

INSPECTION REPORT

ALL SAINTS' CE PRIMARY SCHOOL

Bradford

LEA area: Bradford

Unique reference number: 107302

Headteacher: Mrs B Robinson

Reporting inspector: Paul Wagstaff
19260

Dates of inspection: 17 – 20 June 2002

Inspection number: 187800

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Kennion Street Bradford West Yorkshire
Postcode:	BD5 0NF
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Ian Greenwood
Date of previous inspection:	09/03/1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Area of learning responsibilities	Aspect responsibilities
19260	Paul Wagstaff	Registered inspector	Music Religious education	English as an additional language	What sort of school is it? The pupils' results and pupils' achievements How good are the curricular and other opportunities offered to pupils? What should the school do to improve further?
11358	Vicki Lamb	Lay inspector			Pupil's attitudes, values and personal development How well does the school work in partnership with parents?
1682	Liz Godman	Team inspector	Science Art and design	Special educational needs Equal opportunities	
13015	Andrew Lockett	Team inspector	Mathematics Geography	Areas of learning for children in the Foundation Stage	
27537	Anita Davis	Team inspector	English Design and technology		How well are the pupils taught? How well is the school led and managed?

Team members			Subject responsibilities	Area of learning responsibilities	Aspect responsibilities
23399	Eileen Torr	Team inspector	Information and communication technology History Physical education		How well does the school care for its pupils?

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Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in, and draws its pupils from Little Horton, an area close to Bradford's city centre and among the most disadvantaged areas of the country. It has changed significantly due to recent school reorganisation in Bradford. It receives additional resources through a Government funded Excellence in Cities initiative. There are 275 full time pupils aged between five and eleven organised into eleven classes. It is bigger than other primary schools. Older pupils are mainly taught in mixed-age classes, but single-age teaching groups are organised in some subjects. There are 47 children attending nursery on a part-time basis. The school is a CE (controlled) church school. It is over capacity, accommodating a 'bulge' of pupils of primary school age in the area. Almost 17% of pupils leave or enter the school during the year. This is very high. There are more boys than girls with some teaching groups having a significant majority of boys. Nearly 43% of pupils are eligible for a free school meal. This is well above average. Almost 85% of pupils have English as an additional language. This is very high. Most pupils are of Asian descent, principally of Pakistani heritage, but a significant minority have family links with Bangladesh and India. An average number of pupils have special educational needs, mostly moderate learning difficulties. Attainment is well below average on entry to the nursery. During the half term prior to the inspection, extensive building work began at the school.

HOW GOOD THE SCHOOL IS

The school provides an acceptable standard of education but, due largely to temporary circumstances, there are weaknesses, particularly in some junior classes. The school is effective in ensuring that younger children learning English as an additional language are supported and make good progress. Standards in English, mathematics and in science are rising and are at least in line with, and in some respects better than, those in similar schools by the by the age of eleven. Good progress is made in mathematics in the infants and in science across the school. Pupils' attitudes are good and most are keen to take responsibility. However, temporary instabilities due to Bradford Schools' Reorganisation have adversely affected the school in several ways, most notably in teaching. Whereas teaching is good in the infants, it is inconsistent and too frequently unsatisfactory in the juniors among a number of staff who will not be present at the school from September. The curriculum is unsatisfactory overall. Coping with the increased age range and integrating and supporting many new staff has been managed, but at the expense of other priorities. Procedures to ensure pupils' health and safety are currently a concern due in part to the impact of the accommodation. Leadership in difficult circumstances is satisfactory. Overall, the school provides satisfactory value for money.

What the school does well

- Standards attained in English and in mathematics are improving. They are at least in line with, and sometimes better than, those attained by similar schools by the time pupils leave the school.
- Standards in science reach those expected nationally and provision through the school is good.
- Pupils' attitudes to learning are good.
- Teaching in the infants and Foundation Stage is effective and the children learn well.
- Provision for the social development of pupils is addressed well.
- Progress in history, music and religious education leading to pupils reaching the expected standards by the age of eleven.

What could be improved

- Standards in English and mathematics could still be higher.
- Progress through the juniors in information and communication technology (ICT), art and design, geography and design and technology is unsatisfactory.
- Arrangements for assuring the health and safety of pupils are unsatisfactory.
- The curriculum lacks breadth and balance with some statutory requirements not fully met.
- Assessment and its use are unsatisfactory overall.
- The school's staffing in the juniors lacks stability and is affecting the overall quality of teaching.
- Accommodation is inhibiting the school's ability to provide an effective curriculum.
- Attendance is improving, but is still below average.

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 March 1998 by HMI when it was removed from Special Measures. Since then, the school has faced a number of challenges due to a major reorganisation of local schools. Increasing rolls, a threat of closure, planning for the additional age-range and integration of several new and temporary staff into the school, have had a significant impact. Dealing with these issues has taken priority at the expense of other developments. Reasonable progress has been made in addressing issues from the last inspection. Teaching and learning in the nursery have been improved. There is better provision for children's language communication skills in the nursery. Standards have continued to rise, particularly in mathematics. Development planning has been sustained. Class sizes have been reduced but the temporary nature of teaching arrangements has weakened the overall quality of teaching in the short term.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				
	all schools			similar schools	
	1999	2000	2001	2001	
English	Due to re-organisation, the school did not have Year 6 pupils present during these years			D	B
mathematics				E	C
science				D	B

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

Results of the 2001 national assessments show that, by the time pupils leave the school, although they achieve below the national average, compared to similar schools, they achieve well in English and science and in line with similar schools in mathematics. However, this comparison does not take into account the added challenge of significant numbers of pupils who enter school with limited use of English. Standards of work seen in the inspection were not significantly different in English to those in Year 6 last year. They are better in science and now reach the national average. Standards in mathematics for the oldest in the school are similar to those achieved by eleven-year olds last year but are improving elsewhere. This is due in part to the previous low attainment of current Year 6 pupils. Appropriate targets have been set for tests in 2002 based on previous attainment. The school is on line to meet these in English but not in mathematics. Results of last year's national assessments for seven year olds were well below average in reading and writing, but in line in mathematics. While standards were below similar schools in reading, they were in line in writing and well above in mathematics. Progress in mathematics in the infants has been very good in recent years with standards catching up with the national average. Appropriate progress has been made in reading and writing but this reflects the high percentage of younger pupils in the school who are learning English for the first time.

In the infants and juniors, standards in history, music and religious education are broadly average. They are below average in design and technology. Although standards are average in ICT, art and design, geography and in physical education by the end of the infants, progress slows and they are below average by the end of the juniors. This is due in part to a lack of time given for pupils to develop the skills they need. Although pupils reach appropriate standards in many aspects of physical education, the accommodation restricts full coverage of all elements of the curriculum, particularly in gymnastics.

Standards on entry to the nursery are well below average. Good progress is made through nursery and reception classes, in English and in mathematics but standards in Year 1 are still below average in many areas. Most pupils, including different ethnic groups, boys, and girls achieve well through the infants. Progress through the juniors however is variable, reflecting inconsistencies in teaching

and provision of work that is not always well matched to pupils' needs. Those learning English as an additional language achieve well in English in nursery, reception and infant classes. Satisfactory progress continues overall through the juniors. Those pupils with special educational needs make satisfactory progress through the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes of pupils are consistently good in the infants and mostly good elsewhere.
Behaviour, in and out of classrooms	Behaviour in lessons is generally good. Although mostly good elsewhere in the school during the inspection, pupils and behaviour records indicate that the behaviour of a minority can sometimes be a concern at play and at lunchtimes.
Personal development and relationships	Pupils have respect for each other's feelings and beliefs. They readily take on responsibility. Relationships and the degree of racial harmony are good.
Attendance	Improving, but still below average. Unauthorised absence is still too high.

The school has not formally excluded pupils in recent years although some have been sent home for parts of school sessions when their behaviour has been a concern. Pupils from all backgrounds generally work hard and want to succeed. They are keen, interested, and willingly take up responsibilities when provided and encouraged.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Unsatisfactory

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.

Teaching is satisfactory overall, but with too much variation in the juniors. It is good in the infants and reception classes and is at least satisfactory in the nursery. Too much of that seen during the inspection was unsatisfactory in the juniors. Due to the reorganisation of Bradford schools from a three to a two-tier system and closure of middle schools, a number of teachers were redeployed to the school, either on a temporary or permanent basis. The contracts of some teachers, and the school's temporary staffing arrangements, come to an end this term. No unsatisfactory teaching was observed during the inspection among those who are permanent to the school and who will be teaching in the school from September 2002. Therefore, although a significant amount of teaching in the juniors was observed to be unsatisfactory during the inspection week, these weaknesses are of a temporary nature and are being appropriately addressed. Teaching in English, mathematics and

science is good in the infants and both nursery and reception classes. It is inconsistent and too variable in the juniors. Literacy and numeracy skills are generally taught well. Teaching in the upper juniors allows for specialist teaching in some subjects. This works well in literacy and in science with the oldest in the school. However, elsewhere, notably Year 5 literacy and numeracy, and in Year 6 mathematics, it is often not effective. Weaknesses in subject knowledge, the pace of teaching and insufficient use of assessment lead to some groups not making sufficient progress because teaching fails to meet their needs. Much support has been provided for teachers but this has not been sufficient to address these weaknesses. Pupils are therefore not achieving as well as they might. Teaching takes appropriate account of the variety of pupils' ethnic and cultural backgrounds. Their needs, particularly of those learning English as an additional language are well addressed in the infants, but are inconsistently so in the juniors.

Pupils are generally co-operative. They work well and without distraction, particularly in the infants where they show interest, listen well, and offer suggestions and ideas in response to the teacher. This continues through the juniors but there is often too great a reliance on teachers guiding pupils and directing the work they do. Consequently, as pupils' progress through the juniors, they do not develop greater independence or take initiative and responsibility. They become too reliant upon the teacher.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory overall. There is insufficient coverage in some non-core subjects through the juniors, restricting progress and affecting standards. Subject timetabling and the accommodation restrict the quality and range of pupils' work in some areas. The curriculum is good however in both nursery and reception classes.
Provision for pupils with special educational needs	Satisfactory. Pupils are appropriately supported. Additional initiatives to boost pupils' reading and mathematics are used well.
Provision for pupils with English as an additional language	Satisfactory overall. Provision is good in the nursery, reception and through the infants where early intervention is targeted well and is effective. In the juniors, support is not always well focused on where the need is greatest.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is adequate overall. Good opportunities are provided for pupils from different ethnic backgrounds to work together. More could be done to promote pupils' spiritual, moral and cultural understanding through planned work in lessons.
How well the school cares for its pupils	Unsatisfactory overall. Appropriate child protection procedures are in place but there are too many health and safety concerns around the school site. Assessment and the monitoring of pupils' progress are insufficiently rigorous.

Statutory requirements in design and technology, ICT, art and design, geography and elements of

physical education are not met, due in part to the limited time given to the subjects, inconsistent implementation of planning, and accommodation issues. The school works well with parents. The role of the home-school liaison teacher is particularly effective in developing links with the community. Arrangements for the overall health and safety of pupils are a significant concern.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is soundly led and managed. The headteacher is supported by a very able deputy headteacher. Together with the senior management team, they have implemented appropriate plans to support improvements following the school's re-organisation.
How well the governors fulfil their responsibilities	Governors are supportive but they have not ensured that all statutory requirements relating to health and safety, and to the curriculum, are in place.
The school's evaluation of its performance	Evaluation of performance is adequate. School strengths and weaknesses are generally well known to the senior management but some co-ordinators do not always have a clear picture in their own subjects. Their role in monitoring standards and quality is unsatisfactory.
The strategic use of resources	A good plan is in place to address known weaknesses over the coming year. Staff are mostly deployed appropriately. There are adequate learning resources in most areas.

Staffing is adequate although the temporary nature of staffing over the current year has created pressures on the school. The school accommodation is poor. Although building work is taking place to improve accommodation, there are too many concerns of a health and safety nature, and building developments will not be complete for some time. The principles of best value are appropriately used. There is good consultation on financial decisions.

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 make good progress. • Children are expected to work and achieve their best. • Behaviour in the school. 	<ul style="list-style-type: none"> • There are inconsistencies in the provision of homework . • Communication from the school could be better including information about children's progress. • There are a limited range of extra-curricular activities.

Inspectors agree with parents that behaviour is generally good in classrooms. However, it is inconsistently the case in the playground. Pupils themselves recognise this. Inspectors agree that

pupils make good progress through nursery, reception and through the infants where pupils are expected to work hard and achieve their best. However, they do not feel that good progress is consistent through the juniors, and teachers' expectations of pupils do vary. Although inspectors feel the amount of homework provided is satisfactory overall, there are inconsistencies across the school. An adequate range of extra-curricular activities is provided. The quality of information for parents is satisfactory with appropriate translations into community languages.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards on entry to the nursery are well below those typically found across all areas of learning. Many enter with little or no English and with limited experience of playing together and sharing toys and equipment. All children make good progress through the nursery including the most able and those with special educational needs. However, those learning English as an additional language make significant gains in their ability and confidence to communicate and use English. Many others make significant progress in their personal, social and emotional development. Progress is good through the reception class. By the time children leave reception, many are achieving just below the national expectations across the nationally-defined areas of learning. In some aspects of their development, notably in their personal, social and emotional development, communication, language and literacy skills, and in their mathematical, and physical development, some are reaching those standards expected nationally for children at the end of their Reception Year. This confirms the good progress made through the nursery and reception classes and is the culmination of clear planning, good teaching and effective support for those children learning English for the first time.
2. All pupils achieve well in the infant classes. Although many are reaching standards that are still below average in English as they enter Year 1, the good progress made in English through the Foundation Stage continues. Despite this, many are still not reaching the national benchmark of Level 2 in English by the end of Year 2. However, they are beginning to read with confidence and accuracy, discuss the stories and books they have read and are writing with increasing accuracy and understanding. Progress made in mathematics through the infants is consistently good. Standards attained by the end of the infants show that pupils have caught up and achieve the nationally expected Level 2. Pupils do well in mathematics through the infant classes due to the effective teaching of mathematics and the successful implementation of the National Numeracy Strategy. Good support ensures that those with special educational needs make solid progress, and the large number learning English as an additional language continue to make good gains in their confidence and understanding and achieve well. Boys and girls do equally well. All pupils are given appropriate support and included in lessons. Where pupils have been absent, or begin their school life part way through the infants, good support is provided and therefore they make good progress in catching-up with their peers. Those of different ethnic groups do equally well due to the effectively targeted support provided by teachers.
3. Results of last year's national assessments for seven year olds were well below average in reading and writing, but in line in mathematics. While standards were below those of similar schools in reading, they were in line in writing and well above in mathematics. Progress in mathematics in the infants has been very good in recent years and standards are catching up with the national average. Appropriate progress has been made over time in reading and writing over the same period but the lower results than in mathematics reflect the high percentage of younger pupils in the school who are learning English for the first time.

4. In other subjects, infant pupils achieve well and reach the standards found nationally by the end of the infants in science, ICT, art and design, geography, history, music and in physical education. They fall below the national standards in design and technology due to the limited time given to the subject and to a lack of coherence in planning that leads to teachers not building sufficiently upon the skills and tasks which pupils have already experienced
5. Achievement through the junior classes is too variable. In some classes, the teaching challenges pupils effectively and provides work that is well matched to the needs of the group. In others, the pupils' needs are not sufficiently well known to the teachers. This leads to work sometimes being provided that is either too easy or too hard. This affects the progress pupils make and their achievement through the juniors. This affects all groups of pupils equally and therefore there is no significant progress made by different groups of pupils including able pupils. By the end of Year 6, standards in English are still below the national average but with some pupils writing effectively for a range of purposes, using punctuation confidently in their work and reading with fluency and understanding. Standards are rising in mathematics through the juniors. Although the standards being attained by the oldest in the school are still below average and not significantly different to those attained by last year's Year 6 group in the national assessments, progress made elsewhere is good. The current Year 5 are achieving standards that are not significantly different to those being achieved by pupils a year older. In science, all pupils continue to make effective progress due to the good curriculum planning, effective teaching, and good support from the co-ordinator. The oldest in the school have built upon their successes of last year and are now working at the level expected of pupils nationally by the age of eleven. The percentage of pupils entering or leaving the school through the juniors is significant. Appropriate steps are taken to provide support and ensure that they quickly settle and make progress similar to that of other groups. The learning mentors provide good support and, as pupils return to school after absence or extended time abroad, they are generally well supported and integrated back into the school leading to them catching up with the work they have missed.
6. Results of the 2001 national assessments show that, by the time pupils left the school, although they were attaining below the national average, compared to similar schools, they were achieving well in English and science and in line with similar schools in mathematics. However, this comparison does not take into account the added challenge of significant numbers of pupils who enter school with limited use of English. Due to the local reorganisation of schools, 2001 was the first year in which pupils at the school took the national assessments for eleven year olds. It is therefore not possible to comment on progress in the national tests at the school over time. Appropriate targets for improvement were set by the school for 2002 based on pupils' previous attainments. The school is on line to meet these targets in English, but not in mathematics due to the cohort and weaknesses in teaching in Year 6 mathematics this year.
7. Achievement and progress in other subjects in the juniors are inconsistent and sometimes unsatisfactory. Where good progress is made in one class, it is not always sustained in another. Specific weaknesses in some teaching through the juniors, particularly in some Year 5 and 6 teaching groups leads to pupils not making the progress of which they are capable. Therefore, through the juniors, the pace of progress is too patchy between subjects and classes. Although assessment is undertaken as part of a planned programme, too little account

is taken of the outcomes of assessment when planning work for pupils. Therefore, too frequently through the juniors, teachers are not clear what pupils are capable of achieving, and work provided that inappropriately meets their needs. Weaknesses in curriculum planning and in timetable arrangements both affect the quality of work being undertaken. Consequently, in several subjects, where standards reached the national average by the end of the infants, this is not sustained and leads to standards being below those found nationally by the time pupils leave the school. This is seen in the work pupils' do in ICT art and design, design and technology, geography and physical education. This is due in part to a lack of time given in the subjects for pupils to develop the skills they need. Although pupils reach appropriate standards in many aspects of physical education, the accommodation restricts full coverage of all elements of the curriculum, particularly in gymnastics. Standards in music and history meet those found nationally by the time pupils leave the school. Standards attained by the end of the infants and juniors in religious education are in line with those expected within the locally agreed syllabus. The most able are involved in additional challenging work through Master Classes courses held at a local Technology College. This provides a good level of challenge for the most able.

