

INSPECTION REPORT

WOODSIDE PRIMARY SCHOOL

Bradford, West Yorkshire

LEA area: Bradford

Unique reference number: 107236

Headteacher: Mrs. C. A. Harrison

Reporting inspector: C. D. Loizou
18645

Dates of inspection: 24 – 27 September 2001

Inspection number: 189509

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. K. Kittsen
Date of previous inspection:	16 September 1996

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9499	P. Daruwala	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?
14871	B. Buteux	Team inspector	Foundation stage curriculum Geography History	
2200	J. Stirrup	Team inspector	English Art and design Music	How good are the curricular and other opportunities offered to pupils?
29688	M. Brammer	Team inspector	Science Religious education	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This primary school is situated in the Woodside estate south west of Bradford city centre. Most pupils live in the immediate area. The school was formerly two separate first and middle schools sharing the same site and, under the local authority's re-organisation programme, it recently amalgamated to form an infant and junior school. The governors have undertaken a substantial refurbishment programme to ensure that the school buildings are better suited to the needs of pupils between the ages of 3 and 11. For example, the nursery is to be re-located into the main building. There are also plans to improve the school site further. The incidence of pupil mobility is high as families move in and out of the area. There are 250 pupils on roll between the ages of four and eleven years, which is average. There are also 36 part-time three-year-old children (18 full-time equivalent) admitted to the school's nursery every September. The school was last inspected in 1996 when it was a First School that had pupils between the ages of three and nine years of age. After re-organisation last year, the Middle School, occupying the same building, closed, resulting in a reduction of pupil numbers as pupils aged ten and eleven were absorbed into the current school. The local authority appointed an experienced part-time headteacher, who has been in post for less than a year, to lead the school during this difficult transition period until a permanent headteacher is appointed. Forty-eight per cent of the pupils are eligible for free school meals, which is well above the national average. Thirty-one per cent of pupils are on the school's special educational needs register, which is above average and two per cent have statements of special educational need (SEN), which is high compared to most schools. There are no pupils learning English as an additional language. The school admits up to 45 four-year-olds into its reception classes and most have attended the nursery. Initial assessments of the children when they first start school show that the proportion who have typical or better attainment for their age on entry is well below average.

HOW GOOD THE SCHOOL IS

The school is improving and provides an acceptable education for its pupils. The pupils achieve satisfactorily and the teaching is good with a significant proportion that is of high quality. The school is very well led and managed by the headteacher and senior staff. Although standards are below national averages, the pupils make satisfactory progress. The teaching is particularly effective in helping the pupils with special educational needs to make good progress. The school provides good value for money.

What the school does well

- The children in the Reception classes achieve well because expectations are high.
- Music and singing standards are above those expected because music is very well taught.
- The teaching is having a positive effect on the pupils' behaviour and attitudes to learning.
- The pupils with special educational needs are provided with an effective education, enabling them to make good progress.
- The staff monitor effectively how well the pupils are doing to track their progress.
- The headteacher and deputy headteacher provide very good and effective leadership.

What could be improved

- English standards, particularly speaking, reading and writing, could be higher.
- Raise attainment in mathematics and science so that pupils tackle problems independently.
- The teachers' marking is inconsistent across the school and does not help the pupils to improve their work.
- Attendance rates are too low. The home-school agreement with parents is not effective enough in helping to raise attendance rates.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1996 when it was a first school. It has made good progress since then. The headteacher, staff and governors have addressed the issues raised, particularly in improving the way the pupils' progress and attainment is monitored. The school development plan is a much more effective working document that has identified appropriate priorities for school improvement. As a result, the pupils achieve satisfactorily and standards are rising steadily. The current temporary headteacher was recently appointed to manage the school's re-organisation and in a short space of time has pulled together an effective team of teachers and support staff which has improved the teaching and its impact on the pupils. More could be done to ensure that all the teaching sets high expectations of the pupils, especially those who have the potential to achieve higher than expected standards for their age. The school has improved the way it manages its resources by linking spending priorities in the school development plan to raising achievement and improving the effectiveness of the teaching. These priorities include more accurate and effective assessments of the pupils' work so that the staff are able to track how well the pupils are doing more closely. There are now good monitoring procedures in place, strong leadership and a sense of direction which is having a positive effect on all who work in the school. Consequently, the capacity for the school to improve further is good.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results. (Please note that Year 6 results will be available from 2001 as there were no Year 6 pupils before this time).

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	B	E	E	D
Writing	B	C	E	C
Mathematics	B	E	C	A

Key

well above average A

above average B

average C

below average D

well below average E

The children start school in the Reception year with a wide range of ability but standards overall are well below those expected for their age. They make good progress because the Foundation Stage curriculum is well planned and taught. However, although the children make good progress, by the end of the Reception year most are not likely to reach the expected levels for children of this age in all of the areas of learning. They make very good progress in their personal, social and emotional development, and reach the early learning goals by the time they begin Year 1. In the work seen in the infant classes, standards achieved in reading, writing and mathematics by the age of seven are below those expected. The school sets targets for the pupils which are usually met, although the National Curriculum test results for 7-year-olds in 2000 were below national averages in reading and writing and average in mathematics. A high proportion of pupils are on the special educational needs register and this affects the overall results in national tests. The most recent results for Year 2 in 2001 show a marked improvement in reading and writing scores compared with the 2000 results, indicating rising standards. Reading and science results were very low in 2000 compared with similar schools. Currently standards are below average in reading, writing, mathematics and science. By the age of eleven, standards in the national tests in 2001 cannot be compared with national figures because the results are not available at the time of the inspection. Standards are currently below average in English, mathematics and science. The high proportion of pupils with special educational needs throughout the school make good progress because they receive effective support. Standards in information and communication technology are in line with those expected by the age of seven and eleven. Standards in music and singing are above those expected across the school. This is

mainly attributable to the very good teaching and the well-planned music curriculum. In other subjects, standards are in line with those expected by the age of 7 and 11.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils' attitudes to learning, to school and to each other are good. They try hard and concentrate on tasks. They enjoy learning and apply themselves well, often co-operating with others.
Behaviour, in and out of classrooms	The standard of behaviour is good. This is helping the pupils to make progress in an orderly learning environment. There were some exclusions last year.
Personal development and relationships	This is good. The pupils show maturity. Relationships are good across the school. Older pupils support and work with younger ones and the pupils respond well to praise and encouragement.
Attendance	Attendance levels are below average. Unauthorised absence rates are too high. This is unsatisfactory.

TEACHING AND LEARNING

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

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

The teaching is good overall and ranges between satisfactory to very good with one excellent music lesson seen. This is a good improvement since the previous inspection. The teaching is having a positive impact on pupils' learning, although more could be done to improve the pupils' speaking, reading and writing skills. Standards in mathematics and science could be higher if the teaching provided more challenging practical activities for the pupils. Computers are well used now that resources have improved and the teachers are able to utilise the new resources to teach basic computer skills effectively. In the Reception class, the teaching is effective in developing early reading, writing and numeracy skills. In the rest of the school, teachers plan their lessons well, taking account of the progress made and building on the work already done. The teaching of literacy and numeracy is effective but writing activities are not being sufficiently extended across the curriculum to improve recording and writing skills more effectively. The pupils in Years 3 to 6 make good progress because they are grouped by ability for lessons in the mornings and the school makes best possible use of the teachers' expertise in some subjects, for example, geography, ICT and music. Music is very well taught across the school and has become a well-established strength of the school. Teachers' marking is inconsistent in many classes and does not help the pupils to improve their written work. Pupils with special educational needs receive good and effective support in lessons and as a result make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory overall. The music curriculum is very effective and there are good opportunities for the pupils to use information and communication technology. In the Reception classes the curriculum is very good because it is broad and stimulating.
Provision for pupils with special educational needs	The pupils receive good support. The pupils with learning difficulties are identified early and are provided with effective support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is satisfactory and is supported through appropriate daily acts of collective worship. Music makes a significant contribution to the pupils' social and cultural development. Good provision is made for the pupils' personal development. More could be done to develop the pupils' understanding of other faith cultures represented in British society.
How well the school cares for its pupils	There is a good level of care provided for all pupils. There are good procedures used to assess how well the pupils are doing. Teachers' marking is inconsistent and does not help to inform their planning.

Parents believe this to be a good school but a significant number would like to be better informed about their children's progress and the topics their children are undertaking. Regular information about the curriculum and school events is welcomed by parents and the large majority are pleased with the range of work their children experience.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, together with the deputy headteacher, provides very good and effective leadership. In a short space of time she has established effective routines and policies. The staff work closely with the headteacher to monitor lessons and pupils' work.
How well the governors fulfil their responsibilities	The governing body provides satisfactory support. They work closely with the school and its staff and understand their roles.
The school's evaluation of its performance	This is good because the staff have established clear priorities in the school development plan with good curriculum action plans.
The strategic use of resources	There are clear spending priorities. The school manages its finances well ensuring that the large budget deficit is reduced with minimum disruption to the pupils and the quality of the curriculum.

The school's accommodation is satisfactory and improving now that re-organisation has been completed. There are good plans to improve the accommodation for nursery children by establishing an Early Years centre in the main building where the Reception classes and nursery can work together. The new library is well located and a good size for the number of pupils. The governors and headteacher have managed the re-organisation well given the difficulties presented when taking over a large site. Some health and safety risks have been pointed out and accepted by the school during the inspection and these are to be addressed immediately.

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.• Their children make good progress.• The teaching is good.• The school expects children to work hard.• They feel comfortable approaching the school.• The school is well led and managed.• The school is helping their child become mature and responsible.	<ul style="list-style-type: none">• The amount of homework provided by the school.• The information provided by the school about their children's progress.

Parents are particularly pleased with the way the headteacher has managed the school since her recent appointment prior to re-organisation. They find that the staff are approachable but some would like to be kept better informed about the progress their children are making. Inspectors support the positive views expressed by parents. Homework is satisfactory and the information provided by the school is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. On entry to the Nursery the children's attainment is well below that expected of children this age. A large proportion of children who first start nursery have been identified with speech and language difficulties which are resulting in some severe problems associated with language and communication skills. The children make satisfactory progress in all areas of learning except in their personal and social development where they make good progress. The children's attainment on entry to the Reception year is well below the standards expected in speaking, reading, their knowledge of letter sounds and in their mathematical development. Approximately fifty per cent of the pupils are identified as having special educational needs, which are mainly associated with language difficulties and speech. They have made good progress in their personal development and show very good attitudes to learning which is helping them to settle quickly into the main school in their Reception year. The children make good progress in both classes and, by the time they reach the end of the Reception year, their attainment is just below the standards expected of children this age in all areas of learning. In their physical development and in their independence as part of their personal, social and emotional development, the children reach the expected levels for their age. The school has maintained standards and its good provision in the Foundation Stage since the previous inspection but there has been significant improvement in the standards achieved by children in the Reception classes in all areas of learning.
2. The standards achieved by the majority of 7-year-olds in the 2000 National Curriculum tests were well below the national average in reading, writing and science, and average in mathematics. Compared with similar schools, the pupils performed well in mathematics as results were well above average. In writing, standards were average compared with schools in similar circumstances but reading standards were below average. Reading standards were too low given that the pupils performed adequately in writing and mathematics. Too few pupils achieved the higher Level 3 in the tests but a large proportion of these were on the school's special educational needs register which had the effect of depressing test results. Writing standards are slightly better because more attention is given to early writing skills and letter formation in Key Stage 1 but reading development is hampered by the lack of books the pupils have experienced at home and in school. The pupils' reading lacks fluency and understanding because the pupils have a limited vocabulary that is well below what would be expected for pupils this age. Science standards are low because the pupils have been used to working with adult support and have not sufficiently explored or planned their own investigations independently. Evidence from the pupils' recorded work shows that they have been used to recording their findings on worksheets without thoroughly exploring conclusions or ideas. This has had a negative effect on science standards and this is reflected in the teachers' assessments by the time the pupils are 7. Standards are currently below average in English and mathematics and well below average in science by the end of Key Stage 1.
3. There were no 11-year-old pupils in the school in 2000. Current standards for Year 6 pupils show that English, mathematics and science standards are below those expected for pupils aged 11. The most recent national test results (2001) confirm that

standards are below average. Results over the last four years cannot be analysed using test results as the school has only just become a primary school and last year's national comparative figures are not available at the time of writing. Early indications are, using the school's accurate targets, that standards are rising as more focused and targeted work is provided to ensure that a significant proportion of higher attaining pupils achieve higher than expected levels for their age. In every year group throughout Key Stage 2, up to fifty per cent of the pupils are on the school's special educational needs register. There is also a high mobility of pupils who join or leave the school at some point during the key stage and this affects standards. However, standards could be higher given that the pupils make good progress in the language development in the early years. Reading standards are affected by the pupils' limited vocabulary and experience of books. This is an area identified by the school as a priority but is currently having a negative effect on the rate of progress the pupils make with their reading and writing development. Evidence from this inspection shows that the pupils are making better progress in mathematics compared to English and science because the teaching is more effective now that the pupils are grouped by ability. Science standards are below those expected because the pupils have not been challenged sufficiently in their science investigations.

