

INSPECTION REPORT

PRIESTTHORPE PRIMARY SCHOOL

Bingley

LEA area: Bradford

Unique reference number: 107257

Acting Headteacher: Mrs T Killingray

Reporting inspector: Mr G Bancroft
3687

Dates of inspection: 27th – 30th May 2002

Inspection number: 188522

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:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Mornington Road Bingley West Yorkshire
Postcode:	BD16 4JS
Telephone number:	01274 564879
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr R Holmes
Date of previous inspection:	16 th April 1996

INFORMATION ABOUT THE INSPECTION TEAM

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3687	Mr G Bancroft	Registered inspector	Art and Design Music	The school's results and pupils' achievements. How well are pupils taught? What should the school do to improve further?
31753	Mrs D Thomas	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22556	Mr E Morgan	Team inspector	Mathematics Geography History	How well is the school led and managed?
22361	Mrs M Gough	Team inspector	Foundation Stage Special educational needs	
31807	Mr D Carpenter	Team Inspector	English Religious education	How good are the curricular and other opportunities offered to pupils?
3529	Mr G Williams	Team Inspector	Science Information and communication technology Design and technology Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Bingley, West Yorkshire, about four miles north of Bradford. There are currently 220 pupils on roll, which is about the same as other primary schools. Children's attainment on entry to the nursery is average. The percentage of pupils eligible for free school meals is broadly in line with the national average. The percentage of pupils on the school's register of special educational needs and the proportion of pupils with statements of special educational need is above average. The percentage of pupils speaking English as an additional language is very low and none of these is at the early stages of English acquisition. Until September 2000 the school was a first school. It then became a primary school as part of the Local Education Authorities reorganisation of provision.

HOW GOOD THE SCHOOL IS

Priestthorpe Primary School provides a satisfactory quality of education. It is an improving school with many strengths and some weaknesses that need to be addressed. Recent improvements to the quality of provision are leading to rising standards, especially in English, mathematics, science and information and communication technology. The quality of teaching is satisfactory. The quality of leadership is good. The quality of management is satisfactory, with work still to be done on the management of the curriculum in order to raise standards further. The school provides satisfactory value for money.

What the school does well

- The school is demonstrating a good capacity for improvement and an ability to sustain that improvement.
- Pupils attain high standards in art and design, music by the end of Year 6 and in science by the end of Year 2. Standards in English, mathematics and information and communication technology are improving rapidly.
- The provision made for children in the nursery is excellent.
- Pupils' behaviour, their attitudes to their learning and relationships are good.
- Arrangements to monitor attendance are excellent.
- Arrangements to ensure child protection are very good.
- Provision for extra-curricular activities is very good.
- The leadership of the acting headteacher is good, ensuring a clear educational direction.

What could be improved

- Standards in design and technology and geography at both key stages. Standards in history and religious education by the end of Year 6.
- The role of subject co-ordinators and procedures for assessing pupils' attainment and progress in design and technology, geography, history and religious education.
- The presentation of pupils' work.
- The need for the governing body to meet its duties required by law in respect of the content of their annual report to parents and for the provision for religious education.
- The resources provided to support learning for geography, history and religious education.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall improvement since the time of the last inspection is satisfactory. Standards, by the end of Year 2, are similar to those found at that time, other than in design and technology and geography where they have fallen. The school did not have a Year 6 at the time of the last inspection so no comparisons can be made. The quality of teaching is also similar. For some time after that inspection it is apparent that standards had fallen and there were weaknesses in the leadership and management of the school. More recently, hard work by the governing body and the acting headteacher have brought about significant improvements. Standards in writing have improved. However, the quality of presentation of pupils' work remains unsatisfactory. The governing body has developed a more secure role in the financial management of the school and their role in curriculum development is increasing. Systems to monitor the quality of teaching and to ensure pupils make appropriate progress as they pass through the school are working effectively in English, mathematics and science, but remain unsatisfactory in geography, history and religious education. A similar pattern is evident in arrangements to evaluate pupils' attainment and progress. However, the successful arrangements, found in the nursery, to assess pupils' progress are now evident in English, mathematics and science. There is now an effective policy to review the curriculum for English, mathematics and science. Again, this is not yet fully effective for geography, history and religious education. The positive ethos and values that permeate the school have been maintained very well.

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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	n/a	n/a	D	E	well above average A above average B average C below average D well below average E
mathematics	n/a	n/a	C	C	
science	n/a	n/a	C	C	

The above table shows that the results of the 2001 national tests by the end of Year 6 in English are below average, whilst those in mathematics and science are average. The pattern is the same for mathematics and science when comparisons are made with the results of similar schools. However, attainment in English was well below average. Inspection findings paint a different picture, showing that standards in English by the end of Year 6 are average. Standards in mathematics and science are similar to those shown by the national tests. By the end of years 2 and 6 standards in these subjects are improving. The targets set by the school indicate they are likely to keep on improving over the next two years. Children in the nursery make very good progress. By the time they leave the reception class the majority are achieving the early learning goals expected of them. The most recent national tests, taken in 2001 by pupils at the end of Year 2, show their attainment in reading to be very low. Their attainment in writing and mathematics was well below average. Standards for this age group are also very low when compared with those found in similar schools. This reflects the pattern found over recent years. Inspection findings show that by the end of Year 2 attainment

in speaking and listening and in reading and writing is average and pupils are achieving well in these aspects of English. Standards in mathematics are also average. Standards in science, by the end of Year 2, exceed those expected for pupils' ages.

Standards in information and communication technology are close to those expected for pupils' ages. It is clear significant improvement has taken place recently. High standards are evident in art and design where pupils' attainments exceed those expected for their ages by the end of years 2 and 6. Standards in music are in line with expectations by the end of Year 2. However, they are very high by the end of Year 6. Throughout the school standards fall below those expected for pupils' ages in design and technology and geography. Standards are also below those expected for history and religious education in years 3 to 6. Standards in other subjects are close to those expected for pupils' ages. The school has set appropriately challenging targets for the attainment of pupils in English, mathematics and science by the end of years 2 and 6. These are likely to be met this year when the national test results are known. The targets set for 2003 are even more challenging and indications suggest that these are also likely to be met.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to the school. Most are well motivated and clearly enjoy learning.
Behaviour, in and out of classrooms	Behaviour is good. There is a notable absence of bullying, sexism and racism and pupils clearly understand the impact of their actions on others.
Personal development and relationships	Good. Relationships between pupils and between pupils and adults are very good. Pupils show respect for the feelings, values and beliefs of others.
Attendance	Satisfactory. The vast majority of pupils arrive in good time for lessons.

TEACHING AND LEARNING

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

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.

During the inspection the teaching observed was good. However, when a broader range of evidence is taken into account, the teaching is satisfactory overall, but there are significant variations. In the nursery and for music in years 3 to 6 the quality of teaching is excellent. Throughout the school teaching is good for English, information and communication technology and art and design. Teaching is also good for science in years 1 and 2. However, teaching, throughout the school, is unsatisfactory for geography. It is also unsatisfactory for history and religious education in years 3 to 6. These weaknesses correspond to the subjects in which standards fall below those expected for pupils' ages. The quality of teaching throughout the school is satisfactory for mathematics, design and technology, and physical education. It is also satisfactory for history and music in years 1 and 2 and for science in years 3 to 6. Teachers have high expectations of how well their pupils will achieve

and of the attitudes they show towards their learning. Pupils respond well to these expectations. Teachers also manage their pupils well. This makes a significant contribution to the good behaviour shown by the majority of pupils. Homework is used appropriately to extend pupils' learning in English, mathematics and science. However, it is not used sufficiently in some other subjects, such as geography, history and religious education. Not enough attention is paid the quality of presentation of pupils' work. The basic skills of literacy are taught well and teachers are applying the principles of the National Literacy Strategy effectively. Teaching of the basic skills for numeracy is satisfactory. Pupils of all abilities, backgrounds and beliefs are included well in all aspects of provision made for their learning. Arrangements to cater for pupils with special educational needs are satisfactory. Teaching assistants make a good contribution to the quality of pupils' learning and support pupils with special educational needs well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory, because not enough time is given to design and technology and the provision for religious education does not meet that required legally. The curriculum for children in the Foundation Stage is good overall and is excellent in the nursery. Provision for extra curricular activities is very good.
Provision for pupils with special educational needs	Good in the Foundation Stage. Satisfactory in other parts of the school. Pupils with special needs are supported well by teaching assistants. Support for pupils with statements of special educational need is satisfactory.
Provision for pupils with English as an additional language	There are very few pupils from homes where English is not the main language spoken. None of these pupils is at the early stages of learning English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' spiritual and cultural development is satisfactory. That made for their moral development is good and provision for their social development is very good.
How well the school cares for its pupils	Very well. Arrangements to ensure child protection and to monitor attendance are excellent. Procedures for assessing pupils attainment and progress and the use of assessment to guide what is taught is good in some subjects, for example, English and science. However, it is unsatisfactory in some others, such as geography and history.

The provision for pupils' personal, social and health education is good. Links with the community and with partner institutions are very good and make a positive contribution to the quality of education. Procedures for monitoring and promoting good behaviour and for eliminating oppressive behaviour are effective.

The school's links with parents and the contribution made by parents to their children's learning at home are satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The leadership of the acting headteacher is good. Some aspects of management are unsatisfactory. There is strong and effective subject co-ordination for English, mathematics, science, information and communication technology and music. However, subject co-ordination is unsatisfactory in geography, history and religious education.
How well the governors fulfil their responsibilities	The governing body is strongly committed to the school and provides good support. Much has been accomplished over the last two years and good procedures are in place to take the school forward. The legal requirements for the content of the governors' annual report to parents and for the teaching of religious education are not fully met and this feature of the Governing Body's work is unsatisfactory at the moment.
The school's evaluation of its performance	Satisfactory. The governing body has a good understanding of the strengths and weaknesses of the school. Governors and the acting headteacher regard the improvement of standards in English, mathematics and science as their main priority and are being successful in achieving this. However, there are weaknesses in the monitoring, evaluation and development of teaching in some foundation subjects.
The strategic use of resources	The use of strategic resources, including specific grants and other funding is satisfactory.

The match of teachers and support staff to the demands of the curriculum is satisfactory. The accommodation is currently unsatisfactory. However, a major building programme is currently taking place to address this issue. The application of the principles of best value in the improvement of provision and purchase of resources is satisfactory. Resources for learning are currently unsatisfactory for geography, history and religious education. The recent provision made for information and communication technology is very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Children are making good progress in school. • The quality of teaching is good. • The school expects children to work hard and achieve their best. • Behaviour in the school is good. 	<ul style="list-style-type: none"> • The amount of homework given to children. • The degree to which they are kept informed about how well their children are getting on. • How closely the school works with parents. • The leadership and management of the school. • The way the school helps children to become mature and responsible. • The range of activities provided outside lessons.

Inspection findings agree with those things that parents like about the school, but do not fully support the parents' less positive views. Many parents feel the school gives too much homework, but the inspection judgements are that not enough is given in some subjects. Inspectors judge that the school works closely with parents and that parents are kept well informed about how their children are getting on. The inspection findings are that the leadership and management of the acting headteacher are good, that the school is helping pupils to become mature and responsible and that an interesting range of activities is provided outside lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Inspection findings indicate that standards in English, mathematics and science by the end of years 2 and 6 are improving and are likely to keep on improving over the next two years.
2. Assessments, undertaken shortly after children enter the nursery, show their attainment to be close to that expected for their age. They make very good progress in the nursery and, by the time they leave, their attainment exceeds that expected in many areas of their learning. The rate at which they progress slows down in the reception class, although it is still satisfactory. By the time they start Year 1, the majority of children are achieving the early learning goals identified for each area of their learning and many are achieving well.
3. The most recent national tests, taken in 2001 by pupils at the end of Year 2 show attainment in reading to be very low. Pupils' attainment in writing and mathematics was well below average. When these test results are compared with those in similar schools, standards are shown to be very low. Standards in these subjects are much lower than those found in 1996 at the time of the last inspection. This reflects the pattern in reading and writing over recent years and the steadily declining attainment in mathematics. The 2001 national test results for pupils at the end of Year 6 show that attainment was below average in English, and average in mathematics and science. In comparison with similar schools, attainment was average in mathematics and science and well below average in English. No comparisons can be made for this age group with those found in 1996 as the school has only had Year 6 pupils since 2000, when it changed from a first school to a primary school.
4. Inspection findings paint a different picture to that indicated by the most recent national test results. By the end of Year 2, attainment in speaking and listening and in reading and writing is in line with expectations and pupils are achieving well in these aspects of English. This represents good improvement over the standards found at the time of the last inspection in writing and over the results of the 2001 national tests in reading and writing. This improvement is attributable to the improved quality of teaching. The basic skills for successfully developing speaking and listening and reading and writing are taught well. The National Literacy Strategy was introduced much later than in the majority of schools and is now having a very positive effect on improving standards. Standards in mathematics by the end of Year 2 are also in line with national expectations. This represents a similar improvement to that found in English and is attributable to the successful introduction of the National Numeracy Strategy, although, as with the National Literacy Strategy, this was much later than in other schools. Standards in science, by the end of Year 2, exceed those expected for pupils' ages. This is partly because of the positive effect brought about by the introduction of a nationally recommended scheme of work for the subject.
5. Inspection findings show that by the end of Year 6 standards in English, mathematics and science are in line with national expectations and pupils' achievements are satisfactory overall. This indicates an improvement in English when compared with the standards shown by the 2001 national tests. As in Year 2, this is mainly because of the good quality of teaching and the successful, although late, introduction of the National Literacy Strategy. The standards attained in the 2001 national tests for mathematics

and science have been maintained. However, pupils' attainment in mathematics in years 3 to 6 has not shown the same improvement as that in years 1 and 2. This is mainly because pupils have not benefited fully from the positive effects of the National Numeracy Strategy during their time in years 1 and 2 or during their time in the early years of Key Stage 2.

