources and occupations. They gain suitable experience of map-work. Teachers plan well and ensure that all pupils gain experience of a suitable range of knowledge and skills. However, in both subjects, pupils lack confidence in working independently and, with few exceptions, are unable to gain information and interpret evidence at a level appropriate for their age. This limits their overall attainment. Most pupils are beginning to develop skills in searching for information from CD-ROMs and the Internet and using these in their work.
100. In both key stages, history and geography benefit from the security and interest conferred by recently adopted planning systems. Both subjects are effectively managed. Together, these influences are improving the quality and range of what is taught. Teachers at both key stages are clearer about what they should teach and the order in which it is to be presented. This results in lessons that are increasingly rewarding for pupils. The consequences of this are to be seen in pupils' enthusiasm and, in Years 5 and 6 where teaching is generally of high quality, improving standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

101. Since the last report there has been recent substantial improvement in the resources available for the subject and these are now good. The school is now undertaking the necessary task of improving pupils' attainment throughout the school. However, many pupils have low skills and the limited resources available until recently have not given them sufficient opportunities to improve. The school has made effective use of specialist teaching to improve pupils' skills and good systems of co-ordination, monitoring and staff development have begun. Pupils' attainment is improving but remains below that expected nationally by the age of eleven. This is because most are still catching up with skills not securely acquired earlier.
102. The standards seen represent little improvement since the last report. Pupils have an increased awareness of word processing and computer operation but their skills are very basic and uncertain. They have very limited experience of controlling objects through simple computer instructions. Some pupils create graphs showing, for example, their favourite colours. Pupils make pictures using a drawing program using a good range of tools and showing developing control of the mouse. Teachers use some of these effectively to encourage simple creative writing. No teaching in Key Stage 1 was observed but examination of planning and pupils' work indicates that satisfactory provision is made.
103. In Key Stage 2, teachers make effective use of the computer suite and link their work well to other aspects of the curriculum. This improves the relevance of activities and motivates pupils well. Year 3 pupils, for example, enter information related to their science work on healthy teeth into tables. Higher-attaining pupils show good understanding of how to use the data to create graphs. The teacher is effective in grouping pupils in pairs to work and little time is lost, improving pace and learning. Pupils write short texts making simple adjustments to size and presentation. Year 5 pupils show increasing confidence with spreadsheets and use this to tackle problems in adding up shopping lists. In Year 6, pupils enter data from a science experiment into a table and use this to create graphs to show their results. Pupils combine graphs, tables and text into documents with some understanding of how presentation affects the impact of their work. Pupils have limited views, however, of how they would use the techniques they are learning in other situations. Although their skills are improving at a good rate, their attainment remains below that expected nationally as they are building from a low stage of development.
104. A well-structured approach to teaching is helping all pupils to make good gains through the school. Teaching in Key Stage 2 is good with good relationships used to create effective learning environments. Teachers' use of real data and realistic problems sets up a good sense of challenge in many lessons. It is effective in giving meaning to the lessons and encourages pupils to use computer programs with increasing confidence. Pupils respond very well, often working together effectively, sharing ideas and information. Pupils are often very supportive of each other and willing to help, which further promotes the good relationships. Teachers' planning is well structured and there are clear statements of what pupils need to learn. These give purpose to the lessons and help teachers and pupils to assess clearly where progress has been made. Most teachers are aware of those pupils whose skills are greater than the rest and make some provision for extension to lessons. Pupils with special educational needs and those for whom English is an additional language are supported effectively and make good progress. Developing assessment systems are being introduced but these are not used effectively to match tasks to pupils' needs. The effective use of assessment data will be needed to identify where pupils are able to use the technology independently and to make substantial progress in overall attainment.

MUSIC

105. Due to the arrangements of the timetable, no music lessons were observed. However, examinations of planning and informal observations show that satisfactory provision is made throughout the school. Regular opportunities are taken to provide music lessons that make effective use of national advice. Teachers provide a satisfactory range of opportunities that link well with pupils' work in other parts of the curriculum. Pupils use a range of percussion instruments, sing songs and listen to music in many contexts. Effective use, for example, is made of music to create a quiet and reflective atmosphere in a Year 1 classroom. Year 6 pupils incorporate appropriate songs in their work on the Victorians. They perform these in their class assembly, encouraging other pupils to join in. When music is played, for example in assembly and at lunchtime, staff often make good use of opportunities to talk to pupils about what they have been listening to. This encourages pupils to express their views and promotes their language development.
106. The standards achieved by pupils are, however, below the national average and could be higher. Singing often lacks volume and expression, a position noted in the last report. Year 3 pupils, for example, sing sea shanties showing some enthusiasm, particularly enjoying 'What shall we do with a drunken sailor?' They identify activities on a boat that suit the songs and include some actions to go with their singing. Most sing the choruses but few join in the words of the verses. Some of the deficiencies in the singing in assembly can be attributed to the limited reading skills of many pupils. They are not able to read the projected words quickly enough to sing them. However, some songs are known well and in these cases the low standards of singing are related to the teachers' expectations of what pupils can achieve.
107. The co-ordination of the subject is effective and good measures have been taken to introduce an appropriate system of monitoring of teaching. This has the potential to share the good practice within the school and to promote higher expectations of pupils' achievements.