Pupils' attitudes, values and personal development

8. Pupils' attitudes to school are good. Overall, behaviour, personal development and relationships in school are satisfactory. Although there has been a slight improvement in attendance recently, it remains below the average for primary schools nationally. Pupils' attitudes and behaviour were a positive feature of the school at the time of the last inspection. This is still the case.
9. Pupils like school and demonstrate positive attitudes to their lessons and special events. They respond well to the attitudes and values that the school promotes. Pupils chat in a friendly way with each other, and respond very well to opportunities given for them to act independently. For instance, those chosen as monitors are proud to show that they can carry out their duties conscientiously. Extra-curricular events are well supported.
10. Pupils' personal development is satisfactory. Most staff have effective relationships with pupils. They praise and encourage achievements and usually intervene quickly and constructively when pupils require guidance. Pupils approach teachers confidently and respectfully to exchange news, show work and ask for help when it is required. They show pleasure at their own and others' successes and receive rewards with pride. There is a good degree of racial harmony with pupils showing respect for each others' feelings and beliefs. They talk positively about each other and about their shared experiences, playing together well in the playground and working positively with each other in lessons. The school's links with the church, seen through the specific ethos promoted by the school, leads to pupils responding well and practising the values of mutual respect and empathy. They take notice of each other, work co-operatively, and are polite and responsive towards staff. Pupils are friendly towards visitors and are keen to talk about their school and work.
11. Pupils' behaviour throughout the school is satisfactory overall. In lessons boys, girls, and pupils of differing abilities work together in a co-operative and friendly way, supporting one another and sharing materials when necessary. Pupils from different cultural traditions work

well together and they behave appropriately with each other. There is no distinct misbehaviour between different cultural groups. Pupils are willing to learn and quickly settle down to work. They pay attention to teachers and concentrate effectively in group tasks as well as when working alone. They listen well and join in when necessary, offering sensible questions and suggestions. They are keen to share what they know and are always prepared to try out ideas and respond well to instructions and guidance. Pupils' behaviour is generally good in lessons. However, some pupils showed signs of restlessness or were over-boisterous at times, not concentrating on their work or keeping to the classroom conventions, for instance by calling out instead of waiting for their turn to contribute. During assemblies pupils show great respect for the nature of the occasion. They are well motivated to contribute publicly and they take pleasure in receiving recognition for their efforts. No bullying was seen during the inspection. However, the school's records of behaviour and comments from pupils include several references to disputes between pupils that are serious enough to warrant firm action by staff. The school has not formally excluded any pupil during the last year. However, the school operates a system for pupils to 'cool off' at home if their behaviour becomes a major concern; and pupils perceive exclusion as a part of the range of behaviour management strategies which could be employed by staff. Pupils generally move in an orderly way between areas of the building and grounds. During playtimes and lunchtimes they co-operate with staff and each other and spend their time usefully in pairs or groups playing or chatting. Pupils are happy that behaviour has improved significantly now that older pupils are provided with games equipment and smaller play areas are in use for pupils of different ages. Parents are generally satisfied that behaviour in school is good most of the time.

12. Pupils' attendance is below the average for similar schools nationally. Many achieve a good rate of attendance but a significant number of pupils have long absences or patterns of irregular attendance. This is not helpful, but the school makes good use of its learning mentors and targeted support on their return to minimise the longer term impact on their progress and achievement. Pupils are pleased to receive awards for good attendance, as individuals and as a class and this makes a positive contribution to their personal development and attainment. However, many are taken out of school by their parents for visits to family overseas, some for long periods. The great majority of pupils arrive at school on time and go quickly to their classrooms. Registers are called at the beginning of each session and lessons begin promptly.

HOW WELL ARE PUPILS TAUGHT?

13. In the Foundation Stage children are taught in separate nursery and reception classes. Pupils in the infants are taught in classes with other pupils of the same age, but in the juniors most pupils are taught in classes with more than one age group. This is particularly the case in the upper juniors. However, additional staffing is used to provide smaller single-age teaching groups in some subjects, notably English and mathematics. Pupils are allocated to such groups according to their ability in mathematics. Pupils in the upper juniors are allocated to a science group according to their ability in science. Some specialist teaching takes place in the school, mainly in science, English, physical education and music. This is particularly, but not solely the case in the upper juniors.
14. The quality of teaching is satisfactory overall, but with some weaknesses in the juniors. Overall the quality of teaching in the Foundation Stage is good with some very good teaching seen in

the reception class. Teaching seen was good in the majority of lessons in the infants and was satisfactory in the remainder. No unsatisfactory teaching was observed in nursery, reception or infant classes.

15. The quality of teaching through the juniors is too variable and is currently unsatisfactory overall. Although teaching observed in nearly two lessons out of every five seen were at least good and sometimes very good, nearly one in five was unsatisfactory. This level of inconsistency is unacceptable and leads to pupils not achieving as well as they might. However, following Bradford Schools' Reorganisation from a three to a two tier system and the closure of middle schools, a number of teachers were redeployed to the school, either on a temporary or permanent basis. In addition, due to the school taking additional pupils to cater for the 'bulge' in the number of local pupils of primary school age, additional temporary staff are currently employed by the school. The contracts of some teachers, and the school's temporary staffing arrangements, come to an end at the end of the current term. No unsatisfactory teaching was observed during the inspection in those teachers who are permanent to the school and who will be teaching in the school from September 2002. Indeed, among permanent staff who will be present beyond the end of this school year, the quality of teaching observed was at least satisfactory in all lessons, and good in over a half. Therefore, although a significant amount of teaching in the juniors was observed to be unsatisfactory during the inspection, these weaknesses are largely of a temporary nature and are being appropriately addressed with the future capacity of the teaching in the school being secure.
16. The overall quality of teaching in English, mathematics and science in the infants is secure. Planning is effective and teaching is consistently at least satisfactory and with some that is good. This ensures that pupils make good progress. This sustained quality of teaching, along with the good and focused support of pupils learning English as an additional language, has led to pupils achieving very well in mathematics, making good progress in English from a low start, and ensuring secure improvement in science. In the juniors, teaching in English and mathematics is inconsistent and ranges from good to unsatisfactory. Specialist teaching takes place in some subjects, for example, in Year 6 English. In order to manage this, pupils are organised into two teaching groups allowing the specialist to take each group in turn. However, where a specialist takes one group, this sometimes leads to another group being taught by teacher who is not a specialist in the subject they are delivering. Where this works well in some cases, for example in English with the oldest pupils in the school where the teacher's effective subject knowledge ensures that pupils are provided with a good range of work that meets their needs and challenges them, particularly in writing, it does not always work elsewhere. Some teachers' own subject knowledge is not secure in some subjects or the needs of pupils in their teaching groups are not sufficiently well known because of weak assessment arrangements. Pupils are consequently provided with work that is inappropriately matched to their needs. For example, a lower ability group of Year 5 pupils, including some pupils relatively new to English, were working on aspects of English usage including main and subordinate clauses. The work was too difficult for many, led to confusions, and consequently achievement was limited. Similarly in Year 6 mathematics, work on rotational symmetry, pupils were provided with work that they had undertaken previously and were already confident with. Consequently, too much time was spent with pupils practising work that they could already do. They consequently underachieved. However, the quality of specialist science teaching is generally good and is ensuring that pupils achieve well and maintain their interest in

the subject. Teachers permanent to the school and who will be teaching at the school from September have a good understanding of the national strategies for literacy and numeracy. Regular and thorough teaching of letter sounds and spelling patterns helps pupils approach new texts with developing confidence. Their planning is effective and a good range of work is provided to meet pupils' needs and to challenge improvement. However, this was not always the case among temporary staff and those relatively new to the school. Some had limited confidence in using the national strategies effectively. They too frequently took key ideas from the national frameworks, guiding pupils through similar work without first considering whether it met the needs of different pupils and groups of pupils. Consequently, some were not challenged appropriately with work being provided that was either too easy or too difficult for them.

17. Overall the quality of teaching in the Foundation Stage is mainly good. In the nursery, planning ensures a good range of learning opportunities are provided that encourage the children to explore and experiment. Where teaching is good, the adults intervene sensitively in the children's play, providing good models of language and play, which support and build upon the children's interests. This is an improvement since the last inspection where teaching in the nursery was identified as an area of development.
18. Good teaching in the infants is due to a number of factors including teachers' high expectations of good behaviour. They give clear explanations to pupils, leading to pupils being very clear what they have to do and what is expected of them. Pupils respond well to these expectations, respect the teacher and want to do their best. In all lessons, teachers are clear what they expect pupils to learn and understand. Work is appropriately challenging and consequently learning takes place at a good rate. Lessons are well structured and paced and teachers have secure knowledge of the curriculum. This helps them to ask a range of questions and encourage pupils to respond and extend their learning. For example in a science lesson in Year 2, the teacher's persistence in their questioning and encouragement enabled pupils to describe in detail the differences and similarities between bean seeds, and appreciate the variation and diversity in living things.
19. Where teaching is good in the juniors, there is a brisk pace to the lesson, the focus is clearly understood, and questioning is well targeted to individuals to ensure they are involved in the discussion. For example in a Year 6 literacy lesson, pupils were able to discuss the setting of the story *Marianne Dreams*, and use some of the key ideas from the story in creating their own opening to a story in a setting of their choice. This was well supported by the teacher providing pupils with a good set of prompts to guide their story writing allowing the stories to flow with appropriate structure and with appropriate detail. However, too frequently, teachers do not know the specific needs of their pupils well enough and therefore work is not always appropriate. Sometimes teachers are not secure in their subject knowledge and lack confidence in explaining ideas to pupils, leading to confusion and limited explanation before pupils attempt the work. Therefore some are not secure, become distracted and achieve little. Occasionally this leads to difficulties in managing the behaviour of a minority which affects the progress others are able to make.
20. Teachers are beginning to use ICT well to reinforce and extend pupils' learning. For example a Year 2 lesson focused on improving text by inserting line breaks to present a previously

drafted piece of writing based on the book *Going on a Bear Hunt*. In Year 4 pupils created a repeating pattern for some wrapping paper following appropriate explanations from the teacher. However, it is not yet planned with sufficient rigour in all subjects. There is little evidence of teachers directly teaching ICT in lessons, or using it effectively as a tool to support learning in other subjects, for example in researching or devising a database. Thus pupils' learning in ICT is restricted by the limited opportunities provided.

21. Teaching in religious education is at least satisfactory and teachers have appropriate knowledge of the aspects of religious education they teach.
22. Teaching seen in all other subjects across the school was generally satisfactory. It was sometimes good in design and technology, art and design, and in music, with some very good teaching being observed in geography and art and design. Teachers have appropriate subject knowledge and lessons are generally well planned with clear objectives for what pupils are to learn. These are shared at the start of lessons and ensure pupils are clear as to what is expected of them in lessons. Generally time is well used in lessons.
23. Despite this sound teaching of many individual lessons, the quality of teaching is sometimes disrupted by the timetabling and organisation of some subjects to facilitate specialist teaching. Pupils taught in ability groups in the juniors work with teachers who are not their class teacher. Their needs and abilities are not always well known and when pupils are not giving of their best, it is not always recognised by the teacher. These teaching weaknesses combine with weaknesses in the planned programmes of work in some subjects to limit the progress made by pupils in the juniors, and the standards reached.
24. The teaching of pupils new to English in the infants and in both the nursery and reception classes is good and ensures effective progress in developing confidence to use and communicate in English. Some work for those 'new to English' in the juniors is inappropriate to their needs. For example in Year 3, a small group of pupils new to English were listening to the teacher's description of the differences between nouns and adjectives when they earlier struggled with recognising initial letter sounds and names. The pupils involved lost concentration and interest. Opportunities for bi-lingual support staff to explain and reinforce ideas and meanings of words and phrases in pupils' heritage language are not always taken, resulting in pupils not always understanding the purpose of work. Generally all staff work well as a team.
25. Classroom support assistants are used well and are clear about what is to be taught and learned in each lesson. For example, in a Year 6 science lesson focusing on the decay process, good support was given to two pupils, securing their interest and understanding. Teachers use resources appropriately to help pupils understand and remember what is being taught. Resources are used well to bring life to pupils' learning. For example, where pupils were studying rocks, they made rock cakes to illustrate the particles in metamorphic rocks.
26. The teaching of pupils with special educational needs is satisfactory overall. Support assistants are generally well deployed and support pupils well. Teachers sometimes prepare work that meets the particular needs of those with special educational needs. This is sometimes done successfully with appropriate guidance given to support assistants to ensure that the work is

successful. Older pupils in the school are set according to their ability which reduces the range of ability in some groups in English and in mathematics. This allows for the needs of the least able to be carefully supported in lessons where work can be more specifically linked to their learning needs. However, it is not always successful, with teachers sometimes not taking sufficient account of the specific difficulties of individuals or the targets they are working towards when planning work.

27. Teachers, particularly in the Foundation Stage and in the infants, make observations and assessments of pupils' learning at the point of teaching. More rigorous and formal assessment of pupils' learning across all subjects is a weakness throughout the infants and juniors. This prevents some teachers from planning and matching work accurately to the needs of individuals and groups of pupils. Up-to-date records of how pupils are progressing are not consistent. The use of assessment and setting of targets for pupils to improve, are in the early stages of development. Work is regularly marked, and sometimes clear guidance is provided on how pupils can improve their work. Pupils are often encouraged with positive feedback on their work. However, this is inconsistent across the school and does not reflect the agreed marking policy. Occasionally, marking does little to promote quality and consistency. For example, it does not always pick up poor presentation and effort, doing little to encourage pupils to produce their best efforts. This often results in presentation and the quality of work going into decline.
28. Teachers are not consistent in their provision of homework. There is no diary system established enabling parents to make comments on how homework contributes to pupils' overall learning. Where homework is set, it makes an appropriate contribution to pupils' learning.
29. The teaching of pupils with special educational needs and English as an additional language is satisfactory overall.

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

30. The quality and range of the curriculum offered by the school are unsatisfactory overall. The main weaknesses occur in the curriculum for the juniors.
31. Although an appropriate range of opportunities for pupils to learn and develop interest across subjects is provided in the infants and both nursery and reception classes, in the juniors provision is inconsistent. It is good in some classes with good opportunities provided for pupils to investigate, to work together, and to develop an interest in the subjects they study. However, in others there is too great a reliance upon pupils being given information without the opportunity to question, investigate, or experiment for themselves, affecting the overall progress pupils make.
32. There are too many gaps in learning in some subjects through the juniors which affects the progress pupils make and consequently the standards they achieve. The planning and timetabling of subjects has not been thought through sufficiently to allow pupils to make consistent progress in all subjects. As the time given to some subjects is so tight, some units of

work are covered too briefly and therefore do not sufficiently build on what pupils have already learned.

33. Provision for the high proportion of pupils learning English as an additional language is good through the nursery, reception and the infant classes, with planned support and development of English across all subjects. Such provision is variable through the juniors. However, where additional language support is planned, it is not always well focused on the language needs of individuals and is sometimes too general, spread too thinly and not sufficiently focused where the need is greatest. Sometimes, pupils are grouped for additional English support through ICT or science lessons. However, the support is not always sufficiently focused upon the language gains required and is too heavily focused upon the ICT or subject skills being taught. Those entering the school in the juniors who are new to English receive appropriate support from specialist teaching.
34. The curriculum is planned to ensure that all pupils, including those with special educational needs or with special talents are included equally. Some good opportunities are planned for pupils outside the school day to further their particular skills in mathematics, ICT and design and technology through workshops at a local Technology College.
35. The national strategies for literacy and numeracy have been fully implemented through the school and have had a positive impact on standards in English and in mathematics although some temporary and recently appointed staff are not yet fully confident in its use. Planning and provision for science through the school is good.
36. Although a broad curriculum is planned through the school, it is not well balanced. This leads to time for some National Curriculum foundation subjects, for example art and design, design and technology, geography, history and ICT being squeezed. This limits the breadth of coverage of the national programmes of study in these subjects, and consequently the standards pupils achieve. Not all the statutory requirements in these subjects are met. For example, in ICT pupils are not provided with opportunities to prepare multimedia presentations, monitor conditions in the environment using the computer, or to control movement using a computer.
37. Following Bradford Schools' Reorganisation and the introduction of Year 5 and 6 pupils into the school, the curriculum has had to be amended to take these additional year groups into account. This change has not been well handled. Although appropriate planning guidance and support were provided to staff, subject leaders have not been sufficiently proactive in ensuring that the original plans have been followed through into practice. The school is aware of this; and is in the advanced stage of refining the curriculum balance and planning for a better sequence of work in all subjects, ready for implementation from September 2002. National schemes of work are being used to guide planning in all subjects. Religious education is appropriately taught in line with a locally agreed syllabus but planning is being reviewed from September 2002 to take account of revisions to the syllabus.
38. Curriculum problems are not helped by the school's timetabling and by its accommodation. Timetables are too restrictive. Whilst some subjects are covered in one long, two-hour lesson per week, some other practical lessons, for example in art and design, are sometimes too short

for pupils to prepare and complete work. Occasionally, literacy and design and technology lessons of one hour in length are split with pupils going swimming, undertaking physical education or going to use the library part-way through the lesson. This reduces the lesson's effectiveness as pupils have to refocus and recall what they had started previously on their return. The accommodation equally restricts curriculum opportunities. For example, it is not possible to use the large fixed gym equipment in the school hall due to its proximity to the learning mentors' work area and the positioning of the piano. Therefore pupils do not have the opportunity for planned use of the equipment and so have restricted access to gymnastics.