6. Pupils with special educational needs receive good levels of general support during lessons and, consequently, they make similar progress to their classmates. They attain well in respect of their individual targets. The small number of pupils from homes where English is not the main language spoken also achieve well. None of these pupils is at the early stages of speaking English. There are no significant differences in the attainment of boys and girls or in the progress they make.
7. Standards in information and communication technology are in line with national expectations. Significant improvement has taken place recently. The recently opened computer suite is used very well and is having a positive impact on standards. High standards are evident in art and design where pupils' attainments exceed those expected for their ages by the end of years 2 and 6. Standards in music are in line with expectations by the end of Year 2 and they are very high by the end of Year 6. Many pupils benefit from additional instrumental tuition and there is a very good school orchestra and choir, making a significant contribution to the very high standards attained.
8. Throughout the school, standards are below national expectations in design and technology and geography. Standards are also below those expected for history and religious education by the end of Year 6. Pupils' progress in these subjects is unsatisfactory. Standards are too low in geography and history because pupils do not get enough opportunities to use their skills of geographical and historical enquiry. In religious education not enough time is allocated to teaching the subject and the locally agreed syllabus for the subject is not followed closely enough. Standards are close to those expected for pupils' ages in history and religious education by the end of Year 2 and throughout the school in physical education.
9. Since the time of the last inspection standards have improved in the Foundation Stage and by the end of Year 2 in writing, information and communication technology, art and design and music. However, standards are not as high as at the time of the last inspection in design and technology and geography. No judgements are made about improvement by the end of Year 6. The school did not have a Year 6 at the time of the last inspection.
10. The school has set appropriately challenging targets for the attainment of pupils for English and mathematics by the end Year 6. These are likely to be met this year. The targets set for 2003 are even more challenging and indications suggest that these are also likely to be met.

Pupils' attitudes, values and personal development

11. The vast majority of pupils of all ages and abilities throughout the school have developed good attitudes to learning and approach all aspects of their education with enthusiasm and a sense of enjoyment. In lessons, they listen attentively to explanations and instructions from teachers and quickly settle to tasks and activities. They confidently participate in whole class discussions, commenting sensibly and patiently listening to what others have to say. Pupils are keen to please their teachers and tackle any new areas of learning with enthusiasm. They show great willingness to persevere

with any difficulties they may encounter. Pupils have pride in their achievements and are keen to talk about their work. However, some do not take sufficient care to ensure their work is presented as well as it should be. Pupils in the Nursery have developed very good attitudes to learning. They have quickly settled into the school and respond well to the high expectations of their teacher. Pupils of all abilities sustain good levels of concentration, working very well in groups and pairs, and developing and sharing their ideas well.

12. Pupils' behaviour throughout the school is good and on occasions, very good. Pupils recognise that their teachers have high expectations for behaviour and try hard to adhere to the school rules and code of conduct. The vast majority of pupils of all ages and abilities are courteous, friendly and helpful to visitors. They form constructive relationships with each other and are respectful to all the adults in the school. Behaviour, particularly, self-discipline is very good in the Nursery. There are occasions in some lessons in Years 4 and 5 where the attitudes and behaviour of some of the pupils are unsatisfactory. They become disinterested lacking in concentration and display silly, inappropriate behaviour. This mainly occurs in lessons that are insufficiently challenging and motivating. There were two fixed period exclusions last term and one pupil was excluded permanently during the year preceding the inspection. Older pupils are aware of the need to help the younger ones and support them in small but significant ways for example helping them with their reading and keeping an eye on them in the playground. The vast majority of pupils are fully aware of how their behaviour impacts on others and realise the consequences of their actions. Parents have commented favourably on the standard of behaviour in the school and believe there has been a significant improvement over recent months.
13. Relationships and personal development are good on all levels. Pupils are respectful to all the adults with whom they come into daily contact. They have a well-developed sense of fair play and easily form and sustain friendships. They willingly take up opportunities to accept responsibilities and carry out their duties as monitors promptly and efficiently. Members of the school council present their ideas and the suggestions of their classmates in a sensible and mature manner when they negotiate with staff to bring about changes to the school. Pupils recognise the need to respect the views of others and to display tolerance and understanding of people who have religious beliefs different to those of their own. Pupils who have special educational needs are included well throughout the school and are keen to participate in all aspects of their education.
14. Attendance has remained consistent over the last three years and at 95.3 per cent is average. There are instances of lateness. However, the vast majority of pupils arrive in good time for lessons. The good attitudes, values and personal development which were identified at the time of the previous inspection have been maintained and have a positive impact on the standards that pupils achieve and the progress they make.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The quality of teaching is excellent in the nursery and satisfactory in the reception class. Overall the quality of teaching in years 1 and 2 and in years 3 to 6 is satisfactory, but there are significant variations. For example, the teaching of music in years 3 to 6 is excellent. Throughout the school teaching is good for English and for art and design. Teaching is also good for science in years 1 and 2. However, teaching, throughout the school, is unsatisfactory for geography. It is also unsatisfactory for history and religious education in years 3 to 6. These areas of weakness correspond to the subjects in which learning is unsatisfactory and standards fall below those expected for pupils' ages. The quality of teaching throughout the school is satisfactory for mathematics, design and technology, information and communication technology and physical

education. It is also satisfactory for history, music and religious education in years 1 and 2 and for science in years 3 to 6.

16. During the week of the inspection teaching was excellent in 23 percent of the lessons observed, very good in 5 percent, good in a further 40 per cent and satisfactory in all but one. In those subjects where teaching is good or better teachers' knowledge and understanding of the subjects is developed well. This is particularly true in science in years 1 and 3 where pupils are making good progress. Teaching assistants also make a valuable contribution to the teaching of information and communication technology and very effective use is made of the computer suite. This is helping pupils of all abilities to learn well in the subject. However, teachers are not making sufficient use of information and communication technology to enhance pupils' learning in other subjects.
17. The basic skills of literacy are taught well and teachers are applying the principles of the National Literacy Strategy effectively. Teaching assistants also make a valuable contribution to standards in literacy through their work with lower attaining pupils in the development of early and additional literacy skills. The teaching of the basic skills of numeracy is satisfactory. The teaching of basic skills in geography and in history in years 3 to 6 is developed less well. Consequently pupils do not have enough opportunities to use the geographical and historical skills of enquiry.
18. Teachers' planning is effective and meets the needs of pupils well. Weaknesses in planning are evident in those subjects where standards are below those expected and where pupils do not make sufficient progress, such as geography, history and religious education. Teachers usually have high expectations of their pupils, and pupils respond well to these, for example, in English and science. In the majority of lessons teachers use an effective range of teaching methods. Sometimes they will teach the whole class. On other occasions pupils are expected to work independently and they usually do this well. Opportunities for pupils to discuss their work in partnerships and small groups are often used very effectively. This helps pupils to learn from each other and develops their speaking and listening abilities well. The good management of pupils is a feature of many lessons. Consequently, pupils behave well and this makes a positive contribution to the pace at which they are able to learn. The majority of pupils are enthusiastic learners who apply themselves well in most lessons and subjects. The quality of presentation of pupils' work is often unsatisfactory. Not enough attention is given to maintaining high standards in this aspect of pupils' work.
19. Teachers generally make good use of the available time. In English lessons time is used very well when teachers follow closely the recommendations of the National Strategy for Literacy. However, the use of time and resources is a weakness in geography and in history and religious education in years 3 to 6. The work of teachers' assistants with pupils who have challenging emotional and behavioural difficulties is particularly effective. Consequently these pupils make appropriate progress.
20. The quality and use of ongoing assessments by teachers, within lessons, is satisfactory overall. Opportunities for this are used well in English, science and information and communication technology. In geography and history such opportunities are often missed. Consequently pupils' learning in these subjects is not as good as it is in others. Opportunities to enable pupils to understand what they are doing and how well they are doing are used particularly well in English and music. In English teachers use the latter part of lessons well to share insights with pupils into how well they have done. In music pupils complete detailed evaluations of each unit of

work they complete. This makes a significant contribution to their understanding of the subject and to the good progress made by many.

21. The use of homework to enhance pupils' learning in English, mathematics, science and art is satisfactory. However, the provision of homework to support pupils' learning in other subjects is unsatisfactory and there are too few opportunities provided for pupils.
22. The teaching of pupils with special educational needs is satisfactory overall. Teachers are involved in writing individual education plans, and take good account of the targets when planning English and mathematics lessons. However, teachers do not always pay enough attention to the pupils' individual targets when planning work in subjects such as history, geography and religious education, and in these subjects work is not always matched sufficiently closely to the pupils' individual needs. Teachers are vigilant in identifying pupils who are giving cause for concern, and manage pupils who have emotional and behavioural difficulties with high levels of sensitivity. Some teachers are not sufficiently familiar with the specific requirements of pupils who have a statement of special educational needs, and as a result there are occasions when the activities are not well matched to these pupils' needs.

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

23. The curriculum for children in the Foundation Stage is good with excellent provision in the Nursery, where it is most clearly related to the Early Learning Goals for this age group. The curriculum for key stages 1 and 2 is currently unsatisfactory because not enough time is given to design and technology and the provision for religious education does not meet statutory requirements. The legal requirements for Acts of Collective Worship are being met. The school provides a generally broad curriculum for its pupils, with a very good range of learning opportunities outside the formal curriculum.
24. Under the guidance of the acting headteacher the school has rightly prioritised the full introduction of the National Strategies in Literacy and Numeracy and the raising of standards in these areas. The amount of time devoted to this has restricted the development of the curriculum for the non-core subjects. A number have suffered from reductions of time allocated to them.
25. Suitable policy documents and schemes of work are available for most subjects and these make a positive contribution to teachers planning. In religious education the locally agreed syllabus is not taught effectively in years 3 to 6 and currently there are large gaps in the knowledge of pupils by the end of Year 6. The school has made good progress in the implementation of the National Strategies for literacy and numeracy despite the fact that a start was made later than in other schools. Evidence from the inspection suggests that these strategies are now beginning to impact positively on standards in other subjects. The skills of information and communication technology across the curriculum are underdeveloped at this stage. However, evidence from the inspection indicates that the impact made by these is improving.
26. The allocation of teaching time throughout the school day is in line with recommendations and the adoption of a five period day has made for the efficient use of the time available. The school has a satisfactory curriculum map but the monitoring and evaluation of provision for some subjects is unsatisfactory. The use of educational visits to enrich pupils' learning is currently unsatisfactory, but the school is aware of the need to raise the profile of this element of the provision. Visitors, including local

ministers, are popular figures who provide pupils with valuable insights into life in their community. The school has an enrichment programme for its higher attaining pupils. They visit Bingley Grammar School and experience teaching in English, mathematics and science. These valuable experiences are in the early stages of development and it is intended that it should become an annual feature of the provision available.

27. Provision for pupils' personal social and health education is good, although much of the practise is in its early stages. A co-ordinator has been in place since September 2001. She is a member of the Welfare Committee of the governing body and has already established a good overview of what needs to be done. A scheme of work for use by all staff is in preparation and will incorporate links with other subjects. Good links are in place with the local authority advisory team for the subject. Pupils take part in regular discussions of issues that interest or concern them. Support staff have been trained effectively to make a contribution to this area of pupils' learning. Links have been made with the Life Caravan Project and Year 6 pupils receive follow-up sessions in sex education and relationships conducted by the school nurse. Pupils from nursery, reception, Year 1 and Year 5 have been involved in the Fun to be Fit Open Day at the Bingley Arts Centre and a 'walk to school' scheme is under consideration. The co-ordinator is also drawing up a 'healthy staff/healthy school' programme.
28. The school has responded well to the recommendations of the New Code of Practice for special educational needs, and the register already reflects the new stages for Foundation Stage children, and pupils in years 1 to 6. Individual education plans are in place for all pupils, and targets are appropriate, although not always sufficiently precise, and therefore not easily measurable. Pupils with special educational needs are fully integrated into all class activities, and where additional individual support is required, this is given in a sensitive and unobtrusive manner. Pupils with special educational needs have full and equal access to all activities, and no pupil has been disapplied from the National Curriculum.
29. The school makes satisfactory provision for pupils' spiritual and cultural development, good provision for pupils' moral development and very good provision for their social development. All pupils are fully included in all aspects of the life of the school and there is a sense of community about the daily activities as pupils and adults work together. Some good provision is made for spirituality in lessons. In the Nursery class children are encouraged in their observations of the beauty of growing plants and they watch with excitement as the metamorphosis from tadpole to frog takes place. Pupils in Year 1 showed reverence and wonder as they encountered a copy of the Torah for the first time. In Year 2 pupils sat quietly on the carpet as they listened to the recorded sounds of whales and reflected on their experience on the beach. Teachers also respond well to incidental opportunities for enhancing spirituality and planning for many lessons also takes account of the need for promoting pupils' spiritual development. The work pupils do in art and design and music also contributes well to their spiritual development.
30. Good provision is made to promote pupils' moral development. The School Council provides good opportunities for pupils to examine the morality of behaviour in classrooms and in the playground. The new emerging programme for personal, social and health education includes a commitment to monitoring playground behaviour and the school has a strong anti-bullying ethos. In lessons pupils are able to address moral issues such as the consequences of increasing car use and the balance of interests between pedestrians and car users. Staff provide good role models for pupils and support them well in developing a good understanding of right and wrong.