4. Inspection evidence, and the school's own analysis of test results, show that the pupils who joined in the Reception year and leave after Year 6 make good progress in English, in mathematics and science. Currently, reading and writing standards at the end of Year 6 are below those expected for pupils' ages. A high proportion of pupils are not achieving the higher than expected level in all three subjects. The school groups pupils by ability; this is beginning to have an impact on standards because teachers are applying good assessments to target those pupils have the potential to achieve the higher levels. This is especially pertinent to this school as a higher than average proportion of pupils are on the special educational needs register.
5. Standards in information and communication technology (ICT) are in line with those expected nationally by the age of 7 and 11. The pupils make good progress in ICT because opportunities are provided for the pupils to use new technology across a range of subjects. There has been good improvement since the last inspection because new resources have kept up with the demands of new technology, for example, better resources and a designated ICT room which is networked for more efficient and effective use. As a result, the pupils have good access to computers, digital cameras, tape recorders and robotic devices, enabling them to make good progress. Early indications are that standards will improve further and are likely to be above those expected when the impact of current good practice takes effect.
6. Standards have fallen by the end of Key Stage 1 since the last inspection because of the increase in the proportion of pupils with special educational needs and the social context the school is working in that has affected pupil mobility rates. Since re-organisation, the school has benefited from the very good leadership of the headteacher who has put in place effective assessment procedures that enable the teachers to monitor pupils' performance. This is aimed at having an impact on standards and test results at the end of both key stages. It is also aimed at targeting groups of pupils so that more achieve the expected standard and an acceptable proportion exceed the levels expected for their age. The school's targets were exceeded this year and the agreed targets for future years show that standards are converging towards national averages.

7. Infant and junior pupils make satisfactory progress in English, mathematics, science, art and design, design and technology, history and religious education. Standards in history are below those expected for their age. In the other subjects, apart from English, mathematics and science, standards are broadly in line with those expected. They make good progress in information and communication technology, geography and physical education enabling them to achieve the expected standards for their age. They make very good progress in music, enabling them to achieve higher than expected standards for their age. Music is strong feature of the school's provision and it has developed a good reputation as a result.
8. Pupils with special educational needs throughout the school make good gains in their learning. The school supports and encourages these pupils very well and the identification of support for groups and individual is very effective. The school groups all the pupils by ability for most subjects and this is helping the special educational needs co-ordinator to have a direct input into the teaching so the pupils can be monitored closely. The pupils have good support in lessons, support groups and in individual work. They are fully included in the life and work of the school so that the principles of educational inclusion apply well. The outcomes are very positive as a significant proportion of pupils are in line to achieve the expected standard for their age by the end of both key stages. Most of the work being done with special educational needs pupils focuses on language skills, as this is an area that greatly affects attainment across the school.

Pupils' attitudes, values and personal development

9. The pupils' attitudes and values as well as their personal development are good. Parents attending the pre-inspection meeting did not raise any concern about the pupils' attitudes to learning, behaviour or personal development. Parents' responses at the parents' meeting and to the questionnaire were very positive. The inspection findings confirm these parental views and the school has been equally successful in sustaining these positive features amongst its pupils, since the previous inspection in September 1996.
10. The personal and social development of the children in the Foundation Stage is good. They are confident, friendly, and enjoy good relationships with one another, with their teachers and other adults in both the Nursery and Reception classes. They are becoming progressively more mature and self-sufficient. For example, when children in a Reception class had their physical education lesson in the hall, they got changed quickly and quietly and then participated enthusiastically in challenging activities. The pupils in Years 1 and 2 make good use of reference books in literacy lessons. However, there are insufficient opportunities for pupils to use dictionaries and word banks in lessons. Junior pupils are able to use their textbooks with care to find and support their answers to questions on how authors present different characters. In many lessons, the pupils are able to select their own learning resources independently.
11. The pupils in Years 1 and 2 display positive attitudes and are, generally, keen to come to school. They are well motivated, polite and friendly. They show good attitudes to learning. On the whole, pupils listen attentively to their teachers. They are also eager to answer questions and concentrate on the tasks presented to them. They show respect for one another, for their class teachers and the learning support assistants. During a numeracy lesson for example, Year 1 and 2 pupils displayed a high level of interest when sorting coins and arranging them in sequence to make

different values. Junior pupils also show respect towards one another. The pupils demonstrate maturity and understanding in considering the school as a community. In their science lesson, pupils in Years 5 and 6 were eager to answer a variety of spontaneous questions on the effect of heat on water and insulators. They are eager and willing to offer suggestions and ideas.

12. Most pupils display a good level of concentration. In less challenging lessons, a minority of pupils tend to lose concentration and show unacceptable behaviour. Class teachers promptly bring such a situation under control by implementing the school's policy on positive class management. This is effective and is helping to improve the behaviour of a minority of pupils, some of whom are specifically targeted for support as part of the school's very effective special educational needs policy.
13. The discipline, demeanour and attitudes displayed by pupils in the classrooms and in playgrounds are strengths of the school. The pupils quickly settle down to work, behave well and carry out instructions from teachers and support staff. The classrooms function in an orderly way. Pupils, on the whole, move around the school in a quiet and polite manner. They play well together in the playground and their behaviour in the dining hall is equally good. Lunchtime supervisors emphasise good discipline and help in creating a friendly atmosphere in the dining hall. This helps to create a calm and pleasant environment at lunchtime. No incidents of bullying or unacceptable behaviour were observed during the period of inspection. There were just a few fixed term exclusions from the school during the course of the preceding academic year, and the school has made a positive and purposeful start during the first few weeks of the current school year.
14. When pupils of all ages are given the opportunity to help, they take their responsibility seriously. Monitors perform their tasks in a helpful and effective fashion, for example, in assemblies when setting up the hall and when Year 6 monitors help to put out resources or assist younger pupils.
15. The pupils are respectful and courteous to their teachers and other adults in the school. The positive rapport is enhanced by the prevalence of respect and trust within the school community as a whole. The pupils are positive about their experiences, and relationships between pupils and with other adults in the school are equally good. They are supportive, cordial and show a positive response to the high expectations of courtesy and care based on mutual respect and trust. In a Year 1 and 2 music lesson, for example, pupils enjoyed listening to each other's performances with patience before demonstrating their own skills in performing. In a physical education lesson, Reception year children worked well together, supporting and co-operating in their groups. This is further demonstrated, when Reception children work in harmony with one another during role-play.
16. The pupils with special education needs respond with enthusiasm, taking full advantage of additional help within lessons. They are fully integrated in the school and most of them show a positive approach to learning and work with dedication and commitment. They respond well to praise and encouragement and this is helping them to improve their learning as well as providing teachers and support staff with the necessary orderly environment for lessons to proceed effectively so that all pupils can benefit.
17. The level of attendance at the school is below the national average. This is an area identified by the school in its management plan and is a cause of concern to the

acting head teacher, teachers and the governors alike. The school places a strong emphasis on regular attendance and punctuality, and takes active measures to pursue unauthorised absences and has appropriate procedures in place for this. The school has established a good liaison with the education social worker and also seeks help from outside agencies in order to improve the attendance rate.

18. The rates of attendance at the school during the previous four academic years were below the national average. The rates of unauthorised absence during the same period were also above the national norm. During the academic year, 2000/2001, there was one court action against parents on the issue of non-attendance. The attendance rate during the first three weeks of the current academic year shows a marginal improvement.
19. The pupils are punctual in arriving at the school in the morning and in returning to their classrooms after a break. Lessons start on time and there is a clear sense of urgency that is helping the pupils to concentrate on their lessons. This is having a positive impact on the pupils' personal development as is also communicating to parents how important punctuality and attendance are if the school is to raise standards and improve their children's learning capabilities.

HOW WELL ARE PUPILS TAUGHT?

20. The teaching is good overall with a significant proportion that is very good. Good lessons were seen in all classes and appointments to the teaching staff since the last inspection have improved and strengthened the teaching further. As a result of very good leadership, with very clear policies related to teaching and learning, standards are improving, expectations are good and the work being planned for the pupils is well matched to their capabilities. In all of the lessons seen, the teaching was at least satisfactory and the large majority was found to be good or better. Fifty-three per cent of the lessons seen were of good quality and twenty-one per cent of lessons observed, mainly in the Reception classes and junior classes, were judged to be of high quality. This standard of teaching is having a positive impact on pupils' learning and their achievement. The teaching has improved since the last inspection, resulting in effective targeting of pupils, including those with special educational needs.
21. The teaching in the Foundation Stage is good overall. It is satisfactory with good features in the nursery but is mainly good with very good features in the Reception classes. In the nursery, the children learn to settle quickly to routines and make most progress in their personal and social development because adults respond well to the children providing them with a good structure as activities are prepared for them. Although it was early in the school year and the children were very young, a significant proportion had already had at least one term in the nursery. The adults work very hard to provide resources and plan activities for all the children but during the inspection there was little challenge provided for those who had already settled into nursery routines. In the Reception year the pupils are taught very effectively. This is a strength. Very early in the school year the teaching is crisp, well planned and challenging. The effects are remarkable. Reception children are quickly learning to sound out letters and recognise familiar words in stories. They can count, match numbers and order them with ease. Speaking skills are being developed very well as the children participate in well-planned class discussions. The teaching in both Reception classes is very effective because it sets high expectations and is having the effect of improving the rate of progress the children make by the time they reach Year 1.

22. The teaching in Years 1 and 2 is satisfactory overall with many good features. Approximately half of the lessons seen were satisfactory and the rest were good or very good. Approximately one in ten lessons was very good. The teachers plan work carefully so that pupils in all year groups have work that is matched to their capabilities. The pupils respond well to the teaching. They listen carefully to instructions and during class discussions they offer thoughtful answers and responses. They persevere with tasks, for example, when calculating how much money is left after spending a fixed amount during a mathematics lesson. The teaching is having a positive impact on the pupils' attitudes to learning and their behaviour. There are clear rules and classroom routines which provide a secure learning environment for the pupils. The introductions to lessons make it clear what is expected and the learning objectives are always shared with the pupils, for example, in a Year 1 and 2 mathematics lesson that enabled the pupils to develop their counting skills. However, in nearly half the lessons observed, teachers missed good opportunities to extend the pupils' thinking further. In one lesson, the pupils coloured in boxes to separate odd and even numbers, the colouring activity only served to delay the pupils' work resulting in less challenge. Science worksheets do not always challenge or extend pupils' thinking and in other subjects worksheets only serve to hinder the pupils' progress as they do not encourage the pupils to experiment with their writing as they fill in empty boxes or colour in pictures. In a Year 1 and 2 geography lesson, although the resources used were appropriate to interest the pupils as they studied aerial photographs, very little was achieved in the middle part of the lesson because the pupils were not challenged or questioned sufficiently. A very good music lesson was observed which was much more challenging, evoking thoughtful and intelligent responses from the Year 1 and 2 pupils. The most effective lessons in the infant classes set more challenge in the middle part of the lesson with demanding writing or mathematics tasks. Good use is made of computers to support the pupils' learning, especially when timetabled to work in the ICT room.
23. In the junior classes, the teaching is good overall, ranging from satisfactory to very good. Eighty-four per cent of the lessons observed were good or better, including one in five lessons that were very good. The teachers prepare challenging and interesting tasks that motivate and sustain the pupils' concentration, enabling them to work hard and persevere with tasks. In all of the lessons seen, there was a good structure so that time was provided for the pupils to ask questions and explain their methods, as for example, in an English lesson where the pupils selected words and phrases to describe a scene from a story. In a very good mathematics lesson, Year 3 and 4 pupils were being constantly challenged to think of different methods to calculate multiplication facts using numbers up to 100. The grouping of pupils by ability is particularly effective in junior classes because it allows the teachers to plan work that is closely matched to the abilities of the pupils in each group. For example, in a very good literacy lesson, the pupils read aloud a challenging and descriptive piece of text. The lesson developed the pupils' writing skills because the teacher allowed time for the pupils to explore the text and to write their own passages using adjectives and adverbs to add colour and description to their work. In some lessons, the work provided is not as challenging. For example, in a satisfactory literacy lesson, the teaching did not capitalise on opportunities to extend some of the higher attaining pupils. This is evident in other lessons, where the work the pupils produce is adequate but is not extended through critical thinking. Teachers' marking also reflects this. Most of the work seen is marked but this lacks sufficient rigour to make the process effective. Marking throughout the school is not being used as an

assessment tool nor does it help the pupils to improve their work or even distinguish between good and very good work.

24. The teachers use good assessment procedures to monitor the pupils' progress in all subjects. Work is usually marked up to date but is not clear to the pupils what they have to do to improve further. Teachers keep good records having tested what the pupils know and this information is used to prepare coherent annual reports to parents about their children's progress. The pupils are very involved in the setting of individual learning targets. Regular assessments, including optional national tests in all year groups from Year 3, help to inform and adapt teachers' planning because it is clear what has been learnt and what needs to come next.
25. The school has done well since the last inspection, especially in developing and improving the teaching. A significant proportion of teaching, one in five lessons seen, was of high quality, most of which was found in Reception and in Key Stage 2. Music teaching is usually of high quality and this is having an immediate effect on the standards achieved, including singing standards. The key features which set this standard of teaching apart from the rest are the pace, challenge and enthusiasm for the subjects being taught. In these lessons, resources are very well used to support and enhance the pupils' experiences. For example, in a very good numeracy lesson, the pupils quickly grasped the concept of fractions because the teacher directed their thinking clearly and set a very good pace to ensure that they paid attention. In other good and very good lessons seen, the pupils investigated how characters in stories are presented and described and their learning was enhanced by a thorough investigation of the text by scanning the words to determine which words and phrases expressed how the characters felt at the time. This led to some very good empathetic discussion about description in writing.
26. In an excellent music lesson, the Reception children were provided with opportunities to express how the music made them feel. The breathtaking pace of the lesson excited and stimulated the children with marked improvement in their singing, clapping in time and accompaniment to recorded music. The teacher skilfully utilised the children's body movements to develop a sense of rhythm and beat with pleasing results.
27. The pupils with special educational needs (SEN) are provided with good and effective support. Their progress is monitored very closely by class teachers and managed by the SEN co-ordinator. The school's decision to group all pupils by ability for most subjects so that the mornings are timetabled to allow for three sessions of setting, has benefited the pupils with SEN. The lower sets have a mixed group of lower attaining pupils and SEN pupils. This enables class teachers and the SEN co-ordinator to plan work that focuses on basic skills, such as reading, writing and numeracy. Much of the work provided focuses on spoken language and comprehension reading activities. This is helping to improve the pupils' understanding, for example, in mathematics as they handle worded problems. In another example, a group of SEN pupils were taught to separate phrases and re-arrange them into a logical sequence of events, such as making a cup of tea or baking a cake. These sessions evoke thoughtful discussions and allow the pupils opportunities to speak in front of others and to construct sentences. A key strength of the provision for and teaching of SEN pupils is the way the pupils learn to cooperate with others and to work independently. This helps them to persevere with tasks and enables them to make good progress in all subjects. Good use is made of computers to support their learning and the recent introduction of a learning mentor

has helped to improve the work being done by those pupils identified with attendance problems or who are identified as disaffected learners. These pupils make very good progress because the support is specifically tailored to their needs and they receive individual attention from the learning mentor who is very effective.