39. The school has organised the curriculum well for the Foundation Stage through the nursery and reception classes. Lessons are well planned for children to follow the 'stepping stones' suggested in the curriculum. Activities are chosen carefully, and provision in the nursery has shown improvement since the last inspection. A good range of activities is planned through the reception class which fully takes into account the needs of children across the curriculum. However, opportunities for children to have free access to planned and safe outdoor play is restricted by the accommodation for reception children.
40. The provision for extra-curricular activities, both at lunchtimes and after school is adequate. Learning mentors run homework clubs for some pupils and an appropriate range of sport and some music activities take place. Through links with a local technology college and through Excellence in Cities funding, Master Classes are organised along with opportunities for particularly able pupils to take part in ICT training. This provides well for those able pupils involved in the project. In addition, older pupils take part in a residential visit funded partly through grants from the community.
41. The content and organisation of the curriculum adequately ensure that all pupils are included and have equal opportunity to experience all that the school has to offer. The school has an appropriately planned programme for personal, social and health education which uses guidance from the local education authority. Topics about healthy living are taught in science lessons, in personal, social and health education lessons and through visits by the school nurse and other people. The curriculum includes a sensitive approach to sex education and drugs awareness. This has been developed well with the involvement of the local community and parents.
42. Appropriate arrangements are in place for the transfer of pupils to secondary schools. Good curriculum links are made with a local Technology College. Links with other local secondary schools are developing. This helps the majority of pupils to make a smooth transfer to secondary school. However, links with some schools where a minority of pupils transfer each year could be further developed to ensure effective transfer of information and preparation for the changeover.
43. Sound links are established with the local community. There is a good partnership with the local church including the regular involvement of the local vicar. This reaffirms the special nature of the school as a church foundation. Good links are made with a local spiritual centre through the regular involvement of their 'childrens' pastor'. However, where some links are made between the curriculum and the local community, these links could be stronger. The school is sited in a conservation area with a richness of history and wealth of cultural

experience within the immediate locality of the school. Historically, the area immediately surrounding the school was an area of importance both in the Bradford woollen trade, and Victorian affluence. Migration and settlement in the area has a long tradition with Polish and Ukrainian links. With more recent settlement of families with cultural links with the Asian subcontinent, the area provides a rich cultural diversity. However, although such opportunities and experiences are used in religious education to support teaching, for example, in finding out about the religious practices of different groups within the community, opportunities to link with the local heritage and community in other subjects are often missed.

44. Provision for pupils' personal development, including spiritual, moral, social and cultural development, is satisfactory overall. At the time of the last inspection it was judged to be good. However, at present, the curriculum is not used to actively and widely promote these aspects of development.
45. Provision for spiritual development is satisfactory. Assemblies are used well to provide time for personal reflection and to celebrate pupils' achievements in a range of activities within school, for example, in dance as well as working hard in reading. The school organises worship that promotes the values and attitudes that all religions foster. This ensures that all pupils, with parents' consent are included in a spiritual experience. In addition, due to the nature of the school as a Christian church foundation, specific Christian worship is provided. A calm atmosphere is created at the start and end of assemblies by pupils' orderly and quiet entry and by the use of music. The special nature of worship is well promoted by the school and all pupils of different faiths respond well to this ethos. In some classes, for example, religious education in Year 2, lessons start with the teacher providing a good calming and spiritual ethos. There are also occasional examples, during lessons, including a Year 3 art and design lesson, where pupils were given an opportunity to consider natural forms, sculpted by the wind and to compare them with the work of human sculptors. There are some opportunities for reflection at the end of the day where pupils are invited to consider what they have achieved, reflect on some of the messages and thoughts of the day, and to reflect in prayer. This is a powerful demonstration of the special nature of the school as a Christian foundation serving a school community where Christianity is the minority religion. Pupils are taught to respect the morals and values of care and respect. However, where some teachers promote spirituality well in some areas, provision is not consistent and opportunities for promoting spiritual development across all subjects are not taken or developed in a planned or strategic way. Requirements for collective worship are met and worship provides a good opportunity for pupils to focus and reflect on the stories and messages they hear.
46. There are clear classroom and school rules which all pupils know and understand and to which most pupils are learning to conform. This is encouraged by a reward system involving stickers and treats. Through this, pupils are learning to distinguish acceptable and right actions, from the unacceptable and wrong. To this extent provision for pupils' moral development is satisfactory. Opportunities, both structured into their work and through the informal initiative of a teacher, for pupils to reflect upon their actions and to consider the impact of them upon others are inconsistently developed.
47. Provision for pupils' social development is good. Pupils fundraise to support a variety of charity events. Some good opportunities are provided in lessons for pupils to work in pairs

and in small groups. For example, in a Year 1 science lesson pupils co-operated with a partner to investigate the turning of a windmill and in a Year 3 science lesson they worked in threes to make rock cakes deciding amongst themselves how to take turns. Some pupils have responsibilities in school, for example as playground friends, supporting and caring for other pupils. A hall display, linked to the Football World Cup asks, "Are you a good team member?" Wider opportunities for pupils to be involved in running the school are more limited, although there are plans to establish a school council. Teachers work hard to encourage friendships and provide opportunities for different groups to work together. In lessons, pupils are paired together to share tasks and work together. The identification of playground friends and pupils with responsibility to look after other pupils in the playground does much to encourage pupils of different groups to work and play together.

48. Provision for pupils' cultural development is satisfactory overall. During the inspection, a World Cup display and competition acknowledged pupils' interests and conveyed the international nature of the event. In an assembly Year 5 and 6, pupils were encouraged to share with younger pupils a series of dances they had developed, based on popular Asian music and dance. Greetings were given in a range of languages, including pupils' own heritage and other languages. During lessons, pupils offer examples from their own cultures and these are recognised and respected by adults and class members. For example pupils referred to chapattis, dahl and sag in a lesson on food from plants. However, the school has not undertaken a systematic approach to identifying opportunities and resources across the curriculum which can be drawn from the wide range of cultural backgrounds, represented in the school and more widely. To this extent, the rich cultural diversity of pupils in the school is underused, so that the wide ranging opportunities for pupils to see themselves and their communities reflected in the school's curriculum and work are missed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

49. Although there are some good features in the school's provision for the health, safety and welfare of pupils, the school's procedures overall are unsatisfactory. Staff know their pupils well. They are clear in their expectations of behaviour. Some opportunities are provided for pupils to take on added responsibilities and a recently introduced programme of personal and social education is encouraging pupils to consider issues related to their personal development. A good start has been made but this work could be further developed to include issues of bullying and racism. Good support is provided for pupils with special education needs and the work of learning mentors is very effective in supporting targeted pupils. Procedures for the assessment of pupils' work and the setting of individual targets for improvement are underdeveloped. The marking of work and giving feedback to pupils are inconsistent and therefore not effective overall. There are serious concerns on some issues of health and safety linked to both the school accommodation and also to procedures adopted by the school.
50. The recent building work in and around the school site has resulted in some significant, but temporary, organisational changes to the school day in order to improve safety for pupils. Some of these are effective. The building site is very secure and the path through the site is secured by a gate which is only accessible to pupils under supervision. Changes to the timetable have limited the number of pupils in the playground to improve their safety at playtimes. The school has given good consideration to the safety of pupils at these times.

However, at the beginning and endings of the school day parents drop and collect children from the school along the road in front of the school. It is not unusual for cars to be double parked and vehicles to be reversing on to the main road where the crossing patrol is situated. This area is not supervised by staff at the beginning and end of the day, however, two members of staff supervise the playground at the start of each school day. Delivery vehicles also use this road as the building work has restricted their access to the rear of the school. This is a significant concern to both the school and governors but they have been unable to find a solution. Inspectors also noted some issues concerning the security and escorting of pupils and have made the school and governors aware of them.

51. Additional hazards are posed in some play areas, including glass in grassed play areas, unsafe surfaces in the playground, and uneven steps and pathways around the school. A climbing frame in the nursery is sited on an unsuitable surface and the nursery gate is not always secure. The school playing field used for games is some distance from the school and has to be cleared of debris before pupils can use it. The ICT suite is located in an area which is poorly ventilated. These provide a potential hazard for pupils. Toilet facilities in both the main school building and mobile classrooms are barely adequate. Some lack hot water, soap, and a lock for pupils to ensure privacy. A recent risk assessment carried out at the school identified some hazards which the school has dealt with. However, a more detailed risk assessment is required to cover broader aspects of the pupils' health and safety.
52. The school has developed an appropriate policy to manage arrangements for child protection, and the staff handbook includes guidance for all staff members. Not all new and temporary staff are clear of the procedures and recent training has been limited. However, children are confident that they know who to turn to if they need help in school.
53. The school makes effective use of learning mentors, funded through the Excellence in Cities Initiative, to provide targeted support for pupils to raise their self-esteem and improve their learning opportunities. Their work is carefully monitored and its impact on pupils' learning is evaluated regularly to ensure they benefit from the extra support. Parents are involved at all stages and are supportive of the programme. Relevant training has been provided for the learning mentors who are also involved in other aspects of school life, running extra-curricular clubs and supporting the monitoring of attendance. This is having a positive impact upon the work pupils do, and the progress they make. They make good links with teachers and pupils to provide support. They organise homework clubs for those who need that extra support or who do not have the space and facility to do their work at home.
54. Pupils generally receive good support from additional adults in the classroom. The large number of pupils with English as an additional language are given good support through the infants. This is well targeted and supports pupils well. However, the effectiveness of support in the juniors is not effectively monitored. Some pupils throughout the school who are identified as needing extra help with their reading are offered additional support using 'reading partners' as part of the 'better reading project'. Progress of these pupils is carefully monitored in order to evaluate its effectiveness. Assessment of pupils with special educational needs is thorough. All staff have detailed information about their programmes and targets, and their progress is carefully reviewed.

55. The school has clear procedures for managing behaviour which are shared with pupils and parents. These are carried out effectively in most lessons and around school. However, there is some inconsistency in dealing with pupils' behaviour through the juniors with misbehaviour not always being dealt with appropriately. For example, Year 4 pupils were too frequently sent to face the classroom wall and exclude themselves from the lesson whilst in Year 5 a small number of pupils refused to follow the teacher's commands and the teacher had difficulty maintaining order for a time. This confirmed the view expressed by some of the parents. Pupils are very clear about the school rules and the rewards and sanctions that are used. They generally respond well to those expectations. Pupils are also rewarded for good behaviour with letters sent home.
56. There have been no formal exclusions for behaviour in the last year but pupils perceive exclusion and missing physical education lessons as part of the sanctions used by the school. The headteacher confirmed that serious misbehaviour can result in pupils being sent home immediately and remaining out of school until parents and the headteacher meet to discuss the situation. In addition to their broader role, learning mentors are used to provide support for pupils who need help to improve their behaviour. Some pupils expressed the view that behaviour has improved recently particularly in the playground since the reorganisation of playtimes following the recent building work and reduction in playground space which has led to fewer pupils being in the playground at any one time. The parents' view of behaviour in the school is that it is good. No incidents of bullying or racism were seen during the inspection week. However, the behaviour log records a significant number of incidents at playtime or after school and pupils talk about fights and bullying taking place. There is no indication that behaviour issues in the playground are racially linked. The school monitors this appropriately. Follow up of incidents in the behaviour log is inconsistent.
57. Procedures for monitoring and promoting attendance are good. The school's attendance policy and targets for attendance are made clear to parents. The school has effective procedures in place to encourage attendance, including regular summaries of attendance being sent home, rewarding the best class in assembly and giving certificates of attendance to individual pupils. Completion of registers meets statutory requirements, although entries for pupils marked late do not always correspond with entries in the late book. Absence is followed up on the first day by the learning mentors and they meet regularly with the home school liaison teacher and the education social worker to follow up problems. These procedures have resulted in small improvements in attendance this year. An attendance action plan is in place and a recent bid has been made for an attendance officer to further support the work. Long-term absence leads to pupils missing significant amounts of work. However, the roles of the home school liaison teacher and learning mentors are important in ensuring that absence is discouraged and that pupils settle quickly back into work on their return and receive the support they require.
58. Procedures for the assessment of pupils' progress and the use of this information to guide curriculum planning are unsatisfactory. A formal assessment policy has recently been drawn up but this has not yet become embedded into teachers' practice. Good practice is developing in some subject areas such as science and good use of target setting is being piloted in some classes. However, the school's assessment policy is developing and too much is as yet being left for teachers to pilot and to introduce gradually. This leads to huge

inconsistencies in its approach through the school. Assessment in most National Curriculum foundation subjects is in the early stages of development. The overall approach to using assessment is too variable. Hence, assessment is not effective in ensuring that all pupils are provided with the appropriate work and support to enable them to achieve well and make good progress. The school is aware of this and has identified a whole-school approach to assessment as an area for development. Effective systems for the tracking and analysis of the progress of individual pupils across the school are not yet in place. Consequently, the school is unable to identify where support for particular pupils should be targeted, and which subject areas need a greater focus. Lesson objectives are shared with pupils at the beginning of all lessons, are generally revisited at the end of lesson and are to be used as a framework for marking. However, the marking policy is not applied consistently and few teachers give feedback to pupils that sets targets and suggests ways in which they can improve their work. Pupils are encouraged to evaluate their own learning but individual targets for improvement are not yet consistently used or shared. However, pupils are not systematically provided with regular, clear pictures of their strengths and weaknesses, and of what they need to do next in order to improve. Pupils are hence not being well guided or supported towards the next stage in their education.

59. Pupils' personal development is enhanced by events such as celebration assemblies that highlight and reward significant achievements and provide opportunities for them to demonstrate their own talents. For example, some pupils created their own Asian dance routine which they performed in assembly. This did much to raise esteem and value the talents of individuals. The school has recently adopted a structured program of personal and social education, which is used to encourage pupils to express their views and feelings. Respect for the beliefs of others is evident from discussion with pupils. Teachers do tackle issues of bullying and racism in discussion with individuals and classes, but largely on an ad hoc basis at their own initiative. Discussion around such are not yet systematically embedded within the planned programme of work.
60. Some limited opportunities are provided for pupils to take on added responsibility which they respond to well, for example, they take care of younger children at playtime by acting as playground friends, act as monitors at lunchtimes and for assembly and sell toast and biscuits at break, but other opportunities to promote responsibility are missed by the school. However, opportunities for pupils to take responsibility and show initiative in lessons, research and take responsibility for their own learning, are limited.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

61. The school has established satisfactory links with parents to enable them to become involved in their children's education. Parents are supportive of the school and value its place in their community. Most feel that the school works closely with parents and feel comfortable about approaching the school. Parents are particularly pleased that their children like school and that the school expects children to work hard and achieve their best. They are satisfied that their children make good progress and that good teaching and good standards of behaviour are maintained. However, in the parents' meeting with the inspectors and questionnaire returns, several were dissatisfied with the amount of homework set by the school and of the limited range of extra-curricular activities.

62. The school provides parents with a satisfactory range of information about school life in general. Parents receive adequate reports on their children's achievement through a annual written report. The school is conscientious in providing most information in community language translations as requested. Urdu, Punjabi, Bengali and Gujarati languages feature predominantly in some homes and the school tries to accommodate translations where parents request them. The prospectus is clear about the attitudes and values that the school promotes, providing an outline of school life, with a good section on parental involvement. Written reports on pupils' progress are clear and specific to individuals and include significant aspects of pupils' academic progress and personal development. The school invites parents to meet teachers twice each year for discussions on how well their child is doing, and class teachers are available for parents each day if necessary. Parents receive newsletters and other bulletins that keep them up to date with school events. The great majority of parents are satisfied that the school keeps them well informed about how their children are getting on. However, parents express dissatisfaction with the way in which some information or requests for support give parents little time to prepare. However, the school does provide appropriate information and endeavours to provide sufficient notice of events and costs. Parents are consulted if problems arise concerning their child, with a view to home and school working closely together to help the child. This generally works well. Bilingual members of staff and translators enlisted from the local community are available daily in school and during special events such as teacher consultations and parent workshops to ensure that all receive the information they need. The school does much to reach as many parents as possible, providing information in community languages, and through visits to the homes of younger and potential pupils. This makes a very significant contribution to the quality of information and support that parents receive in order to help them support their children at school.
63. The school welcomes parental involvement and provides a satisfactory range of opportunities for parents and staff to work in partnership. The school has drawn up an agreement of the responsibilities of staff and parents which both have entered into as a framework for working together in the best interests of children. Parents are involved through supporting their child with homework. However, inconsistencies in the setting, amount and marking of homework are apparent. These limit the potential of this aspect of school life towards an effective home-school partnership. However, information sessions and courses for parents run by the school make a significant contribution to their understanding of the curriculum and to developing their own skills in order to help their children. The school frequently invites parents to see the school in action. For instance, parents are invited to special events, such as assemblies, concerts and sports days. Many take up the invitation. As part of its commitment to working with parents, the school employs a home-school liaison teacher who seeks parents' views on possible activities and support parents would welcome from the school. She uses this well to arrange courses that help parents get to know the school, to improve their English and numeracy skills, and to learn how to help their child succeed in school. In addition, parents have the opportunity to attend a weekly book club. Parents support the school well by taking up the offers of courses, and attending consultation sessions and special events in great numbers. In particular, parents demonstrated their support for the school by working hard to retain the school for their community when local reorganisation plans proposed its closure.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. The leadership and management of the school by the headteacher have been satisfactory during the current period of significant challenge. The headteacher has a clear vision for the school and what she wants the school to achieve. She has sustained a positive atmosphere and has given the school clear direction through a period of significant change. In the last inspection leadership and management were deemed good. However, re-organisation of schools across the local authority, development of the school building, and instability in staffing have all had a significant impact upon the school's key priorities and initiatives, for example assessment, becoming embedded in its work during the last year. The headteacher is developing the role of the senior management team and has a clear focus upon raising standards in the core subjects which is impacting positively through the national assessments for seven and eleven year olds. She is well supported by her very able deputy headteacher and key stage co-ordinators. All staff are consulted in the decision-making process and subject leaders have clear roles and responsibilities. However, the school has weaknesses in teaching, the use and effectiveness of assessment, and in curriculum balance and progression through the school. The impact of subject leaders on addressing these weaknesses has been inconsistent with some not being sufficiently proactive in leading and supporting improvement. The role of subject leaders is stronger in the National Curriculum core subjects and this reflects the focus since the last inspection. However, it is underdeveloped in most other subjects, with few having the clear view of standards and the overall quality of provision in their subject required to enable support to be effectively targeted and standards raised. Clear roles and responsibilities are now in place for subject co-ordinators but they have had little opportunity for training and have not been sufficiently proactive in seeking out a clear picture of their subject across the school.
65. The school sets appropriate aims and values, and works to implement these across the school. The school's improvement plan supports the further development of these aims through clearly identified priorities. It shows a clear understanding of the school's areas that require development and appropriately plans to address these through carefully constructed action plans. However, some developments, for example on assessment, are taking too long to become embedded in the school's practice. Assessment is a key area for the school that needs addressing urgently if standards are to rise; but progress and plans to address assessment weaknesses are taking too long to become embedded in practice. The school links financial support to its planned developments, but costs are not always explicit in the plan. Criteria through which the school can measure its success are identified but these could be sometimes linked more closely to the impact of the different actions upon improvements in standards and the quality of teaching and learning.
66. Subject leaders have developed action plans for their subjects, and these are incorporated into the school's improvement plan. Priorities have focused on developing teachers' planning for the subjects through the school. However, the monitoring and evaluation of teaching, learning and standards need greater prioritising if subject leaders are to really understand where the strengths and weaknesses in their subjects are, and where the need for their support is greatest. Few have had the opportunity to monitor and evaluate their subjects and, beyond the core subjects of English, mathematics and science, its practice is limited.