31. Provision for pupils' social development is very good. Pupils carry out tasks around the school and take responsibility for many of their activities well. Pupils in Years 5 and 6 were being taught in a building adjacent to the school. The mature way in which they worked with their teachers in these less than favourable circumstances is a tribute to the successful provision for social development. All pupils are encouraged successfully to act in a socially supportive manner towards each other. At the time of the inspection the playground was much reduced in size, owing to the building work, and pupils worked well to minimise the impact of this when playing. Social development is also encouraged through the extra-curricular activities provided by the school and through links such as that established with Bingley Grammar School. The daily assemblies, which bring all pupils together, make a significant contribution to the feeling of community throughout the school in addition to promoting spiritual development.
32. Provision for pupils' cultural development is satisfactory, but there are too few opportunities for them to extend their knowledge and understanding of cultures other than their own. In Year 1 pupils have seen their display work enhanced by the use of dolls from India and printed cloths from Mozambique and they are sending emails to a friend of their teacher in Kenya. Pupils in Year 6 have considered the significance of the structure of Haiku poetic form in the process of writing their own versions of these short but complex poems. Full implementation of the requirements for religious education will help pupils engage more directly with the faiths and beliefs of other cultures and they will benefit from closer links with the Bradford Interfaith Centre. As the school emerges from its recent problems teachers will have opportunities for the further development of visits that will enrich the existing curriculum and extend pupils' cultural awareness. In their lessons in subjects such as art and music pupils are engaging with the work of artists and musicians from other cultures but at present there are too few planned opportunities for the extension of their contact with other cultures.
33. The school offers a very good range of extra curricular activities which are well attended and enjoyed by pupils. Some parents help with some of the after school clubs and their involvement is helping to strengthen home school links. The school welcomes visitors to work with pupils and to talk about their interesting experiences. Church members take assemblies and the local Church is used as a learning resource. Pupils in years 4 and 6 participate in interesting residential visits to outdoor pursuits centres which encourage and promote their personal and social and team building skills. The 'Life Caravan' which visits the school on a yearly basis is particularly effective in raising pupils awareness of issues relating to their health safety and well being and the school effectively uses outside expertise in the teaching of sex education and drugs awareness. The school has developed strong links with other schools, including one with beacon status, colleges and Initial Teacher Training Institutions. Student teachers, Nursery Nurses and students on work experience placements all make a significant contribution to pupils learning throughout the school year. There are well established links with the main receiving secondary school and Year 6 pupils are able to confidently move on to the next stage in their education. The school is well supported by members of the local community who regularly attend special schools events.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The promotion of pupils' support and guidance is satisfactory. Pupils are taught in a caring environment where they are valued and respected. Staff are sensitive and tactful when talking to pupils. This enables pupils of all abilities to be confident that their worries and concerns will be dealt with appropriately. Within lessons pupils are provided with good levels of support and educational guidance which enables them, and particularly those pupils who have special educational needs, to know what they need to do to improve and to make progress. The school successfully ensures that pupils of all abilities are included effectively in all aspects of school life. Opportunities to discuss issues of interest and concern and assemblies are used well. They effectively enable pupils to share their innermost thoughts and feelings and successfully raise their levels of confidence and self esteem. Teachers do much to ensure that pupils have a keen awareness of the differing needs of others. An example of this was seen during a Year 6 personal social and health education lesson when pupils were given interesting and detailed information, enabling them to fully understand the health problems suffered by a classmate.
35. The school has developed very good child protection procedures. Two staff members have received recent training in identifying children who may be 'at risk'. Teachers and their assistants are vigilant in passing on concerns to the named staff member with responsibility for dealing with child protection issues. All concerns are formally recorded and cases of a worrying nature are quickly referred to the support agencies so that the appropriate action can be taken. There are appropriate procedures in place for dealing with accidents and illness. Pupils who become sick or are injured are well cared for until a parent or carer can be contacted. The governing body have not yet carried risk assessments of the buildings, but are aware of the need to do so.
36. The arrangements for assessing pupils' progress in English, mathematics and science across the school and in the Foundation Stage are good. This is similar to the picture at the time of the last inspection when they were judged to be very good in the nursery but inconsistent in the infant department. However, for other subjects these arrangements are unsatisfactory and contribute to the unsatisfactory progress made by pupils in subjects such as design and technology, geography and religious education.
37. There are satisfactory arrangements for formal, end of year assessments as well as on-going teacher assessments for each year group. A range of tests is used very well to provide information about pupils' progress. The results are recorded and analysed enabling teachers to ensure those pupils are on course to achieve the expected results at the end of the infant and junior stages. Strengths and weaknesses are noted so that appropriate action can be taken. The system used by teachers to track pupils' progress in English, mathematics and science is good and these systems are being steadily implemented in all subjects. However, at the moment, there is still room for improvement in some foundation subjects where assessment systems remain unsatisfactory. The school has identified this as a whole school issue and an area for future development.
38. A great deal of work has been done to improve the transfer of assessment information both within the school and other agencies. There are very close ties between the nursery and the infant department and the school has forged strong links with its associated high school. This has improved and eased the transitions that the pupils need to make at different times in their school career.

39. The assessment co-ordinator has worked effectively to produce a detailed analysis and interpretation of the national test results for English, mathematics and science at the end of Year 6. This is very informative and has enabled senior managers and the teachers in years 3 to 6 to identify strengths and areas for development. It has already contributed to raising standards in literacy where pupils' writing abilities have improved. The use of assessment information to guide planning in other subjects is unsatisfactory. Teachers know their pupils well, work together closely in teams and informal information is passed between staff. Marking is inconsistent and does not always inform pupils what they need to do to improve. For example, in design and technology, geography and religious education. Where marking is most effective it tells pupils what is good about the work they have done and gives them clear targets to ensure their progress.
40. The school has good procedures in place to ensure the early identification of pupils with special educational needs. Pupils with statements of special educational needs receive very good levels of support from classroom assistants, enabling them to fully participate in all activities. There are regular reviews of the progress of all pupils with special educational needs, and these involve pupils and their parents, so that all those concerned have a clear understanding of the individual targets. Procedures for tracking the progress of pupils with special educational needs are satisfactory, and are currently being reviewed by the newly appointed special educational needs co-ordinator.
41. Procedures for recording and monitoring pupils' attendance and punctuality are excellent. Teaching and administrative staff regularly analyse registers for emerging patterns of absenteeism. These instances are quickly referred to the educational welfare services and support agencies so that the appropriate action can be taken. Attendance information is very well documented and staff can immediately identify cases giving cause for concern. Parents are contacted promptly for an explanation if their child is not in school and are reminded both formally and informally of the school's high expectations for attendance. The school sets targets and provides incentives to improve and raise attendance levels.
42. There are effective strategies in place for ensuring high standards of behaviour throughout the school. The recently introduced 'buddy' system, whereby members of the school council offer support and friendship to pupils who are experiencing difficulties, is very successful. This helps those of all abilities to learn from the good examples of their older classmates. Teachers and other adults apply rewards and sanctions fairly consistently in all year groups.

HOW WELL DOES THE SCHOOLWORK IN PARTNERSHIP WITH PARENTS?

43. The school has a satisfactory partnership with parents and is working effectively to strengthen the existing formal and informal links. The majority of parents comment favourably on all aspects of their children's education. However, there are a number of parents who have expressed concerns regarding the overall partnership with parents and their involvement in the life and work of the school.
44. The prospectus provides a good guide to school routines and procedures and the regular newsletters ensure parents and carers are fully updated on all forthcoming school's events. The annual report of the governing body to parents is incomplete and does not fully comply with statutory requirements. The school does much to keep parents well informed about the work their children do and the curriculum maps, curriculum evenings, consultation evenings and homework diaries all aid parents to become fully involved in their children's learning both in school and at home. Parents

are provided with an annual report on pupils' progress and are able to meet with staff shortly afterwards, in order to discuss its content. Reports give parents a satisfactory account of their children's progress but do not give a sufficiently clear indication of areas for improvement. The parents of pupils who have special educational needs are fully involved in the decision making process and speak highly of the way in which the school keeps them regularly updated regarding any changes.

45. Parents of pupils with special educational needs are informed as soon as possible after their child has been identified. This contact is usually informal, and is arranged by the classteacher. The school fully involves parents of pupils with special educational needs in all reviews of their progress, and encourages them to contribute to the setting of targets for their children. Currently reviews take place each term.
46. Parents are warmly welcomed in the school and encouraged to play an active part in the daily life of the school by helping in classrooms and other practical ways. Their involvement enhances pupils' learning and adds to the quality of school life in general. The Friday assemblies are well attended by parents also, the parent support group organised in conjunction with the health centre. The Friends and Parents Group have recently been reformed and are working hard to support the school financially by organising fund raising events. Their support is very much valued by staff.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The quality of the head teacher's leadership evident over the last year is good. There has been a legacy of poor leadership and management for some years since the last inspection. During this time standards dropped significantly. Recently however, standards have improved and evidence suggests that this will continue. The quality of management is now satisfactory. The school has a long way to go but it has a clear vision for the future and a shared commitment to improve is evident amongst the staff. The school's aims and values are now evident in its work. This includes not only a commitment to raise academic standards, but to maintain its strong commitment to pupils' personal development.
48. The school is well aware of its main strengths and weakness and has listed areas of concern in the School Development Plan. Priorities have been identified and are being addressed in some instances, such as standards in mathematics, this is beginning to have an effect, in other areas, such as the foundation subjects, a great deal remains to be done. Relationships in the school are good and there is equality of opportunity for all.
49. Curriculum co-ordinators are now in place for all curriculum subjects and responsibilities have been reasonably allocated. However, due to their recent appointments their contribution at present is unsatisfactory. Schemes of work and other curricular guidelines for the foundation subjects are at varying stages of development and largely untried. In the core areas, individual teacher initiative and the recent emphasis by the school on these subjects have resulted in improved standards. The implementation of the National Literacy and Numeracy Strategies was delayed until December 2001. These are having a positive impact on standards and will continue to do so as their effect works through the school.
50. Co-ordinators in many of the foundation subjects do not fully support their colleagues. Monitoring of the curriculum, particularly in the foundation subjects, is at an early stage of development in several instances with the consequence that there are significant gaps in pupils' knowledge and understanding. This is apparent in history and geography

and skills are not developed progressively across the whole age range, as is again apparent in geography and in design and technology. The teaching is variable and the current monitoring and evaluation of teaching to eliminate unsatisfactory teaching and to ensure a good quality of education for all pupils is unsatisfactory. Assessment is unsatisfactory in the foundation subjects. However, whilst responsibilities have been allocated appropriately, much remains to be done.

51. The special educational needs co-ordinator has only been appointed recently and is employed on a part time basis. This arrangement has some drawbacks, as the co-ordinator does not have a comprehensive overview of the school, or an in-depth knowledge of the pupils who are on the school's register of special educational needs. A new special educational needs policy has recently been drawn up, although this does not yet take full account of the New Code of Conduct. There are omissions in the Governing Body's Annual Report to Parents with respect to reporting about the provision for pupils with special educational needs and the school has not yet nominated a 'responsible person' to communicate with teachers about the specific needs of pupils with statements.
52. Support staff who work with pupils who have special educational needs are well trained, and they are very effective in their work. They provide unobtrusive support in class, enabling pupils with special educational needs to make a full and active contribution to all activities. Although teachers have training in the past about aspects of special educational needs, there are occasions when teachers do not know enough about the specific needs of pupils with statements, and this prevents them from fully meeting their individual needs.
53. The Governing Body, in the period following the last inspection report, was unable to effectively fulfil its statutory duties. However, over the last year and since changes were made in its composition, it has been effectively involved to ensure that the school fully meets statutory requirements. This it now does, with the exception of some features of its annual report to parents and in the provision made for religious education, which are unsatisfactory. The present governing body has very good relationships with the school and is well informed of the strengths and weaknesses of the school. Governors visit the school regularly and individual governors are assuming responsibilities for individual subjects and meet with co-ordinators. They have observed some lessons being taught. Whilst this practice is recent it has begun to give governors a good insight into curriculum development and is creating good links between staff and governors. The current governing body is strongly committed to the school and raising standards and is involved in strategic planning as outlined in the School Development Plan. Much has been accomplished over the last two years and good procedures are now in place to take the school forward.
54. Currently the school's spending decisions are closely linked to its educational priorities and effective use is made of designated funding. The school's recent investment in information technology was made after careful consideration of what was required and the relative costs. The new computer suite has added greatly to pupils' learning opportunities and the development of pupils' skills and competence in the technology. Overall, the new technology is effectively used throughout the school both for administration and academic purposes. The provision of non-teaching staff to support those pupils with special educational needs is satisfactory and contributes to their progress.
55. Good financial control is now maintained and spending decisions carefully discussed and evaluated. The school's system for financial administration is efficient and ensures

that up to date information is available when required. The recommendations of the most recent auditors' report have been addressed apart from undertaking a school inventory that is due to be completed before the end of the academic year. The school has fully adopted the principles of best value and competitive tendering is practised.