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

28. The school provides a broad, balanced and relevant curriculum which meets all statutory requirements and reflects the school's mission statement, aims and objectives. The curriculum covers all areas of the National Curriculum and the local authority's agreed syllabus for religious education. The school maintains a satisfactory balance between the core subjects of English, mathematics and science and other subjects.
29. The satisfactory planning and training for the National Literacy and Numeracy strategies has ensured satisfactory implementation and practice in these two important areas of the school. The curriculum provided for Foundation Stage pupils is good with a particularly effective curriculum provided for children in the Reception classes. This enables the children to make good progress towards achieving their early learning goals, though because of the low level of attainment upon entry, not all the children achieve these by the end of the Reception year. The school has good links with its feeder high school with well-planned and linked projects between the two schools. For example, topics are started in Year 6 of the primary school and continued in Year 7 of the high school. All of this contributes to a smooth transition between the two stages of education.
30. Personal, social and health education (PSHE) is actively promoted, with all the pupils from the Foundation Stage to Year 6 having a discrete PSHE circle time lesson each week. PSHE is also well promoted during assembly times. The school governors have suitable policies for sex education and drugs awareness, with these two areas of the curriculum being delivered by the school nurse and the local police. The school also has good links with the local rugby team, the Bradford Bulls, who make an input into pupils' personal, social and health education when invited to visit the school to work with pupils. They also act as good role models for the pupils and their contribution together with other outside agencies helps to enrich the curriculum and stimulate interest. Strategies to ensure that all pupils have equality of access to the planned curriculum and extra-curricular activities are securely in place.
31. The school fully responds to the Code of Practice for pupils with special educational needs. Individual Education Plans are good with pupils being provided with an appropriate curriculum that enables them to work towards identified targets for improvement. The school is particularly effective in identifying special educational needs early and this is evident in the number of children in the Foundation Stage and pupils in Key Stage 1 who have been allocated additional support in lessons.

32. All subjects have a co-ordinator. There are policies and schemes of work for all subjects. Planning for all subjects is satisfactory with teachers' long, medium and short-term plans providing sound guidance for the development of pupils' knowledge, skills and understanding. Teachers in the mixed age classes work together when planning the curriculum to ensure that there is sufficient progression of skills for pupils of different ages in the same class.
33. The core curriculum is monitored by subject co-ordinators with the headteacher and senior management team monitoring the whole curriculum. There is a governors' curriculum sub-committee with linked governors for the core subjects, special educational needs and pastoral issues. They have monitored the provision for literacy and numeracy in classrooms and have reported back to the main governing body. This is an effective way of informing governors and identifying curriculum needs and resources.
34. The school provides a satisfactory range of extra-curricular activities. There is an after-school club which provides table tennis and line dancing, as well as a thriving orchestra club. The school also has a craft club and a trampoline club. A local football club provide coaching in football, and the school provides three residential visits each year which is more than would typically be found in most schools.
35. The school has a number of visits from local clergy, the police and other organisations, and gives pupils the chance to participate in range of visits to local museums, art galleries, field trips and places of historic and educational interest. The school has hosted visiting theatre companies and musicians. A very good example of this was observed during the period of the inspection, with an excellent concert by some members of the London Mozart Players. This made a very positive contribution to pupils' knowledge and understanding of classical music as well as being extremely entertaining. It also makes a significant contribution to the pupils' cultural development. All these visits and visitors make a valuable contribution to the extended curriculum provided by the school.
36. The school successfully promotes the spiritual, moral, social and cultural development of the pupils. Provision for this is satisfactory overall with good provision made for the pupils' moral and social development. This is achieved through the daily act of collective worship, religious education lessons and other subjects. Music is an important and well-established part of the school's curriculum and contributes well to the pupils' cultural development. Teachers and learning support assistants with their sensitive, caring attitude provide good role models for the pupils. All statutory requirements are met including the provision of a daily act of worship.
37. The spiritual development of pupils is satisfactory and is enhanced by the imaginative playing of music and the joyful music making by pupils of all ages. A fine example was the concert given by two visiting musicians from the London Mozart Players. Pupils in all year groups were enthralled by the music played. A rich diet of classical music including Mozart, Bach, Vivaldi, Prokofiev, even Stravinsky aroused pupils' emotional responses. Pupils were fascinated and full of wonder as the cellist explained how musical sounds could be changed. All pupils responded appreciatively to the concluding prayer giving thanks for the gift of music and the musicians who play it so beautifully.
38. Provision for pupils' moral development is good. The school provides a friendly, caring and supportive environment in which pupils feel secure in following a pattern of

behaviour which distinguishes right from wrong. Pupils are given good opportunities to celebrate and reflect on the achievements of others. Stories told in assembly provide support and guidance for younger pupils. For example, the pupils in a Key Stage 1 assembly learned from the story of the mouse who nibbled through a net that trapped a lion and so set him free. They understood that size need not stop people behaving bravely, responsibly and well.

39. The school makes good provision for the social development of the pupils. Pupils are aware of their environment and no rubbish was seen littering the school inside or out. Pupils relate easily to each other and play amicably together at breaks and lunchtimes. No friction or evidence of aggressive behaviour was seen even though there were many 'wet play times' because of the rain during the week of the inspection.
40. The pupils' cultural development blossoms under the influence of the music and extra curricular activities provided. It is satisfactory overall because there is less evidence of pupils developing an awareness of the multicultural society in which they all live. If explored more thoroughly, this area could provide a rich store of experiences for pupils in all year groups.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school meets the educational needs of its pupils well. It makes a positive contribution to pupils' attainment and progress, together with their welfare and well being. Since the last inspection the school has maintained its positive and supportive ethos and is a well-organised, harmonious and orderly place for pupils to work and thrive. This is augmented by the provision of a safe, secure and purposeful environment for all its pupils. The deputy headteacher is responsible for implementing the school's Child Protection procedures. These are securely based on the guideline established by the local authority.
42. The procedures for ensuring the welfare of pupils are good and the school has been successful in maintaining this since the last inspection. This, together with the school's inclusive policy, promotes an environment where pupils are valued. All the pupils have access to the school's curriculum, including those who have special educational needs, so that teachers and support staff plan activities that will involve and encourage full participation from all the pupils. For example, support staff often sit alongside individuals and groups of pupils during class discussions to involve them and encourage them to participate or offer suggestions and ask questions. This has the effect of improving the confidence of those pupils who would otherwise allow others to dominate class discussions. It is also effective in improving the pupils' self-esteem and developing good speaking and listening skills.
43. The school prospectus makes positive statements about its aims and objectives. There is a strong ethos of care and consideration for others, which permeates the whole school community. The school's ethos instils a sense of trust and friendship between teachers and pupils. Good rapport exists amongst the pupils. Staff and adults in the school serve as good role models, making visitors feel welcome and being consistently courteous in their personal relationships. They encourage the pupils to act courteously, waiting their turn for example when there are class discussions.

44. The school cares well for the pupils identified with special educational needs. It provides a high level of support, both in lessons and through small groups teaching to improve the basic skills. There are appropriate Individual Education Plans and the staff are well informed to help them monitor individual pupils. Regular reviews are carried out in line with the recommended statutory requirements of the Code of Practice, and parents are appropriately involved in the planning and review stages of their child's progress and development. The commitment shown by the school to pupils with special educational needs is inclusive and all these pupils are considered as an integral and valued part of the whole school community.
45. Neighbourhood Renewal Fund and Education Action Zone funding support special initiatives, including the breakfast club, improving attendance and punctuality, lunchtime and after school clubs and residential visits for older pupils who experience outdoor and adventurous activities. The school runs a breakfast club before school starts for 45 minutes each day. A learning support assistant supervises the club and helps pupils to complete their unfinished homework.
46. The school has recently appointed a part-time learning mentor to support and work with a small number of pupils identified as in need of support because of attendance problems or as showing some signs of disaffection. These pupils, who are in danger of exclusion from the school, remain in mainstream education and the school's policy in deploying a learning mentor is proving to be very effective. The mentor works closely with teachers and the special educational needs co-ordinator to enable her to participate fully in the provision for these pupils. As a result, the pupils benefit from specific and targeted support in lessons and their progress is being monitored closely so that the parents can see tangible results from the work being provided by the school and can begin to understand the important role that parents can play in supporting their children's learning at home and in school.
47. The school's code of conduct and discipline policy are effective. Consequently, the pupils' behaviour is good. Parents support the school's approach to discipline and indicate that appropriate and effective action is taken when incidents of bullying or harassment occur. No incident of bullying or unacceptable behaviour was seen during the period of inspection. The school operates an effective reward system that recognises exemplary conduct, behaviour and outstanding contribution or achievement during special weekly assembly. There are clearly stated sanctions displayed in every classroom and these are applied if bad behaviour or any form of bullying occurs. The parents have commented on how well the school's policy works, especially since the appointment of the current headteacher who has helped to provide welcome consistency across the school that is recognised by parents and pupils.
48. One of the shortcomings of the school is the low-level of attendance by the pupils. Attendance registers are taken efficiently and the teachers adhere to guidelines and procedures for marking the registers, which are then fed into a computer to produce data that can be used by the headteacher and staff to track attendance patterns. The school has taken effective measures to raise the rate of attendance and encourage punctuality in arriving at the school each morning. The school takes necessary steps in the case of absences, which have not been explained by parents or carers. Exceptional cases are referred to the school's educational social worker. Increasingly, the school is targeting specific families whose children do not attend well. Consequently, there is evidence of improved punctuality and attendance,

although the rate of improvement is currently not keeping pace with the national trend.

49. The school is successful in promoting the health, safety and general well being of its pupils. It works closely with the Local Authority's department for pupils' welfare and safety. Good support for pupils is provided by outside agencies which are called upon when identified by the staff using the school's policy for the identification of pupils with special educational needs. A designated governor carries out health and safety risk assessments on an annual basis with appropriate personnel from the school.
50. There are good procedures for judging levels of basic skills when pupils enter the nursery or the reception class and for ascertaining what pupils have learnt at the end of a series of lessons. The arrangements to welcome young pupils into the school for the first time are good. The school arranges pre-school visits, and the transition to full time education in the Reception year is well managed. The procedures to assist Year 6 pupils going to secondary school are sound, ensuring a smooth and effective transition to the next stage of their education. Year 6 pupils have the opportunity to attend the 'Taster Day' organised by the local secondary schools. These are effective in promoting the most positive aspects of secondary education and they establish good relationships with the staff of these schools so that at the time of transfer the pupils have become accustomed to their new schools and are fully prepared.
51. The school attaches great importance to personal, social and health education (PSHE) and has established a good policy within the school's curriculum. The PSHE programme includes circle times, where the pupils share ideas and discuss personal and social issues; sex education and drug awareness sessions, which are linked to the school's science curriculum; and a programme of social education and the nature of good citizenship, which is linked to the school's assertive behaviour policy. In order to encourage pupils to take responsibility for their own actions, the school is in the process of establishing a School Council, which will be formally constituted so that representatives of pupils and staff come together to discuss important school issues and policies. The school hopes that this will provide the pupils with further opportunities to extend their understanding of other points of view.
52. The school maintains meticulously, pastoral records for each child joining the school's nursery class, providing relevant information regarding their personal development, academic achievements and progression as they move up through the school. Procedures for assessing pupils' attainment and progress are good overall. The optional standard assessment tests are used for pupils in Years 3, 4 and 5. All pupils are assessed each half term in English, mathematics, science and information and communication technology. The results have been used to introduce setting, where the pupils are grouped by ability and prior attainment, in these core subjects for Years 5 and 6. This has proved to be effective in raising standards. The accuracy of the school's teacher assessments for Year 2 pupils was confirmed by external moderation administered by the local authority. The pupils know their individual targets and are encouraged towards self-assessment by judging themselves against their learning objectives. The use of information gained from assessment to guide curricular planning is satisfactory. However, teachers are not using consistent marking procedures when reviewing the pupils' recorded work. Teachers' marking does not always inform the pupils how to improve, nor does it help teachers to assess how well the pupils are doing. The observation and scrutiny of samples of pupils'

