

INSPECTION REPORT

BLAKEHILL PRIMARY SCHOOL

Idle, Bradford.

LEA area: Bradford

Unique reference number: 107224

Headteacher: Mrs K Brooks

Reporting inspector: Mrs S E Hall
21750

Dates of inspection: 22nd – 25th April 2002

Inspection number: 190057

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:	4 - 11
Gender of pupils:	Mixed
School address:	Highfield Road Idle Bradford West Yorkshire
Postcode:	BD10 8QN
Telephone number:	01274 414355
Fax number:	01274 414356
Appropriate authority:	The Local Education Authority
Name of chair of governors:	Miss S Walker
Date of previous inspection:	17 th September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21750	Mrs S E Hall	Registered inspector	Art and design. English as an additional language.	The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What could the school do to improve further?
9981	Mr S Hussain	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?
18027	Mrs S Mawer	Team inspector	The foundation stage. Science. Music.	
16493	Mr N Sherman	Team inspector	Mathematics. Information and communication technology.	
3227	Mr D Hughes	Team inspector	English. History. Physical education.	
20301	Mr P Isherwood	Team inspector	Special educational needs. Equal opportunities. Design and technology. Geography. Religious education.	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Lynrose Marketing Limited
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Six Mile Bottom
Newmarket
Suffolk
CB8 0TU

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	20
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	22
HOW WELL IS THE SCHOOL LED AND MANAGED?	23
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	27
PART C: SCHOOL DATA AND INDICATORS	28
PART D: THE STANDARDS AND QUALITY OF TEACHING IN	

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Blakehill Primary School is in Bradford in West Yorkshire and works within the local Excellence in Cities project. The school was re-organised from a First School to a Primary School in September 2000 and has undergone a major development of the accommodation necessary to cope with the increasing number of pupils and staff. The school is larger than average with 319 pupils aged from four to eleven. Currently nine per cent of pupils are eligible for free school meals, which is average. The large majority of the pupils are of white ethnic heritage with 13 pupils speaking English as an additional language. There are 106 pupils on the school's special educational needs register. This is broadly average when compared to other schools, although some classes have an above average number of pupils with special educational needs. The majority of pupils with special educational needs have learning difficulties. There are four pupils with statements of special educational need; this is average for the size of school. Only a very small number of pupils move in and out of the school each term. The attainment of pupils on entry to the school is average in each area of learning.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory standard of education and has many strengths in the pastoral care of its pupils. The children in the Reception classes make satisfactory progress overall and good progress in developing their reading and numeracy skills. Pupils in Years 1 to 6 make satisfactory progress and pupils with special educational needs make good progress as a result of the good support they receive. The inspection findings are that standards in English, mathematics and science are below national expectations at the end of Key Stage 2, but this reflects the fact that a significant number of pupils in this year group have special educational needs. Teaching is satisfactory across the school and there are strengths in the way the school makes use of the particular expertise and interest of teachers in Key Stage 2 to teach several classes. The leadership and management of the school are satisfactory and the headteacher and senior staff have very effectively managed the physical changes to the school brought about by the re-organisation and building development. The school provides satisfactory value for money.

What the school does well

- The provision for pupils with special educational needs is good.
- Pupils' behaviour, relationships and attitudes to their learning are all good.
- The arrangements for subject co-ordinators to teach their specialist subject areas in Key Stage 2 are effective.
- The provision for moral and social development is good as is the pastoral care of pupils.
- There is good provision for extra-curricular activities.
- The day-to-day management of the school including financial management is effective.
- There are good links with parents and the community.

What could be improved

- Standards of attainment in writing, mathematics, science and art and design.
- The monitoring and evaluation of the work of the school by senior staff and subject co-ordinators, in order to improve teaching and learning.
- The use of assessment information to track the progress that pupils make and inform the planning of future work.

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 previously inspected in 1996 and has made satisfactory overall improvement since then. The headteacher and senior staff have devoted a huge amount of time and effort to managing the major changes undertaken in the re-organisation of the school. The planning and management of the subsequent staffing and building developments placed great demands upon everyone connected with the school. Staff have now rightly identified the need to focus upon raising standards further.

The previous inspection identified the need to improve arrangements for monitoring the quality of teaching in order to evaluate classroom practice and enhance learning opportunities further. There has not been enough improvement in monitoring and evaluating the work of the school to raise standards and this remains a key issue for development. The school was also required to put in place procedures to ensure more effective planning and teaching and improve the quality and consistency of assessment arrangements. There has been satisfactory improvement in these areas, although more remains to be done in using the information gained in a systematic manner, as there has been insufficient rigour in procedures to bring about all the intended improvements. There has been considerable improvement in the school's internal accommodation. The school now complies with all statutory requirements for publishing information for parents. The many pastoral strengths of the school have been maintained, as has the overall quality of teaching and learning. There have also been improvements in the behaviour of the pupils, procedures for Child Protection and links with parents.