67. The governing body is supportive of the school and is appropriately involved in its management. Governors are aware of the school's aims although these have not been formally reviewed recently. Governors have great confidence in the leadership and management of the headteacher and have a strong belief that the school is continually striving to improve. Regular reports from the headteacher keep the governors well informed. They have the opportunity to discuss standards and receive an analysis of the school's national assessments for seven and eleven year olds to identify how well the school is achieving against similar schools and national benchmarks, and to help them in setting targets for improvement. They have agreed targets for the national assessment results of each cohort of pupils. There is a clear outline to the way the governing body organises itself through sub-committees but, with the major issues surrounding the renovations to the school building, some sub-committees have not met on a regular basis and issues have generally been discussed at full meetings. The finance committee does meet on a regular basis to monitor the budget and the chair of governors has a high level of contact with the headteacher. This is good. However, although the governing body meets many of its statutory duties, it has not ensured that all statutory requirements governing the curriculum have been met. Weaknesses in the coverage of the National Curriculum in ICT, art and design, and in design and technology mean that provision falls below statutory requirements and this has adversely affected standards. A number of health and safety issues relating to the care and well-being of pupils have not been effectively addressed by the governing body. The chair of governors has a good understanding of the strengths and weaknesses of the school. Governors are involved in the regular monitoring and evaluation of school priorities and the post-inspection action plan. Governors have a limited role in monitoring and evaluating teaching and learning. However, the chair of governors is fully aware of where strengths and weaknesses exist.
68. The headteacher and deputy headteacher have introduced a programme of monitoring and evaluation. This is in its early stages of development. Behaviour, the classroom environment and the implementation of the recently developed assessment policy have all been formally monitored. The headteacher has a clear overview of the strengths and weaknesses in teaching and learning. When issues have been identified, appropriate support has been given to try and improve the situation. The significant weaknesses in teaching currently being experienced among some staff relatively new to the school, have taken significant effort on the part of the senior management team to manage and support. Although support has been good and well targeted, there has been insufficient time since the period of reorganisation to address fundamental weaknesses in some teachers' subject knowledge and in classroom management. Senior staff are involved in monitoring and analysing standards in English, mathematics and science at the end of the infants and juniors. However, analysis of assessment results has not been used sufficiently to identify that which works well and to address curriculum weaknesses. Analysis of standards across the other subjects of the National Curriculum is underdeveloped, largely because of inadequate arrangements for defining and assessing the progress that pupils make. This has resulted in subject leaders not having a clear picture of standards within their subject and across all year groups. They are not sufficiently proactive in seeking a view of strengths and weaknesses in their subjects across the school and are unclear where weaknesses exist. They are not yet fully involved in monitoring the quality of teaching and learning. Although some have scrutinized teachers' planning records and have recently developed longer term planning to ensure coverage of all elements of the subject through the school, lesson observation, moderation of standards across the school and regular scrutiny of

pupils' work are all still areas identified for future development. Targets are set to improve pupils' performance in national assessments in the core subjects. However, the tracking of pupils' progress through the school towards these targets is inconsistent and does not always inform future curriculum planning.

69. The school has worked hard to improve its financial position. The previous deficit budget has been dealt with rigorously and there is now a substantial credit balance. The school has accurate accounts, knows its budget and has clear plans for future expenditure. The finance sub-committee regularly checks the budget and monitors spending closely. Spending is linked to identified priorities in the school's improvement plan.
70. The school is participating in the government's Excellence in Clusters initiative in order to improve pupils' attitudes to school and enhance opportunities for parents to be more involved in their children's education. Funding for such initiatives are carefully allocated and the effectiveness of their spending is monitored. The school makes good use of the grants for Excellence in Cities and Bradford Trident (New Deal for Communities). This has funded learning mentors and educational visits for pupils. Funding for special educational needs and ethnic minority achievement are allocated and spent appropriately to enhance overall provision. The school is developing its use of new technology, and staff carry out day- to- day administration effectively.
71. The school has experienced difficulties in staffing during the last few years. The school has run for some time without a deputy headteacher. The current deputy headteacher is temporarily covering a maternity leave in a Year 3 class due to staffing difficulties. This significantly reduces time for her to focus on leadership and management issues. The outcomes of Bradford School Reorganisation has led to additional teachers being redeployed to the school. Some of these have had limited experience in teaching across the subjects of the National Curriculum or in working solely with pupils of primary school age. Although it has worked well and allowed the school to offer some specialist teaching in the juniors, it has also provided a challenge to the school in relation to the training of teachers delivering the national strategies for literacy and numeracy, and a broad curriculum within the primary school context. Some additional language support teaching has been deployed to reduce the size of teaching groups and allow for single-age teaching groups in English and in mathematics in Years 5 and 6. During the week of inspection the school employed two additional teachers from local schools to support teaching in some classes. The instability and changes in staffing in recent times have clearly had an impact on the delivery of the curriculum and the quality of teaching and learning, particularly in the juniors. Overall, additional staffing support has been well targeted where the need has been greatest. Classroom assistants, staff supporting pupils with special educational needs and English as an additional language, are generally used well and have a positive impact on pupils' learning; and they support class teachers effectively.
72. Accommodation in the school is poor. Major building work began at the school during Easter 2002 to replace temporary accommodation and to extend the school in light of additional numbers. This is ongoing and will be so until the building and refurbishment is complete in 2005. Current building work is having a significant impact upon the school both in relation to accommodation but also upon organisational issues. Playground space is very limited and has required reorganisation of lunch and play arrangements to reduce the number of pupils outside

at any one time. The current condition of most temporary buildings is poor and the ventilation in the Year 4 classroom and the ICT suite is inadequate. Steps and pathways around some temporary buildings are uneven and raised edges to play areas form a risk to safety. Some temporary buildings have little access to hot water and some floors and window frames above toilets are rotten. The library is used as a teaching space and this restricts the organisation and use of the library for research. Large fixed gymnastic equipment in the school hall is inaccessible and therefore restricting provision to the full range of physical education activities. Reception children have restricted access to outdoor play activities and therefore their entitlement to outdoor learning experiences is limited.

73. Arrangements for the induction of new staff are satisfactory. However, the school will be in a stronger position from September 2002 following staffing changes taking place during the current term. Implementation of performance management is satisfactory and the school has agreed its policy with governors. The governors are involved in setting performance targets for the headteacher. All teachers have job descriptions and access to appropriate professional development. The school has an Investors in People award and is working towards reassessment.
74. Overall learning resources are satisfactory. The core subjects are generally more effectively resourced and this reflects the school's recent priorities. However, provision for ICT remains an area for development as the school is currently under-resourced, although appropriate finances have been allocated to improve resources as the new accommodation becomes accessible to pupils. The school recognises the need to enhance teaching and learning resources for subjects other than English, mathematics and science. Library resources, particularly non-fiction are limited as are texts in dual English and heritage languages. Where pupils may have access to some non-fiction books in their classrooms, resources in the library are barely sufficient for pupils to research independently and follow up their own interests and enthusiasms.
75. Considering the very low attainment on entry to the nursery and the progress made by the school, in spite of the significant challenges provided in recent years, the school gives satisfactory value for money. The governing body and senior staff use the principles of "best value"- comparison, challenge, consultation and competition - systematically in their decision making.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

76. In order to improve standards, quality and the health and safety of pupils, the school governors in conjunction with the headteacher, staff and local authority should:

- (1) Continue to raise standards in English and in mathematics through:
 - improving teachers' subject knowledge; (*see paragraph 16*)
 - using analysis of data more effectively to identify and implement targets for improvement; (*see paragraphs 58;68*)
 - improving teachers' use of assessment to set appropriately challenging targets for improvement, (*see paragraph 58*)

- (2) Improve progress through the juniors in ICT, art and design, geography and design and technology through:
 - providing sufficient support and guidance to teachers in addressing weaknesses and inconsistencies in provision;
(*see paragraphs 4;7;142;152;157;172*)
 - implementation of effective planning for progression and coverage of all elements of the National Curriculum programmes of study;
(*see paragraphs 36;142;151;156;172*)
 - ensuring that sufficient time is identified for pupils to study the breadth of programmes of study in each subject; (*see paragraphs 38*)

- (3) Improve curriculum breadth and balance by:
 - implementing revised planning structures and schemes of work in all subjects;
(*see paragraph 37*)
 - ensuring that all statutory requirements are met; (*see paragraph 22*)
 - revising timetabling arrangements to ensure that :
 - appropriate time is given to each subject; (*see paragraphs 32;36*)
 - all lessons are of an appropriate length, interruptions to learning in subjects are avoided, (*see paragraphs 36;38*)

- (4) Improve assessment and its use by:
 - implementing a consistent approach to assessment through the school and across all subjects; (*see paragraph 58*)
 - implement a whole-school system for tracking and monitoring each pupil's progress in National Curriculum subjects across the school and for informing teachers of pupils' needs; (*see paragraph 58*)
 - raising the quality and accuracy of teachers' assessments and teachers' use of assessment to inform their planning; and (*see paragraph 58*)
 - improving the quality and consistency of marking and target setting for individual pupils, in order to identify the next steps pupils need to make. (*see paragraph 58*)

- (5) Improve the quality of teaching in the juniors by:
 - improving the role and management of subject leaders in providing effective support in planning, resourcing and delivering an effective curriculum; (*see*

paragraphs 64;66)

- raising teachers' subject knowledge; (*see paragraphs 15;16*)
- ensuring effective mentoring and support for all staff; (*see paragraphs 15;16*)
- implementing a rigorous approach to monitoring and evaluating teaching and its impact on learning, and providing effective feedback on points for improvement, (*see paragraphs 66; 68*)

(6) Improve arrangements for health and safety for all pupils through rigorous risk assessment and through:

- ensuring effective supervision for all pupils as they move around the school site; (*see paragraph 50*)
- providing effective ventilation in classrooms and in the ICT suite; (*see paragraph 50;51*)
- improving privacy in toilet areas and access to soap and warm water in all cloakroom areas; (*see paragraphs 50;51*)
- addressing issues of access to parts of the school site by members of the public and removing the hazards caused by vehicles outside the school entrance at the beginning and end of the school day; *see paragraphs(50;51)*
- improving safety and security for the under fives; and (*see paragraph 51*)
- removing hazards caused by uneven play surfaces, steps and pathways, and the potential risks to health and safety arising from some of the school's temporary accommodation. (*see paragraph 51*)

• **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL:**

- i. Continue to improve attendance and reduce unauthorised absence to meet national averages; (*see paragraph 12*)
- ii. Address weaknesses in curriculum provision brought about through restrictions of the school's accommodation; (*see paragraphs 38;72*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	51

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	25	27	5	1	0
Percentage	0	8	40	43	8	2	0

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

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)	23.5	275
Number of full-time pupils eligible for free school meals	N/A	118

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	3	83

English as an additional language	No of pupils
Number of pupils with English as an additional language	275

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	38

Pupils who left the school other than at the usual time of leaving	56
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Attendance

Authorised absence	%	Unauthorised absence	%
School data	6.5	School data	0.2
National comparative data	5.6	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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	28	23	51

National Curriculum Test/Task Results	Reading	Writing	Mathematics	
Numbers of pupils at NC level 2 and above	Boys	22	23	26
	Girls	17	21	19
	Total	39	44	45
Percentage of pupils at NC level 2 or above	School	76 (76)	86 (79)	88 (89)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments	English	Mathematics	Science	
Numbers of pupils at NC level 2 and above	Boys	24	25	26
	Girls	20	19	17
	Total	44	44	43
Percentage of pupils at NC level 2 or above	School	86 (76)	86 (79)	84 (79)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	24	16	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	10	19
	Girls	13	11	14
	Total	29	21	33
Percentage of pupils at NC level 4 or above	School	73 (n/a)	53 (n/a)	83 (n/a)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	20	23
	Girls	14	16	17
	Total	34	36	40
Percentage of pupils at NC level 4 or above	School	67 (75)	71 (75)	78 (85)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	13
Pakistani	148
Bangladeshi	51
Chinese	0
White	38
Any other minority ethnic group	3

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	0	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	18.4
Average class size	25.5

Education support staff: YR-Y6

Total number of education support staff	10
Total aggregate hours worked per week	206

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24

Total number of education support staff	1
Total aggregate hours worked per week	32

Number of pupils per FTE adult	12
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
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	£
Total income	938663
Total expenditure	826373
Expenditure per pupil	2527
Balance brought forward from previous year	-18714
Balance carried forward to next year	117190

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	275
Number of questionnaires returned	101

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77.0	16.0	3.0	3.0	1.0
My child is making good progress in school.	66.0	28.0	3.0	1.0	2.0
Behaviour in the school is good.	63.0	25.0	6.0	2.0	4.0
My child gets the right amount of work to do at home.	53.0	20.0	10.0	12.0	5.0
The teaching is good.	69.0	21.0	5.0	0	5.0
I am kept well informed about how my child is getting on.	67.0	16.0	9.0	5.0	3.0
I would feel comfortable about approaching the school with questions or a problem.	62.0	22.0	5.0	1.0	10.0
The school expects my child to work hard and achieve his or her best.	79.0	16.0	1.0	1.0	3.0
The school works closely with parents.	57.0	29.0	8.0	4.0	2.0
The school is well led and managed.	63.0	22.0	3.0	4.0	8.0
The school is helping my child become mature and responsible.	66.0	24.0	4.0	2.0	4.0
The school provides an interesting range of activities outside lessons.	50.0	25.0	4.0	6.0	15.0

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

77. The school organises provision for the youngest children through separate nursery and reception classes, admitting up to 30 children full time in the reception class each year. The 26 place nursery offers part-time placements for either morning or afternoon sessions. Most of the children move from the nursery into the school, though some transfer to other local schools.
78. Overall, the Foundation Stage provision provides a good basis for the children's learning, and prepares them well for statutory schooling. The Reception Year was considered a strength of the school in the last OFSTED inspection and this has been maintained. The early years co-ordinator has played a significant part in securing the improvements in the nursery. Good progress has been made in addressing all the issues for action arising from the last inspection within the nursery. Closer links have been made between the nursery and Reception Year, though further work needs to be done to ensure children make good progress across the Foundation Stage. Teachers are now clear what they want children to learn in the nursery, providing clear direction and focus for the teaching and improved deployment of staff. As a result, the quality of language experiences the children receive has become more focused. Significant gains have been made in children's communicative abilities in English, particularly for those who enter the nursery with little or no English. The school's policy for early years is in draft form, and reflects current national practice. However, it does not contain sufficient guidance for developing the monitoring role of the early years co-ordinator.
79. Standards on entry to the nursery are well below national expectations in all areas of learning. Many children enter with little or no English, and with limited skills to enable them to play purposefully. The children make steady progress in all areas of learning in the nursery, with significant gains in their communicative abilities in English and in their personal, social and emotional development. They enter the Reception Year still well below average, but make good progress so that by the end of the Reception Year many children are achieving just below, and with some achieving in line with the national expectations.
80. Overall, the quality of teaching in the Foundation Stage is mainly good. In the nursery, the teachers' planning of work to be done ensures that a good range of learning opportunities are provided that encourage children to explore and experiment, using all their senses and building upon their natural curiosity. Where the teaching is good, adults intervene sensitively in the children's play, providing good models of language and play, which support and build upon the children's interests. Lack of clarity regarding the boundaries of acceptable behaviour, particularly when children work in small groups, hinders the effectiveness of some teaching. Adults within the nursery observe children's play and learning, and are using this information well to develop useful portfolios of work. However, the observations do not sufficiently identify what learning has taken place in order to monitor the progress children make. The regular observations form a good basis for discussing the next steps to take in order to intervene in children's play. This practice is good. In the reception class, teaching seen was never less than good, and sometimes very good. The care and attention given to planning

ensures that the needs of all children are being met effectively. Available resources are used well to support the provision of a range of carefully structured play opportunities, thus ensuring that children progress well in their learning. The high quality of teaching is consistent throughout in the way the adults listen to children, provide correct language models, build upon their interests, and question them to extend their thinking, use of language and play sequences. Good support for children to develop their language and vocabulary comes from the way teachers encourage dialogue and involve children in conversation, providing good models for them to follow.