recorded work show that comments made by teachers rarely point out to the pupils how they can achieve their individual learning targets through self-correction, re-drafting or editing.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The school is successful in developing a positive and purposeful relationship with parents. On the whole, the partnership between the school and the parents is satisfactory, and the school enjoys a good rapport with most parents. The school is held in high esteem by most parents and the local community. The overall contribution of parents to the work of the school is satisfactory but as the school relies heavily on very few parents the impact of parental involvement on the work of the school is unsatisfactory. The school could do more to encourage more parents to contribute and be involved in the work of the school.
54. The very few parents who attended the pre-inspection meeting were positive about the school's improvements. This is endorsed by the responses that parents made in the questionnaire sent to all parents prior to the inspection. However, a minority of parents feels that the range of extra-curricular activities available to the pupils is limited. Inspectors judge that the school's provision for extra-curricular activities is satisfactory and is comparable to other schools with similar numbers of pupils on roll.
55. Parents find the staff helpful and approachable. The staff are willing to listen to parents, often inviting their views and opinions, and the school considers the issues they raise carefully, responding swiftly to their concerns. The headteacher, deputy headteacher and staff work try very hard to work closely with parents and this is helping to raise the profile of the school in the community. However, a significant proportion of parents choose not to actively become involved in the school which can be disappointing to staff if a great deal of effort is put into providing resources and activities for parents to share with their children. The recent re-organisation is partly responsible for this uncertainty and the headteacher, in a very short time, has made significant progress in developing effective strategies to improve communication with parents. The governors too have begun to realise the importance of this and have recently adopted more effective strategies to communicate with parents, for example, the format of the most recent annual report to parents is a great improvement on previous versions.
56. At their meeting with inspectors, some parents expressed concern that the school did not inform them in sufficient detail about their children's progress and attainment in the classroom. The inspection findings suggest that the quality of information provided to parents is satisfactory overall. However, the quality pupils' annual reports is not always consistent. The majority of such reports are written satisfactorily, showing the strengths and weaknesses in attainment and progress made by the pupils. The reports do not always point out teachers' expectations and the targets set for the pupils to enhance achievement and progress.
57. Parents and volunteers from the local community feel welcome in the school. The school, with help from a pastor from a local church, encourages parents to play an important part in supporting their children's work at home and this commitment has a positive impact on pupils' attainment and progress. It also enables parents to know what is being taught in a particular subject, so that they can help their children with homework. In the process, parents acquire new skills themselves and a greater understanding of the school's curriculum. Some parents find it difficult to

communicate with the school and this has an adverse effect on their children's learning in school and at home. The school has begun to address this by appointing a learning mentor who works alongside individual pupils and encourages them to attend regularly and to participate more fully in school activities. The pupils who are vulnerable are those identified with attendance problems and the school has rightly identified, together with the local authority, the need to establish more effective practices that will encourage all parents to contribute more fully to their children's learning experiences at home and in school. This is intended to have an impact on raising attendance rates and standards further. The school plans to establish a 'Nurture Group' which aims to help disaffected pupils and their parents. Several staff from the school have been trained for this and the school has sufficient accommodation for this purpose.

58. The school offers regular and effective communication with parents by way of newsletters keeping them informed of events in the school. It also provides good quality curriculum guidance to parents. Such a guide covers all the National Curriculum subjects, informing parents about the topics that their children will study during each term. The school emphasises the importance of working with parents and encouraging them to participate in their children's learning. Twice a year, parents have good opportunities to discuss their children's achievements and personal development with class teachers.
59. The school's homework policy was established in the school from the start of the current year. All parents have been sent an extract from the policy document. Attached to this extract, was a list prepared by individual class teacher, which showed the homework expectations for each child for the current term. At present each piece of homework is done on separate sheets of paper which the parents are required to sign. There is no homework diary enabling parents and teachers to exchange comments on the work done by individual pupils. The school has, so far, not established a whole school policy on the Home-School Agreement, in order to improve the level of attendance and reduce unauthorised absence.
60. The draft of the governors' annual report to parents provides them with the necessary details about the work of the school and its format is an improvement on previous versions. It will be submitted to the next meeting of the school's governing body for approval. Governors and parents will meet to discuss the report after the half term. No such meetings were held during three successive years from September 1997 to July 2000 inclusive, signifying that the governors at that time were not fulfilling their statutory responsibilities. As a result parents did not receive any annual reports from the school governors during that period. The headteacher has ensured that these lapses do not occur in the future and has put in place very effective procedures that ensure that the governors fully comply with their statutory responsibilities, especially in communicating to parents the annual report about the work of the school. The school prospectus gives parents the essential information about the school. The school prospectus gives parents a pen-picture of the school, including its aims, curriculum provisions and the importance the school attaches to work in partnership with parents.
61. The parents of pupils with special educational needs (SEN) are involved fully in the initial stages and review procedures of the Code of Practice. They are well informed regularly about their children's targets and achievements. Parents have confirmed their approval of the school's SEN policy and practice and say that their children are making good progress as a result.

62. Parents are aware that the school encourages them to help in the classrooms and around the school. A few dedicated parent volunteers help in classroom activities, such as listening to readers or helping to look after the school library.
63. The school has established a good liaison with the local secondary school where most Year 6 pupils transfer to next year. The process of induction for both the parents and their children is planned with care and sensitivity and is effective in improving links between the two schools so that the pupils can benefit from the initial activities that the secondary school provides in the early stages of their education after transfer.
64. Although there is no parent-teacher association, a small group of dedicated parents are active in organising events for raising funds and helping the school during outside visits and on sports days.

HOW WELL IS THE SCHOOL LED AND MANAGED?

65. The headteacher provides very good, effective leadership. She was appointed by the governors as a temporary headteacher until the school can appoint on a permanent basis. This was done for good reason as the school was undergoing re-organisation under the local authority's education development plan which is re-structuring all schools in Bradford. The headteacher works closely with the deputy headteacher and together they are an effective team. They lead by their very good example, focusing and steering the work of the staff and governors to improve the effectiveness of teaching and learning. Raising standards has been the main focus for development in the short time the headteacher has been in post. All policies and practices are aimed at raising achievement in recognition of the fact that the school was in danger of losing direction as standards were slipping over a period of three years in national tests.
66. All of the teaching appointments since the first inspection have strengthened the teaching and at the same time increased the capacity for the school to improve further. There is a determination, which is being greatly influenced by the personal dedication of the headteacher and staff to help all the pupils succeed. Amongst the many improvements since the last inspection, a major contributory factor is the school's determination to raise standards and support those pupils with special educational needs. As a result, the teaching has improved considerably. The staff and governors are greatly influenced by the headteacher's effective leadership and enthusiasm to succeed and improve the school further. The management of the school is very good with very good procedures in place that enable the senior staff to monitor teaching and learning. Consequently, the school has accurate and realistic targets for improvement with every pupil being monitored closely. Teachers are more certain about what they are going to teach and what they are aiming for. Assessments are accurate and lead to a very good analysis of data which informs the way the school groups the pupils and plans its teaching. Resources have improved considerably, especially since the school inherited a huge deficit budget after re-organisation and has now reduced this to an acceptable level with the support of the local authority and the prudence of the headteacher and governors.

67. The governors are knowledgeable and experienced and very committed to the needs of the school and its pupils. There are some formal monitoring procedures in place but governors are kept well informed by the headteacher and senior staff. Named governors meet appropriate staff, for example, the special educational needs (SEN) co-ordinator and the SEN governor, twice a year. This gives them a clear insight into the work being done and the progress that the pupils are making. The governors provide satisfactory support and rely very much upon the expertise of the headteacher to guide them through the current school improvements since changing from a first school to a primary school.
68. Subject co-ordinators draw up action plans and have good plans in place to monitor and support staff in their respective subjects and areas of responsibility. Resources are well managed and the co-ordinators scrutinise the teachers' planning to ensure that there is appropriate work being done. Co-ordinators who have recently been appointed are well supported by the headteacher and deputy headteacher, who help them prepare an effective curriculum and professional development programme for the staff. The deployment of learning support staff has been successful in helping them to provide highly skilled intervention programmes that involve teaching reading, writing and numeracy as well as inclusive support in other subjects for groups of pupils and individuals. This has had a very positive effect on the pupils identified with special educational needs.
69. The current staffing of the school provides a good balance between experienced and well-established staff and those comparatively new to the school. The school has adequate numbers of staff to meet the needs of the National Curriculum and religious education with the school employing a part-time music specialist for the teaching of the subject. All the staff have job descriptions which refer to their subject and managerial responsibilities. There is a staff development policy which refers to areas for development in teachers' skills. All the staff have been involved in professional appraisal as part of the school's performance management plan. Good working relationships exist between staff, with teachers in the mixed aged classes planning their work together. Whilst the school does not currently have any newly qualified teachers, appropriate documentation and strategies are in place to support new members of staff. Teachers are well supported by an adequate number of classroom assistants. These make a valuable contribution to pupils' learning and progress. Administrative staff, welfare assistants and cleaning staff make a positive contribution to the efficient running of the school.
70. The school's finances are well managed. The headteacher has managed to reduce the large budget deficit. There are efficient and effective procedures in place to track spending and determine priorities for resources in the school's management plan. Accommodation is satisfactory. The school has gone through significant change in accommodation as it moved from being a first school and separate middle school housed in two buildings to being a primary school in one central building. Though one of the middle school buildings still provides separate accommodation for music and art, this specialised provision will soon be incorporated in the central block. Classrooms in the main block are large and airy, though not all have running water. The school has recently converted one room into an ICT suite whilst another room in the main block is currently being converted into a library. There is a separate room for special educational needs, with areas off the long corridors on both floors being used for small group work. The school currently has two halls, though one will soon be converted into classrooms. Pupils have access to two large hard surface areas and a large playing field. Although the central building is somewhat old, with falling

plaster in some rooms, it is generally well maintained, with a number of rooms being refurbished. The cleaning staff provide a healthy working environment for staff and pupils to work in, with work on display in classrooms contributing to a motivating working environment.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71. In order to improve the quality of education further, the governing body, headteacher and staff should:

*** Raise attainment in English by:**

- providing more opportunities for the pupils to develop their speaking skills and extend their use of vocabulary in structured discussions to help them communicate more clearly in all areas of their work;
- teaching reading strategies more effectively so that pupils can infer, predict and deduce information from texts, including fiction and non-fiction books, play-scripts, stories and poetry;
- providing more time for pupils to engage in independent and extended forms of writing to enable them to write at length across a range of subjects.

(Paragraphs: 1-4; 22-23; 90-105; 131; 138)

*** Raise attainment in mathematics and science by:**

- planning more lessons which challenge and extend pupils' thinking, using problem solving and practical work;
- requiring the pupils to use and experience numeracy skills across a range of subjects in the curriculum;
- providing more opportunities in science lessons for the pupils to plan and investigate practical problems independently and in groups, as well as discuss their ideas so that they are sure how to reach reasonable conclusions.

(Paragraphs: 2-4; 22-23; 106-119)

*** Improve teachers' marking so that it:**

- is used more consistently to assess how well the pupils are doing and informs their planning;
- helps the pupils understand how to improve their work;
- provides more opportunities for the pupils to self-correct, edit or re-draft their work.

(Paragraphs: 23-24; 52; 104; 112; 117)

*** Improve attendance rates further by establishing effective home-school agreements with parents about their children's attendance.**

(Paragraphs: 17-19; 48; 59)

OTHER LESS SERIOUS AREAS FOR DEVELOPMENT WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- * **Improve the school's strategies so that parents are encouraged to make a more significant contribution to their children's learning at school and at home.**
(Paragraphs: 55-57; 59)
- * **Address the health and safety issues made known to the school during the inspection.**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	12	34	17	0	0	0
Percentage	2	19	53	27	0	0	0

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)	18	250
Number of full-time pupils known to be eligible for free school meals	0	120

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	2	77

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	32
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.2

Unauthorised absence

	%
School data	1.1
National comparative data	0.5

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

There are no 2000 results for pupils in Year 6 because the school was formerly a First School at that time. Year 6 test results will be published from the 2001 data at a later date and will be included in appropriate school documentation sent to parents by the school.

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	21	20	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	17
	Girls	16	17	17
	Total	29	30	34
Percentage of pupils at NC level 2 or above	School	71 (77)	73 (74)	83 (79)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	10	14
	Girls	16	16	17
	Total	29	26	31
Percentage of pupils at NC level 2 or above	School	71 (62)	63 (64)	76 (67)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	1
White	220
Any other minority ethnic group	4

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	13	0
Other minority ethnic groups	1	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12.7
Number of pupils per qualified teacher	20
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	306

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	36
Total number of education support staff	1
Total aggregate hours worked per week	24
Number of pupils per FTE adult	18

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	768,073
Total expenditure	741,104
Expenditure per pupil	2,765
Balance brought forward from previous year	-33,323
Balance carried forward to next year	-6,354

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	250
Number of questionnaires returned	54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	30	4	0	0
My child is making good progress in school.	72	22	4	0	2
Behaviour in the school is good.	46	44	6	0	4
My child gets the right amount of work to do at home.	33	35	14	2	16
The teaching is good.	65	33	0	0	2
I am kept well informed about how my child is getting on.	49	36	15	0	0
I would feel comfortable about approaching the school with questions or a problem.	76	22	2	0	0
The school expects my child to work hard and achieve his or her best.	75	25	0	0	0
The school works closely with parents.	55	32	13	0	0
The school is well led and managed.	56	41	0	0	4
The school is helping my child become mature and responsible.	57	43	0	0	0
The school provides an interesting range of activities outside lessons.	31	40	8	4	17

Other issues raised by parents

Some parents have commented on the improvements to the school since the temporary appointment of the current part-time headteacher. Very few parents attended the pre-inspection meeting, but those that did expressed support for the good work being done during the re-organisation of the school. Some parents are concerned about the security of the school site and believe that the perimeter fencing is inadequate.