STANDARDS

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

Performance in:	compared with				Key
	all schools			Similar schools	
	1999	2000	2001	2001	
English	N/A	N/A	A	A	well above average A above average B average C below average D well below average E
mathematics	N/A	N/A	C	D	
science	N/A	N/A	D	D	

The table shows that in the 2001 National Curriculum tests, pupils' attainment at the age of eleven was well above the national average in English, average in mathematics and below average in science. Compared to schools with similar numbers of pupils entitled to free school meals, standards in English were well above average and those in mathematics and science were below the average. The 2001 group of pupils was the first to take national tests at the age of eleven, so there is no data about trends over time. A very high proportion of these pupils attained standards above the average in English but fewer did so in mathematics and science. The school's targets for 69% of pupils to achieve the national standard were exceeded in English and met in mathematics. Inspection findings are that standards are currently below average in writing, mathematics and science, but pupils make satisfactory overall progress as they move through the school and progress is sometimes good when pupils are taught by subject co-ordinators with good subject knowledge. The findings of the inspection reflect the school's assessment information, which shows that of the 36 current Year 6 pupils, 20 are on the school's register of special educational need.

In the end of Key Stage 1 National Curriculum tests in 2001, pupils' attainment was average in reading and above average in writing and mathematics when compared to all schools nationally. Compared with similar schools, attainment was below average in reading and above average in writing and in mathematics. There has been a gradual trend of improvement in recent years, although with some rises and falls in each area depending on the abilities of the different groups of pupils. In 2001 quite a high proportion of pupils achieved the national expectation, but this was at the lower stages of the expected Level 2 and relatively few achieved standards above the average. This is largely the position seen now. Inspection findings are that standards are average at the age of seven but there are comparatively few pupils on target to achieve the higher levels.

When the children start full time education in the Reception classes their attainment is average. They make satisfactory progress in Reception and by the time they start in Year 1, almost all of the children achieve the Early Learning Goals in their personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and in their physical and creative development. In number work and reading a significant minority exceed the Early Learning Goals. Most pupils in the Foundation Stage and at Key Stage 1 and achieve satisfactorily in relation to their abilities.

Standards in all other subjects throughout the school are average, except in art and design where standards are below average and in physical education at the age of eleven when attainment is above average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have positive attitudes to their learning, and are mostly keen to learn and work hard.
Behaviour, in and out of classrooms	Good. Pupils behave well in and around the school. There is no oppressive behaviour including bullying, sexism and racism, and pupils work well together.
Personal development and relationships	Good. Pupils get on well together and are supportive of each other. Pupils take on responsibilities readily, although there are only limited opportunities to show initiative and make choices in their learning.
Attendance	Good. Attendance is above average and pupils arrive on time.

TEACHING AND LEARNING

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

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

The overall quality of teaching and learning is satisfactory across the school. The teaching of English and mathematics is satisfactory and pupils make satisfactory progress in developing

literacy and numeracy skills. Strengths in teaching are in the good management of pupils, which ensures that lessons are conducted in a calm and orderly manner. There are also strengths in the arrangements whereby staff teach different Key Stage 2 classes for subjects in which they have a high level of expertise. This level of subject knowledge leads to high expectations of what the pupils can achieve and they subsequently make good progress in these lessons. Where teaching is less effective there is a lack of dynamism and pace to teaching. Some activities lack impact and do not fully interest or motivate pupils to try really hard. Not enough use is made of classroom computers to extend learning. On occasions teachers direct the pupils too much and this limits the opportunities for them to solve problems and carry out investigations. The teaching of art and design is unsatisfactory; there is too little time allocated to the subject and teachers do not plan enough opportunities for pupils to develop basic art skills in a systematic manner as they move through the school. Classroom support staff are effective when working with groups and individual pupils. The school makes good provision for the teaching of pupils with special educational needs, who make good progress as a result. Pupils with English as an additional language make similar progress to their classmates.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum for the Foundation Stage is satisfactory. The curriculum for Key Stage 1 and Key Stage 2 is suitably broad and there is a reasonable balance of time allocated to the teaching of the range of subjects. Most subjects receive an at least satisfactory time allocation, with the exception of art and design throughout the school and music in Years 5 and 6. Some aspects of the information and communication technology curriculum are not covered in sufficient depth.
Provision for pupils with special educational needs	Good. The identification of the special and different needs of pupils is very effective. The support provided is good and enables pupils to make good progress towards the targets identified for them.
Provision for pupils with English as an additional language	Satisfactory. Pupils receive satisfactory support within lessons. The very small number of pupils at the early stages of speaking English develop skills and confidence and are fully included in all activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. There is good provision for pupils' social and moral development. Pupils are taught the difference between right and wrong and the value of establishing a set of rules and values in their life. The school makes satisfactory provision for pupils' spiritual and cultural development.
How well the school cares for its pupils	Good. The school has very effective procedures for child protection and to ensure the health and safety of pupils. Assessment procedures are satisfactory, although the use of such assessment information to regularly track the progress made, inform planning and provide sufficient challenge, requires further development.