Personal, social and emotional development

81. Many children enter the nursery lacking confidence and the skills to enable them to effectively play and learn together. However, good progress is made within the Foundation Stage. By the end of the Reception Year, many children have made sufficient gains in their confidence, concentration and independence, and thus are attaining in line with the early learning goals.
82. The care, attention and warm welcome given to the children on their arrival by the adults provide good role models for the developing relationships between the children. Special friendships are forged as children enter the nursery looking for their friends, and then join them in play activities. Behaviour in the nursery is a little boisterous at times, with one episode seen of several boys forming a roving gang. Behaviour expectations in the nursery are less defined than in the reception where children more clearly understand what is acceptable and unacceptable, and the quality of behaviour is good. Children are learning to become aware of each other and to work co-operatively. Several children were playing with a length of guttering fixed to the outside fence. One child lifted it so that another could roll her ball down it. In the reception this sort of active co-operation is more frequent with children working together on a range of tasks including matching numbers from a bag to the numbers on their number squares. Children are learning to become independent as they self-register on arrival at school, or choose when to help themselves to a snack during the session. Their confidence increases as they choose activities and the materials or resources to complete self-initiated tasks. The concentration span of many children in the nursery is fairly short and this is sensibly reflected in the unfolding range of activities as the session progresses. However, in the reception class, children's concentration and attention to stories, tasks and play activities are good, with many children persisting in their play as they struggle to achieve. They are curious and anxious to learn and please the adults, who respond with pleasure and shared pride.

Communication, language and literacy

83. Many children enter the nursery with poor levels of communication in English. It is a significant achievement that many make such good progress and, by the time they leave the Reception Year, are attaining just below national expectations with some even attaining the early learning goals.
84. The emphasis in the Foundation Stage is upon developing speaking and listening skills. Very good opportunities are provided for building up the children's English vocabulary in a range of activities. The range of fruit at snack time introduced children to new words for types of fruit

they either knew in their home language or perhaps had never encountered before. The hospital play and builders' role play provide opportunities to explore new vocabulary, modelled, supplied and encouraged by adults joining in with the children's play. Good opportunities are provided for children to hear familiar stories with repetitive refrains, and to join in rhymes such as *Five little ducks went swimming one day*. In one situation, where the teacher was working with some children with limited use of the English language, the use of finger puppets and soft toys was used extremely well to capture their attention, and assist them in acquiring confidence in the use of English. Children were shown how to negotiate through the language used by the teacher and encouraged in work at the water trough as several children argued over sharing the equipment. This approach was a common occurrence as adults helped children to take turns and resolve conflicts. Listening to everyday sounds as well as music and the singing of songs and rhymes underpin the structured opportunities provided for children to hear the sounds in words. Children are encouraged to listen to initial and end sounds in words. They are provided with good opportunities to encounter stories and books, and therefore are familiar with handling books. In reading, children are well aware of the difference between words and pictures, many are recognising the letters of the alphabet, and more able children are recognising some familiar words. Children are given good opportunities to explore marks in a range of play and creative contexts. In the reception they are aware of the difference between drawing and writing, and many are beginning to form the letters accurately. Some are beginning to use letters to represent words, and some are joining letters together to form words, particularly their own names.

Mathematical development

85. The standards in mathematical development by the end of the Reception Year are below expectations. However, the progress is steady in the nursery increasing in pace in the Reception Year, so that some children are achieving in line with national expectations in their knowledge and use of number.
86. The main strength of the mathematical experiences is related to number. Children are learning to count accurately numbers up to 10, both forwards and backwards, in the contexts of play, singing of rhymes and in retelling of stories. More able children are beginning to count in twos, '2,4,6,8'. They explore numbers and develop their understanding of what happens when, for example, the number 19 is reached, or 29, and the associated language of 'twenty' and 'thirty' respectively. Children are exploring the mathematical ideas related to capacity through their play in the water and sand trays, and are learning the associated language of 'full', 'empty', and 'half full'. They are learning about weight in the sand tray and use buckets of sand on a pulley system, and the language of 'light' and 'heavy'. They are learning about shape in their encounters with the hollow blocks and wooden blocks used in their construction play. They incidentally match equipment they are returning to the shelves against the outlines or silhouettes of the corresponding equipment. Children are encountering the language related to subtraction and addition in a range of play contexts, for example, in retelling the story of *Ten in the bed*, where they are responding to the question, "if one fell out, how many are left? ", or in rhymes "one current bun in the baker's shop... how many left?"

Knowledge and understanding of the world

87. Children make steady progress across the Foundation Stage but standards attained at the end of the Reception Year are still below those expected of pupils at the end of reception and identified in the national early learning goals.
88. Children are provided with a range of good experiences which encourage them to experiment and explore using all their senses. For example, their experiment with the guttering and rolling balls enabled them to experiment with the force of gravity and to observe the varying speeds of descending balls as the angle of slope was increased or decreased. Interactive displays, for example on tadpoles, are used by children to observe closely and experiment with using magnifying lenses to enlarge the view of tadpoles that they were observing, and to discuss changes in the tadpoles' development. The variety of natural materials, such as wet and dry sand, gravel, peat and water enables the children to explore the properties. However, there is insufficient access to the outdoor provision to enable the outdoor environment to be used effectively with the reception children. Access to hollow blocks and small building bricks, along-side commercially produced sets of materials, provides opportunities for children to construct, join and make models. They use this material well to create structures. However, the range and quality of construction materials are limited. Access to appropriate ICT is also limited although children use listening centres and cassette recorders to listen to stories.

Physical development

89. The progress children are making is steady across the Foundation Stage. The standards being attained are below national expectations at the end of the Reception Year, with only some children attaining the early learning goals.
90. The children are learning to move around the environment and outdoor space safely and with increasing confidence. Access to bikes and some larger apparatus is allowing them to acquire co-ordination skills. However, there is insufficient access to the hall or outdoor provision for this aspect of their physical development to be more fully extended and therefore few are showing the agility and confidence to climb, run and jump using equipment and the space around them. They use small apparatus generally well and make good progress in their co-ordination skills, such as aiming, throwing and receiving bean bags and balls. There are appropriate opportunities to use tools, such as in woodwork as they drill holes to make key holders for their parents, and dough play as they use rollers and cutters to make cakes. Their fine co-ordination is developing well. Malleable equipment such as dough and clay, and access to a range of construction materials supports the development their fine motor skills.

Creative development

91. The progress children are making is steady across the Foundation Stage but the standards attained at the end of the Reception Year do not meet those expected in the early learning goals for children at the end of the Reception Year.
92. Children explore materials in their collage work, and learn to express their ideas and feelings as they draw, paint and create models in clay and recycled materials. They explore and experiment with sounds, notably seen during the inspection through playing with a range of metal objects strung up on a frame for them to strike and clang together. They do this with curiosity. Their creative efforts are strongest in their imaginative play, both in the home-corner, hospital play and building site areas, as well as in the 'small world' play with the garage, cars and dolls' house. In one instance the teacher was working with the children to build a wall with hollow blocks. She was encouraging them to observe closely the pictures on the wall, and to consider how they put the blocks together and use the builder's tools in role play. This play was continued later by the children, when they repeated some of the teacher's actions and words they had heard earlier. The opportunity to play with dough lent itself well to role-playing cooking, and creating imaginary cakes and chappattis.

Links with parents

93. The staff have developed good links with the children's parents and carers. In addition to the usual welcome and consultation meetings during the year, the staff have engaged in a number of highly successful projects over the past few years related to Family Literacy and Family Numeracy. This has resulted in increased awareness on the part of parents as to how they can help their children learn and progress, and it has contributed towards the raising of standards among those involved. Good links have been made with the support of the home school liaison teacher who has worked hard to draw parents into the school and raise their awareness of the importance of the nursery, particularly for the many children who are not exposed sufficiently to the English language in their pre-school experiences at home.
94. The nursery does not at present meet the children's entitlement to five sessions of two and a half hours per week. With the permission of the local education authority, the school has shortened the sessions to two and a quarter hours, so allowing time for teachers and nursery assistants to share their observations of children and to plan the next steps in their learning. However, this time is not being consistently utilised. Access to the main street in the nursery is sometimes inadequately secure at the beginning of sessions. The use of larger apparatus on concrete presents a safety hazard, particularly when the heavier reception children have access to the equipment, which affects its stability.

ENGLISH

95. The overall quality of provision in English and in the development of literacy is good.
96. Overall standards of attainment in the 2001 national assessments for seven year olds were well below the national average in reading and in line in writing. Standards in reading, when compared to similar schools, were above average and well above in writing. The trend over the last few years has been inconsistent. It has been generally upward since 1999 but fell in 2001 due to the particular ability range in that cohort. Standards overall at the end of the infants in reading would not appear to be making significant ground toward reaching the national average with very few pupils reaching the higher level of performance. Standards reported in the last inspection were judged to be broadly in line with national averages but well above similar local schools. However, this was not mirrored in the school's national assessments in 1998.
97. Standards in English work in the infants during the week of inspection, were broadly in line with those expected in both reading and writing and were higher than those achieved in the national assessments in 2001. This reflects the range of ability within the cohort but also the impact of work in continuing to raise standards.
98. Standards attained by eleven year olds in the 2001 national assessments were below the national average. However, they were above those achieved by schools with a similar percentage of pupils eligible for free school meals with a higher than average number of pupils achieving the higher levels than seen in similar schools. Last year's results of national assessments for eleven year olds were the first for the school following the reorganisation of local schools from a three to a two-tier system. It is therefore not possible to judge trends over time. The school sets targets for improving the results of eleven year olds in national assessments. The school met its target in 2001. An appropriate target for 2002 has been set by the school, based on pupils' attainment so far, and the school is on track to achieve it.
99. Standards in English work in the juniors during the inspection week were not significantly different to those seen in the national assessments for eleven year olds in 2001. They are below average but represent a broad range of ability, and higher than those achieved by similar schools.
100. Overall performance in the infants reflects the prior attainment and significant learning that has to take place in English for the many pupils whose initial grasp of English is weak or where they have had very limited experience of using English to communicate. Although some are reaching the expected standards in English when they leave the reception class, many others are still at levels below those expected despite the effective progress made in English through the Foundation Stage. Good progress is generally maintained throughout the infants in speaking and listening, reading and writing skills. The school receives additional funding to provide additional language support for those learning English as an additional language. It uses its support well through a mixture of support in classrooms with targeted groups of pupils and through additional literacy and numeracy initiatives. This is having an impact on the rate of progress pupils make in English.

101. Currently there is too much variability in the standard of work and achievement of pupils across classes in the juniors. This is due in part to variations in teachers' expectations of what pupils are capable of achieving, confidence in using the national framework for literacy, and inconsistency in the use of assessment to plan work that meets the needs of all pupils. The grouping of pupils into small teaching groups in the upper juniors is based on pupils' ability in mathematics and does not always match the linguistic needs of pupils. Therefore, the range of ability and language needs in these teaching groups is still very wide. Teachers do not always take this into account when planning work and consequently work does not always meet the needs of different groups. For example, in writing, one class were focusing upon persuading others through writing a pamphlet. However, for some in the class, the idea was too difficult and they received very little help or guidance from the teacher other than that which had been shared with the whole class. However, for some, this guidance was too difficult to read and so pupils struggled to do the work and achieved little.
102. There is some variation in the progress of groups of pupils with different needs and abilities. Pupils with special educational needs make satisfactory progress through the school and receive appropriately targeted support. Higher attaining pupils are usually well challenged in the infants but inconsistently so in the juniors where work does not always provide sufficient challenge. Whereas support for those learning English as an additional language in the infants works well and ensures good progress, it is less effective in the juniors. Sometimes support given is too general with insufficient consideration given to pupils' individual language needs. Support is provided to enable pupils to access the work given in the class but sometimes this work is not appropriate for those who are new to English. In supporting language across subjects, insufficient opportunities are provided to reinforce vocabulary and language structures including sentences, questions and explanations.

Speaking and listening

103. By the end of Year 2, most pupils listen well. Teachers ensure they have pupils' full attention and speak clearly. As a result pupils make an effort to listen to all that is said. Teachers constantly check pupils' understanding through a range of questions. Pupils often respond with short answers due to their limited vocabulary. Some teachers, however, are skilled in encouraging pupils to extend their answers. For example pupils in Year 1, discussing the story of *Farmer Duck* were able to offer extended explanations as to why the animals in the story felt as they did. Teachers offer a wide range of opportunities to develop speaking and listening skills. They organise pupils in a variety of ways to enable them to communicate in large and small groups as well as in pairs. This helps them to gain confidence in speaking and listening, both with adults and their peers. Satisfactory progress takes place through the juniors and, by the age of eleven most pupils including those learning English as an additional language, speak with confidence in a range of situations. When discussing the text *Marianne Dreams* they offered ideas and discussed the setting of the story in detail. They offered suggestions and opinions, listening carefully to the contributions of others. They answer questions thoughtfully and some gave extended and detailed responses. Most are good listeners and follow instructions well.

Reading

104. Most pupils by the age of seven read confidently and accurately. Systematic teaching of letter sounds and patterns enables pupils of all abilities and backgrounds to read simple texts by themselves. They discuss characters and predict what might happen next in the story. Pupils sound out unknown words and use clues from the illustrations in the book and the context in which they read to understand and gain meaning from a text. More able pupils read with expression and take account of speech marks, question marks and different phrasing. They are beginning to use non-fiction books and locate information using the index and contents pages. Pupils are developing an enjoyment of reading. They are keen to read and share books with adults. Thorough records of infant pupils' progress in reading are kept and books are generally well matched to pupils' reading ability through the infants. Progress is satisfactory through the juniors and by the age of eleven, pupils are reading with increased confidence and accuracy. They read fiction and non-fiction and understand how to locate information from books. Most read with meaning and can find information from the text to answer questions. They use a range of strategies to identify unknown words but still rely heavily on their knowledge of letter sounds. Pupils are developing expression in their reading and beginning to pay attention to the punctuation in the text. Some more able pupils recognise humorous phrases and understand the meaning and inferences by the author. Recent changes to the assessment and record keeping of progress in reading through the juniors still need time to become consistent in practice. Some teachers use the system well to group pupils for reading activities and to keep a clear check on the progress pupils make. However, others record what pupils have read and are not using the system effectively to plan reading activities that help pupils overcome reading difficulties. Those learning English as an additional language are introduced to a broad range of reading books and talk about some of their favourite authors and reading interests. A good supply of reading books have been purchased for pupils to read in class groups. These are well presented and represent a range of interests and backgrounds.

Writing

105. In writing, the youngest pupils write simple sentences and are beginning to have an awareness of capital letters and full stops. By the end of Year 2 most pupils' writing is developing well. They put their ideas in sequence and are beginning to use a wider range of interesting vocabulary. They are using simple punctuation appropriately and the spelling of common words is usually accurate. Good attempts are made at the spelling of unknown or difficult words and they have regular opportunities to improve their handwriting which is usually legible with good letter formation. By the end of Year 2 the quality and quantity of written work is improving and is usually well presented. ICT is sometimes used well to support their learning, for example in Year 2 where pupils used ICT to improve the presentation of their own version of *We're going on a Bear Hunt*. By the end of Year 6 pupils write for a range of purposes. Their interest is sometimes captured well, for example where pupils are asked to write a report on the World Cup. They write with enthusiasm and use a wide range of interesting vocabulary. For example, an able writer used the words 'campaign' and 'devastated' naturally when describing the clash between two teams. They use story planners effectively to develop the plot and characters in a story and when comparing poems about whales they comment on the setting, imagery and personal feelings towards the poems. Pupils are using

punctuation with increasing effect and accuracy. Handwriting is generally joined and legible. Some pupils have a good style of handwriting and work is well presented, however, this is inconsistent between classes. Older pupils do not receive sufficient opportunities to use ICT to support and develop their skills in English particularly in word processing and publishing their work.

106. The quality of teaching in the infants is at least satisfactory and sometimes good. No unsatisfactory teaching was observed. Teachers know how to develop speaking and listening, reading, and writing skills. Great emphasis is placed on the teaching of literacy, particularly for those pupils with English as an additional language. Lessons are well prepared and planned to meet the needs of pupils. Additional classroom support is well used. Teachers manage pupils and organise activities very effectively. A good range of resources are used well to interest and motivate pupils. Lessons are well paced and time is generally used to good effect. Work is marked regularly and some marking gives clear guidance on how pupils can improve their work. However, assessment in writing is inconsistently used by teachers to plan for the next steps each pupil is to achieve. Teachers mark work and assess what pupils have done, but seldom use this to identify what pupils generally have not understood and to plan follow-up work to give more opportunity for pupils to practise or to revisit where they have misunderstood.
107. The quality of teaching in the juniors is inconsistent, ranging in the lessons seen from very good to unsatisfactory, although mostly satisfactory. Where unsatisfactory teaching was observed this was directly linked to the teacher's lack of subject knowledge. For example, in explaining clauses and subordinate clauses, the teacher was uncertain and confused pupils through her explanations. However, in most cases teachers have appropriate subject knowledge with some having a very good knowledge of how to stimulate interest and achieve high standards. Work is usually well matched to pupils' abilities and questioning is used to good effect. However, this is not consistently the case, with teachers sometimes providing the same work for all pupils and allowing little discussion of the task before pupils began to work. Consequently, for some, the work was too hard and they had received insufficient help to make it a success. The effectiveness of assessment is too dependent upon individual teachers and therefore too variable. Work is therefore not always well matched to the range of ability within teaching groups, leading to limited progress being made overall with work that is sometimes too challenging for some. For example in a class of eight year olds, pupils were involved in sorting words for a fairy and ghost story. However, four out of the six pupils involved in the group could not read the words without significant help. This had not been foreseen by the teacher who had misjudged the abilities of pupils due to ineffective use of assessment. Teachers generally organise and manage pupils well. Pupils are given opportunities to work in small groups and pairs and generally work well together. Marking of work is inconsistent through the juniors and feedback to pupils on what they need to do to improve their work is variable. The use of bi-lingual support is not always effective in ensuring that pupils with limited skills in English understand key ideas and make appropriate progress in their learning. They are not always well deployed and are not always given sufficient guidance from the teacher on what they should be aiming for and developing with the pupils they support.
108. The school has implemented the National Literacy Strategy well. Some teachers relatively

new to the school have had significant training needs in relation to teaching using the National Literacy Strategy. Generally a good balance of work at text, sentence and word level is covered by each class. However, teachers often miss opportunities to use a 'big book' or text at the beginning of a lesson to explain how the words and writing styles being learned are used in practice. Some opportunities are provided to develop and apply literacy skills into other subjects, for example, in researching as part of geography, or in considering captions and phrases to describe feelings in religious education. However, this is not consistently planned across all subjects. Pupils use the library and this is timetabled. However, its use as a planned session for the development of library and research skills is very limited. There is no overall plan for this through the school and much is down to the skills and interests of individual teachers. The range of non-fiction books is limited as is provision of books in dual languages. Limited use of such resources leads to missed opportunities for pupils to broaden their language experience and value the range of heritage languages within school. The school is aware of this and is planning to enhance library resources in the near future. "Better Reading" and "Family Literacy" projects have been implemented well and have a clear impact on improving standards among the pupils involved.