56. The school employs an appropriate number of teachers for the number of pupils on roll. All are suitably qualified to teach in the primary phase. There is a good number of support assistants. They work very well in partnership with teachers and promote the quality of pupils learning effectively. However, only a small minority are funded directly from the school's main budget. The acting headteacher recently carried out an audit in order to identify the training needs of staff and match these to the needs of the school. Following this an effective action plan was drawn up and many members of staff have received appropriate training. All staff have appropriate job descriptions and subject co-ordinators are fully aware of the scope of their responsibilities. Arrangements for performance management are satisfactory. A good system of self evaluation is part of these arrangements and this enables senior managers to identify their training needs effectively. Arrangements for the induction of new staff are good and all staff are supported well by the acting headteacher and by senior managers.
57. The school is currently going through major building works. Staff and pupils are working successfully to cope with the significant disruptions this is causing. The accommodation, in its present state is unsatisfactory. Years 5 and 6 are currently housed in a building separated from the main school by a busy road. This will not be the case once the current building programme is completed. The playground is in need of resurfacing and the governing body have allocated sufficient funds for this work to be completed.
58. The quality and range of resources for learning is unsatisfactory overall. They are very good for English and music, good for art and design and mathematics. Resources for information and communication technology are also good. The computer suite is a very good part of this provision and is making a significant contribution to the improving attainment in the subject. However, resources for teaching religious education, geography and history are unsatisfactory. The school recognises that additional resources are needed to bring library provision up to the expected standard. Plans to seek sponsorship for this purpose are in hand, to supplement funding provided by the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the quality of education provided by the school, the headteacher, staff and governors should:

- 1) **raise standards throughout the school in design and technology and geography, and in history and religious education by the end of Year 6 by:**
 - improving curriculum provision in these subjects.
 - developing fully the role of the co-ordinator for these subjects.
 - ensuring teaching for these subjects reaches the high standards found in other subjects.
 - improving procedures for assessing pupils' attainment and progress in these subjects.
 - ensuring there are sufficient resources to support pupils' learning in these subjects.
(Paragraphs 8, 20, 39, 130-135, 136-139, 140-146 and 165-169)

- 2) **improve the quality of presentation of pupils' work by :**
 - encouraging pupils to record their work neatly in all subjects.
 - providing guidance and applying consistent standards for the presentation of pupils' work.
(Paragraphs 11, 18, 97, 98, 113, 120, 137, 145 and 167)

- 3) **ensure the governing body meets the duties required by law in respect of the content of the annual report to parents and for the provision for religious education by :**
 - checking that requirements for the content of the annual report to parents are met fully.
 - monitoring the provision made for the teaching of religious education and making certain the content of the locally agreed syllabus for the subject is covered appropriately.
(Paragraphs 23, 53, 120 and 165)

In addition the school should consider including the following minor areas for improvement in its action plan:

- the provision in homework in subjects other than English, mathematics, science and art;
(Paragraph 21)
- the use of information and communication technology to enhance pupils' learning in other subjects;
(Paragraphs 16 and 151)
- taking account of the targets set for the learning of pupils with special educational needs in all subjects;
(Paragraph 22)
- the use of marking to inform pupils of what they need to do to improve.
(Paragraph 39)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	12	5	21	12	1		
Percentage	24	10	41	24	2		

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

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)	20	200
Number of full-time pupils known to be eligible for free school meals		32

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	10
Number of pupils on the school's special educational needs register	3	56

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	28

Attendance

Authorised absence

	%
School data	3.2%

Unauthorised absence

	%
School data	1.5%

National comparative data	5.6%
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National comparative data	0.5%
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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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	18	6	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	16	14	19
Percentage of pupils at NC level 2 or above	School	67 (74)	58 (61)	79 (74)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	16	18	17
Percentage of pupils at NC level 2 or above	School	67 (70)	75 (78)	71 (78)
	National	85 (84)	89 (88)	91 (90)

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

The school figures given are total figures only as the number of girls in the cohort was less than 10

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	16	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	15
	Girls	13	11	13
	Total	23	22	28
Percentage of pupils at NC level 4 or above	School	72 (n/a)	69 (n/a)	88 (n/a)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	12
	Girls	13	12	14
	Total	22	23	26
Percentage of pupils at NC level 4 or above	School	69 (n/a)	72 (n/a)	81 (n/a)
	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	
Black – African heritage	2
Black – other	
Indian	
Pakistani	1
Bangladeshi	
Chinese	
White	185
Any other minority ethnic group	

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	3	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)	9.4
Number of pupils per qualified teacher	21.2
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	240

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	20
Total number of education support staff	3
Total aggregate hours worked per week	58
Number of pupils per FTE adult	6

FTE means full-time equivalent.

Financial information

Financial year	2000 - 2001
	£
Total income	510646
Total expenditure	494911
Expenditure per pupil	1882
Balance brought forward from previous year	14617
Balance carried forward to next year	30352

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	240
Number of questionnaires returned	61

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	33	8	3	0
My child is making good progress in school.	33	57	8	2	0
Behaviour in the school is good.	39	40	8	5	8
My child gets the right amount of work to do at home.	28	38	16	5	13
The teaching is good.	47	38	10	3	2
I am kept well informed about how my child is getting on.	34	38	18	8	2
I would feel comfortable about approaching the school with questions or a problem.	55	25	7	13	0
The school expects my child to work hard and achieve his or her best.	41	44	7	5	3
The school works closely with parents.	28	43	16	11	2
The school is well led and managed.	33	25	13	16	13
The school is helping my child become mature and responsible.	33	41	11	10	5
The school provides an interesting range of activities outside lessons.	21	18	20	15	26

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

59. The provision for children in the Nursery class is excellent, and is a strength of the school. The provision for children in the Reception class is satisfactory, but could be even better. Currently the Reception class does not have a permanent teacher, and the children's learning has been adversely affected by the extensive building work that is taking place in the school. Whilst the Nursery children have the benefit of working in an old, but purpose built classroom, which has access to a secure outside play area, the Reception children are currently being taught in a classroom that does not have access to outdoor play facilities, and which is too small to enable some important activity areas, such as sand, water and role play to be provided on a daily basis. Overall, there has been good improvement in the provision for Foundation Stage children since the time of the last inspection.
60. The children's attainment when they start school in the Nursery is average overall, and spans the full ability range. The children benefit from very good teaching in the Nursery class, and make very good progress across all areas of learning. When they transfer to the Reception class, the children are achieving a higher level than expected in many aspects of their work. In the Reception class, although the children make satisfactory progress overall, and achieve the Early Learning Goals in each of the areas of learning by the time they transfer to Year 1, their progress is not as good as it could be.
61. The quality of teaching is satisfactory in the Reception class and very good in the Nursery class. The Nursery and Reception teachers plan together, and the quality of planning is a strength in both classes. The practice of providing a combination of ongoing tasks, where the children work independently, together with focused tasks, which are often led by an adult, creates a very effective balance. The learning environment for the Nursery children is excellent. The various areas in the classroom have been organised so that the children can easily access and tidy away resources. Each area is stimulating, attractive, and fascinating for the children, and great attention has been paid to detail. The Nursery teacher and classroom assistants are extremely effective in the way in which they extend the children's learning through regular but timely intervention when the children are working. Very good use is made of ongoing assessment to ensure that activities are closely matched to the ability levels of the children, and this is a significant factor in the very good progress the children make. In the Reception class, although the overall quality of teaching is satisfactory, there are some weaknesses in the way in which the children are organised and managed. Whilst children often learn effectively when working independently or in small groups, whole-class activities sometimes lack pace and a real sense of purpose, and are not always sufficiently challenging for the highest attaining children. Although the teacher makes very good annotations on children's work, indicating the level they have achieved, and the amount of adult support they required, not enough use is made of this ongoing assessment information when planning the next stage of the children's learning.
62. The school has established good links with parents and carers of the Foundation Stage children. Parents of Nursery children are frequent visitors to the classroom, and this regular contact enables very good levels of communication between home and school. Parents receive good information about how they can help their children with the early stages of reading, and are encouraged to borrow books from school. In the Nursery class, very informative records of achievement for each child, classroom displays, and

class books of photographs, provide parents with very good levels of information about their children's progress, and the activities their children undertake. The school contacts parents if their child is identified as having special educational needs, and keeps them fully informed and involved.

Personal, social and emotional development

63. By the end of the Reception year, most children attain the Early Learning Goals in terms of their personal, social and emotional development. The quality of teaching is very good in the Nursery class, and this enables the children to make very good progress. The teacher and classroom assistants encourage the children to develop their skills as independent learners, and provide frequent opportunities for the children to make decisions and choices about their work. The teacher has extremely high expectations of the children, and they respond very positively. Classroom routines are very firmly established, and this gives the children very clear boundaries within which to work. The excellent organisation of the Nursery classroom means that children can easily access resources, and know where to return them at the end of an activity. In the Reception class, the children make satisfactory progress. The quality of teaching is satisfactory, but because of changes in staff, and room changes, the children do not have the same sense of security they have in the Nursery, and the teacher's expectations of the children are not always sufficiently high.
64. By the end of the Reception year, most children have good levels of confidence in themselves as learners, and they participate well in group activities. Most children know how to share and to take turns, and concentrate for appropriate lengths of time when working on independent tasks. Children in both the Nursery and Reception classes respond very positively to adults, and are keen to talk about their work. In the Nursery class, the excellent displays of children's work, with labels to give information to the observer about the skills the children have used, have a very positive impact on the children's self-esteem.
65. The children's behaviour is very good in the Nursery class. In the Reception class, the children are often well behaved when working in small groups, but in whole class sessions, such as physical education, they do not always follow the teacher's requests and instructions. By the end of the Reception year, the children are starting to appreciate the impact of their actions on others, and they are helped in this by the sensitive way in which teachers and classroom assistants deal with occasional incidents of misbehaviour. Good use is made of stories to present a range of issues to the children, and to provide opportunities for them to discuss how they feel. For example, during the inspection, when the teacher was reading the story, 'Handa's Surprise', the children considered how Handa might have felt, and how they themselves might have felt in the same situation.
66. Most children have good levels of independence by the time they transfer to Year 1, although a minority are still heavily reliant on adults for help and support, especially when they encounter new areas of learning. The organisation of the Nursery and Reception classrooms, whereby children choose from a variety of ongoing tasks, is very effective in promoting independence. Most children show good levels of independence when dressing and undressing for physical education activities, and carefully observe the routines for ensuring their personal hygiene.
67. All adults provide very good role models for the children, and show respect and courtesy in their dealings with one another and the children. The example of the adults

is a constant reminder for the children, and encourages them to be polite, kind, helpful and considerate of the needs of others.

Communication, language and literacy

68. By the time they transfer to Year 1, most children attain the Early Learning Goals in this area of their learning. They make very good progress in the Nursery class, where their language skills are very effectively developed through the ongoing range of daily activities, and where the teaching is of a consistently very good standard. Most children make satisfactory progress in the Reception class. The quality of teaching and learning is satisfactory in the Reception class, but could be even better. Currently there are not enough opportunities for the children to develop their spoken language skills through role-play activities, and free-choice outdoor play activities, and this is largely because of the ongoing building work in the school. In addition, the teacher's expectations of the highest attaining Reception children are not always sufficiently high, and this is most noticeable in the quality of their independent writing, where they have not made the progress of which they are capable.
69. In both the Reception and Nursery classes, there are very good opportunities for the children to express their ideas in whole class discussions. In the Nursery class, where the teacher is very skilled in keeping the children's attention, these discussions are often quite lengthy, and involve the vast majority of children. By the end of the Reception year, most children listen well to adults, and to their classmates, and are confident about answering questions and making suggestions. However, although most children are confident speakers, only a few have an extended vocabulary, and a small but significant number of children, in both the Reception and Nursery classes have difficulty in enunciating words clearly. Where speech problems are significant, these have been quickly identified by the school, so that they can be addressed. Children in the Foundation Stage are confident and keen to talk to adults about their work, and often talk to one another when they are engaged in shared tasks. In the Nursery class very good opportunities are provided for the children to develop their speaking skills through a variety of role-play activities, and adults are particularly skilled in giving input where this will raise the standard of pupils' speaking skills further.
70. Early writing skills are taught extremely well in the Nursery class, and the children get off to a very good start in this aspect of their learning. The 'Rainbow Office' is a very popular choice for the Nursery children, who 'write' letters, postcards, lists, sometimes by hand, and sometimes using the computer. The children have a very good understanding of the link between reading and writing, and know that writing communicates meaning. Many tasks in the Nursery reinforce the hand to eye skills necessary for letter formation, but great care is taken not to reduce the children's interest in writing, or their belief in themselves as 'writers', by introducing formal writing skills before the children are ready. In the Reception class, the children move onto more formal recording tasks, but again good emphasis is placed on encouraging the children to write freely so that they have high levels of confidence in their learning. However, the higher attaining children do not make enough progress in this level of their work, given the high standard they are at when they transfer from the Nursery class, and there is often very little difference between the standard of their writing and that of the lower attaining children.
71. The children in both the Nursery and Reception classes have a good appreciation of how books convey information to the reader. There are good opportunities in both classes for the children to handle books, and to talk about their favourite stories and characters. Teachers are very effective in the way in which they tell stories from books,

sharing the pictures with the children, and asking the children to predict what they think might happen next. By the end of the Foundation Stage, most children are reading at the level expected for their age. Children of all abilities have confidence in themselves as readers, and benefit from the praise and encouragement they receive from their teachers, and from the support they receive from home.

Mathematical development

72. By the time they transfer to Year 1, most children attain the Early Learning Goals in terms of their mathematical development. The teaching of mathematics is very good in the Nursery class, where mathematical concepts and vocabulary are developed and consolidated whilst the children are engaged in play activities, such as construction, and sand and water play. The 'mathematics area' is an exciting place for the children to work, and contains a variety of appealing resources such as a computer, calculator, balances, wooden numbers, and a wide range of sorting and matching objects. The children make very good progress across all areas of learning within mathematics, and a few children are already achieving the Early Learning Goals when they transfer to the Reception class.
73. In the Reception class, the children make satisfactory progress overall, although some of the higher attaining children are not always sufficiently stretched. The teaching of mathematics is satisfactory. The school has opted to teach mathematics in a formal manner, using the National Numeracy Strategy as a basis. Whilst this prepares the children well for their transfer to Year 1, there are not enough additional 'free-choice' mathematical opportunities for the children to explore during the course of the day. For example, the Reception children have only limited access to sand and water activities, and this means that they miss opportunities to learn comparative language through structured play.
74. By the time they transfer to Year 1, most children have a satisfactory grasp of number. Reception children confidently count forwards and backwards to and from twenty, and higher attaining children count well beyond. Most children have a growing understanding of the notion of subtraction, although lower attainers struggle in class discussions when this concept is presented as a mental activity without the use of resources to demonstrate the concept practically. Not enough use is made of assessment information when planning group tasks for the children, with the result that tasks are often repeated from day to day without modification. Very good use is made of support staff in the Reception class to work with groups of children, and this adult intervention has a positive impact on the children's learning. In both the Nursery and Reception classes, very good use is made of counting and action songs to reinforce the order of numbers. The teaching of number formation is good, and the children make good progress in developing their recording skills.
75. Most children have a secure understanding of aspects of shape by the time they transfer to Year 1. They draw, name and recognise a variety of simple two dimensional shapes such as triangles, rectangles, squares and circles. Some of the higher attaining Reception children talk confidently about the relationship between the number of sides in a square and the number of corners. In the Nursery class, the children quickly learn the vocabulary to enable them to compare size, and when playing in the sand or water talk about containers being larger/smaller, heavier/lighter and shorter/taller. By the end of the Reception year, most children have a secure understanding of the notion of full and empty, although some children do not yet equate a container that is half full, as also being half empty. Through their recent work in the computer suite, when they painted butterflies, Reception children have a good understanding of symmetry.