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

72. The Foundation Stage provides children in the early years with a secure framework for their future learning. The importance of play as a tool for learning is emphasised to reflect the new curriculum guidance for the teaching of three to five year olds. At the time of this inspection the nursery is accommodated in a pre-fabricated building adjacent to the main school. It is cold and the fan heaters can be an inconvenience to children's learning. The nursery staff make effective use of the resources available but the environment for learning needs improvement to ensure children make good progress in all six areas of the Foundation Stage curriculum. There are 33 children on roll, all of whom attend part time. Nineteen children attend the morning session and a further 14 attend in the afternoons. The children learn to take turns and share the toys and equipment with others. They enjoy choosing independently from a range of play materials and small world toys. Attainment of children on entry at three years is well below expectations for their age group, particularly in literacy and numeracy. Through play activities children develop language skills and begin to recognise the significance of numbers.
73. By the time they enter the Reception classes, the children have a positive attitude towards school and they are eager to learn. There are two Reception classes, one with 20 children and the other has 21. The children attend for the full day and enjoy very good accommodation in the main school building. Attainment of children on entry is well below national expectations for their age in literacy and numeracy. As a result of good and often very good teaching, the children progress well and a significant proportion are expected to achieve the early learning goals in the six areas of learning which are expected by the end of the Foundation Stage. For those children assessed as well below national expectation for their age much ground has to be covered in the Reception classes for them to catch up. On the basis of the evidence seen, all the children make good progress in relation to their prior attainment and achieve well on the stepping-stones leading to the early learning goals of the Foundation Stage curriculum. Teachers assess children's performance carefully and plan their lessons effectively to ensure good progress is made by all groups of children. The Reception teachers share the responsibilities for teaching literacy and numeracy. As a result, the children learn very well in all areas focused on encouraging their interest and imagination. For example, there is a wide range of stimulating material to promote their mathematical development in the room where numeracy lessons are taught. Similarly, children make good progress in the development of speaking, reading and writing in the room where literacy is taught. This is the result of good teaching, supported by books, games, jigsaws and other materials to fire the children's imagination and engage their active participation in learning. Qualified nursery nurses make a major contribution to the learning of all groups of children throughout the Foundation Stage.
74. The Foundation Stage co-ordinator is a competent and experienced teacher who manages the nursery provision well. At present the leadership role is fragmented because the nursery is in a separate, pre-fabricated building whereas the Reception classes are well integrated into the main school. However, plans are well advanced for the nursery to be re-housed within school and working alongside the Reception classes by September 2002.

75. Assessment schemes are implemented efficiently and careful records of children's work are kept to track the rate and quality of the progress of each child. Overall the provision made for the education of children in their early years is good and improving. It is particularly effective in the Reception classes where expectations are high and, as a result the children achieve well.

Personal, social and emotional development

76. The quality of teaching in this area is good. The nursery staff support the children's independent learning through the provision of a range of play activities. Children learn to measure by sifting sand or by pouring from containers of different sizes. For example, in the nursery, three boys were discovering how much sand they must pour through a sieve to fill a toy dumper truck. There is a home corner where the children can develop social skills as they role-play cooking food. Children set about their chosen activities with growing confidence learning to work alongside each other and take turns. A good feature of the learning is the careful and methodical way that all the children help to clear up and tidy away at the end of each session.
77. In the Reception classes, the children are well motivated to learn by the sensitive teaching and gentle approach of the staff who introduce new activities to stimulate sustained application. The teachers are good role models for the children as they learn to consider the needs of others and have respect for their feelings. For example, in a physical education lesson in the school hall the teacher accepted the children's suggestions of different ways to move across the floor, valuing the contributions of all. One lower attaining child gave a delighted smile and was spurred on to renewed efforts when all the children began to move in the way he suggested. The children develop personal and social skills as they practise undressing at the beginning of the lesson and dressing again at the end. Personal independence develops well as several children look at their feet thoughtfully, realising that they have made a mistake and change their shoes to the correct feet. The good provision made for the personal and social development of the children has been maintained since the last inspection. The children make good progress and are likely to achieve the standards expected in this area of learning by the end of the Reception year.

Communication, language and literacy

78. A rich resource for language development is provided through songs, nursery rhymes and action games. The teaching is satisfactory in the Nursery. The children understand that print carries meaning and words tell the story as well as pictures. In the Nursery, the children enjoy listening to the teacher read a story but do not show much enthusiasm for books, reflecting their lack of experience of handling books at home and the fact that the inspection took place very early in the school year. However, in the Reception classes the children are very involved in sharing stories in books and explaining to the teacher what is happening and what might happen when the page is turned. In a lively lesson observed, the children shared the 'big book' story 'Cat and Mouse' with their teacher. They identified each word of the title from the pictures finding 'mouse' then 'cat' and after some hesitation the joining word 'and'. They discussed the way the cat or mouse moves up, over, round, across, through. Two children using hand held puppets acted out the story as the teacher read from the book. There was great delight as the mouse ran safely into his hole, the cat followed but got stuck because he was so fat! These regular experiences with books help the children to make good progress towards the early learning goals because they are all actively engaged in their learning. They explore the sounds made by

letters, find the clues to the text through the pictures, use language to explain events in the story and recreate the roles of the characters in stories. The nursery children are learning how to hold a pencil or crayon so that they can use it comfortably. Some are reluctant to try.

79. Children in the Reception year find writing far more difficult than reading. The teaching in the Reception classes is good and is well focused on writing skills to support children's learning in this area. However, more could be done to practise what is needed for the children to improve their hand and eye co-ordination to help them form letters correctly. The good provision made for children in this area has been maintained although the majority of children are not likely to reach the early learning goals in communication, language and literacy by the end of the Reception year because they start from a very low baseline when they first start school. A great deal of basic skills are being learned by the children and they achieve well, but their low attainment in speaking and reading on entry to the school means that a great deal of ground is having to be made up in a relatively short space of time. This affects their attainment by the end of the Foundation Stage which is below that expected nationally because the majority have not reached the early learning goals. In relation to the last inspection this appears to be unsatisfactory progress but rather, it is more an indication of the large proportion of pupils who are identified as having special educational needs from an early age. The majority of children are not likely to reach the standards expected by the age of five although they have made good progress as they started from a very low baseline in terms of the speaking skills and language development on entry to the school.

Mathematical development

80. The children in the nursery enjoy sorting shapes and ordering these into sets. For example, one child spent a long time pairing all the wild animals such as pandas, brown bears, tigers and elephants and placing these in a line on the floor. They play with toy money in the shop, measure sand and water and learn to count through singing or rhymes such as 'Five Currant Buns in the Baker's Shop'. Through play, the children are developing a mathematical awareness of the significance of numbers. Most start the nursery with little understanding of numbers and shapes. They quickly learn to count and match numbers to five so that early experiences with numbers lay firm foundations for them to develop their mathematical understanding of the world around them.
81. The children's attainment in the Reception classes reflects the low standards recorded on their entry to the school. Teaching in this area is very good in the Reception year and supports the mathematical development of all groups of children. Teachers provide a range of carefully planned activities which offer opportunities for developing number skills and understanding simple computations. The children use mathematical language with increasing confidence. For example, when comparing the tallest or shortest by looking at 3 trees and at 3 flowers, the children had problems identifying the 'tallest'. The teacher tried another strategy using 3 balls, the children identified 'biggest' and 'smallest' accurately. In this way, the children learn to tackle problems independently and discover how to solve them. For example, when working at the water tray, they compare three different sized bottles and discover which bottle holds the most water.
82. The children in the Reception year successfully explore the properties of different two-dimensional shapes and the higher attainers can identify these as squares or

circles. This is good progress for so early in the school year. A very popular activity is selecting and matching socks into pairs, pegging these on the washing line and identifying the pattern on each pair of socks. There has been good improvement since the last inspection, especially in the Reception year, where the teaching of mathematics is now very good. The children make very good progress but just fall short of the expected standards in their mathematical development by the time they start Year 1.

Knowledge and understanding of the world

83. The children in the nursery make satisfactory progress finding out about everyday objects and the relationships between living things by joining in singing rhymes and action songs and listening to stories. The teaching is satisfactory in the Nursery and good in the Reception year. They make good progress overall but do not reach the levels expected for their age by the time they start Year 1 in the infants. The children enjoy exploring objects in the 'feely bag' and predicting what these could be. For example, they can identify a pear, orange, banana and grapes successfully and name the colour of each fruit. The children listen well and attentively because they enjoy stories but they make little response to the teacher's efforts to develop their speaking skills by discussing events in the story. They enjoy making shapes with play dough and can draw and paint with increasing confidence and skill. There is a lively wall mural of children's paintings showing different forms of transport such as a car, bus, lorry, train and boat. The nursery is stocked with a range of construction toys but much of the equipment is old and needs replacing with newer materials. The toy library provides valuable resources for home learning in all areas of the curriculum. Every Thursday at the beginning and end of the session parents, with their children, are invited to borrow books, toys, jigsaws, videos, and games from a 'magic cave' of early learning materials. The nursery teacher provides a range of educational material that children and parents can enjoy together. A volunteer parent keeps the records and parents return the toys after one week. This is a successful initiative, which is making a significant contribution to the role that parents can play in their children's learning.
84. In the Reception classes, teachers provide a firm foundation for children's exploration of the world about them and the people in it. As a result, the children enjoy a variety of experiences that form a basis for later work in science, geography and technology. The children build their confidence through meeting the challenge of finding out what to do to make things work and how to use the materials successfully to achieve a positive outcome. The children were observed discussing living creatures as they studied pictures of snails, ladybirds and the life cycle of the butterfly. They enjoy taking turns in using the graphics program on the computer which provides the outline of animals in the tropical rainforest. All the children watched with fascination as a child demonstrator coloured in the hippo and then the red, green and blue feathers of the parrot. The children are interested and eager to learn but opportunities are limited because there is only one computer in each classroom.
85. Teachers and support staff deal sensitively with children with special educational needs or those who have problems communicating. The children develop their knowledge and understanding of the world well because they are given sufficient time to think, try out and experiment. The school has rightly focused on investigating skills and activities to encourage the children to think for themselves. The good provision made for the development of the children's understanding in this area of learning has been maintained since the last inspection. It is particularly effective in the Reception

year where the early foundations are laid for the children to develop their understanding of science and technology.

Physical development

86. The provision of children's physical development is less effective than in the other areas of learning, but is satisfactory overall. As a result they attain only average standards overall in relation to their prior attainment on entry which is broadly in line with that expected for children their age. The Nursery staff make the best possible use of the outdoor equipment available. However, there are only limited opportunities for the children to improve their skills of co-ordination and control of movement. There are some large wheeled toys which the children enjoy using, but the children are insufficiently challenged to take risks by experimenting with the limited range of balancing and climbing equipment. Mats are placed on the hard paving surfaces but opportunities to promote confidence and independence of physical movement in a safe area are scarce. The three large shutters that enclose the outdoor play area offer good shelter in the cold or wet weather as these can be used independently of each other. The nursery is due to be re-located into the main school building and the governors have advanced plans to improve the outdoor play areas as these will be shared with the current area being used by the Reception classes. The school aims to improve the provision for nursery children's physical development considerably by adding resources and improving facilities and space for the children to use.
87. The Reception classes have a large outdoor play area with plenty of space for playing. However, it is mostly open to a busy road and the lack of security fencing is a major problem. The teachers are vigilant in keeping a watchful eye on children during break and periods for outdoor play but perimeter fencing is needed urgently. The two Reception classes join together for the physical education lesson in the school hall. The teaching is good, enabling the children to move with confidence in a variety of ways such as walking, hopping, jumping, and skipping. They become aware of their own space and that of others as they think of different ways to travel around the hall. As a result of good teaching and high expectations set by teachers, the children become aware of how their bodies change as they move. They recognise the difference between moving heavily and moving lightly and learn to make patterns in their movement. This links to the patterns they make in sound in the music lessons, the patterns in mathematics lessons and the patterns in art and design lessons. Good social skills develop as children work alongside each other respecting each other's space, controlling their movement with consideration for others. Good personal skills develop as children learn how to undress and dress independently for physical education lessons. The good provision for the physical development of the children in the Foundation Stage has been maintained since the last inspection.

Creative development

88. In the Nursery, the children's creative work is well integrated within the six areas of learning and the teaching is good. For example, children develop understanding of the world as they 'cook' the biscuits they have modelled from play dough. Some children make patterns by cutting an apple in half, placing it in different coloured paints and printing on paper to form a design. The children work together sticking coloured paper on to large wall sheets to make a pattern. They learn to handle small tools and a range of materials competently and safely. This inspection took place very early in the school year before many of the children had settled into a routine of learning. In a short time, the children have learned to respond well to the range of

experiences offered. They are encouraged to explore their own ways of working and each child's work is valued so they build their confidence and grow in self-esteem.

89. The teaching in this area of learning is very good in the Reception classes. The children enjoy experimenting with constructions using simple tools to join materials together. For example, two children wrestled bravely with an adult sized hole puncher. They punched holes in two pieces of card which they joined together by a brass-headed paperclip to hold the cards firmly in position. The children enjoy painting and making collages of wild animals. They used the outline of a zebra drawn on white paper to develop the technique of using white crayon on white paper then covering with a 'wash' of black paint. They were fascinated to discover the texture of the wax crayon resisted the paint. Music teaching in the Reception classes is excellent. The children responded joyfully by listening to music, thinking about the moods it creates and recognising repeated sounds and rhythms. They make patterns with the music by clapping hands, patting knees, nodding heads and adding a spoken 'rap' rhythm using slow and fast tempo. They can play instruments such as wood blocks, tambours and drums, creating their own musical compositions. The children explore what they can do with their voices and how sounds can be changed by singing, humming or whistling. They successfully experiment with sounds by matching movement to music, pausing to count the beats and creating a pattern that is enjoyable to repeat. The specialist music teacher stimulates the children's imagination so that they respond enthusiastically but with a creative control that signifies high quality learning. There has been good improvement in the creative development of the children in the Foundation stage since the last inspection. The children make good progress overall but are not likely to reach the standards expected by the time they start Year 1.