Links with parents are good and staff and parents particularly value the twice yearly Record of Achievement consultations that enable them to discuss their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher and other staff have managed the school very effectively during the protracted re-organisation and building developments. Senior staff have recently recognised the need to develop corporate procedures, to raise standards and considerably develop the roles of curriculum managers.
How well the governors fulfil their responsibilities	Good. The governors are very supportive of the school and fulfil their responsibilities effectively. They work hard to support the headteacher and staff and fully recognise the strengths of the school.
The school's evaluation of its performance	Satisfactory. The school satisfactorily identifies its strengths, and some areas for development, but has not been rigorous enough in identifying areas for improvement and relating these to targeting improvements in standards.
The strategic use of resources	Good. Finances are well managed. The principles of best value are applied satisfactorily to purchases. The school has a high number of support staff. The accommodation is good. Learning resources are satisfactory but the school library, the use of classroom computers and resources for the Foundation Stage require improvement.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children like school. • That the quality of teaching is good. • That the school expects pupils to work hard and achieve their best. 	<ul style="list-style-type: none"> • A greater range of extra-curricular activities • More information about how their children are getting on. • More consistency in the giving of homework.

Inspectors agree with the positive views of the parents, but inspection findings indicate that extra-curricular activities and information to parents are good. The use of homework is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The children's attainment on entry to the Reception classes is average. Teaching and learning in the Foundation Stage is satisfactory and, as a result, most children, including those speaking English as an additional language make satisfactory progress. Those children with special educational needs, achieve satisfactorily. Children make satisfactory progress in Reception and achieve the early learning goals in all areas of their learning, including personal and social development, communication, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development. In number work and in reading a significant minority exceeds the early learning goals. Very few pupils join or leave school other than at the usual times of entry and leaving.
2. The results of the Key Stage 1 National Curriculum tests in 2001 for reading were average and in writing and mathematics above average when compared to national figures. Compared to schools with similar numbers of pupils entitled to free school meals standards were below average in reading, but above average in writing and mathematics. The school has quite a high proportion of pupils who achieve the national expectation, but this is often at the lower stages of the expected Level 2. There is a relatively small proportion of pupils achieving standards above the average in reading, writing and mathematics. Trends over the last four years have been gradually upwards, with some year-by-year variation, although standards have rarely been above average. Overall, standards were lowest in 1999 and highest in 2001. In the 2001 school based teacher assessments in science a very high proportion of pupils was working at the expected Level 2 and an average number of pupils were working at the higher levels.
3. In 2001, the Key Stage 2 National Curriculum test results for English were well above average both nationally and in comparison to similar schools. Standards in mathematics were average when compared to schools nationally, but below the average of similar schools. Standards in science were below the national and similar schools averages. In 2001 girls did better in national tests than boys in all core subjects and particularly in mathematics and science. As this was the first time that the school had pupils aged eleven no trends in attainment in Key Stage 2 have been established.
4. Test information in 2001 indicates that standards in Key Stage 2 showed considerable improvement from those achieved by the same pupils in Key Stage 1. This group of pupils made very good improvement in the standards they had achieved in English in Key Stage 1. There was good improvement in mathematics and satisfactory improvement in science. Standards in Key Stage 2 have been positively affected by the specialist teaching of pupils by staff with good levels of subject knowledge and confidence to teach the subjects for which they often hold responsibility.
5. Inspection findings are that standards in reading, writing, mathematics and science are average at the age of seven, which largely reflects the findings of the previous inspection and to some extent the results of the last national tests. As in 2001, there is currently quite a high proportion of pupils in Year 2 who are achieving at the lower levels of the nationally expected standard, but relatively few pupils achieving standards above the average. The consistent proportion of pupils attaining Level 2C in national tests means the staff and pupils have to work hard to enable the pupils to reach the expected Level 4 at the age of eleven.