Knowledge and understanding of the world

76. By the end of the Reception year, most children attain the Early Learning Goals in terms of their knowledge and understanding of the world in which they live. The teaching of the Nursery children is very good, and ensures that they make very good progress. In the Reception class, the children make satisfactory progress. Although the teaching of the Reception children is satisfactory, the classroom constraints and staff changes have adversely impacted upon their learning.
77. In both the Nursery and Reception classes, staff encourage the children to make careful and critical observations. For example, Reception children have been looking closely at the formation of spiders' webs, and have made detailed models of spiders which show they have paid good attention to detail. As part of their work relating to the book 'Handa's Surprise', Nursery children have been studying different types of fruit, and during the inspection showed great levels of interest in an avocado stone that had started to produce a shoot whilst still inside the fruit. Children throughout the Foundation Stage know the importance of looking after living things, and practical activities, such as growing seeds, and watching tadpoles growing into frogs, successfully reinforce this aspect of their learning. By the end of the Reception year, most children understand how living things change as they grow and get older, and this notion has recently been consolidated when the children compared themselves as they are now, with how they were when they were babies.
78. By the time they transfer to Year 1, most children have a growing awareness of the past and the present, although this is an aspect of learning that many children still have difficulty with. The Reception and Nursery children know their positions within their immediate families, and the highest attainers are aware of more complex relationships such as that of their parents to their aunties and uncles. Most Reception children know where they live, and give simple directions when describing the route to and from school, although some are hampered in this by their lack of directional vocabulary. The children are introduced to simple maps from an early age, and understand their purpose.
79. Children from both the Nursery and Reception classes benefit from regular access to the computer suite. The organisation for this is very effective, with the Nursery Nurse from the Nursery class working with half class groups of Nursery and Reception children, whilst the classteachers work with the remaining children. Children of all ages and abilities make good progress in this aspect of their learning, and Reception children are working at a noticeably higher level than the Nursery children. By the time they transfer to Year 1, most children control the mouse with reasonable levels of accuracy, and know how to print their work, although some require adult help to do this. They have good experience of using painting and drawing programs, and of working on simple word-processing programmes. The Foundation Stage children have regular access to classroom computers, although the organisation of this is better in the Nursery class than in the Reception class. Because the computers are part of exciting role-play areas in the Nursery classroom, the children regularly use them when they are in the 'Rainbow Office', or in the mathematics area. In the Reception class, not enough use is made of the computers to support the children's learning of basic skills of literacy and numeracy.
80. Excellent opportunities are provided in the Nursery class for the children to develop construction skills. However, Reception children are currently disadvantaged in this aspect of their learning because of the constraints of the classroom. In the Nursery class, a small room is devoted to construction activities, and the children can choose

from a very wide range of easily accessible and very well organised commercial construction equipment. The Nursery children show high levels of imagination in their work, and very good input from the staff, promotes good levels of spoken language as the children discuss the models and towers they have made. By contrast, despite the best efforts of the staff, the Reception children have access to a limited range of materials, and work within a very confined area.

81. The school meets statutory requirements in terms of teaching religious education to the Reception children, although the children's recall of their learning in religious education is very insecure. The children have recently been looking at aspects of Hinduism, and most children know that Hindus worship in a special place called a temple. The classteacher has created a very attractive display of the children's pictures of temples, which is enhanced by Indian artefacts and pictures of food, musical instruments, fabric and clothes.

Physical development

82. By the time the children transfer to Year 1, most attain the Early Learning Goals in the physical area of learning. The children make very good progress in the Nursery class, where they benefit from using a wide range of wheeled toys and climbing equipment on a daily basis, and satisfactory progress in the Reception class where most activities are carried out as whole-class lessons in the hall. The school has made good attempts to overcome the lack of outdoor play facilities for the Reception children, and whenever possible they use the Nursery facilities. When the building work is complete, the Reception children will have access to their own outside play area, and there are firm plans to purchase appropriate outdoor play equipment. The teaching of physical development is very good in the Nursery class and satisfactory in the Reception class.
83. By the end of the Reception year, most children have satisfactory levels of co-ordination and control of their bodies. However, a number of children are insufficiently aware of others when moving around a confined space. This is exacerbated in the Reception classroom where space is very limited. In a dance lesson seen during the inspection, Reception children varied their movements well in response to different types of movement, and the higher attaining children were successful in mirroring the movements of their partner. When engaged in free play activities, the children in both the Nursery and Reception classes move with a good sense of purpose and with high levels of energy.
84. By the time they transfer to Year 1, pupils' skills of co-ordination when using pencils and brushes are at the expected level, although a number of children have difficulty in controlling the mouse accurately when using the computer. The children use scissors well, and there are very good opportunities in the Nursery class for the children to use modelling tools when working with dough, some of which require high levels of manual dexterity.

Creative development

85. By the time they transfer to Year 1, most children attain the Early Learning Goals in the creative area of learning. In the Nursery class, the children make very good progress and benefit from daily opportunities to paint, draw, use modelling and construction materials, and take part in a wide variety of role-play activities. The teacher and classroom assistants in the Nursery are quick to respond to incidental opportunities that arise during the course of the day, and are very effective in the way in which they foster the children's creativity and develop their imaginations. For example, during the

inspection, following the reading of 'Handa's Surprise', the staff responded enthusiastically to the children's requests to wear 'African Dress', and working with the children, created dresses from lengths of colourful fabric, and devised ways in which the children could carry their 'babies' on their backs. The teaching of creative development is satisfactory overall in the Reception class, and the children make satisfactory progress. The teacher has provided some good whole-class opportunities for the children to develop their creativity, such as when they dyed pieces of cloth using turmeric and beetroot, and when they produced symmetrical 'Rangoli' patterns as part of their ongoing religious education work. However, because of the constraints of the current accommodation, there are not enough ongoing creative activities to extend the children's learning through experimentation and structured play.

86. Teachers in both the Nursery and Reception classes use songs and jingles well to capture the children's attention and to reinforce important aspects of their learning, such as counting. The children know a good range of songs which they sing with enthusiasm. Most children have a good sense of rhythm, although they are still learning to pitch their voices accurately. Children in both classes also benefit from regular half hour music lessons which are led by a teacher from an outside music agency. These sessions are very well led by the visiting teacher, and the children respond with high levels of enthusiasm and motivation to the familiar routines of the sessions. By the end of the Reception year, most children name and recognise a variety of percussion instruments, including maracas, bells, chime bars, tambourines and drums, and are beginning to describe the types of sounds they produce. They follow simple pictorial scores, and join in at the right place. Most children make a distinction in their playing between loud/quiet and fast/slow sounds.
87. Role play is a very important part of the children's learning in the Nursery class, and many of the areas in the classroom are very effective in developing the children's imaginations. The 'Rainbow Cottage' is currently set up as a home area, but boxes of well labelled and easily accessible resources mean that it can quickly be turned into a 'vet's surgery', a 'police station', a 'hairdressing salon', and many other areas. The teacher and classroom assistants work very effectively with the children when they are engaged in role play activities, helping them to develop the appropriate vocabulary, and to take on the characteristics of the people they are representing. Although the Reception role play area is currently set up as an 'Indian Café', the children have only limited opportunities to use the area for free-choice and structured play activities. Nevertheless, it provides an enriching experience as the children learn about different Indian foods, and the various types of serving dishes.
88. Children in the Nursery class work regularly with paints and modelling materials, and their work is often of a better standard than expected for their age. There is a very good balance of activities that are directed by the teacher and those which the children choose themselves. Work about the colours of the rainbow helps the children to learn the names of these colours. Within the classroom there are many activities that reinforce this learning. For example, the desks in the 'Rainbow Office' are covered with paper in the various rainbow colours, and are labelled so that the children become familiar with the written names of the colours. During the week of the inspection, many of the activities were linked to the colour of purple. The children looked at and smelled soaps in shades of lavender, purple, and blueberry. The teacher brought in grapes and plums for the children to eat at snack time, and an aubergine for them to study. Daily activities include working with dough, and the children skilfully use a range of cutting and shaping tools, which often require high levels of manual dexterity.
89. By the end of the Reception year, the children show a satisfactory understanding of

colour and texture. Their drawing skills are often good, and some of the children have produced very accurate sketches of cross-sections of fruit. Their paintings are often bold and attractive, and their recent pictures of the 'Selfish Giant', form an attractive and colourful classroom display. The children have a good understanding of how to mix primary colours to achieve secondary colours, and have recently mixed red and blue to achieve different shades of purple, before making observational paintings of irises. Although there are some strengths in the children's learning, in terms of them acquiring skills and techniques, there are some weaknesses which include the lack of daily 'free-choice' art activities, and the lack of freedom for them to choose their own materials.

ENGLISH

90. By the end of Year 2 attainment in the 2001 national tests was in very low in reading and well below average in writing when compared with all schools and very low in reading and writing when compared with similar schools. The tests for the end of Year 6 in 2001 show attainment to be below average when compared with all schools and well below average when compared with similar schools. Inspection findings show that standards at the end of Year 2 are in line with those expected in reading, writing and speaking and listening. These standards are similar to those found at the time of the last inspection in speaking and listening and in reading. However, standards in writing are better than those found at that time. Standards at the end of Year 6 are also in line with expectations in reading, writing and speaking and listening. Pupils with special educational needs are achieving as well as their classmates and are included well in all aspects of provision for the subject.
91. Pupils in years 1 and 2 benefit from teaching that is consistently good and at times excellent. This enables pupils to make good progress and they achieve well. Pupils in years 5 and 6 also benefit from teaching that is consistently good or very good and sometimes excellent. Pupils in these year groups also make good progress overall and very good progress where the teaching is of the highest standard. Throughout the school pupils with special educational needs receive good support in the classroom and the well trained and well briefed support staff make a significant contribution to pupils' learning, enabling them to achieve well.
92. The school has recognised the need to raise standards in English from the low levels achieved in the year 2001 test results. Recent developments, such as the introduction of the National Literacy Strategy, have brought about a rise in standards and inspection evidence suggests that the school is on course to continue this trend. Assessment tracking indicates an improvement in standards for the 2002 cohort and longer-term predictions suggest that further significant improvements can be expected for the 2003 cohort of pupils.
93. Pupils in years 1 and 2 listen attentively in lessons and they work hard in the knowledge that their teachers have high expectations of them. They also listen attentively to their classmates and they enjoy the sharing of successful working and new ideas. When engaged in reading aloud from shared texts or when reading from written work they listen well and respond to changes in mood and emphasis in the written word. In years 1 and 2 pupils listen well to instructions and respond to questions in a confident and expressive manner.
94. Pupils throughout years 3 to 6 have good listening skills and they process instructions and respond to questions very effectively. In some classes pupils with emotional and behavioural difficulties find maintaining concentration hard. However, they are very well

supported by teaching assistants who work in close collaboration with the class teachers. Teachers in all classes encourage pupils in their spoken responses and place an appropriate emphasis on the correct use of vocabulary. In a Year 4 lesson pupils were subjecting poems written by fellow pupils to a peer review and were thoughtful and articulate in the evaluations and judgements made. One Year 6 pupil was able to give a very clear explanation of the award system in gymnastics following her receipt of a bronze award during the school assembly. A notable feature amongst pupils of all ages is their willingness to engage in conversation with visitors and their eagerness to share their achievements with them.

95. At the end of Year 2 standards in reading are in line with those expected and a good number of pupils are reading above this level. Pupils in both Years 1 and 2 enjoy books and have a good knowledge of their favourite authors and stories. They enjoy sharing their reading with their class teachers and respond with enthusiasm in whole class and group reading sessions. The lack of phonic skills highlighted in the previous report has been overcome and pupils can read successfully, using a variety of strategies well. The core reading scheme and supplementary readers have been levelled and colour coded and this has had a significant impact on the way in which pupils use their reading books. Good quality teaching in both key stages ensures that pupils read with a real sense of purpose and they are beginning to extend their reading skills into other areas of the curriculum. Pupils use dictionaries or a thesaurus well to assist them in their work.
96. Pupils in Year 6 have reading skills that are in line with those expected and are often better. They read with accuracy, fluency and expression and give considered opinions concerning the standards of the books they are reading for pleasure. Many pupils use the local library service and many visit local bookshops on a regular basis. The good quality of the teaching has ensured that pupils have developed a love of books and most read for pleasure at home. The vast majority are able to name and discuss the style of their favourite authors and whilst the current popular authors, such as JK Rowling, are prominent many have also read some earlier classics of children's literature.
97. Pupils' writing by the end of Year 2 is often above average in content, although the presentation of the work is sometimes poor. The vast majority of pupils use punctuation in an appropriate manner and use it well for dramatic effect. Pupils also enjoy a range of writing experiences and the good quality teaching ensures that they can express themselves in a number of genres. A notable feature of the written work in years 1 and 2 is the extent to which teachers use it to form the centrepiece of displays, giving pupils a sense of pride in their achievements. Written work is also being processed using information and communications technology and pupils are increasing their skills in this aspect of their work satisfactorily.
98. By the end of Year 6 standards of pupils writing are in line with those expected and often better. Presentation continues to detract from pupils' achievements, although many write with imagination and flair. Pupils in Year 4 use imaginative vocabulary and interesting adjectives very creatively when they write poems. Pupils in Years 5 and 6 have been able to practise and write in extended mode and in both year groups the good quality teaching has ensured that pupils have experimented well with a variety of genres. Spelling is of generally good quality and pupils use a dictionary or thesaurus confidently to assist them in their work. Scrutiny of pupils' work confirms that the National Literacy Strategy is beginning to have an impact on writing across the curriculum.