ENGLISH

90. Attainment in English is below the standards expected at 7 and 11 years of age. Standards achieved by pupils however must be set within the context of the school's intake with nearly fifty per cent of pupils in the school being on the register of special educational needs. The school also has a high mobility rate, with a large number of pupils arriving at and leaving the school within both key stages. These factors have an adverse affect on standards in national tests.
91. Despite the satisfactory progress made by pupils in Key Stage 1 standards of attainment in reading at the age of seven are below average. This is reflected in the 2000 national test results, where attainment in reading was well below average in comparison to national averages, though below average when compared to schools with a similar intake. Attainment in writing is likewise below average, with the national test results in 2000 revealing that standards are well below the national average, though average in comparison to schools with a similar intake. Whilst there was a significant improvement in reading and writing in the most recent (2001) tests, standards remain below average.
92. Standards of attainment of the current group of pupils in Year 6 are below average. This is borne out by lesson observations and the detailed scrutiny of work carried out during the period of the inspection. Comparisons with previous results for older pupils are not possible as the school has only just re-organised into a primary school with this year's tests (2001) being the first ones undertaken by 11-year-olds. The inspection took place very early in the school year so that national comparisons are not available at the time of writing to indicate how the school's results compare with

national averages. Early indications are that the school's results were likely to fall below average although, in the absence of national data, it is not possible to measure the extent to which the pupils' attainment compares with similar schools.

93. The large majority of pupils enter Year 1 with below average abilities in all areas of language and literacy. Most pupils in Years 1 and 2 are good listeners and listen quietly to teachers' introduction to their lessons. Though many pupils are able to talk to their teachers and friends in a confident manner when engaged in a social conversation, they lack the skills, confidence and vocabulary to talk in clear extended sentences and at length. Teachers and classroom assistants use good questioning techniques to promote pupils' oral skills. Despite this good provision pupils' oral skills at seven are below those expected for their age.
94. Many pupils, particularly those with special educational needs, arrive in Year 1 with a limited knowledge of books. Despite the sound teaching of reading skills it takes many pupils some time to develop and use the phonic and de-coding skills necessary to make them at least satisfactory readers by the time they are seven. Even when pupils are able to string words together to make sentences, they often have a limited understanding of what they are actually reading, with their reading lacking fluency and expression. Teachers address this issue through good guided reading activities during literacy lessons, with the focus being on reading for understanding. Although the school has put into place a satisfactory home-school reading scheme, many pupils, particularly those with poor reading skills, read only to themselves at home. Despite the fact that many pupils make sound progress in relation to their prior learning, attainment in reading for pupils aged seven remains below average.
95. Standards of writing at seven are below average. A number of pupils, particularly those with special educational needs, take some time in developing appropriate and consistent handwriting skills. Even when they do so many pupils still have problems in constructing fluent and readable sentences. A small minority of high achieving pupils make good progress in their writing as they move through Key Stage 1 and produce well-written, though brief, pieces of writing about factual events in their lives, and can re-tell the stories read to them in class. In contrast a large number of pupils produce work which is extremely brief, poorly presented and difficult to read. Most pupils at seven display an understanding that capital letters and full stops demarcate sentences, with more able pupils utilising more complex punctuation skills. Lower achieving pupils likewise have an understanding of basic writing skills but are inconsistent in their use.
96. Although many pupils make satisfactory progress in their oral skills as they move through Key Stage 2, a number of pupils still lack the confidence and ability to organise their thoughts in a logical and structured manner and to present them to their teachers and classmates. Whilst teachers utilise good questioning skills in their literacy lessons, there are few opportunities for pupils to come together in small groups to talk about their work and to share their ideas and opinions. Role-play and educational drama do not make a significant contribution to pupils' oral skills and this is an area where the school could do better as an area for development. Pupils' speaking skills at eleven are below average.
97. Most pupils in Key Stage 2 make satisfactory progress in their technical reading skills with the special educational needs staff providing good and effective support for those pupils with identified reading difficulties. A number of pupils however have under-developed reading comprehension skills and do not always fully comprehend the nature of characters and the issues in the books they read. A small minority of

pupils are members of local public libraries, read regularly and display good reading habits. In contrast a number of pupils rely solely on reading books from school and read little at home. Most pupils have an understanding of parts of a book, and can find information using the content and index. There are virtually no opportunities for pupils to extend these skills, in order to develop reference and research skills and to become independent learners. Although pupils regularly read extracts and whole books, there are too few opportunities for the pupils to read and explore factual materials. There are likewise very few opportunities for them to read and consider pre-twentieth century literature and stories or poems from other cultures and traditions. These would provide an imaginative stimulus for a wider range of writing activities. Attainment in reading at eleven is below average. This is confirmed by the school's own annual reading tests, with approximately fifty per cent of pupils having a reading age below their chronological age.

98. The quality and range of pupils' written work is very much influenced by the range of reading opportunities provided for the pupils. The majority of written work is of a literary nature, with inadequate opportunities for pupils to write in different styles, for different purposes and with a specific audience in mind. Pupils regularly engage in a significant number of comprehension activities. Whilst these develop those skills required for national tests, they usually only require short answers, and do little to challenge potentially more able pupils. Indeed, much of pupils' written work in their English books is quite short with no real examples of what might be deemed to be extended writing. Written work is not sufficiently demanding or varied, with tasks that require the pupils to write in detail and at length. Although pupils engage in occasional re-drafting activities, it is usually of a rough to best nature, with no real change in content, structure, style and the use of more descriptive language. Opportunities are therefore lost to develop this important strategy in such a way as to support lower attaining pupils and to extend or challenge the more capable readers and writers.
99. Handwriting and presentation are extremely variable across the school. Whilst handwriting is regularly taught, skills are not always put into practice in pupils' everyday work, with some teachers readily accepting poorly presented work, when they know full well that pupils can write better. There does appear to be a fixed policy on writing in ink and in a cursive manner, with many pupils in Years 5 and 6 still writing in pencil and in print.
100. Whilst there are some good links between English and history, literacy across the curriculum remains an area for development with very little writing activities planned in other subjects.
101. Pupils with special education needs achieve well in relation to their prior learning and make good progress towards the targets identified in their individual education plans. They are provided with good support as learning assistants and learning mentors are deployed to work alongside individuals or groups of pupils.

102. Pupils in both key stages approach their work in a positive manner and are prepared to work with sustained interest and concentration. Behaviour in lessons is good. All of this makes a positive contribution to learning. This is also having a significant impact on the pupils' listening skills which are better than their speaking skills. This is evident in all the lessons observed where pupils are attentive and listen to instructions but are less secure when answering questions or suggesting ideas.
103. The quality of teaching and learning in both key stages is always at least satisfactory, with teaching being good in half of the ten lessons observed. Teachers have responded well to the introduction of the National Literacy Strategy and implement the literacy hour in an effective manner. Lessons are well planned and organised with lesson objectives being shared with pupils. This helps the pupils to learn new skills by building on the work previously covered. Enlarged texts and materials are used well to support pupils' reading and writing activities. Teachers provide pupils with a good range of differentiated activities which match pupils' age and abilities, though sometimes more able pupils are not appropriately challenged, particularly with extended writing activities. This should now be addressed with the recent introduction of grouping or setting pupils by ability for literacy lessons. Lessons are generally brisk and purposeful, with time and resources being used to good effect. Teachers utilise classroom assistants in an efficient manner to support less able pupils and those identified with special educational needs. The final part of lessons is used particularly well to share and celebrate pupils learning and to assess their understanding. All the lessons observed during the period of the inspection were teacher directed with few opportunities for pupils to take control of their own learning and to become independent learners. Consequently, the pupils sometimes rely too heavily on adult direction and this in turn leads to less writing activities which the pupils plan and improve through re-drafting.
104. There is a satisfactory policy for English with the school considering the National Literature Strategy to be its scheme of work. Medium and short-term plans provide appropriate detail for the delivery of literacy lessons. Whilst the school utilises some good assessment and recording procedures with regular half-termly pieces of work being levelled there are inconsistencies in teachers' marking. Although some teachers regularly correct and mark pieces of work, and apply useful comments as to how work can be improved, other simply tick work, even when a piece of writing contains a number of errors. Even when work is corrected, that is the end of the process. The pupils do not have enough opportunities to correct their own errors, and, as a result, opportunities are lost for pupils to learn through their own mistakes.
105. Since the appointment of the current headteacher, whose role is temporary until the governors appoint a permanent headteacher, the subject is now well led by two informed key stage co-ordinators. Good improvements have been made since the last inspection but the re-organisation has affected this so a slow start was made at first in introducing assessment strategies to inform teachers' planning. Since the arrival of the headteacher the school has introduced a number of effective strategies and procedures to help raise standards because teachers are better informed about how to measure and judge different levels of pupils' writing. When these procedures are securely embedded in practice the school will be in a better position to move forward and raise standards further. Some of the uncertainties about how well pupils are doing and inconsistencies in teachers' marking are a direct result of the lack of direction and management in the past which are now being effectively addressed by the current leadership of the headteacher.

MATHEMATICS

106. Standards in mathematics are improving but are below those expected at the age of 7 and 11. There are various factors that have an impact on pupils' attainment. These include the high proportion of pupils identified as having special educational needs and significant mobility of pupils who join or leave the school at times other than at the beginning of the each key stage. However, the teaching of mathematics is satisfactory in Key Stage 1 and good in Key Stage 2. The National Numeracy Strategy has been implemented well and this is having a significant impact on standards. Results of the 2000 national tests for 7-year-olds are generally just below the national average, but the results are well above those found in similar schools. There is no comparative data at present for the 2001 results for 11-year-olds within the school, but indicators suggest attainment is below average. However, over the last three years the school appears to be improving more quickly than most schools, and as pupils come into the school in the nursery with attainment well below the expected level, they are making good progress in their mathematics. Overall the school is well on course to achieve its targets and to continue to improve towards its challenging targets agreed with the local authority over the next three years.
107. Attainment by the time the pupils are 7 is slightly below average, but the significant proportion of pupils identified as having special educational needs are achieving well. The pupils in Key Stage 1 are developing their understanding about numbers and how to calculate and can count accurately backwards and forwards in ones. They are beginning to understand how to add on and take objects away from a group, but some pupils, especially the less able have difficulty remembering how to recognise and write numerals. The pupils are taught in set ability groups, which enables those who learn more quickly to make good progress. Some pupils could achieve more by applying their emerging mathematical skills more often in practical work. By the time the pupils are 7, they can recognise two and three-dimensional shapes and their properties and are aware of symmetrical shapes. They are learning to tell the time, and to make comparisons, for example about the amount of liquid in a jar. However, there are some gaps in applying their knowledge, mainly because tasks are not always sufficiently challenging.
108. By the age of 11, pupils are making sound progress in all aspects of mathematics. In Year 6, as in other years, the pupils are set into ability groups and this has had a significant impact on their achievement. For example, they are learning to apply their knowledge of mathematics and numbers to solve simple worded problems and to use the correct number operations. They are learning about shapes and their properties and appropriate units of measure, for instance litres and kilogrammes. They are learning how to handle data on graphs and charts. Their progress is a result of the good teaching they receive in Key Stage 2. In these classes the pupils are developing enthusiasm for mathematics due to the high degree of motivation from their teachers and higher attaining pupils in particular are developing their work effectively. In Year 5, the pupils are learning to understand number operations and to apply their mathematical knowledge. In Year 4, they are developing their ideas about fractions and how to manipulate numbers, such as 'half of eight is four'. Year 3 pupils practise number facts and can identify two-dimensional shapes.
109. The pupils have positive attitudes to mathematics, and behaviour in lessons is good overall. Generally the pupils are very attentive and respond well to their teachers. Pupils with special educational needs are supported appropriately and make sound progress and all pupils are expected to participate in the activities provided. Learning assistants are deployed to provide effective support for individuals and groups of

pupils. The setting by ability enables the special educational needs co-ordinator to teach a group of pupils in Years 3 and 4, and this is effective in boosting their learning.

110. Pupils are learning to use mathematics in other subjects. For example, in science in Years 1 and 2, using charts and graphs to illustrate different types of healthy food, and when using information and communication technology. From analysing the pupils' work, it is clear that presentation of work is generally good and the pupils set out their work neatly. Information and communication technology is used appropriately in the school to support mathematics, and this will improve with the use of the computer suite which is a recent addition in the school. The pupils have produced a good range of graphs and printed matrices using computers to analyse data and present this in a way that helps them to draw conclusions.
111. Teaching and learning are sound overall in Key Stage 1 with good features, and particularly good to very good in Key Stage 2. The school has implemented the National Numeracy Strategy successfully and lessons are generally well structured in three parts with an introduction, different activities depending on the pupils' abilities and discussion time. Mental arithmetic is used appropriately to check for pupils' understanding. A strength of most lessons is the good use of an introduction and discussion times. As the set groups are of mixed-age there is careful assessment of what the pupils have achieved. When lessons are good to very good, there are more challenging activities which are very well matched to the pupils' abilities and they make at least good progress as a result. Where lessons are satisfactory there are differentiated tasks, but these sometimes lack sufficient challenge to extend the pupils' thinking, although reinforcement of previously learned skills and understanding is addressed well.
112. Overall, teachers have secure subject knowledge, and teach basic skills appropriately. Planning is effective and teachers' expectations are at an appropriate level. The staff use teaching methods effectively and manage the pupils well, especially in promoting positive behaviour. They make good use of time, resources and use support staff appropriately. Assessment of pupils' progress is used to inform future teaching and homework is given regularly. Teachers' marking does not always help the pupils to correct their work or point out where they are going wrong. There are some examples of effective marking but this is inconsistent across the school and as such does not help teachers to analyse the work that pupils do as an aid to their assessments of progress.
113. Resources are appropriate and adequate. They have been well chosen to support numeracy lessons using the recommended teaching methods in the National Numeracy Strategy. For example, pupils use individual white boards to record and show their work and the overhead projector is used effectively in lessons. Assessment procedures are in place and being used effectively to record what the pupils have learned. There is good leadership with clear educational direction and good use of support from the local authority to identify targets and strategies and an action plan has been incorporated in the school development plan. Monitoring systems have been established and are being implemented effectively. The headteacher regularly observes teaching to identify strengths and weaknesses as a basis for further development. The curriculum is appropriately structured to ensure progression and this is resulting in improving standards.