109. The English co-ordinator has worked hard to guide staff in the implementation of the literacy strategy. Good liaison exists between the nursery, reception and infant classes to ensure a consistent approach to teaching through the juniors. Whole school approaches to planning work and to the teaching of handwriting have been implemented. There is a clear focus on improvement and raising standards. The monitoring of the subject however is underdeveloped. The co-ordinator does not yet have a full and clear picture of standards and quality across the school through lesson observation and scrutiny of pupils' work. Although some analysis of the national assessment results for seven and eleven year olds takes place, its use in planning for more effective provision is underdeveloped. Assessment is not used consistently to plan the next steps in learning for pupils. It needs to be addressed more formally across the subject to ensure that work is always well matched to the very varied needs of pupils, and that all pupils make the expected progress.

MATHEMATICS

110. The overall quality of provision for mathematics and the development of numeracy in the school is good. Standards and the quality of provision have improved since the time of the last inspection.
111. Overall, the attainment of pupils in mathematics is average by the end of Year 2. Results of national tasks and tests in 2001 were in line with those found nationally, and well above average compared to similar schools with more pupils attaining above the average Level 2 than seen nationally. The rate of improvement is greater than that nationally, with year on year improvement since 1998. Results in the national tests for eleven year olds in 2001 were well below the national average but in line with schools where there are a similar number of pupils eligible for free school meals. Due to the recent re-organisation at the school and 2001 being the first year in which eleven year olds at the school took national assessments, it is not possible to judge trends over time. An appropriately challenging target was set for mathematics results in 2001, based on the prior attainment of pupils but was not achieved. The target for 2002 is appropriate but equally is unlikely to be achieved.

112. Standards observed in the inspection indicate standards at the beginning of Year 1 to be below those expected nationally. However, by the end of the infants, attainment in mathematics is broadly in line with those standards seen nationally. All groups of pupils, including those with special educational needs and the large number for whom English is not their first language, make good progress through the infants. In the juniors, standards are improving in Years 3 to 5, and a more challenging target for national test results set for 2003 is likely to be attained. The progress pupils are making across the juniors is generally sound. A drop in standards in the current Year 6 is due in part to the previous low attainment of the cohort, seen through their achievement in the national assessments for seven year olds, and to some weaknesses in teaching in mathematics during the current year.
113. Improvement since the last inspection has been consistent. The school is particularly successful in supporting pupils to achieve the higher levels in the national tests and tasks at the end of Year 2. The current teaching arrangements for ability-related groups in the juniors is effective as it is helping to reduce the size of the teaching groups, and raise standards.
114. In Year 1, pupils are learning to count forwards and backwards in order. They are becoming familiar with numbers on a 100 number square. By Year 2 they have made good progress and most are confident with tens and units, with some showing confidence with numbers in the hundreds. They use addition and subtraction well, and some of the more able pupils use multiplication and division with understanding. By the end of Year 2 pupils are writing sums accurately, using correct notation. In lessons, they show increasing confidence in counting forwards and backwards, for example, using their knowledge of tables to count in threes. They use appropriate mathematical vocabulary in lessons to explain what they are doing. Most are gaining a good knowledge of the properties of shapes, and use this well in their work on symmetry. Some good links are made with other subjects, notably the recording of a traffic survey in geography in Year 1, which pupils presented in a simple bar graph. In Year 3 pupils are building on their knowledge of their two, five and ten times tables, and apply this to practical everyday work, including measuring, using money, adding, subtracting, and drawing upon their knowledge of multiplication and division. Further work on shapes is undertaken, and their knowledge deepened in their work on symmetry and reflection. In Year 5 and 6 their knowledge of number operations is extended into work with long division including decimal places, and seeing the links with multiplication. Work on fractions and percentages indicates an increasing level of understanding in applying their knowledge of number. Work on shapes is extended to calculating and estimating angles, and working out perimeters to shapes. A range of methods for displaying and interpreting data is explored. Some good links with other subjects are made with science, for example in some work where different rates of evaporation were presented in bar graphs.
115. The quality of teaching is consistently good in the infants. In the juniors the quality is more variable ranging from very good to unsatisfactory. It is satisfactory overall but with all the unsatisfactory teaching seen being in Years 5 and 6. The National Numeracy Strategy has been effectively implemented and is having a positive effect on pupils' progress in mathematics. However, some teachers relatively new to the school have needed significant training in relation to using the National Numeracy Strategy.
116. Where the teaching is good, the planning is thorough, with appropriate use being made of the

framework provided by the National Numeracy Strategy. Learning objectives are clear, and pupils understand what it is they have to do and what they are to learn. Teachers' knowledge of mathematics and how to teach it is generally good, which enables them to provide clear explanations and focus their questioning of pupils in order to encourage them to explain their strategies and move them forward in their understanding. Regular opportunities to practise recalling number facts is sharpening their speed at recall and solving mental problems, as well as encouraging their use of key mathematical vocabulary.

117. The quality of investigation work is good. In one lesson, the teacher provided a warm-up session on devising further number facts from a given number. This led well into an effective session on investigation and problem solving, which generated a great deal of discussion and co-operative working using number facts, recognising number patterns and relationships. In addition to receiving effective teaching of basic numeracy skills, pupils have opportunities to apply their mathematical knowledge and understanding to work on shape, space and measures, and in data handling. In another very good lesson, the teacher effectively built upon a recall of multiplication and division operations in the opening session, then set up real-life problems, using money and measures, where pupils had to apply that knowledge.
118. Where the teaching is unsatisfactory, particularly in some of the older classes, insufficient explanation is provided and there are missed opportunities to extend pupils' thinking and reasoning. Sometimes the pace of learning and challenge provided by the teacher is too low, with pupils practising mathematics that they already know. In these lessons, the quality of classroom management and the management of pupil's behaviour is inconsistent and less effective, disrupting the quality of learning and the progress pupils are making.
119. Some good work on display and in pupils' books show good use of mathematics in geography and science, to support pupils' knowledge of presenting and interpreting data. Support staff are deployed appropriately to those who find mathematics more difficult, or who need extra support particularly because of language difficulties. Work is usually provided that takes account of the range of ability in classes. The ends of lessons are generally used well to assess what pupils have achieved and to check progress against the objectives for the lesson. Homework is given regularly, and used to support and consolidate work undertaken in the classroom.
120. The role of the mathematics co-ordinator is well established and effective in supporting work through the school. The school's policy for mathematics has been recently updated and provides appropriate guidance to teachers for developing the subject across the school. A number of relevant strategies are in place to support continuing improvement in standards. Assessments of attainment are used to group pupils by ability, both in the infants and the juniors, enabling teachers to narrow the ability range in their teaching groups. Analysis of test papers is used effectively to identify gaps in the teaching and to inform future planning. Tracking of pupils' attainment and progress across the school is being developed. However, greater use could be made of the school's assessment data to target support where the need is greatest. The approaches to how pupils present work in their mathematics books and how teachers mark pupils' work are inconsistent across year groups, resulting in some work being poorly presented, incomplete and, when inaccurate, mistakes not always being sufficiently explained to pupils. The co-ordinator has recently worked with staff on developing the use of

number in investigations. There is further scope for links between ICT and mathematics to be developed.

SCIENCE

121. The overall quality of the provision for science is good.
122. Standards achieved overall in science are in line with those achieved nationally. This is a result of carefully developed curriculum planning for science, which is reflected in the quality of teaching provided and in pupils' work over time and in lessons. The school has adopted the revised National Curriculum in science and has organised effective units of work to accompany this.
123. Results of the 2001 National Curriculum teachers' assessments for pupils at the end of Year 2, show performance to have been well below average. Compared with schools with a similar number of pupils eligible for free school meals, performance was average overall but with fewer pupils achieving beyond the expected Level 2. Current standards however, are higher than those attained in 2001 with pupils currently in Year 2 achieving well. During the current year, further work has been undertaken to develop the school's science curriculum and teaching, and this has had a positive effect on the standards achieved. Appropriately, more work is planned to improve the assessment of individual pupils' progress in science, which should also help to raise standards.
124. Results of the national assessments for eleven year olds in 2001 were well below the national average but with a similar number of pupils achieving the higher levels (Level 5 and above) to that seen in schools nationally. Compared to similar schools, results were average at the expected Level 4 and above average at the higher levels. Last year was the first year in which pupils took the national assessments for eleven year olds and so it is not possible to examine trends over time. However, evidence from lessons and from pupils' work indicates that standards are improving due to the carefully planned curriculum, well-organised practical work and good teaching quality. They are now broadly in line with those expected nationally. There are no significant differences in lessons and work seen in the achievements of girls and boys. The emphasis on practical investigation and the teaching of scientific language also ensures the inclusion and progress of pupils from all ethnic groups and of those for whom English is an additional language, so that pupils of all abilities and backgrounds generally make equally good progress.
125. By the age of seven, most pupils can observe closely and use all their senses well. They are able to judge similarities and differences and recognise variation in living things and changes in materials when heated. They know that living things change and grow and that animals grow, move and breathe. They recognise sound and light sources and the factors which affect how well sounds and light may be heard or seen. The higher attainers are beginning to use a range of methods of recording, including written sentences and labelled diagrams. Pupils in Year 1 are gaining in their understanding of forces. They know the difference between pulling and pushing. They recognise that blowing with air is a push and can predict and describe how to make a toy windmill turn faster or to change direction. In Year 2, they know that whilst broad bean seeds grow into broad bean plants, both seeds and plants will show differences in size,

colour and pattern, for example, and that this is known as variation. They can draw comparisons with the similarities and differences between people. These pupils can observe, gather and record their data, using appropriate vocabulary. They make comment about how their findings are different to their predictions.

126. By the time they are eleven year old, pupils generally use scientific vocabulary with confidence. They understand the meaning of a fair test and know what a variable is. Whilst they are in the juniors, pupils consolidate their knowledge of light sources, gain in understanding about how light travels and how shadows are formed, and they understand key terms such as opaque and transparent. They know the functions of skeletons and recognise a relationship between growth from child to adult and skull size. Pupils recognise that materials may be solid or liquid and that some changes are reversible whilst others are not. They make good progress in their understanding of forces, learning about the friction created on different surfaces and about air resistance. In Year 3 they learn that rocks may be formed from molten lava or from particles joined together. Pupils in Year 4 recognise plants as sources of food and know about the place of fruit and vegetables in a healthy diet. These pupils can name the parts of a plant and recognise that plants come in many forms, including the largest trees on the earth. By the time they reach Year 6, pupils have a good knowledge of micro-organisms and know there are bacteria, viruses and fungi. They can describe the useful functions of these and the harmful effects they may have. Pupils have a good understanding of a fair test, they can describe factors influencing the rate of reproduction of micro-organisms and can identify that to investigate this, they will need to alter one variable at a time. Examination of pupils' previous work shows that they have carried out interesting and appropriate investigations covering all areas of the science curriculum.
127. Girls and boys work well together and achieve at similar rates, as do pupils from across the ethnic groups. Pupils with special educational needs make suitable progress. This is because work is planned at the right levels for them and staff support activities well.
128. Science was not reported upon in full at the last inspection, although it is referred to briefly in the previous report, where progress is described as sound. Teaching and learning in science are now good and the curriculum planning is more systematic to secure good coverage of the national programmes of study. Therefore improvement in science provision since the last inspection is good.
129. Overall, the quality of teaching in science is good. Most teachers have sufficient subject knowledge to plan their work effectively. They have had training and support particularly to develop investigative work in science. This aspect is now well-embedded in the teaching of science. Lessons are carefully planned, with clear objectives shared with and understood by pupils. The best teaching is characterised by the active engagement of all pupils in a practical investigation and by the quality of the questions posed to pupils, enabling them to think and to explore ideas. For example in a Year 1 lesson on forces the teacher used humour to engage pupils in establishing whether they were pushing or pulling when putting clothes on. She also used resources of interest to the pupils, for example toy windmills. Because they were interested, they started to spontaneously explore variables and commented: "The harder you blow the faster it goes." This was then extended with a simple question from the teacher of: "How do you make it change direction?" which rapidly led to hypotheses, prediction and

active investigation by the pupils. In a Year 6 lesson a range of activities were used to encourage planning of an investigation and forming a hypothesis. These included discussion, use of a video and practical activity. As a result of this, pupils were able to work sensibly in pairs, to plan an investigation into the growth of mould. They were able to identify the variables they wished to manipulate in this experiment. In all the lessons seen, teachers gave an appropriate emphasis to health and safety in practical work. Generally pupils are managed well, ensuring they know what they have to do and how they will approach it. Because of this, the pace of lessons is suitable. On occasion carefully planned and successful team work amongst adults enables a greater coverage of work and more practical activities than might be possible with just one adult. This enables learning to be productive throughout some very long timetabled science lessons of up to two hours duration.

130. Most lessons start with recall of what pupils already know. This enables teachers to build on this and to match work to the needs of both the higher attainers and those with special educational needs. This is assisted by effective use of adults to work with groups, pairs and individuals, thus enabling them to make progress. Most lessons conclude with a review, involving pupils, of what has been learned. However, timetabling of the curriculum leads to some lessons being rather long and difficult to manage in relation to keeping pupils interested and motivated.
131. Pupils enjoy their work in science, in particular the opportunities to engage in practical investigations. They are interested and well motivated, often putting careful effort into discussion, practical work and recording. At times, the best teaching elicits imaginative thinking and predictions. Behaviour is generally good and pupils are sensible and responsive. Occasionally the rate of progress in lessons is slowed because the teacher has to intervene regularly to reduce noisy or inappropriate behaviour. In general, science makes a positive contribution to pupils' personal development, because of the opportunities given to them to work collaboratively and also to be independent. Pupils are also encouraged to apply their scientific knowledge to real life situations, for example ,in thinking about food and in considering the effects of micro-organisms. However, opportunities to explore cross-cultural aspects of science and the contributions of scientists around the world, particularly in light of the multicultural context of the school, are less well-developed.
132. The subject is well led. The careful curriculum planning for science and the co-ordinator's guidance and support have improved teachers' knowledge and the emphasis on investigative work. This is raising pupils' attainment. Resources are adequate and are used very well. Their organisation in boxes according to the work being taught is effective in ensuring that teachers have access to materials to help them teach effectively.

133. Monitoring and evaluation of work in science are limited. A system to evaluate pupils' learning at the end of a unit of work has recently been introduced. This is passed to the next teacher to assist in their planning of the next stage of work. However, the progress of individual pupils is not monitored and tracked. Nor are the results of assessments analysed as a whole. As a result, individual pupils' difficulties may not be identified, and gaps or weaknesses in curriculum coverage or teaching are not sufficiently recognised and tackled. The potential of this assessment information is not therefore used to improve pupils' progress and the standards attained. The use of ICT to support learning in science is also limited.

ART AND DESIGN

134. The quality of provision for art and design is unsatisfactory.

Strengths

- Pupils respond well and are interested in art and design.
- Teaching and learning are good when the subject is taught.

Areas for improvement

- Coverage of the national programmes of study is limited.
- Standards achieved by the end of the juniors are below those that are expected of eleven year olds.
- The monitoring, evaluation and development of teaching in the subject are too limited.
- Pupils' progress in art and design is restricted by inconsistencies in the times allocated to the teaching of art and design.

135. During the inspection, three lessons or part lessons were observed and pupils' work in sketchbooks and on display around the school was examined.

136. Standards achieved overall in art and design are below those that are expected of eleven year olds, by the time pupils leave the school.

137. By the time they are seven years old, pupils produce work that is similar to that seen in most other schools because they have a satisfactory amount of experience in art and design. The standards achieved by eleven year olds are below those you would expect to see for pupils of this age. This is due to a lack of sufficient coverage of the national programmes of study which affects the overall progress pupils make. There are no significant differences in the rates of progress of the various groups of pupils in the school, including those with special educational needs and those for whom English is an additional language. Art and design was not reported upon in the last inspection.

138. By the age of seven, pupils can draw things they see from first-hand experience, for example buildings, plants and vehicles. They also work from imagination, drawing monsters linked to the story *Where the Wild Things Are* and explore pattern through paintings linked to the Elmer stories, weaving paper, and through symmetrical paint blot prints. They use a limited range of materials, including paint, pencil, collage, textiles and chalks. There is little evidence of three-dimensional work or of reference to the work of other artists. Pupils do have some opportunities to review, evaluate and improve on their ideas. For example, a short Year 1 art

and design lesson was used well to review some drawings and paper collage work on arches. Pupils could identify successful features of their own and others' work.