99. Pupils in all year groups have positive attitudes towards their work and the standard of behaviour is good. The vast majority of pupils show an infectious enthusiasm to succeed and this is shared with their teachers. Pupils in Years 5 and 6 have an especially mature relationship with their teachers and this contributes to the positive motivation that they display in their work. The good relationships between pupils and their teachers have a significant effect on the quality of learning and contribute to the social development of pupils throughout the school.
100. The quality of teaching of English is good overall with some excellent features. In years 1 and 2 teachers ensure that their pupils have a firm grounding in the basic skills of reading and writing and extend their abilities in both areas. The development of phonic skills is given an appropriate degree of emphasis in reading and all pupils are encouraged effectively in the mastery of the use of punctuation. Lessons are imaginative and pupils were observed in rapt enjoyment of their work in English. Marking celebrates pupils' successes and encourages them in improving their work. Group targets are attached to workbooks and all pupils have a clear idea of what is expected of them.
101. In years 3 to 6 teachers continue to expect the high standards established in years 1 and 2 and some outstanding teaching is seen in years 5 and 6. Lessons are lively and challenging and teachers share the enthusiasms of their pupils. In a Year 6 lesson the teacher and pupils were closely allied in their appreciation of poetry written in the Haiku form. Good quality marking encourages pupils in the realisation of their targets and the quality of the marking in Year 5 provides them with a very clear picture of what they might do to improve their performance. Good quality verbal feedback during lessons is a feature of the teaching throughout the school.
102. The development of the use of computers to support learning in English has come recently. Pupils in all age groups are now beginning to draft work on computers and are using them well to make more detailed presentations of their work.
103. The leadership of the subject is very good and the co-ordinator has an excellent overview of what needs to be done. She has been acting as headteacher during a period of significant change for the school but has already initiated major changes in the delivery of the curriculum in English. Assessment arrangements are firmly in place and the school is beginning to make very good use of assessment data to inform future planning in English. The quality of the medium term planning for English is exceptional and will provide a firm base from which to increase standards in the future. The quality of resources for learning in English is satisfactory and the co-ordinator has set in motion a programme of up dating and renewal. When the present building alterations are completed a new library area will provide a valuable and much needed resource for pupils. Despite the challenges it currently faces the school does much to promote a love of language and literature amongst its pupils.

MATHEMATICS

104. The 2001 national test results show that pupils' attainments by the end of Year 2 were well below national averages and were very low in comparison with similar schools. The inspection findings indicate that standards are now in line with national expectations at the end of the Year 2 and similar to those found at the time of the last inspection. Improvement since that time is satisfactory. This has been achieved through the effective implementation of the National Numeracy Strategy across years 1 and 2 and the better use made of assessment to underpin the teaching and to ensure that tasks are well matched to pupils' abilities and to their prior attainment. All pupils are currently making good progress and are included well in the provision made for their learning.
105. The national test results for 2001 show that pupils' attainments at the end of Year 6 are average. They are also average when compared with those for similar schools. The inspection findings indicate that the attainment of the current pupils is in line with national expectations. The attainment of pupils in years 3 to 6 has not shown the same improvement as those in years 1 and 2. This is because the Numeracy Strategy has only recently been implemented. Consequently these pupils did not benefit from the thorough grounding provided by the strategy whilst in years 1 and 2 or during their earlier years in Key Stage 2. Nevertheless all pupils, including those with special educational needs are now making satisfactory progress and there is no marked difference in the performance of girls and boys.
106. Pupils, by the end of Year 2, have a secure grasp of number and pattern. The majority of pupils count confidently in ones, twos, fives and tens to an appropriate level, both forwards and backwards and pick out patterns, such as odd and even numbers. By the end of Year 2 most pupils have a good understanding of the four number operations and know that subtraction is the reverse of addition. Most pupils in Year 2 recognise proportions of a whole and know that two halves and four quarters make a whole. Pupils by the end of Year 2 can tell the time to the nearest quarter of an hour. They understand the concept of more than, and less than, and can calculate simple money problems. The use of calculators to support their work is underdeveloped.
107. By the end of Year 2 all pupils have a satisfactory grasp of shape, space and measurement. They identify and name two-dimensional shapes, such as triangles, squares and rectangles and the more able pupils describe their properties in terms of the number of sides and corners. Pupils use a good vocabulary to describe shape and the more able pupils are familiar with the concept of line of symmetry. The majority of pupils can measure length to the nearest half centimetre, but their understanding of volume and mass is less well developed.
108. Pupils, in years 1 and 2, satisfactorily solve simple numerical problems such as finding missing numbers in a sequence, or finding how many different sums they can make using a limited range of numbers. Mathematics is included in other subjects, such as in science when they investigate and count pupils' eye colour and represent their answers as a bar graph. However, pupils' skills in using and applying mathematics are underdeveloped. This is because there are too few opportunities for pupils to do practical mathematics.
109. By the end of Year 6 all pupils have satisfactory understanding of number and most are able to multiply and divide whole numbers. The mental mathematics of the more able pupils is good and these pupils make sensible estimations. By the end of Year 6 most pupils can add and subtract decimals and the more able do so to three decimal places

correctly. These pupils can also multiply and divide calculations involving decimals. Most pupils in Year 6 can reduce fractions to their simplest form and have a satisfactory understanding of the relationships between fractions, decimals and percentages. The majority of pupils can also interpret co-ordinates satisfactorily.

110. By the end of Year 6 most pupils know that angles are formed at a point and can measure angles using a protractor. The more able pupils do so to the nearest degree. Most pupils can identify acute, right and obtuse angles and the more able pupils know that the sum of the angles in a triangle is 180° . Pupils in Year 6 know the rough metric equivalents of imperial units still in daily use and can measure length, volume and mass with acceptable accuracy. They make sensible estimates and can calculate both the area and perimeter of regular shapes.
111. Pupils, by the end of Year 6 have good data handling skills and a good mathematical vocabulary, enabling them to describe and interpret information accurately. The more able collect discrete data, record it using a frequency table and can distinguish between mean, mode and median. They can represent their data graphically and draw realistic conclusions. Higher attaining pupils in Year 6 understand probability and can place different events on a probability scale based on their likely occurrence. Pupils have some opportunities to use their mathematical skills to solve problems, such as when determining the most likely totals when two dice are thrown repeatedly. However, pupils' skills of using and applying mathematics are not developed sufficiently well.
112. The quality of teaching and learning in mathematics is satisfactory. All teachers are now familiar with the National Numeracy Strategy and the three-part lesson structure is soundly established. Oral and mental sessions are mostly used well to consolidate learning and to develop pupils' thinking. In the lessons seen during the inspection these sessions were well organised and proceeded at a good pace and included all pupils. Teachers use a good mathematical vocabulary and pupils respond enthusiastically. The work in these lessons is well matched to pupils' abilities and prior attainment. Plenary sessions are well used to consolidate learning. In other lessons where the quality of the teaching was excellent, the teacher, through appropriate questioning, challenges the pupils to look for patterns in the number sequences and to suggest an overall rule of number. The teacher makes very good use of pupils' contributions. For example, in one instance when a pupil suggested that the number totals were all divisible by eleven. This had not been previously evident.
113. The leadership and management of the subject are satisfactory. The school has given considerable emphasis recently to improving standards in mathematics and this has been successfully accomplished in years 1 and 2 where standards have improved substantially over the last two years. The process of monitoring the curriculum is underway and needs to continue to ensure that pupils have a good quality mathematical curriculum. At present insufficient attention is given to developing pupils' skills of using and applying mathematics. There is some unnecessary overlap in the work, for example in number work which can be eliminated by careful monitoring of the curriculum. Information and communication technology is not used sufficiently to reinforce pupils' learning. Pupils' presentation skills are underdeveloped and this, in some instances, leads to unnecessary errors. The good teaching strategies evident in some classes also need to be effectively disseminated.

SCIENCE

114. The results of the teachers' assessments in 2001 show that, by the end of Year 2, pupils' attainment in science is below both the national average and the average found in similar schools. This does not reflect the findings of the previous report when attainment by the end of Year 2 was judged to be satisfactory. By the end of Year 6, National Curriculum test results in 2001 show that pupils' attainment is in line with both the national average and the average for similar schools. The school's results are also improved by the higher percentage of pupils reaching the next higher level (Level 5). Inspection findings show that attainment is above average by the end of Year 2 and average by the end of Year 6 and that pupils are currently achieving well in relation to their abilities.
115. Differences between inspection findings and teacher assessments for the end of Year 2 are explained by the successful adoption, in the current academic year, of a nationally recommended scheme of work together with an improved system of assessing and recording pupils' attainment. These two refinements have enabled the teaching and learning to improve significantly. The progress that pupils make in developing skills, knowledge and understanding in science over time has been satisfactory. Pupils are now making good progress within lessons when the quality of teaching is at least satisfactory, with good features. Pupils with special educational needs are included well and make progress at a similar rate to their classmates. Inspection findings show that some aspects of the subject, such as scientific investigations, have improved since the time of the last inspection.
116. By the end of Year 2 pupils' skills in planning and carrying out investigations are satisfactory. Most pupils have acquired the basic skills of handling simple equipment and materials well. They demonstrate natural curiosity and interest in their work and ask sensible questions. When they are given the opportunity to carry out basic experiments, the majority are confident to offer suggestions as to what might happen next. They describe the features of a fair test and make accurate observations. They record their results accurately and more able pupils understand well how these results can be represented in the form of a simple graph. When they are given the opportunity to make choices, for example, in simple investigations, they are confident about the steps they should take. These pupils are familiar with the life cycle of plants and animals and know the factors that are needed to help them thrive. They classify plants and animals by using simple attributes. Pupils record the growth of bean plants and are able to re-order their results to make more sense of them. In Year 2, pupils classify materials according to their properties. The majority of pupils correctly explain how a particular material, such as bread, changes its properties when it is heated. They can carry out investigations into the process of melting and freezing. Pupils show a developing and good knowledge of forces. They have investigated how objects can be made to move by blowing air on them and show good understanding of how different conditions affect movement.
117. In years 3 to 6 pupils continue to develop their skills of scientific investigation well. However, their activities are often limited to following instructions drawn up by their teachers. Pupils continue to make use of graphs to represent the data they have collected in a more meaningful form. For instance, pupils in Year 6 collected information about the relationship between the size of the shadow and the distance from the light source and then produced a graph of the results to make the data more meaningful. Older pupils satisfactorily extend their knowledge of fair testing. There is limited evidence of pupils taking personal control of their work; for example, during an investigation into the way materials can be separated. However, there are too few

opportunities for pupils to develop their investigational skills. Pupils can identify the distinctions between plants and animals and the best conditions needed for plants to grow correctly. They are also able to identify the conditions, which will create decay in food.

118. The oldest pupils talk in a satisfactory manner about the way in which a mixture of solids can be separated by dissolving, filtering and evaporating. Their knowledge and understanding of forces are satisfactory and consolidated through the study of how objects fall under different conditions. They know that gravitational forces acting on objects pull them towards the earth and that friction slows down the movement of objects. Pupils know how a circuit works and the conducting and insulating properties of materials. They understand how the brightness of a bulb in a circuit can be changed. Overall, pupils have a secure and satisfactory scientific knowledge.
119. Over time pupils have made good gains in developing their scientific knowledge in relation to their abilities. One area of weakness for pupils in years 3 to 6 is that too few opportunities have been consistently provided for pupils to carry out investigations. These are activities where they have to make decisions for themselves or to use their scientific knowledge to make accurate predictions and suggest ways of testing them. In some instances, this is because investigative work is too teacher directed and pupils are not given enough opportunity to take responsibility for their learning or simply find things out for themselves. The attainment of pupils in years 1 and 2 has improved as a result of the introduction of a new scheme of work. The adoption and expansion of this scheme into years 3 to 6 is likely to have a similar beneficial effect. This step, coupled with the good assessment procedures now in place across the school, has the potential to bring about significant improvements in the teaching and learning of science.
120. Teaching is good in years 1 and 2 and satisfactory in years 3 to 6. Teachers have secure knowledge and understanding of the subject. They provide effective explanations and are able to develop pupils' understanding of scientific ideas and concepts. They show awareness of pupils' common misconceptions and take care to ensure they are dealt with accordingly. Teaching for the younger pupils is often very good because appropriate emphasis is placed on investigative work as well as on the development of pupils' scientific knowledge. Teachers here take care to build very carefully on the features of the investigational process so that pupils understand very well how this process works and are able to make simple predictions and indicate ways of testing them. Pupils can discuss their results and make suggestions as to what conclusions can be drawn. As a result of the good quality of teaching, pupils of all abilities are making good progress. In Years 3 to 6, teaching is satisfactory. It is at its best when open-ended questioning is used to extend pupils' thinking. Scientific knowledge is developed progressively and the pupils are then expected to use this to help them explain and understand why things happen as they do. The weaker element of the teaching is in the development of investigational work. Pupils are offered too few opportunities to make predictions. Because of this they are not easily able to suggest ways of testing such predictions. They lack confidence in the skills of planning and carrying out activities for themselves. Not all teachers in years 3 to 6 have high enough expectations of how pupils should set out and present their work and marking does not indicate targets for development.
121. The attitudes of the majority of pupils towards their learning in science lessons are good. Most pupils are well motivated and show curiosity in the subject. When they are given practical explorations and investigations to carry out they do so with pleasure and interest. During these lessons, the quality of the pupils' learning is much higher than in

lessons where the work is over-directed by the teachers.