SCIENCE

114. Standards in science are well below those expected nationally for pupils at the age of seven. The teacher assessment of pupils at the end of Key Stage 1 in the year 2000 showed that attainment was well below the expected level 2 and that no pupils achieved the higher level 3. There has been satisfactory improvement since the last inspection but standards have remained below average because the school has still not improved the way that practical work is planned and organised by the pupils. Attainment was below average when compared with similar schools. No national curriculum test results for the year 2000 are available for pupils at the age of eleven as the most recent results in 2001 were the first time the Year 6 pupils undertook the national tests since re-organisation. Comparative information about these test results is not yet available. Scrutiny of school assessments indicates that standards are well below average. These results are in a school where half the pupils in each age group have special educational needs and where there is considerable mobility as pupils enter and leave the school at times other than the start of each key stage.
115. The pupils in Year 2 can classify food as healthy or unhealthy but are not always sure why, although higher attaining pupils talk about sugar and fat as being unhealthy. Links are made to mathematics when some results are displayed in graphs. No investigation work was seen but the analysis of pupils' books shows that they are introduced to ideas like fair tests and predictions. The pupils in Years 3 and 4 recall different types of teeth and know what each is used for. Discussion with average and above average pupils shows that they have understood the stages of tooth decay. Year 3 pupils have tested predictions about friction and in Year 5 they have tested the hardness of different rocks. The pupils' work demonstrates some understanding of how to investigate and set up simple experiments but the pupils are less secure when asked to draw conclusions.
116. In a higher ability set in Years 5 and 6, the pupils discuss the need for exercise if they are to stay healthy. They know which food groups promote healthy living and are aware of the danger of using steroids to increase muscle bulk. Good links are made to information and communication technology when they present information on diet and health and this is helping the pupils to use computers as an aid to learning as well as helpful tools for presenting data and facts.
117. In the lessons seen, the teaching is good overall and ranges from good to satisfactory. Where the teaching is good in Years 5 and 6, there are clear learning objectives and key scientific vocabulary is emphasised. In Years 3 and 4, the teacher questions the pupils effectively to extend their understanding and makes good use of resources loaned by the Oral Hygiene Service. Scrutiny of science assessments and pupils' work shows that there has been a lack of challenge for more able pupils. This affects their learning as the pupils are not being provided with the opportunities to plan their own investigations or to experiment and learn from their mistakes. Teachers' marking has rarely helped pupils to improve by referring to the learning objectives. Much of the work seen has been poorly presented and there is little evidence to show that teachers have effectively intervened or indicated in their marking that the pupils ought to re-draft or correct their work and present it to a higher standard. The school is now trying to raise standards by introducing setting where the pupils are grouped by ability. This is helping to improve learning as it enables teachers and learning assistants to work with groups of pupils of similar ability. Learning support assistants help pupils with special educational needs to make good progress in science by enabling them to participate in class discussions. They offer good support to the groups they work with, ensuring that the pupils can read instructions and develop an increasing understanding of science work.

118. Pupils behave well and have good attitudes to the subject. They listen carefully and are keen to contribute to discussions. With poor speaking skills they find it difficult to express exactly what they mean. Consequently, they are reluctant or unsure about how to use the correct scientific terms they have been taught when describing their findings or attempting to explain their conclusions.
119. The subject manager co-ordinates the subject well. She has a good scientific background. All National Curriculum attainment targets are covered. She knows that investigative work is under-developed and that links to information and communication technology could be strengthened. This is based upon her sampling of pupils' work and monitoring planning. Assessment procedures are good with pupils being tested each half term. The school has introduced setting to raise standards and early signs are that this is having a positive impact on the pupils' development of scientific enquiry. Local woodland has been used well for the pupils to look for mini-beasts in their own habitats. The school is shortly to be involved in a link with the Chemical Industry Education Centre at York University. Year 5 pupils will work with an advisory teacher and make a visit to an industrial site. The school hopes that this will further enhance the science curriculum for older pupils.

ART AND DESIGN

120. It was only possible to observe two art lessons during the period of the inspection. These two lessons, plus a scrutiny of a small amount of work on display and discussions with staff and pupils indicates that pupils in both key stages make satisfactory progress in their art skills and achieve standards broadly in line with expectations for their age. There has been satisfactory improvement since the last inspection.
121. Pupils in Year 1 and 2 were seen to be involved in an imaginative art lesson as they used viewfinders to focus on and draw a particular section of their classroom. Their pictures were compared to a camera image of the same scene with pupils taking the photographs themselves. This gave an added interest to the lesson, and helped to retain the pupils' interest throughout, with good learning taking place.
122. Pupils in Year 5 and 6 display sound drawing skills as they engage in still-life observational drawing. Opportunities were provided in the lesson observed for the pupils to consider the still-life compositions of a number of professional artists before starting their own.
123. Teachers' planning documents, the scrutiny of work, and discussions with pupils, shows that the pupils are given appropriate opportunities to consider and experiment with a range of media, and produce a satisfactory range of art and design work. Some of the areas of work in art and design are not always explored in great depth, with ceramics, three dimensional work and textiles being areas where the school do more. Whilst pupils are given occasional opportunities to study the works of great artists, it still remains an area which could be further developed.
124. Pupils are given the opportunity to develop certain areas of art and design in the popular craft club run by one of the school's classroom assistants outside school hours. The pupils enjoy their lessons and work with interest and sustained concentration

125. It is not possible to make a secure judgement on the quality of teaching, in view of the small number of observations. The two lessons observed however were well planned and organised. Good use was made of time and resources. Teachers and classroom assistants give good support to individual pupils, yet allow them to retain ownership of their work. Teachers are secure in their subject knowledge with good working relationships existing between pupils and staff
126. There is a policy for the subject, with the school using a commercial scheme of work. Resources for the subject are adequate. The school has a discrete art and design room which is used well to support art and design lessons and activities. The subject is well led with the subject co-ordinator beginning to build-up a portfolio of pupils' work which will provide a focus for the staff and pupils so that standards can be measured and compared.

DESIGN AND TECHNOLOGY

127. No lessons for design and technology were observed during the inspection. Evidence has been drawn from analysis of the pupils' previous work, which was recorded either in pupils' portfolios or in the curriculum manager's file for the subject, and from discussion with staff and pupils. Standards are at the expected level for pupils aged 7 and 11. This position has been maintained since the last inspection. The planning of the curriculum for using design and technology offers a broad and varied programme, based on clear guidelines and takes into account the needs of pupils in mixed-age classes. Design and technology is also being used in relation to other subjects, for example in science when investigating different types of food and ingredients.
128. In Years 1 and 2, the pupils can explain how they made model vehicles and the purpose of axles in positioning wheels. They have also designed and made their own play equipment for a toy playground and are aware of different types of movements, for instance the arc shape of a swing in motion. The teaching is sound overall, with clear planning and broad coverage of the curriculum.
129. In Key Stage 2, the pupils make sound progress because the work planned covers a good range of topics. In Years 3 and 4, the pupils are developing good skills in using pneumatic systems to create 'moving monsters'. Year 5 and 6 pupils have made slippers for a variety of uses, for example either to be worn as footwear or displayed as ornaments. At present, the pupils in Years 5 and 6 are examining, and tasting, different types of bread, deciding their preferences and they are to bake their own loaves in the future. They have also explored basic mechanisms, for instance when making a 'merry-go-round', using simple pulleys and crank handles. The teaching is satisfactory and has been carefully thought through to give the pupils a variety of experiences. There are good opportunities for them to draw their own designs, evaluate and improve them, and make them aware of different types of materials and their suitability for different purposes. The subject is being effectively managed by the headteacher and there are clear guidelines for how the subject is to be taught, consequently, there is good consistency of practice across the school which is evident in the work the pupils produce and the way it is presented.

GEOGRAPHY

130. Overall, standards in geography by the time the pupils leave the school are in line with those expected. The attainment of seven-year-olds is in line with that expected for their age group and the pupils' progress is satisfactory. The attainment of eleven-

year-olds generally is slightly better although in line with national expectations and most pupils make good progress. However, shortcomings in the pupils' literacy skills hinder the progress of some pupils and in particular, those who have difficulty with writing. Evidence is based upon lessons observed in both key stages, an analysis of pupils' work, the scrutiny of teachers' planning and discussions with pupils and teachers. Wall displays in classrooms and corridors indicate that a good range of field trips and surveys have been carried out as part of class projects. The field trips organised in co-operation with the Environmental Agency at Pitt Hill provide opportunities for Key Stage 2 pupils to undertake bio-diversity field studies of local woodland areas. The pupils make good progress investigating scientific and geographic features such as mini-beasts, streams and soil erosion and strategies for preserving woodland areas. Residential field trips are organised for Key Stage 2 pupils. The pupils visit Lakeside in Cumbria and Ingleton in the Yorkshire Dales, although the trips had to be curtailed in the last year because of outbreaks of foot-and-mouth disease.

131. The teaching of the pupils in Key Stage 1 is satisfactory although they do not have as many opportunities for visits as do pupils in Key Stage 2. Rising seven-year-olds in a Year 1 and 2 class were observed using aerial photographs to identify the physical and human features of a seaside locality. This lesson is part of a series researching the topic 'The Seaside'. The pupils develop enquiry skills of recording their observations based on the large photograph displayed in the classroom. Lesson observation and an analysis of pupils' work showed that there is a heavy reliance on worksheets for recording. There was little evidence of pupils' own writing about people, places and environments. However, the pupils make steady progress and the strength of their learning is the development of enquiry skills for geography alongside developing skills for studies in history.
132. The teaching of pupils in Key Stage 2 is good overall. The pupils learn well and benefit from their teacher's knowledge and understanding of people and places. In a Year 3 and 4 class, the pupils were excited by the many differences in their own locality since the big housing estate and their school were built in 1957. They compared a map of the area in 1957 with a map of their area today. The pupils use geographical vocabulary well as they describe the changes they discover. For example, an area that had earlier been fields with a few houses, has now been developed by the local builder so that flats replace houses. In response to the teacher's skilful questioning, the pupils explain changes to the road systems and other key features of their home locality. They make good progress because the teacher listens carefully to all their contributions, then extends the discussion to the wider area of Bradford City.
133. The pupils were observed in the new information and communication technology (ICT) suite where they used a computer program to observe the development over time of the city of Bradford. The pupils worked in pairs using skills developed in ICT lessons. This lesson is a very good example of the integrated approach to curriculum studies adopted by the school. The pupils discovered many different aspects of the development of Bradford depending on the area they selected for their enquiry. At the end of the lesson they exchanged information with others in the class and shared the conclusions they had reached about how Bradford has developed over time. For example, the pupils learn that there has been a settlement in the Bradford area since Roman times. Teachers plan carefully for future lessons to include a comparison of Bradford with the economically developing area of St Lucia in the West Indies. This work shows good development of basic geographical skills and demonstrates why the

pupils achieve well in geography throughout Key Stage 2 which enables them to achieve higher than expected standards by the age of 11.

134. Pupils in Year 5 study contrasting localities in Africa analysing the effect of climatic conditions in the lives and occupations of the people. For example, the pupils recorded the effect of the diurnal range of temperature on people living in the Sahara Desert and the lives of people in the African village of Mali. Pupils make maps and diagrams of different geographical features surrounding the native villages such as sandstone hills, rivers, lakes and sandy tracks.
135. A good lesson in Year 6 focused on world events. Pupils shared their knowledge of the recent terrorist attack in America. They learned about the world situation that is emerging and pupils responded eagerly to the teacher's questions so that a lively discussion developed. The pupils referred to a world map to trace the routes that ships must travel to reach Afghanistan. They discover for themselves the importance of the Suez Canal to world trade and access to the Middle East.
136. The assessment of pupils' work is well documented for all year groups. The department is led by a qualified graduate in geography. Planning is comprehensive and implemented effectively to ensure pupils' progress in learning. Resources are limited at the present time because the school budget is in deficit due to falling numbers after regeneration projects in the local housing estate and a deficit left in the budget following re-organisation. There are plans to refurbish the resources with reference to the programmes of study and to make supplies accessible for all teachers. Overall provision for the subject is improving steadily, the only restraints are budgetary.

HISTORY

137. History was not being taught at the time of this inspection because it is taught in blocks of time which are alternated with geography. Satisfactory progress has been made since the last inspection. Some evidence of the provision made is available in pupils' topic books and in the co-ordinator's assessment file. However, at Key Stage 1 the pupils' writing is mostly on worksheets which do not challenge pupils' investigative skills in history lessons. In the absence of any history lessons, discussions were held with pupils. The pupils in Year 2 were not sure about any history studies but they did undertake a topic about the seaside in times past. The pupils in Years 3,4,5 and 6 all spoke enthusiastically about their studies of World War Two. The highlight was their visit to Eden Camo Museum, which was formerly a prisoner of war camp but now a museum recreating, in realistic detail, many aspects of World War Two. The pupils in Years 3 and 4 were very confused about historical facts and events but older pupils in Years 5 and 6 have a much firmer grasp of the topics they have studied. For example, in Year 5, the pupils have recorded the social and economic conditions in Britain in the 1930's during the years leading up to war. Some imaginative accounts of evacuees' experiences recorded in pupils' notebooks provide evidence of good cross-curricular skills using extended writing as a basis for their investigations. The pupils designed their own identity cards giving a link with a topical issue in Year 2001. Some amusing accounts of the activities of the Home Guard marked 'Grandads' valuable contribution to the war effort by keeping watch for enemy attack on the coasts of Britain. After considerable prompting, the pupils remembered other history topics they have studied. The most popular being their study of the Vikings in Years 3 and 4 and the Tudors for Year 5 and 6 pupils. Studies

of the Vikings are well supported by purpose made notebooks to record pupils' findings. These are well presented with colourful illustrations.