6. At Key Stage 2, inspection findings differ significantly from the 2001 national test results. Currently, standards in English, especially in writing, and in mathematics and science are below average at the age of eleven. The differences in performance are because the current Year 6 group of 36 pupils has 20 pupils who have special educational needs. Whilst not all of these pupils have learning difficulties, many do and this limits the standards that they achieve. School records show that this year group has had a much higher proportion of pupils on the special educational needs register than any other group since their admission. However, because there is a high level of support for these pupils, they make good progress.
7. Overall, the pupils make satisfactory progress as they move through the school and most achieve appropriately in relation to their ability. Average attaining pupils throughout the school make satisfactory progress. The school has a small number of pupils speaking English as an additional language but virtually all speak English confidently and make the same progress as their peers. Less than one per cent of pupils are at the early stages of speaking English and are fully integrated into all activities and have general classroom support. Whilst there was some difference in the attainment of boys and girls in national tests in 2001, there are no specific barriers to learning and no significant difference in the attainment and progress of different groups of pupils.
8. Throughout the school there are relatively few pupils working at levels above the average for their age. This is largely because pupils of higher ability are not always challenged enough. Activities, especially in English and mathematics, are mostly suitably planned for groups of pupils of different abilities. However, there is not a consistently high level of expectation in some lessons and this does little to challenge pupils to achieve the best they are capable of. The school has identified a small number of pupils who are gifted and talented in certain areas of their development. Most of these pupils make satisfactory progress, although on occasion teaching does not make enough demands upon them to really challenge them to achieve their best. Pupils with special educational needs achieve well and make good progress towards their individual educational plan targets because of the quality of teaching and additional support they receive from the high number of support staff.
9. The overall quality of teaching and learning throughout the school is satisfactory and this enables pupils to make satisfactory progress as they move through the school. The school has implemented the National Literacy Strategy and Numeracy Strategy in a satisfactory manner and this has had a positive impact upon standards in both key stages, as shown in the 2001 national tests. In both key stages pupils make satisfactory progress in English, mathematics and science. However, there is a substantial proportion of teaching in Key Stage 2 that is good or better and this enables a number of pupils to make good progress. Those pupils with special educational needs benefit from good levels of support and make good progress towards their individual targets.
10. The quality of teaching and learning is satisfactory in the Foundation Stage and Key Stage 1, and this enables the pupils to maintain the overall average standards on entry to the school. However, in some classes teaching lacks impact and challenge, and few pupils attain the higher stages of the expected Level 2 or the higher Level 3. In Key Stage 2, whilst teaching is satisfactory overall, there is a significant proportion of teaching that is good or better. Therefore, when pupils move into Key Stage 2, they often make better progress in the lessons where they are taught by subject coordinators who have a good level of subject knowledge. This is reflected in last year's national test results, where a high proportion of pupils achieved well in English. The

high proportion of pupils with special educational needs make good progress towards their individual targets but do not achieve the national expectation.

11. Pupils throughout the school listen well and usually respond appropriately. Whilst most pupils have average speaking skills, some are quiet in class discussions. They contribute little to question and answer sessions in a substantial proportion of lessons. This limits the progress that pupils make in English and in other subjects. Most pupils read quite well. They master the technical skills of tackling unfamiliar words and several read with good levels of fluency and interest. However, this level of interest is not carried over into pupils' writing. This is often below average and few pupils write at length and in depth and this is an area for improvement.
12. In mathematics, pupils throughout the school have a satisfactory understanding of the use of numbers. Most calculate at levels that are appropriate for their age, but few are speedy in their calculations. Pupils have a satisfactory understanding of shape, space and measures and use this in a suitable range of activities. However, pupils' use and application of mathematics in problem solving and investigative activities require further development to boost pupils' confidence in such areas. Similarly, in science pupils also have quite limited investigative and experimental skills. Pupils are too dependent upon teachers to tell them how to conduct experiments and few have a confident approach to investigations. However, pupils have a sound knowledge of life and living processes, materials and their properties and physical processes such as forces and electricity. In several subjects there is an over-use of worksheets, which inhibits the development of recording skills.
13. Standards in information and communication technology are largely average throughout the school although there are weaknesses in the aspects of control and data handling. Pupils make satisfactory progress in information and communication technology overall although not enough use is made of classroom computers to extend learning further. They often make good progress in individual lessons when working in the computer suite. However, classroom computers are rarely used to support learning in other lessons when this would be entirely appropriate and this limits the progress made. Standards in religious education are in line with the expectations of the Locally Agreed Syllabus. Overall standards in design and technology, geography, history and music are in line with expectations throughout the school and the quality of pupils' learning is satisfactory. Standards in physical education are average at the end of Key Stage 1 and above average by the end of Key Stage 2 because of the good level of subject knowledge of the subject co-ordinator who teaches all junior classes. Standards in art and design are below expectations throughout the school and pupils make unsatisfactory progress, because not enough time is allocated to the development of basic skills in a sequential manner.
14. The targets that the school sets for pupils in Year 6 to achieve are sometimes quite broad and are not consistently challenging. Those set in 2001 were exceeded in English and science and met in mathematics. Targets for 2002 are slightly below the national average but are appropriate because of the cohort of pupils. The setting of a target of between 64-84 per cent of pupils to achieve the expected level in mathematics is too vague and does little to indicate whether the school's assessment routines are accurate. The use of assessment information to inform future planning is a key area for improvement.