122. There is an effective scheme of work for the subject and the school has linked this well to national guidance which is enhancing pupils' learning. The procedures for assessing pupils' work are systematic and well developed. The information gathered from these assessments is used well and teachers in years 1 and 2 are beginning to set targets for pupils each term that help pupils to make gains in their knowledge and understanding. Resources for the teaching and learning of science are barely adequate. The co-ordinator has managed to make gains of equipment and materials but there is still more to be done. The use of information and communication technology to support scientific work and provide reference material is developing well. Year 5 pupils for example have made good gains in understanding of the solar system by using Internet web sites to gather and analyse information not easily available by other means.
123. The co-ordination of the subject is satisfactory. The co-ordinator has carried out an audit of her colleagues needs and has a secure grasp of the areas that need to be addressed to improve provision still further. She has a clear commitment to raising standards. Although she monitors teachers' planning, limited opportunity has been available for her to carry out lesson observations or to analyse pupils' work on a regular basis. Arrangements to rectify this omission are included in the current school development plan.

ART AND DESIGN

124. By the end of years 2 and 6 standards exceed those expected and pupils make good progress. This is because the quality of teaching is good and pupils behave well, showing good attitudes to their learning. All pupils are included effectively in the provision made for the subject and those with special educational needs make good progress. At the time of the last inspection standards, in years 1 and 2 were close to those expected and improvement since that time is good.
125. Pupils in years 1 and 2 receive a rich and varied range of experiences in art and design. In Year 1 pupils have recreated 'Elmer the Elephant' very effectively by weaving together pieces of coloured card. They use vegetable juices, such as beetroot, to make dyes for their good quality batik work and wire to create realistic sculptures. Art is used well to support pupils' work in geography and history when they produce displays of the canal and mills in the locality based on the work of Bill Joyce. Pupils in Year 2 use vivid colours very well to create collages that supplement their work in history about the Great Fire of London. They have also made very good use of natural resources, such as twigs and foliage, to produce interesting sculptures and have made very accurate drawings of these sculptures.
126. In years 3 to 6 pupils' sketching skills are developing well. Teachers make good links with other subjects. For example, in Year 4 pupils' work is linked well to that in mathematics, when pupils measure accurately to ensure their drawings of buildings are correctly proportioned. Very good sketches have been inspired by the demolition of a nearby church building and pupils have used squares of paper very effectively to produce collages of city skylines. Pupils in Year 5 have produced very good collages based on a Russian folk story. During this work they respond very well to the infectious enthusiasm of their teacher and to the good advice they are given about how they might improve their work. In some instances, in the early part of Key Stage 2 samples of work

remain unfinished and there is little evidence of marking that advises pupils about how they might improve their work.

127. Pupils' art work is displayed effectively in many classrooms. This is particularly evident in years 1 and 2 and in Year 6. The superb art gallery in the temporary classroom in Year 6 includes excellent paintings of flowers in the style of Van Gogh and very good cartoons of well known personalities from entertainment and sport. This work shows that many pupils have very well developed drawing and painting skills. Pupils in this year group have applied their artistic skills effectively to illustrate the poems they have written in English and to produce paintings and drawings for their work on musicians and composers, such as John Lennon. They have also produced an excellent wall mural, by projecting their drawings onto the wall and painting them, to illustrate their work on features of coastlines in geography. Much of this good work is attributable to the careful explanations teachers provide for pupils about how to develop their artistic skills. Teachers also use questions effectively, challenging pupils to consider how they might improve their work and encouraging pupils' to use their evaluative skills well.
128. Good use is made of information and communication technology to enhance pupils' learning in the subject. For example, pupils in Year 1 have produced good computer generated coloured pictures of stained glass windows, inspired by their visit to the parish church. The subject also contributes well to pupils spiritual and cultural development.
129. Leadership and management of the subject are satisfactory. The school has introduced a nationally recommended scheme of work for the subject and this is helping to ensure that coverage of the curriculum is appropriate. The headteacher has recently undertaken an audit of resources for the subject. This has ensured these are satisfactory and matched appropriately to the requirements of the curriculum. The subject is included in the school's arrangements to monitor and evaluate the quality of provision. However, areas for further development are not yet identified and arrangements to assess the attainment and progress of pupils are not fully implemented.

DESIGN AND TECHNOLOGY

130. Pupils' attainment by the end of Year 2 is below national expectations. This is the same as reported at the time of the last inspection. By the age of Year 6 pupils' attainment is also below national expectations. However, some improvements are evident in the work undertaken in recent months.
131. Pupils, including those with special educational needs, are beginning to gain a clear understanding of the processes of designing, making and evaluating as required by the National Curriculum. They are currently making satisfactory progress. However, they have not completed sufficient work for standards to meet expectations and not enough time is allocated for the subject. There are satisfactory links between the teaching of specific skills in dedicated lessons and teaching in other subjects. This strategy is helping to develop and strengthen teaching and pupils' learning across several areas of the curriculum. Pupils across the school are provided with appropriate opportunities to investigate a range of materials so as to identify their properties before they put them into use in their designs. Pupils are able to work with a variety of materials including card, fabric and balsa wood. They are developing satisfactory skills of measuring, cutting and are now able to join materials together using different methods.

132. Pupils in Year 1 have designed, created and then decorated a variety of 'pop-up' cards whilst those in Year 2 have made felt finger puppets. These finished products are of a satisfactory standard. Pupils experiment with a range of facial expressions before they choose which one to use on their finished puppet. Pupils' work shows that sufficient attention is paid to designing and evaluating as well as making. However pupils have very limited technical vocabulary. The same pupils have made posters to encourage the eating of fruit and salads as part of their study of a healthy diet in science. This task extended their design knowledge as well as their scientific knowledge.
133. Pupils in years 3 to 6 understand the need for presenting attractive and appetising food as well as a balanced diet. They continue to work with a range of different materials and gradually develop more intricate designs and models. Pupils in Year 4 have produced a more complex set of 'pop-up', which are for use in the illustration of fairy stories. This has aided the learning and teaching of literacy. Pupils in Year 5 examine different moving toys, paying special attention to the use of cams before designing, making and decorating their own toys with moving parts. These models show how rotational movements can be changed to linear movements, demonstrating the pupils' understanding of an important scientific concept. Their finished products are satisfactory with some examples of a good standard, which show thought and originality. Pupils in Year 6 design, make and evaluate wooden buggies appropriately. They consider carefully ways of modifying these buggies so that they can be powered by electric motors.
134. The quality of teaching is satisfactory. The teachers show secure subject knowledge. Pupils in a Year 5 class were able to design a good range of healthy sandwiches. However, they were unable to evaluate them effectively owing to the lack of equipment and a safe food-preparation area. Pupils are encouraged to share their ideas with the rest of the class and suggest ways of improving them. Some are beginning to do this well. The quality of learning in the subject is satisfactory. The majority of pupils show interest and commitment to their activities. They work with enthusiasm and achieve satisfactory progress in design and technology lessons.
135. Leadership and management of the subject are unsatisfactory. The subject has not yet been a focus for improvement on the school development plan and there is no permanent co-ordinator in place. The school recognises the need for time to be made available for monitoring the quality of teaching and learning. The resources for design and technology are poor and there has been no audit to identify deficiencies or to prioritise spending. Teachers are beginning to make use of assessment and recording systems to evaluate their pupils' progress and set targets for future development. These arrangements are satisfactory and teachers are recording the progress of their pupils and using the information to plan for future lessons.

GEOGRAPHY

136. Pupils' attainment at the end of years 2 and 6 is below national expectations. Pupils' progress is unsatisfactory. Since the last inspection, when standards were judged to be in line with national expectations, standards have fallen. The indications are that standards are rising and some of the work seen is of a good standard. However, there are gaps in pupils' knowledge and their skills of enquiry are not developed progressively across the two key stages. This arises from an inadequate scheme of work in the past and little, if any, monitoring of the curriculum until recently. The school has adopted a satisfactory scheme of work and the curriculum co-ordinator has assumed her role. As yet, these arrangements have not had sufficient time to impact on standards.

137. By the end of Year 2 most pupils can name and identify the four countries of the United Kingdom on a map and can locate the Caribbean on a world map. Pupils, to varying degrees can explain the differences between life in the Caribbean and their own. Similarly they can compare their own life style with that in an Indian village. The more able pupils in Year 2 can recognise symbols on maps and identify areas of Britain that have most rainfall. These pupils have a good sense of direction. They can describe the different features in their locality and distinguish between man-made and natural features. Overall however, pupils' knowledge of the local area is unsatisfactory. They have too few opportunities to develop their geographical skills and knowledge at first hand through visits and to examine maps, so as to relate features seen in the locality to symbols on maps. Pupils' ability to draw maps is limited and sometimes the presentation of their work is untidy. More able pupils in Year 2 however know that aerial photographs represent a "birds eye" view of localities. Knowledge of places beyond their immediate locality is limited, as is their ability to compare and contrast their own area with a contrasting locality. In the main their geographical vocabulary is underdeveloped.
138. By the end of Year 6 pupils can locate man-made and natural features on coastal maps and aerial photographs. Most pupils can also identify some major rivers and mountains on maps of the United Kingdom and the World. They identify the Pennines as the range of mountains in their own locality as well as the Cambrian and Grampian ranges and locate the Rockies and Himalayas on world maps. They know that different localities in Great Britain have varying amounts of rainfall and that floods can cause soil erosion. Pupils in Y4 have a good understanding of a contrasting locality in a less economically developed country. These pupils compare and contrast the life styles of people living in a village with that of city life. They know that people living in an Indian village do not have the facilities we take for granted and that their life style is affected by the climate. Overall pupils' knowledge of their local area and a contrasting area further afield are unsatisfactory. Whilst the more able pupils in Year 6 are able to discuss the possible environmental consequence of a new road in the locality, local studies are not given sufficient prominence to fully develop pupils' knowledge and geographical skills. Pupils' knowledge of environmental changes and how people affect the environment is unsatisfactory. Pupils' ability to use maps and atlases is limited and pupils have too few opportunities to use primary and secondary sources of evidence in their studies.
139. The teaching of geography is unsatisfactory. During the inspection teaching in the middle period of years 3 to 6 was good and had a positive impact on standards and progress. Overall however, there are gaps in pupils' knowledge and understanding and pupils geographical skills are not developed consistently across the whole age range. Evidence suggests that this was due to unsatisfactory planning for the subject and recent initiatives indicate that this is being addressed but, as yet, has not had sufficient impact to ensure a good coverage of the subject and the progressive development of appropriate skills. During the inspection teachers planned their lessons carefully, identifying clear learning objectives and giving pupils opportunities to discuss and evaluate what they have seen. In such instances pupils make good progress. Lessons with clear learning outcomes give good opportunities for assessment but overall assessment is underdeveloped. The quality of leadership and management of the subject and the adequacy of resources for learning is unsatisfactory. The subject does not contribute sufficiently to pupils spiritual, moral, social and cultural development.

HISTORY

140. Standards are in line with national expectations at the end of Year 2 and similar to those found at the time of the last inspection. Standards are below national expectations at the end of Year 6.
141. The progress made by pupils is variable. Initially pupils in years 1 and 2 make good progress and overall their progress is satisfactory. In years 3 to 6 there are instances where pupils make satisfactory progress, as in the middle years of the key stage, but overall progress is unsatisfactory. This applies to pupils of all abilities including those with special educational needs and is linked to the quality of teaching.
142. By the end of Year 2 most pupils have a satisfactory understanding of chronology and understand the differences between the past and present and some of the changes that have taken place. Pupils' skills of historical enquiry are well developed through carefully considering suitable questions to ask visitors. Pupils, through discussions and practical example, come to appreciate the changes that have taken place. The more able pupils in Year 2 know that the past can be represented by artefacts which still exist, and collections of such objects are to be found in museums. These pupils talk vividly about a visit they have made to a nearby locality of historical interest, but overall such visits are infrequent and opportunities are lost to develop pupils' knowledge of the locality and historical sites further afield. Pupils know about the Great Fire of London and the more able pupils know that it started in a bakery in Pudding Lane in 1665. These pupils can give reasons why the fire spread quickly and why such fires are unlikely today. Pupils in Key Stage 1 can also compare life in Victorian times with their own. Pupils' abilities to name and discuss different periods from the past are limited, as is their ability to recognise some of the similarities and differences between these periods. In general, only a few pupils show that they understand how the past is represented.
143. By the end of Year 6 pupils' knowledge of some historical events is satisfactory but overall pupils' understanding of aspects of history of Britain and the wider world is limited. Pupils' understanding of chronology is developed through the study of ancient invaders including the Romans, Anglo-Saxons and Vikings. This helps them realise that the past can be divided into different periods of time. Pupils also know of some of the major periods in British history but their knowledge of dates, events and important people in history is limited. The older and more able pupils can describe life in Victorian England, particularly the life of children of their own age. Their ability to make links between events and changes and to give reasons for change is however limited. Pupils have too few opportunities to evaluate information and artefacts and fail to realise that historical events can and have been, interpreted in different ways.
144. Pupils have insufficient opportunities to undertake historical enquiry and to study appropriate sources of information including information and communication technology based resources. Their ability to select and record relevant information is underdeveloped, as is their ability to present their findings.
145. The quality of teaching and learning is satisfactory in years 1 and 2, but unsatisfactory in years 3 to 6. Pupils show enthusiasm for the subject and when the teaching is supported by studies of the locality, pupils' historical skills and understanding are well developed. In one study of the local community pupils gained good insights into the way the nearby canal was used to transport raw materials and manufactured goods. In another instance a visitor to the school displayed post war swimwear and through her reminiscences in answer to pupils prepared questions, brought the past alive for the pupils. In such instances pupils made good progress. However, pupils' historical enquiry skills are not developed progressively. Periods in history are studied in isolation

and the teaching and learning lack rigor. Consequently pupils' understanding of history is rather superficial, as is their knowledge and understanding of the way history is interpreted. The work in pupils' books is sometimes presented poorly.