138. On the basis of the evidence available, attainment in history is judged to be in line with the standards expected at the age of 7 and 11. The statutory requirements are met and curriculum planning is secure. However, from the discussions held and the work analysed the following top priorities emerge. The pupils' development of the skills of historical enquiry could be better as they are not being sufficiently taught how to interpret their findings when looking at secondary sources such as books and texts. The pupils need to improve their investigative skills into primary and secondary sources. They do not record their discoveries methodically, partly as a result of too many worksheets used in Key Stage 1. This affects their understanding of past events. The co-ordinator for history has been in post for only two terms but she has a clear idea of how to improve the teaching further so that pupils make better than satisfactory progress at both key stages. Assessment schemes are in place to inform future planning and this lays a good foundation for further improvements to teachers' planning and their ability to measure how well the pupils are doing. More resources will become available when the stringent budgetary restrictions are lifted and funds become available.

INFORMATION AND COMMUNICATION TECHNOLOGY

139. Standards in information and communication technology (ICT) are in line with those expected by the age of 7 and 11. The school has maintained standards by the end of Key Stage 1 since its last inspection. Since re-organisation and the assimilation of pupils in Years 5 and 6 into the school, standards are improving because of the introduction of new resources including the recent establishment of a dedicated ICT room. Sound provision for ICT was recognised in the last inspection but since then the school has made good improvement as the teaching is now good with better resources and more focused ICT work that has kept pace with new technology, for example, the use of electronic mailing and the Internet. The pupils, including those with special educational needs, are provided with good opportunities to use computers and other new technology and this is enabling them to make good progress in every strand of the ICT curriculum. At the time of the inspection, the school had undergone major re-organisation and a refurbishment programme but had managed to timetable the ICT room with minimum disruption to the pupils' learning.
140. In Key Stage 1, Year 2 pupils were observed making very good progress using word processing skills. The majority of work seen shows that the pupils are developing a good grasp of basic keyboard skills and this is helping them to learn how to use the functions and tools in a word processing program. Standards have improved since the last inspection because the school now focuses on basic skills, utilising the new ICT room so that all the pupils have good access to computers.

141. Infant pupils can type in text and edit using spacing and appropriate keyboard commands. As this was the start of the school year it was clear that the pupils had improved their ICT skills considerably in a short space of time because they were confident and familiar with the keyboard, mouse and menu commands presented to them. In another lesson, a group of average ability Year 2 pupils made good progress using spell checks and re-drafting text. Evidence of pupils' previous work which is printed and displayed in folders or on walls shows that Key Stage 1 pupils have experienced a full range of ICT skills, including graphics and the use of a programmable robotic device. Year 1 and year 2 pupils have used simple data handling programs to present information in the form of block graphs. The pupils identified with special educational needs make good progress. They are familiar with simple routines and procedures that enable them to log on to a computer and are able to load and save their own files along with other pupils.
142. In Key Stage 2, the pupils benefit from good teaching in the ICT room and, when grouped by ability to work with the ICT co-ordinator, there is very effective learning taking place with remarkable results. For example, Year 3 and 4 pupils were observed re-organising text by changing fonts and size of lettering as well as colour and adding borders. The pupils can search the program's menu to find colour palettes and menu driven instructions in order to choose how to change the way the text is presented. Some imaginative work resulted from their investigations, for example, one pupil decorated her "Sea Poem" by highlighting a border of sea horses around some of the text. Some pupils with special educational needs at first struggled when trying to remember the sequence of commands required to alter the text but were very well supported and soon grasped the necessary sequence with guided support. A group of Year 5 pupils demonstrated a good understanding of the use of spreadsheets when investigating how to budget for a holiday. The teacher provided a series of tasks that developed the necessary sequence of skills the pupils had to learn in order to calculate and present data using spreadsheets. The pupils responded well to the logic of the lesson and eventually set up a simple spreadsheet that would calculate totals as they entered data.
143. Evidence from their previous work and experience shows that the pupils have made good progress in all aspects of the subject. As a result, standards are rising with good examples of word processing, graphics and a combination of desk top publishing skills that utilises the pupils' knowledge and understanding of combining and re-organising text and graphics images. Year 6 pupils have produced their own simple spreadsheets which calculate the area of rectangles. The school is successful in combining ICT work with the work that the pupils do across a range of subjects and topics. In a Year 3 and 4 geography lesson, for example, the pupils used a CD-ROM to investigate information about the Bradford area. The pupils used the computer room as part of their lesson and made good progress grasping essential information that was printed and used to support their geography studies.
144. The quality of teaching is good. The school provides a balanced and effective programme of ICT and teachers have increasingly become accustomed to planning work which will enhance and extend the pupils' learning in many subjects. As a result the pupils enjoy using the ICT facilities, especially when taught basic skills in the ICT room. This is also having a positive effect on the professional development of the staff. The recent introduction of the ICT room has brought with it some understandable teething problems which the school is dealing with in thoughtful and reflective manner. Essentially the room is used for effective and focused teaching of basic ICT skills. However, because the timetable is set up so that every class or

ability group have access to computers, there is little time for the pupils to practise and learn from their mistakes. This could be improved if time was allowed for sustained use of computers, especially when pupils are undertaking independent studies. The teaching is effective in enabling the pupils to acquire the skills necessary to self-correct, edit and re-organise text, use graphics and control technology, including the use of spreadsheets and data handling programs. This broad range of experience is a reflection of the good teaching and acceptable standards that are often achieved in ICT. The use of the ICT room helps to provide focused teaching with pupils sharing one computer with a partner. The school is now considering extending the use of this facility to include more research and independent investigative work by organising appropriate supervision for older pupils when they require access to the room during normal lessons. The school aims to further improve provision to enhance learning and develop the pupils' ICT skills so that they become more independent and are capable of experimenting for themselves.

145. The co-ordinator is knowledgeable and well organised. Resources are well matched to the needs and capabilities of the pupils as well as to the demands of the ICT curriculum. Teachers are undergoing training and this has ensured that spending on new resources is efficient and improves standards. There are a number of good initiatives associated with ICT that are having an impact on standards. For example, older pupils in Years 5 and 6 have been allocated "buddy time" to work with younger pupils in Years 1 and 2. During these sessions, the pupils work together using control technology and the school's "Roamers" (programmable robotic devices). The school has maintained standards since the last inspection but has improved the quality of teaching and the ICT curriculum. Its school improvement plan includes plans to involve parents in adult education classes with the intention of improving the involvement of parents in their children's education. The inspection took place soon after re-organisation and the establishment of its new resources. The school is now well placed to raise standards further as it has put in place good foundations from which to develop further.

MUSIC

146. The pupils in both key stages, including those with special educational needs, make very good progress in their music skills and achieve standards above those expected for their age by the time the pupils leave the school. Standards have risen since the last inspection. Much of this is due to the effective use of a subject specialist from the local authority's music service.
147. The pupils in Years 1 and 2 sing previously learned songs in a tuneful manner. They can sustain the beat of the songs they sing, by clapping their hands, slapping their knees and stamping their feet. They use a number of untuned percussion instruments in their lesson, know their names and can identify them by their sound.
148. Pupils in Year 3 and 4 have a simple knowledge of formal musical notation and can apply this knowledge to the playing of a number of tuned instruments to support and accompany a poem and song about factory sounds. The very good progress seen in this lesson owed much to the subject specialists' personal enthusiasm for the work in hand. This made a positive contribution to the active and animated working environment with the pupils working willingly and hard. Pupils in Years 5 and 6 have good singing skills. They can sing in rounds, sing in two and three part harmony with an underlying ostinato pattern, and interpret lyrics in a sensitive manner. Pupils have

a good knowledge of breathing techniques and the importance of the use of the diaphragm when singing. Good quality singing was also observed during a well-attended choir practice with pupils singing a number of previously learned songs in a sensitive and talented manner.

149. The pupils display real pleasure in their music lessons. They enjoy playing musical instruments, with pupils throughout the school clearly focusing on the skills to be learned or developed. The pupils display good behaviour and interest in music, singing and composing. They treat instruments in a sensible manner and are willing to share them with their friends. All of this makes a positive contribution to the good and often very good learning which takes place in lessons.
150. The subject specialist from the music service is extremely secure in her subject knowledge, and conveys it to pupils in an informed and entertaining manner. Lessons are extremely well organised, with good use of resources and musical instruments. Lessons are brisk, purposeful and fun. Opportunities are provided for pupils to respond to all areas of the music curriculum including listening and appraising and composing and performing. The subject co-ordinator makes a very positive contribution to music lessons, with many lessons being team-taught together with class teachers or with the music specialist.
151. The school provides a good range of extra-curricular musical activities. There is a large school choir, which regularly sings both in school, festivals and in the local community. The school also has a percussions group and a school orchestra. The school also provides music tuition for violin, guitar, brass and woodwind. The pupils enjoy listening to music. This was observed during a concert given by the London Mozart Players during the week of the inspection, with pupils listening with real interest to a number of pieces of classical music by Mozart and other composers. Very good behaviour by the whole school was observed during this concert and the pupils were clearly inspired by the experience.
152. Resources for the subject are at least satisfactory, with the school currently having a discrete music room. There is policy for the subject and a good scheme of work. The very good provision for music by the school and the obvious pleasure displayed by pupils in their musical activities makes a very positive contribution to the ethos of the school and can be seen as one of its strengths.

PHYSICAL EDUCATION

153. The school provides a satisfactory programme of physical education and, as a result, standards are in line with those expected by the time pupils are 11 years of age. There have been good improvements since the last inspection to the physical education curriculum and the teaching. In the lessons seen in Key Stage 2, the pupils demonstrated good quality ball skills which suggest that standards are above those expected for their age. However, standards in swimming are below those expected of Year 6 pupils, as the majority are unable to swim 25 metres unaided. During the inspection it was only possible to see three physical education lessons.
154. In Year 2, the pupils can adapt their body shapes, move and balance to develop a sequence of movements that show control and good body posture. The pupils try hard and persevere, co-operating with a partner or working individually to improve their body shape. They show good control but their movements towards a balance do not always show control. In Year 6 the pupils have refined their movement and

ball skills, showing good accuracy and adaptability as they pass to each other using basketball skills. The pupils displayed good all round ball skills and skilfully moved into spaces to receive the ball with some very effective passing movements. The pupils have developed a good range of skills at the start of the school year. They can pass and dodge using different methods, for example, overhead passes and chest passes. In one lesson, the pupils used the chest pass to good effect but hesitated when attempting the more complex bounce pass to evade their opponent during a game of basketball.

155. The teaching was satisfactory in Key Stage 1 and good in Key Stage 2 with some very good teaching seen. Overall, the pupils make good progress in relation to their attainment on entry to the school. The teaching is satisfactory because there is a balance of strengths and areas for development. For example, the planning and delivery of the teaching is secure so that the pupils understand what is expected, but the lesson is too punctuated so that it becomes less active for the pupils. The best teaching observed had crisp, clear instructions and there was much more pace to the lesson so the pupils worked hard and put in a great amount of physical effort into the lessons. In all the lessons seen teachers ensure that the pupils understand the effects of exercise on their bodies. As a result the pupils now that their heart rate increases as they exercise and older pupils in Key Stage 2 understand that the recovery after exercise is just as important as the warm up.
156. The school organises a number of clubs and sporting activities; these include games such as football and netball as well as basketball. Good use is made of resources and the school has just adopted the Qualifications and Curriculum Authority's recommended scheme of work. There are good links with local schools when organising competitive games and events. The local professional Rugby League team send representatives to the school to run coaching sessions. Bradford City Football Club also runs weekly coaching sessions for pupils in Years 5 and 6.
157. The co-ordinator monitors teachers' planning well. She has a very thorough understanding of the subject and this is helping to improve standards and identify areas for development. Good use is made of outdoor education which is organised to provide a combination of outdoor activities, for example, when older pupils participate in an annual residential visit to the Lake District. The school's action plan, which is of good quality, sets out the need for future training to improve staff confidence and competence in teaching the subject.

RELIGIOUS EDUCATION

158. Standards by the age of eleven are in line with those expected in the Bradford Agreed Syllabus. Discussions with pupils, lesson observations and the scrutiny of pupils' assessments show that all pupils make satisfactory progress. This is similar to the previous inspection and shows that standards have been maintained. Religious education makes a good contribution to the pupils' spiritual, moral, social and cultural development.
159. The quality of teaching is satisfactory overall and ranges from good to satisfactory. The teaching observed in a Year 3 and 4 lesson was good because the teacher organised the pupils into groups to research material about birth rituals in Christianity, Islam and Hinduism. The pupils responded well and fed back to the whole class what they had learned. In other lessons, the teaching was satisfactory because, although the lessons met their objectives, the materials used might have been presented in a

more imaginative way and activities could have been more challenging. Pupils' attitudes and behaviour are good. One pupil commented about the happiness associated with the birth of a baby and the rituals that lead up to baptism, understanding that Godparents have an important role to play in nurturing a child's spiritual and moral development.

160. In a Year 5 and 6 lesson, the pupils showed understanding and sensitivity as they discussed special people. They talk of people being unique and having different personalities, gender and appearance. More general discussion with pupils reveals confusion about religions other than Christianity. This is an area which is in need of improvement and could contribute further towards improving the pupils' knowledge and understanding of other cultures in British society.
161. No lessons were seen in Key Stage 1, although religious education is timetabled every week. This, together with the small amount of work to scrutinise, means that there is not enough evidence to make a judgement about standards. Discussion with pupils reveals knowledge about the life of Jesus and what might be seen in a church. The school is in the early stages of implementing a new Agreed Syllabus. The co-ordinator is aware of the necessary additions to the policy document that are needed to provide a broader religious education curriculum. She has made every effort to continue to contribute to the development of the subject and with the appointment of the current headteacher there is clear direction and effective guidance provided to ensure that the new syllabus is fully implemented across the school.