139. There is limited progress overall through the juniors. Pupils in Year 3 recall earlier learning well and use key vocabulary appropriately, for example when looking at pictures of natural forms and of sculptures by Gormley and Moore. They understand the difference between shape, texture, space and form. These pupils are also learning to communicate their ideas through discussion and through sketches. Year 4 sketchbooks show some careful observational drawing of facial features, shoes and plants and there is also evidence of work on irregular and repeating patterns in sketchbooks and classrooms, the latter using ICT. However, there is less evidence of pupils commenting on their own or others' work or of adapting and improving their ideas. In Years 5 and 6 there is little evidence of work in art and design; and lessons in the subject were not timetabled during the inspection. A hall display showed some good observational drawings of football boots, linked to the World Cup theme, but otherwise progress of pupils in art and design is limited, due to the restricted opportunities provided.
140. In the few lessons seen during the inspection, the quality of teaching was good. Teachers have suitable knowledge and explain the tasks clearly. Lessons are carefully planned and organised, although the structure of the school's timetable is disruptive to pupils' learning. In a Year 1 class, one of the two weekly art and design lessons is only timetabled for an inadequate session of 15 minutes. The teacher used this time well to review and evaluate pupils' work. However, pupils have to then wait until a lesson later in the week before they can develop their ideas further. In Year 3 and 4 lessons a group of pupils are withdrawn from art and design lessons to work in the ICT suite. In the Year 3 lesson observed it was the classteacher who took these pupils out and the very good teaching and learning she provided in art and design was lost for the bulk of the class. In lessons, teaching meets the immediate needs of all pupils appropriately and those with special educational needs are included effectively. In the best lessons good feedback is given to pupils on the success of their work and ideas for future development are explored. Resources are suitable for the tasks and are well organised and prepared. Teachers secure pupils' interest and this results in them working well, productively and, at times, imaginatively.
141. Pupils respond well in lessons. They are eager, enthusiastic and interested in the work. Their behaviour is good overall and they are respectful of others' work. They listen well to others' ideas and comments. They handle tools and materials with care and contribute to clearing away at the end of a lesson.
142. Although the teaching seen was generally good, it is weaknesses in the art and design curriculum that restricts progress over time and results in standards that are lower than they should be by the time pupils leave the school. Restricted coverage of the full national programmes of study inhibits the development of skills over time. Whilst planning for individual lessons is effective, planning of what pupils are expected to learn over time is inconsistent. As a consequence, not all skills and techniques are taught systematically. Checking on pupils' progress and on the quality of work in art and design in the school is limited. As a result, actions to bring about the necessary improvements are not in place. Links with other subject areas, in particular the use of ICT could be better. Teaching about the work of artists,

particularly those from non-European cultures and from the pupils' own cultures is limited, as is the use of related resources. This is a significant weakness of the curriculum considering the cultural diversity of the school's population. Art and design therefore plays a very limited role in promoting the richness of pupils' cultural development. Whilst in some of the lessons seen, pupils had opportunities to reflect on what they had learned, this is not well developed through the school as a whole. The contribution that art and design makes to pupils' spiritual and cultural development is therefore restricted. The unsatisfactory accommodation also impairs the range of work undertaken and limits overall progress in the subject.

DESIGN AND TECHNOLOGY

143. The quality of provision for design and technology is unsatisfactory overall.

- **Strengths**

- Pupils' attitudes and involvement in group and paired activities.
- Teachers' subject knowledge and lesson planning.

- **Areas for Improvement**

- Standards.
- Planning for effective coverage of the national programmes of study and for progress in skills and knowledge, particularly working with tools and evaluating and improving designs.
- Use of ICT.
- Timetabling of design and technology.
- The role of the co-ordinator in monitoring standards and quality.

144. Standards in design and technology are below those seen in most schools at the end of both the infants and juniors with unsatisfactory progress made overall through the school. Standards in design and technology were not reported in the last inspection. Limited examples of design and technology were available during this inspection and records of teachers' planning for the subject were limited. The school is not yet covering all elements of the national programmes of study in the subject and there is insufficient development of pupils' skills and knowledge, with work provided in one year not necessarily being built upon in subsequent years. Consequently pupils do not make the progress they should and there are too many gaps in the skills and knowledge they possess.

145. By the end of Year 2 pupils are developing their communication of ideas. They evaluate, for example a range of puppets and identify the materials used and how the puppets are made. They are beginning to produce labelled drawings to record their ideas. They work in pairs discussing and sharing their ideas. While most have an appropriate understanding of how to join pieces of material using a range of resources including blu-tac, pins, glue, staples and string, some also show appropriate confidence in explaining which is the most effective. The different units of work in design and technology undertaken through the school do not naturally build upon the skills and knowledge pupils have already learned in other units. Where Year 4 pupils design simple rain gauges in response to the teacher's instructions and guidance and have a general understanding of the need to use waterproof materials to join the parts together. By the end of Year 6, pupils investigate toys using cam devices and explore the different working of toys. However, they do not build upon the design work undertaken previously but

draw simple labelled diagrams to record their findings. Consequently, as they progress through the school, they are not sufficiently refining and developing the skills they need.

146. Few pupils are confidently developing their design ideas beyond the initial drafts, considering the appropriateness of the designs or refining them in light of practical consideration. Older pupils in the juniors draw simple mechanisms used to create movement in toys but the range of coverage is narrow. Consequently, they are not able to draw upon a broad range of knowledge and experience of different ways of creating movement in their designs. They are therefore often lost for creative ideas and become too reliant upon the teacher's suggestions.
147. The limited teaching seen was satisfactory overall. However, due to the gaps in pupils' knowledge and understanding, teachers find it difficult to plan work that builds upon what pupils already know. Therefore, where pupils generally make reasonable, and sometimes good progress in lessons, progress over time is unsatisfactory. Where there is good teaching, teacher's confidence and knowledge in the subject are strong, with probing questions being asked that encourage pupils to think hard. In one lesson, pupils were given opportunities to describe and give reasons for the effect of the cam on the follower and guide, and used technical vocabulary appropriately.
148. Teachers plan individual lessons reasonably well. Longer term planning reflects national guidance for design and technology, but this is in the early stages of implementation and is not yet reflected consistently in the work actually done across all year groups. The national programmes of study for design and technology are not fully covered. There is evidence that pupils do reasonably adequate work to develop and communicate their ideas. However, working with tools and equipment to make quality products and evaluating processes and products are both aspects of work that are not addressed fully. Links with ICT are limited and pupils currently have no opportunity to use the Internet for research, or to use the computer to support work in the controlling of movements in their models. Literacy is developed through discussion and labelling diagrams. However, there is no evidence that pupils have engaged in formal evaluations of their work and design proposals.
149. All pupils participate in lessons but valuable opportunities are missed to use the skills of bi-lingual support assistants to develop the language needs of individuals and ensure understanding. Teachers sometimes provide them with insufficient guidance or direction on the language focus to be covered, or the support individuals need. Consequently, their support is often too general. Pupils collaborate well in small groups. However, discussions in lessons in the junior classes tend to be dominated by boys at times. Pupils with special educational needs make satisfactory progress.
150. Pupils generally behave well in lessons particularly when teachers' expectations of behaviour and attitudes to work are clear and reinforced. Most work hard and collaborate productively in small groups. During one lesson in the juniors, pupils were beginning to engage in group discussion about a selection of toys but this was then interrupted by a timetabled visit to the library. This interrupted the flow and continuity of the lesson. As pupils returned to the design and technology activity following the library session, many had lost the focus and interest in the activity. The teacher consequently had to revisit some of the work already done in order to review and refocus pupils on the aim of the session and of the task in hand. It therefore reduced the time available and led to few completing what was intended during the lesson. Timetabling clearly impacted on the time available for pupils to complete the planned work.

151. The school is beginning to use national schemes of work to guide teachers' planning of work in design and technology, which is organised in blocks of time across the school year. This sometimes creates lengthy gaps when pupils are not taught the subject and units of work do not always build upon the skills and knowledge pupils have already learned. This affects the consistency of progress over time, and affects achievement.
152. The co-ordinator has recently developed a new long term plan for teachers identifying how and when design and technology will be taught through the school. This is to be implemented from September. She lacks a knowledge of how the subject is taught through the school and of the standards being attained. Formal assessment is not in place. Some teachers assess their pupils but this is ad hoc and often too subjective to be of any real value. There are no opportunities for the co-ordinator to monitor the subject through lesson observation or scrutiny of work. No portfolio of evidence or assessed work, photographs or pupils' work was available to illustrate that the programmes of study are covered. The school has a policy for the subject but it is not currently reflected through practice across school. Resources are adequate and stored centrally. The school has plans to re-organise the storage of these into classes to facilitate easier access for pupils and ensure they have the opportunities to select and make choices when involved in making models.

GEOGRAPHY

153. The quality of provision overall is unsatisfactory.

- **Strengths**

- Lesson planning and effective use of resources.
- Links with mathematics and investigative work.

- **Areas for Improvement**

- Assessment
- Provision of sufficient time to study both breadth and depth of study within the units of work
- The use of ICT
- The monitoring role of the subject leader
- Standards and progress through the juniors

154. Standards in geography are broadly similar to those attained in other schools by the end of the infants but they are below by the end of the juniors. The pace of learning is steady and satisfactory across the infants, but slows down through the juniors.

155. Where pupils in Year 1 are beginning to identify landmarks and the types and uses of buildings in their locality, older pupils in the infants build on this and examine photographs and pictures in brochures in order to compare and explain some of the similarities and differences between their town and a seaside location. This then develops further through the juniors with younger pupils comparing their locality with other parts of the United Kingdom. Older pupils use this knowledge and widen their study through looking into climates around the world and its effects on the landscape. They use secondary sources of evidence to identify features in a landscape and to interpret information to ascertain economic activities. This shows an element of

progress in the subject across the school. However, time allocated to the subject is insufficient and therefore pupils are not developing their knowledge and skills across the breadth of knowledge required of the national programmes of study.

156. Overall, the quality of teaching seen in the inspection was sound. In several lessons older pupils were being prepared well for a fieldwork visit to Hebdon Bridge. Lesson planning was clear and outlined appropriate progression through the lessons. The good use of questioning moved the pupils forward in their thinking and understanding of geographical ideas, as they examined and sought to interpret a range of secondary sources. Resources are used well to support the teaching. In all lessons seen, the pupils worked well, and were eager to contribute to topics under discussion. Some good links are made in the younger classes with mathematics, for example, as the pupils carried out a traffic survey and presented the data in bar graph form to assist them in drawing conclusions from their investigation. However, limited use is made of ICT to support geography. Opportunities for pupils to research for information independently using the Internet are very limited. Support for those learning English as an additional language is satisfactory but opportunities are sometimes missed to explore the breadth of personal experience many pupils have had in relation to their journeys and experience of visits to other countries and climates.
157. The co-ordinator for the subject is knowledgeable and offers good support to other teachers. A policy to guide the development of the subject is in draft format. Geography is currently taught in units of work, timetabled alternately with history. Revised planning for teachers to build carefully on what has already been taught and the use of material from national schemes of work is in draft form. Resources have been audited and some gaps identified to support the new scheme of work. There is currently no formal assessment system in place to assess pupils at the end of a topic or at the end of the infants or juniors. The monitoring role of the co-ordinator is under-developed.

HISTORY

158. Overall, the quality of provision in the subject is satisfactory and this promotes appropriate standards overall.

- **Strengths**
 - Coverage of the programmes of study in the infants
 - Provision of resources to match curriculum plans
 - Subject knowledge of the co-ordinator
 - Revised long and medium term plans for the subject

- **Areas for improvement**

- Curriculum coverage in the upper juniors
- Use of ICT in the subject
- Teaching of historical enquiry and interpretation of source material
- Assessment and record keeping
- Monitoring role of the co-ordinator

159. Standards are broadly in line with those achieved by other schools by the end of both the infants and juniors. However, recorded work in pupils' work books in Years f5/6, shows limited recorded coverage of the breadth of the history curriculum. Little teaching of history took place in history during the inspection week. There is therefore insufficient evidence to make a judgement on the quality of teaching. This subject was not reported on in the last inspection; therefore it is not possible to comment on changes since that date.
160. The scrutiny of pupils' work provides evidence that pupils in the infants cover all aspects of the national programmes of study for history and broadly achieve the standards expected by the end of Year 2. Pupils consider differences in the lives of people in the past compared with today; construct family trees; make comparisons of how toys, houses and holidays have changed over time. They find out about the lives of famous people, such as Mary Seacole and Florence Nightingale and also about events in the past such as the plague and the fire of London. Pupils use the Internet to research information about some of the topics covered, and are developing an idea of chronology through creating a time line of important events. Each topic is resourced with information books and a range of artefacts to support pupils looking at first hand evidence. Pupils are developing an understanding of the passage of time. Satisfactory progress is made by most pupils. In the juniors, pupils are acquiring an understanding of a number of different historical periods. In Years 3 and 4, they learn about invaders and settlers, including the Romans. Pupils study aspects of Tudor England, including Henry VIII and his wives, differences in Tudor houses, and the lives of famous sailors. They make comparisons between life in the past and today. In beginning a new project, for example the study of life in ancient Egypt, pupils are encouraged to think about what they already know about Egypt and relate this to other events in the past by placing them on a time line. Discussion with pupils shows they have a good understanding of chronology and events in the past. Pupils work well together in small groups and are interested in contributing information drawn from their own knowledge to the topic.
161. Older pupils in the juniors make appropriate progress in their knowledge of key ideas in the topics they study. They have an appropriate understanding of life in Victorian times; make comparisons between past times and the present day; and describe life in Victorian schools and work in the mines and factories. However, samples of work show inconsistent coverage of the topics across classes. Pupils talk of some aspects of local history they have studied but there is limited recorded evidence of this in pupils' books. Some investigation and historic enquiry is undertaken but the use and interpretation of information from a range of sources is limited. Little opportunities are provided for pupils to use ICT. Some older pupils have limited recall of historical investigations they have undertaken. Although the history curriculum shows a planned balance in coverage across the breadth of programmes of study in the upper juniors, coverage is not yet firmly embedded in all classes.

162. The co-ordinator is very knowledgeable about the subject, and has recently reviewed the policy and curriculum planning to ensure that from September all aspects of the programmes of study will be covered through the juniors. The revised materials provide clear guidance for staff with some specifically written study units covering local history and based on the houses around the school. A whole-school audit of resources has been completed and a rolling programme of purchases planned to ensure that sufficient resources are available for each area of study. Resources are supplemented from a local museum loan service. Opportunities for using ICT are included in the plans. Currently there is no assessment of historical knowledge carried out and teachers' knowledge of pupils' standards and the progress they have made is not used well. The co-ordinator has no opportunity to monitor work in the juniors and so has limited knowledge of how well the subject is taught and how well pupils learn. Limited use of the immediate locality, or of pupils' own cultural experiences is made to enhance pupils' historical study, to plot journeys ancestors or family members have made and led to their settlement in the area.

INFORMATION AND COMMUNICATION TECHNOLOGY

163. The quality of provision in information and communication technology (ICT) is unsatisfactory.

- **Strengths**

- Delivery of the programmes of study for ICT at Key Stage 1.
- Teaching, particularly in the ICT suite.
- Staff training, which has supported the development of teachers' skills.

- **Areas for improvement**

- Standards in the juniors are too low.
- The national programmes of study are not fulfilled in the juniors.
- There are insufficient to support the curriculum through the juniors
- ICT is not used sufficiently to support learning in all subjects of the curriculum, particularly literacy and numeracy.
- Assessment is not used well.
- Too little time is given to ICT in the juniors to enable pupils to develop their ICT capability.
- The co-ordinator's role in monitoring the subject through the school is underdeveloped.

164. Standards in ICT are similar to those in other schools by the end of the infants. They are below for pupils by the end of the juniors. Opportunities for using computers have improved recently with the opening of a small ICT suite but this has not yet had a significant in the juniors where the school is not meeting statutory requirements for the delivery of the National Curriculum for ICT.

165. This subject was not reported in detail in the previous inspection therefore it is not possible to comment on progress made since that date.

166. By the end of Year 2 pupils confidently use the keyboard and mouse to write and make pictures on the computer. They move confidently around the keyboard. Most improve the presentation of their work by changing fonts, use the return key to make new lines for a poem and use a range of tools for different effects when creating pictures. Nearly all can save their work and understand the advantages of using a computer for improving the presentation of their work. Pupils enter data from a tally chart into the computer to make a graph and they find information from a CD-ROM and the Internet to support work in history. Some give instructions to move a programmable toy and have some understanding of how computers are used outside school. Good progress is made by most pupils through the infants. Most use the computer in other subjects for example in literacy and numeracy where Year 1 pupils use a talking book on the classroom computer as part of their work in literacy and in Year 2 pupils use the computer to draw shapes to support work in numeracy.
167. The progress pupils make through the infants is not maintained into the juniors. In the lower juniors pupils create pictures to support work in art and design, using a range of tools to create repeating patterns and drawings with different textures. Where older pupils word-process their work, insufficient experience in using the programs leads to some pupils needing to be taught how to produce a capital letter, make a new line and delete text. Pupils have some understanding of the different tools and menus in the software and make good progress once the skills they require are taught. However, learning lacks continuity and is restricted by the limited access pupils have to computers. This affects their overall progress and attainment over time. Pupils know their work can be saved and the presentation improved, but limited opportunities are provided for them to practise or demonstrate this in lessons.
168. In discussion with older pupils they describe their work using the computer to present data as a graph; create a poster with words and pictures; send e-mails and use the Internet to find information. Pupils have no experience of creating multimedia presentations; using a spreadsheet or entering and searching information in a database. No opportunities are given to older pupils to monitor conditions in the environment using the computer or to control objects by giving commands through the computer. Although they are aware of some uses of computers outside school, they have limited understanding of the use of computers to control equipment in their environment. Where some opportunities are taken to use computers to support learning in other subject areas, these are not planned systematically or consistently across year groups. Consequently, pupils are not developing the breadth of skills and knowledge that is expected by the age of eleven years.
169. Further opportunities in ICT are provided out of school hours for a group of more able pupils at the local City Technology College, where they learn how to create web pages. Other pupils experience work in using computers to aid their design and technology work. Some pupils were involved in an e-mail project with the subject co-ordinator outside lesson time. However, these experiences are provided for a small minority of pupils and most do not receive this opportunity.
170. The quality of teaching of the limited range of ICT taught is satisfactory overall and with some good teaching in the ICT suite. Some lessons in the ICT suite effectively support work in other subjects, for example children make charts about their favourite glove puppets for design and technology; write poems to support literacy work and create pictures to support work on

patterns and design in the environment for art and design. In the ICT suite, teachers make effective use of an overhead display to teach basic skills, give clear explanations to the pupils, use and explain the correct vocabulary so that all are clear about the purpose of the activity. Further support is offered to individual pupils as they work, ensuring that they all make good progress, many rapidly acquiring new skills during the lesson, for example, in a lesson for older pupils who needed to be taught basic awareness of the keyboard and in the lower juniors when pupils are shown how to enlarge and flip shapes and create different textures in their pictures. Where teaching is weaker, it does not give pupils the opportunity to achieve work at higher levels. For example, none of the pupils in the juniors save their own work and they are not encouraged to develop, refine or evaluate their ideas when working.