146. The leadership and management of the subject are unsatisfactory. The curriculum co-ordinator has only recently been appointed. The curriculum is not effectively monitored and assessment procedures are underdeveloped. The school is inadequately resourced, particularly in terms of historical artefacts, reference books and information and communication technology based software. Not enough use is made of visits to museums, to the locality and historical sites further afield.

INFORMATION AND COMMUNICATION TECHNOLOGY

147. Pupils' attainment is in line with national expectations at the end of Years 2 and 6. The previous inspection report did not include a judgement on the pupils' attainment in the subject. The necessity to upgrade resources has been addressed well by the opening of a dedicated computer suite that is large enough for whole class lessons. This is used very effectively by teachers, teaching assistants and pupils. Pupils of all ages and abilities are included well in the provision made for the subject. Consequently they are making satisfactory progress.
148. By the end of Year 2, most pupils use word-processing programs appropriately to create simple stories or to record information from the work in the classroom. The majority can change the size and colour of their chosen font and save and print their work. By using drawing and painting programs well they produce simple graphs and charts to illustrate information they have collected during lessons. Pupils have a satisfactory understanding of how computers are used in the wider world and show a satisfactory awareness that computers can be used to present information in a variety of formats.
149. Pupils in years 3 to 6 continue to make satisfactory progress as they make more frequent use of the computer suite. In Year 3 pupils mix text and graphics effectively and their drawing skills are improving. Pupils have a satisfactory level of understanding of how computers are used in society at large and an increasing awareness of the full potential of the Internet and electronic mail. By the end of Year 6 pupils are able to successfully blend text, graphics, clip art and their own drawings to make information more attractive and eye catching. Their skills on the computer are sufficiently well developed for them to access information on the Internet about the phases of the moon. They use this information effectively to produce their own information sheets and improve their understanding of this relatively difficult scientific concept. By the end of Year 6 pupils are able to enhance their work using text boxes as well as a wide range of borders and shadows. They make good use of the Internet to extract information and are well aware of the tentative nature of the information they are accessing. They are able to interrogate a web page about a famous musician and identify the opinions held by the author, thus consolidating their literacy skills. This is due mainly to the good levels of support provided by the non-teaching assistants. The majority of pupils have developed a range of skills that allows them to identify, evaluate and retrieve information but they are less secure in the understanding of data handling and the use of devices, such as spreadsheets, to record information. Good use is made of the computer suite during the timetabled lessons and by the computer club.
150. The quality of teaching and learning is satisfactory. Some good teaching was seen during the inspection. All teachers have undergone in-service training and this has increased their confidence and standards are rising significantly. They make good use

of the suite to develop the use of information and communication technology in support of teaching and learning in several other areas of the curriculum. A particularly strong feature is the training undertaken voluntarily by the teaching assistants. This has resulted in good levels of support for pupils with special educational needs. The computer suite has made a significant difference to the teaching of information and communication technology throughout the school. This is further enhanced by the links with the local Technology College that supplies technical help and advice to the school. Teaching has improved because now pupils are directly being taught specific skills in all elements of the subject. The school has recently adopted a nationally recommended scheme of work and has matched this to their effective assessment system. These two actions have improved pupils learning and helped to raise standards. Pupils are given opportunities to practice and refine their skills in interesting and well-planned activities. Occasionally some lessons do not provide sufficiently effective challenges to meet the needs of higher attaining pupils. However, these pupils work well when in paired situations helping their lower attaining classmates. All pupils clearly enjoy working on the computers. They listen attentively to instructions and work together well, often helping one another rather than relying too heavily on adult support. Behaviour in lessons is often very good and this, together with the positive attitudes that the majority of pupils show, adds to the quality of learning.

151. The subject is very well led. The recently appointed co-ordinator for the subject is enthusiastic, very well informed and has a clear sense of direction for the future development of the subject. As yet the co-ordinator has not been provided with sufficient time to monitor the quality of teaching and learning across the school. This is to be addressed when the subject is a priority focus on the school development plan. Resources are generally good, with the exception of those for the development of data-logging technology, and have been enhanced by the recent purchase of some items of control equipment. Information and communication technology is not yet used sufficiently to enhance pupils' learning in other subjects.

MUSIC

152. By the end of Year 2 standards are close to those expected and pupils' achievement is satisfactory. By the end of Year 6 standards are well above those expected for pupils' ages and they achieve very well. All pupils are included effectively in the provision made for the subject. Pupils with special educational needs make satisfactory progress in years 1 and 2 and very good progress in Years 3 to 6. Improvement since the time of the last inspection, when standards in years 1 and 2 were close to those expected, is satisfactory.
153. The quality of teaching in years 1 and 2 is satisfactory. The high standards found in years 3 to 6 are attributable to the very effective deployment of the subject co-ordinator who teaches all the classes. The quality of teaching provided for these years is excellent. In years 1 and 2 pupils recognise and can name an appropriate range of instruments. These pupils know how to maintain a steady pulse and listen carefully for the cues for their instrument when they perform. They also vary the dynamics of their performance appropriately and clearly understand the need for rehearsal to bring about improvements to the music they make. Sometimes opportunities for these pupils to evaluate the work of well known composers and to create their own music are not used sufficiently.
154. By the end of Year 6 pupils achieve high standards. In one lesson Year 5 pupils composed their own versions of 'The Planets', playing a wide range of instruments

well. This included electric organs, electric guitars, electric drums, trumpets, cellos, flutes, and clarinets. Pupils listen to each other carefully and evaluate each other's performance thoughtfully. When they do this they use appropriate terminology, such as crescendo, pitch and tempo correctly. These pupils are confident and enthusiastic learners and are inspired by the excellent subject knowledge and enthusiasm of their teacher.

155. By the end of Year 6 pupils' knowledge, skills and understanding of music are very high for their ages. Samples of music written by pupils are retained in their folders. These show that pupils have a very good understanding of musical notation and can record this correctly. Pupils clearly understand musical terms, such as pitch and duration, and use the terms readily and correctly when they discuss the music they make. Pupils' work in music is linked well to their writing in English. For example, when they write about how they feel when listening to the 'Planets' by Gustav Holst. It is also linked well to their work in design and technology when they record, in detail, how to make a 'rainstick'. Each pupil in these year groups undertakes a detailed study of an instrument. Many of these are of good quality, explaining how the instrument is played, how it is made, its history and its development.
156. Information and communication technology is used very well to promote pupils' learning in the subject. For example, pupils in years 3 to 6 frequently use electronic key boards to produce high quality, sustained compositions. They often record the music they have created, using the recordings to evaluate the quality of their work and to suggest appropriate improvements. The subject makes a good contribution to pupils' spiritual, social and cultural development. Strong links are also developed with the music from other cultures, such as that of the first nation Australian peoples and members of the Asian communities. This helps pupils' understanding of other cultures.
157. Arrangements to assess the attainment and progress of pupils are very good in years 3 to 6 and satisfactory in years 1 and 2. The standards achieved by pupils are assessed thoroughly and accurately. Pupils are also involved well in assessing the progress they make, completing a self evaluation questionnaire at the end of each unit of work they undertake. This helps to provide pupils with a very good understanding of their work in the subject.
158. The subject co-ordinator is very enthusiastic and the quality of leadership for the subject is excellent. Her effective deployment to teach all the classes in years 3 to 6 is promoting very high standards. She also provides very good support for her colleagues in years 1 and 2 and keeps those in years 3 to 6, who do not teach the subject, up to date. The co-ordinator also leads and manages the excellent programme of extra curricular activities. This includes a very successful choir and very good orchestra. These are very well attended by pupils from years 3 to 6, including many with special education needs. When the choir practices and performs their teacher expects perfection. The pupils usually respond by providing this. The quality of their singing and the music they produce is excellent. Peripatetic music teachers also help to promote the high standards. A very high proportion of pupils benefit from the tuition they provide across a wide range of instruments.

PHYSICAL EDUCATION

159. By the end of years 2 and 6 pupils attain standards that are in line with those expected for their ages and make satisfactory progress. This is broadly similar to the findings of the last inspection for pupils' attainment by the end of Year 2.
160. The quality of teaching and learning is satisfactory. By the end of year 2, pupils have good awareness of space and run safely around the hall, varying pace and direction. From an early age they learn the importance of warming up their muscles and raising their heart rate to prepare for exercise. In gymnastics, pupils recall their movements clearly from previous lessons and perform them with satisfactory control. They are able to perform a good range of curled shapes, supporting their weight in various positions with appropriate control. The pace and enthusiasm of the teaching ensure that all pupils make good progress in learning to move in different ways. They initially work alone and then link actions together, working successfully in partnerships and in small groups. A significant number of pupils show good levels of imagination in their choice of movements and all are able make good use of space.
161. In years 3 to 6 pupils acquire and refine their skills progressively. Their work in games lessons becomes increasingly challenging and they make good gains in acquiring passing, attacking and defending skills. Pupils in Year 6 were left in no doubt of the dangers of not following the health and safety rules when practising throwing skills in athletics lessons. Teachers highlight and praise pupils' good achievements and this enhances pupils' learning. Clear and structured teaching ensures that Year 6 pupils' make satisfactory progress in developing their throwing skills in the javelin, discus and shot. Pupils' skills are enhanced through the good range of extra-curricular sports activities, including netball, football, rugby and athletics. Local sports clubs and colleges contribute their expertise to these activities.
162. Teachers dress suitably, providing good examples for their pupils. Lessons are well-planned and carefully structured, with warm-up and cool-down sessions. During an outdoor lesson with inclement weather the teacher made sure that pupils kept warm, helping to ensure they avoided any possible muscle injuries. The teachers maintain a good pace, give clear instructions and manage the pupils firmly. They highlight and praise pupils' good achievement and the pupils try hard to improve their skills. Pupils with special educational needs are fully included and well supported, making satisfactory progress.
163. Pupils respond to the effective teaching with enthusiasm and concentration. They try hard to improve their physical skills and their accomplishments. Pupils are given opportunities to evaluate their own and others' performances through watching pupils as good role models in demonstration. This they do with sensitivity and care. They work well individually and in groups, sharing equipment and responsibilities.
164. The quality of leadership and management of the subject is satisfactory. The co-ordinator has undertaken an audit of the strengths of the provision and identified areas for development, leading to the provision of appropriate training for all staff. The co-ordinator has also developed a spending plan to improve the limited equipment presently available. Outdoor facilities are very limited with a small playing field some distance from the school and a playground limited in size with a considerable slope. These features make it difficult for pupils to experience the full range of outdoor activities.

RELIGIOUS EDUCATION

165. At the present time the curriculum for religious education does not comply with the requirements of the Locally Agreed Syllabus and in years 3 to 6 insufficient time has been allocated to the teaching of the subject. Consequently standards are below those expected and progress by the end of Year 6 is unsatisfactory for all pupils, including those with special educational needs. Standards and progress by the end of Year 2 are close to those expected.
166. By the end of Year 2, pupils have an awareness of God as a Supreme Being and can make and explain comparisons between some of the essential features of Buddhism, Judaism and Christianity. In discussion they are aware that there may be adherents to Buddhism living in Bradford and they know that Buddhists pray at shrines in their own homes. There are weaknesses in their knowledge of the Old Testament among Year 2 pupils and their written work is limited. All pupils have an awareness of the need for respect when engaging with the beliefs and faiths of others. Pupils in Year 1 were observed displaying great reverence when they were able to inspect and handle a newly arrived edition of the Torah. Pupils in Year 2 have visited the church in Saltaire. However, there are too few opportunities of this type to enrich the learning of pupils sufficiently.
167. In years 3 to 6 pupils have recorded very little in written form and the standard of their work is unsatisfactory. Pupils in years 4 and 5 have the best knowledge of religion. They have extended their knowledge of Christianity, Islam and Hinduism through the study of creation stories, journeys of faith, special books, places of worship and festivals and symbols. The presentation of the written work is sometimes poor but in these two year groups the depth of coverage is satisfactory and progress made by pupils is satisfactory. They know stories about Gods such as Rama and Sita and can identify holy books such as the Qu'ran. Standards at the end of Year 6 are unsatisfactory. Presentation of work is poor and in discussion pupils display only a rudimentary knowledge of faiths and beliefs.
168. Teaching in years 1 and 2 is satisfactory. Teaching in years 3 to 6 is unsatisfactory at present because of lack of time given to the subject and because of weaknesses in the curriculum. During the inspection some excellent teaching was seen in Year 1 and the analysis of pupils' work in years 2, 4 and 5 indicates that teaching in these year groups is at least satisfactory. The strength of the teaching in Year 1 arose from the excellent preparation and subject knowledge of the teacher. She incorporated pupils' prior learning and generated an element of awe and wonder by introducing the pupils to the Torah. The pupils listened with rapt attention and shared their thoughts and feelings with their teacher in a way that suggested that this standard of exchange is a norm for them. Pupils in Year 1 have also been on a journey through a 'virtual Synagogue' and have produced some delightfully personal accounts of their 'travels'. Further awe and wonder was generated in this lesson as pupils copy wrote the word Shalom in Hebrew characters as they made their own mini-Torah. The marking of pupils' work varies in quality and at its best, as in Year 5 for example, does much to encourage pupils and gives them indications as to how they might improve the quality their work. However, too much of the work is marked only with ticks and does not create a fruitful dialogue between pupils and teachers.
169. Subject leadership is unsatisfactory. The subject leader has a clear understanding of what is required to raise standards she has not had sufficient time in which to make the necessary changes. New long-term planning is in place and is expected to be fully operational from September 2002. The poor quality of resources available has been a

barrier to learning in all year groups. This is being addressed and new materials are now beginning to arrive in the school. In addition to a lack of classroom resources the school is suffering a legacy of low status being accorded to the subject and also lacks good text resources for the library and for use with information and communication technology. Visits out of school and visitors from other faiths to the school are not used sufficiently to enrich pupils' learning and to raise their awareness of other faiths and cultures. The contribution made by the subject to pupils' spiritual and cultural development is unsatisfactory.