PHYSICAL EDUCATION

108. Standards in physical education have improved since the last inspection and are now in line with national expectations at the end of both key stages. Pupils are enthusiastic; they work hard and respond well to instructions. Boys and girls attain equally well. Lunchtime activities and after-school clubs, such as football and hockey, improve pupils' games skills further. Pupils with special educational needs and those with English as an additional language are given good opportunities to take a full part in the subject. They make good progress with the other pupils.
109. At the time of the inspection, lessons had a focus on gymnastics. Lessons begin with warm-up activities and end with a cool-down session. Pupils are aware of the need for these activities and extend their understanding about the effects of exercise and its value to health and fitness as they move from class to class. Pupils in Key Stage 1 develop gymnastic skills soundly. They form stretched and curled shapes using control and co-ordination. They respond thoughtfully to teachers' praise and try hard to improve their shapes. Pupils know that exercise makes them 'hot', and higher-attaining pupils know that their hearts beat faster.
110. By the end of Key Stage 2, pupils work with partners to perform a series of linked, controlled movements. They improve their performance through discussion with their partners, through practice and by watching others. Teachers extend and refine pupils' skills by presenting them with challenging activities and highlighting good work. Pupils roll forwards and backwards, balance and jump safely on the floor and on raised apparatus. They successfully incorporate different ideas and skills to make their performance more interesting, for example by carefully co-ordinating movements. Although pupils have opportunities to evaluate their own work with their partners, there are insufficient opportunities to compare and comment on the skills of others in order to improve their own performance.

111. As only two lessons were observed during the inspection, no judgement is made on teaching. Improved standards indicate teachers' secure knowledge and understanding about physical education. Planning shows full coverage of the curriculum and assessment opportunities.

RELIGIOUS EDUCATION

112. By the time they are seven, pupils achieve standards that are well below those described in the locally agreed syllabus on what should be taught in religious education. By the time they are 11, pupils' attainment is below the standards described. Their achievement through the school is satisfactory.
113. In Key Stage 1, pupils cover a suitable range of work. For example, they think about, illustrate and begin to write about special occasions in their own lives. They study religious festivals that are special to different faiths and learn about key religious figures. They begin to reflect on aspects of their own experience and to appreciate that people from different cultures subscribe to differing beliefs that have unique importance for them. In Key Stage 2, the range of work is appropriately deepened and extended. For example, pupils learn in greater detail about the lives of Jesus, Muhammad and Guru Nanak. They investigate signs and symbols special to different religions and look more closely at the origins of festivals including Christmas, Diwali, Ramadan and Hanukkah. They begin to study aspects of sacred texts including the Bible, the Qur'an and the Torah. Pupils begin to understand the importance of belief in people's everyday lives and to respect the diversity of different creeds. By studying parables from different religious traditions during lessons and assemblies they develop greater moral and spiritual awareness. In religious education, as in other subjects, pupils' attainment is limited by weaknesses in listening, speaking, reading and writing. The effects of this are most evident in Key Stage 1. In Key Stage 2, pupils' lack of confidence in listening and speaking and their relatively limited vocabulary prevent them from dealing effectively with difficult ideas, especially those relating to feelings. Pupils at both key stages enjoy their lessons and do their best to present their work carefully. In a minority of lessons slow pace caused some pupils to become restless. Although this was identified in the last report, the pace of lessons is now better.
114. The quality of teaching is satisfactory at both key stages. Lessons are well planned, drawing on both local and national guidelines to provide a curriculum well matched to the needs of the school's range of pupils. An awareness of the diversity of faiths is communicated well. The consequences of this understanding contribute valuably to pupils' social and cultural development and have a positive influence on the school as a community. In both key stages, when pupils are required to read and interpret text, to recall stories or to produce written answers, insufficient attention is often paid to the limitations of their literacy skills. In some lessons these limitations are concealed by the effectiveness of the support that is given. However, this carries with it the disadvantage that many pupils, especially those of lower ability make too little progress in learning to think and act for themselves.