171. Pupils working in the suite, and in the reception class, showed high levels of interest and concentration in their work. They were encouraged to help each other during the lesson which they did willingly. Behaviour was good. They were eager to learn new skills and showed a positive attitude to the subject. Where concentration levels slipped this could be attributed to the poor ventilation and lighting in the suite.
172. The co-ordinator has worked effectively in providing staff with comprehensive training in the use of the computer and support for using the ICT suite, including working alongside staff. This is clearly seen in the confidence of teachers using the suite. However, the co-ordinator's effectiveness in improving the curriculum for pupils in the juniors is limited due to the focus on developing basic computer skills to overcome earlier weaknesses, and due to the timetabling arrangements. This leads to pupils in the juniors receiving insufficient time for ICT. Opportunities for developing the control and monitoring aspects of the curriculum are restricted by a lack of resources. Further training for staff in the skills to deliver all aspects of the national programmes of study in the juniors is required. There is no formal system of assessing and recording pupils' progress in ICT which means that teachers do not have a clear picture of what a pupil needs to do in order to make progress. Opportunities are missed to identify and systematically plan for using ICT in other subject areas, particularly literacy and numeracy. At present the co-ordinator has no opportunity to monitor the impact of ICT teaching and the support given to teachers on standards through the juniors.
173. The school has a computer to pupil ratio of one computer to thirteen pupils but this figure includes several machines which are more than five years old and not capable of running the latest software. Computers have been stolen twice from mobile classrooms, affecting provision for older pupils. There are good plans for future developments which include using the funding from the National Grid for Learning (NGfL) to provide an additional, much larger ICT suite as part of the building alterations. The school is connected to the Internet and has recently upgraded the speed of the connection. An e-mail and Internet policy is included as part of the ICT policy. The ICT development plan has clear actions for developing the resources provided through NGfL but lacks a focus on the impact these will have on pupils' learning. It does not identify how the school plans to improve delivery of the ICT curriculum and raise standards at Key Stage 2.

MUSIC

174. The quality of provision in music is satisfactory overall, with some strengths. Music was not an area of focus in the previous inspection and therefore it is not possible to judge improvement made since that time.
- **Strengths:**
 - The breadth and balance within the music curriculum.
 - The quality of specialist teaching.
 - **Areas for development:**
 - Ensuring consistency of progress and teaching quality across the school through more rigorous monitoring of quality and achievement.
 - Opportunities for pupils to plan and perform their music, and refine what they have created in order to improve its quality.
175. Standards attained by pupils are similar to those attained by other schools by the end of the infants. Satisfactory progress is made overall through the infants and juniors with most pupils reaching standards that are broadly in line with those seen in other schools by the end of the juniors. This is due to appropriate planning for a broad and balanced music experience, particularly in the upper juniors, and good use of specialist teaching with the oldest pupils in the school. All pupils are appropriately included in lessons, and make appropriate gains overall through the juniors. Success in music is due to the expertise of some key staff in the school who plan and teach music using effective support from national schemes of work. Where this happens, there is clear evidence of achievement and progression with pupils showing interest and enthusiasm. There is limited evidence available of the musical experiences of pupils who are not taught by the school's specialists. Moreover, due to the lack of monitoring of progress and quality through the school, there is not a clear picture within the school of the quality and consistency of musical experiences pupils receive.
176. Younger pupils in Year 1 can clap and imitate simple rhythms played by the teacher. They listen well and are able to sing simple songs generally in tune. They move appropriately to different music and are beginning to sing simple musical rounds with help. In listening to music using the idea of a rain storm, some pupils suggested different ways they could recreate the sound of gentle rain and wind. Suggestions included slowly rubbing hands together and whispering sounds using the voice. Although some pupils are keen to generate ideas and suggestions, many younger pupils still lack confidence to talk openly and suggest ideas without support. Some who are learning English as an additional language lack confidence in expressing themselves using the English language as the means of communication. All pupils make appropriate progress and by the age of seven, many sing with enthusiasm in assemblies and generally in tune. They keep a steady pulse in their rhythm work and clap simple rhythms with accuracy. Some are beginning to recognise the need to write down the music they compose and are beginning to do this using simple pictures and symbols. However, pupils' first efforts on musical tasks are too often accepted by their teacher without challenge to review and develop them. Hence they lack the opportunity to listen to what they have produced and then refine and improve their singing and music making.

177. By Year 3, under the direction of a specialist, pupils' understanding of rhythm is developing into reading simple rhythmic phrases from musical notation. They confidently clap simple rhythms using crotchets and quavers. They use musical instruments well and respond to changes in volume and speed by playing their instruments gradually louder and more quietly as the teacher raises or lowers her hands. Younger pupils generally sing with confidence and their singing follows the rise and fall in simple melodies generally well. Older pupils talk confidently about some of the music they have heard. They improvise simple music and suggest ways they can work together and combine different instruments to create different effects. They record their music using signs and symbols and can explain what these represent. Some older pupils have a good understanding of beat and rhythm and both boys and girls confidently create their own dance movements based on popular Asian music. Singing of some older pupils is generally in tune and accurate. Some are developing a knowledge of some musical vocabulary, but they lack the confidence to refine and suggest improvements to the quality of their music due to the lack of opportunity created for them.
178. Pupils enjoy music. They listen well and are keen to be involved. Levels of concentration in lessons observed and in assemblies where music provided a focus either for reflection, listening, or for singing, were consistently good. Pupils understand how to use instruments correctly and treat them with care and respect. Behaviour is good and, where opportunities are provided for pupils to work together, they respond very well. They share resources well, take turns and are supportive of each other.
179. The quality of teaching observed was good. Teaching in the infants and in some classes in the juniors is undertaken by teachers with specialist music knowledge. Teaching observed during the inspection was undertaken by those with specialist skills. In such lessons, teachers have clear objectives and maintain appropriate structure to the lessons. They plan well and work appropriately meets pupils' needs and allows them to make progress. Resources are used well and a good balance is provided between the teaching of new ideas and between the skills or listening, singing and practical music making. However, beyond the specialist teaching, the school is less secure on the quality of teaching of and provision in music in a minority of classes and there is an acknowledgement that there are inconsistencies. Too few opportunities are provided for pupils to use ICT, to record the music they produce using a cassette recorder, or to listen to each other's performance. Consequently pupils are not developing the ability to refine and improve their work or recognise how the quality of their performance could be improved.
180. The school has limited opportunities for pupils to become involved in music beyond the music lesson. Some instrumental tuition has been arranged and a recorder group has been established. However, the numbers involved are small. Resources are adequate overall, but with weaknesses in provision of ICT resources to support music and in tuned instruments that pupils can use as part of their music making. There is limited development of the breadth of musical experience linked to the cultural traditions of many pupils and of the resources to promote it. Curriculum planning is introducing units of work taken from a national scheme of work. However, these are in the early stages of implementation. Some support and guidance has been provided to teachers by the subject co-ordinator to help with planning and provision of activities. However, she has not had the opportunity to monitor implementation of this guidance or gain a broader view on standards and quality beyond her own class teaching.

Consequently the school does not have a clear picture of standards, progress or quality through the school and cannot be confident that all pupils are receiving a broad and balanced musical experience.

PHYSICAL EDUCATION

181. The quality of provision in physical education is satisfactory overall. Physical education was not an area of focus in the last inspection and therefore it is not possible to judge how the subject has improved since that time.

- **Strengths**

- Active participation of all pupils in lesson.
- Range of extra curricular opportunities provided.
- Good links made with other schools.
- Recently improved resources for games.
- Knowledgeable co-ordinator.

- **Areas for improvement**

- Opportunities to develop skills in gymnastics.
- Opportunities for pupils to consider and evaluate their own and others performance.
- The opportunities for monitoring by the co-ordinator.

182. Standards in physical education are average and similar to those expected nationally by the time pupils' reach the end of the infants and juniors. Although opportunities are provided for older pupils to take part in sport outside the school day, time for physical education and the facilities available in the school hall, the playground and the field are restricted. This reduces opportunities for pupils to develop their skills and affects their achievement in some aspects of the curriculum.

183. By the end of Year 2 pupils have a good understanding of the need for exercise. They describe why it is good for them and how they should feel before and after physical activity. Pupils in Year 2 show good control when moving around, particularly in the restricted space available; they listen well to instructions and respond well to the teacher. They show good control of the ball, throwing and catching accurately and when using a bat. Pupils work together co-operatively, with enjoyment and make satisfactory progress in lessons. Because pupils are given little opportunity to demonstrate their skills to others, they are not able to suggest improvements to the work of others or to how their own work could be improved. Opportunities for gymnastics, dance and games are planned for all pupils in the infants, but the lack of climbing apparatus in the hall limits pupils' development in gymnastics.

184. In the juniors, pupils are introduced to a broader range of sports and physical activities. All pupils learn to swim in Year 5 and take part in a range of games, including football, cricket, netball, rounders and athletics, ensuring that they have the opportunity to progress and improve their skills. Year 3 and 4 pupils understand the need for warming- up exercises before starting work and exercise vigorously when carrying out fitness tests as part of athletics. They work well in small groups when practising skills. Year 5 pupils are able to explain the safety principles behind warming- up exercises. Year 5 boys practise accurate throwing, catching and

fielding skills prior to playing cricket and are encouraged to apply the principles of good sportsmanship to their game. Generally pupils listen and respond well in the lessons. However, time is lost in games lessons due to the time required walking to the sports field and in ensuring that all pupils can hear instructions due to the noise from the road.

185. The quality of teaching is satisfactory overall and sometimes good. Teachers are suitably dressed for the lesson and pupils wear appropriate clothing and footwear. Teachers emphasise the need to warm up before exercising and cooling down at the end of the session. Pupils are expected to be active for the major part of the lesson. Teachers demonstrate appropriate techniques to pupils and sufficient time is given to practise these. Good support is given to individual pupils to improve their own skills and techniques. Where teaching is good the teacher makes effective use of pupils to demonstrate techniques for others in order to help them evaluate their own performance. This opportunity is not consistently provided however. Teachers successfully encourage participation by all pupils and keep the lessons moving at a brisk pace. Safety of the environment is emphasised throughout, ensuring safe practice. In some lessons the additional staff present are not used effectively to contribute to the lesson.
186. Support for lesson planning for teachers is readily given by the co-ordinator who has a good understanding of the subject. Appropriate planning is in place to guide teachers on planning for a broad and balanced approach to physical education. However, whole staff training in physical education has been limited recently. The co-ordinator has limited opportunities to monitor the subject and has no overview of the quality of provision in school. No assessment of pupils' skills in physical education currently takes place.
187. Restrictions on the use of climbing apparatus in the hall make it difficult to cover the gymnastics curriculum in appropriate depth. A limited range of activities can take place in the hall, dining area and the outdoor playground due to lack of space and safety considerations. This also reduces the amount of challenge in the activities pupils undertake. The field used for games and athletics is some distance from the school, which takes up lesson time and also necessitates checking the field for debris before a lesson can commence. Where most physical education lessons are undertaken with mixed gender groups, older pupils have some lessons in single-sex groups. This allows for girls and boys to go swimming in response to the community and parents.
188. The subject co-ordinator has developed a good range of out of school clubs and tournaments for the pupils, working along with the learning mentors to increase provision in the subject. Resources for games have recently been improved and good links made with other schools in the pyramid and the high school through a network training programme.

RELIGIOUS EDUCATION

189. The quality of provision in religious education is satisfactory overall. Although religious education was not an explicit focus of the previous inspection it was seen to play an important role in promoting pupils' spiritual development. This is still the case.

- **Strengths:**

- Pupils' knowledge of aspects of different faiths.
- Pupils' empathy and respect for the beliefs and practices across the breadth of religious observance in the school.

- **Areas for development:**

- Implementation of the new locally agreed syllabus.
- Ensuring consistency of progress across the school through implementation of more rigorous monitoring of teaching quality and pupils' achievement.

190. Standards attained by pupils are in line with those expected in the locally agreed syllabus being followed by the school. However, the school is the advanced stages of implementing a revised local syllabus for religious education from September 2002. Therefore units of work currently being undertaken do not fully meet the requirements of the new syllabus. By the time pupils leave the school at the age of eleven, standards reach those expected in the locally agreed syllabus, with most pupils having made appropriate progress through the juniors in their knowledge of the religious and cultural traditions of different faiths represented in the school. However, pupils are not wholly confident in the detail of different symbols, religious writings and rituals they have studied. They are beginning to make some connections between similarities within different religions and have a good understanding of the importance of religion. All pupils are included equally in all elements of religious education irrespective of their religious and cultural traditions. They make appropriate progress through the school.

191. By the age of seven, pupils listen well to religious stories and recall some detail of the stories they have previously heard. They make links between that they hear in school and their own religious traditions. This was particularly evident in one lesson where pupils were learning the detail of a person's journey to Mecca as part of Hajj taken directly from an 'eye witness' visitor to the classroom. Pupils listened intently and made references to the experiences of members of their own family as they prepared for the journey. They asked appropriate questions and were keen to improve their knowledge. Non-Muslim pupils equally showed interest and asked questions to find out more. By Year 4, pupils show confidence in asking questions and expressing their own thoughts and feelings in relation to the religious topics they study. In one lesson where pupils were reflecting on the feelings and emotions of a person depicted on a poster, they silently reflected and were able to describe their emotions and feelings generated by the visual stimulus. Pupils were able to draw upon a range of words to describe how the poster made them feel. They listened well to religious stories and posed appropriate questions to the teacher who linked the work well with the study of Buddhism. Questions of a deeply reflective and spiritual nature for example "why do we live?", "what future is there?" and "why are things as they are?" were suggested as possible questions Buddha was trying to answer. Satisfactory progress is maintained through the juniors with older pupils talking confidently about the information they have learned. They have an appropriate knowledge of aspects of different religious rituals and of religious figures they have studied. They talk knowledgeably about Sikh Gurus and of both Jesus and Peter from their knowledge of Bible stories. A sense of empathy and respect for different religious beliefs is apparent by the end of the juniors, but pupils are not fully secure in the links between and both

similarities and differences of different religions. For example, pupils lacked confidence in comparing the 'initiation rites' and similarities between baptism within the Christian church and initiation rites in Islam or Judaism.

192. Pupils have positive attitudes to work and talk with interest about the work they have done. Most listen well to religious stories that are read to them and in assemblies. However, although quiet and well behaved in lessons, some pupils are a little passive and do not contribute as well as they might. Pupils of all abilities including those with special educational needs are appropriately included in lessons. More able pupils generally respond well when given the opportunity to question and discuss what they have heard.
193. The quality of teaching is good in the infants. It is satisfactory overall in the juniors. The teaching arrangement for the oldest pupils in the infants involves teachers working together as a team. This works well with both teachers sharing their interaction with pupils and developing teaching points raised by each other. It helps maintain the pace and ensures that all pupils are involved and provided with opportunities to speak and question. Relationships with pupils are strong and a good, calm atmosphere is created that marks the religious education lesson as something special. Teaching observed in the juniors during the inspection provided a similar calm and reflective ethos for learning in religious education. Teachers have appropriate subject knowledge and work to involve all pupils. However, work provided, particularly for older pupils in the juniors, is not always well matched to the needs and abilities of pupils. Similar work is provided for all pupils in mixed classes of Year 5 and 6 pupils. Too little account is taken of the broad range of ability in all classes, and work produced is inconsistent in quality. Some work is incomplete and poorly presented.
194. Collective worship and religious education make an important contribution to pupils' spiritual, moral and cultural development. Older pupils have a genuine respect and empathy for the religious beliefs of each other. They respect opportunities for silent reflection both in assemblies and where provided in religious education lessons. Although not explicit, pupils' response and empathy demonstrate an understanding that the school's ethos is built on a religious foundation. Prayer at the end of the day, provision of regular Christian and non-Christian worship, and the religious education curriculum all contribute towards this special feature of the school.
195. The co-ordinator has appropriately supported staff in the planning of religious education through the school to ensure teachers' plan for pupils to build on the knowledge they have already learned. Resources range from satisfactory to good, although library resources could be further developed to support themes identified in the revised local syllabus for religious education. Good use is made of visiting speakers. Local residents and family members freely give their time to talk of their religious experiences of Hajj and worship. Pupils visit the church at key festivals and as part of their study of places of worship. However, the co-ordinator has had little opportunity to monitor the quality of provision, standards, and coverage of planned work through the school. Therefore, inconsistencies in the quality of teaching, inappropriate match of work to the needs and abilities of pupils, and the standard of presentation in the subject are not being monitored or addressed.