Pupils' attitudes, values and personal development

15. Pupils have good attitudes to learning. They enjoy school and this is reflected in their good attendance, positive attitudes, behaviour and personal development. Pupils' attitudes to school are similar to those seen during the last inspection. They show high levels of interest and involvement in lessons and other school activities. Pupils with special educational needs and those speaking English as an additional language have positive attitudes to their work and concentrate well.
16. The vast majority of parents feel that behaviour in school is good. Pupils behave sensibly in classrooms, at break-times and when moving around the school. Their behaviour in lessons makes a significant contribution to their achievements. There is hardly any bullying or name-calling. When such behaviour occurs, there are good procedures in place to deal with it. All pupils mix well together, regardless of race, religion or any other difference. Behaviour management across the school is good. The school rules are clearly displayed around school and pupils are regularly involved in devising these for their class. These factors result in pupils having a good understanding of the impact of their actions on others. Behaviour has improved slightly since the last inspection where there were concerns with a few of the older pupils. There have been no exclusions.
17. Relationships between staff and pupils, and between pupils and their peers, are very good. This represents improvement from the good relationships found at the last inspection. Pupils show very high levels of respect for the feelings, values and beliefs of others and this has a positive impact on their attitudes, values and personal development. The school's good provision for spiritual, moral, social and cultural development makes a significant contribution to pupils' personal development. The school succeeds in achieving its desired outcomes of "nurturing social and moral development" as stated in its brochure.
18. The provision for personal development is good. The pupils are developing confidence and demonstrating increasing maturity as they move through the school. They respond well to the responsibilities they are given. For example, older pupils carry out their lunchtime 'monitor' and 'office work' duties conscientiously. Where they are given the opportunity, pupils show initiative in their learning. Pupils on the School Council make good and sensible suggestions about issues of concern and what they would like to see improved. However, there are too few classroom-based opportunities for scientific investigations and mathematical problem solving tasks, for example, for pupils to develop independent learning skills and use initiative in their learning.
19. Attendance levels are similar to those noted at the last inspection. Attendance rates are above the national average and this makes a good contribution to pupils' learning. Unauthorised absence is broadly in line with the national average. This represents improvement since the last inspection where it was twice the national average. Punctuality is good and lessons start promptly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. The quality of teaching is satisfactory in Key Stages 1 and 2 and this is a similar picture to the last inspection. Teaching is satisfactory in the Foundation Stage, which is not as good as reported in the last inspection. There has been an increase in the amount of very good teaching in the school and a fall in the proportion of teaching that was unsatisfactory. Of the 70 lessons observed, teaching was excellent in 1% of lessons, very good in 14%, good in 44%, satisfactory in 40% and unsatisfactory in only 1% of lessons.

21. Teaching in the Foundation Stage is satisfactory and this enables the children to settle well to school and make satisfactory progress. Staff have an appropriate understanding of the learning needs of young children and provide a safe and caring environment in which children settle quickly and are happy. The teaching of the early skills of reading and number is carefully planned and is good and children make good progress in these areas. However, occasionally the learning environment and organisation of teaching does not effectively challenge and motivate children to try their hardest. Teaching in the Reception classes sometimes lacks pace. Children spend too much time sitting on the carpet listening and watching and not enough use is made of the adjoining outside area and resources to stimulate imaginative learning. Teaching and learning is better when imaginative resources are used to interest and motivate the children. An example of this was seen during the inspection when the children used a set of role play clothing and equipment outdoors and practiced road safety skills by acting out the roles of police officer, crossing patrol warden, motorists and pedestrians.
22. The generally consistent standard of teaching and learning has been a positive factor in the gradually rising standards in Key Stage 1. Staff carefully plan lessons in year groups to ensure equality of access for pupils. Adults have good relationships with pupils and try hard to feedback to them what they have done well and what they can do to improve their work. The teaching and learning of pupils in Key Stage 2 is satisfactory overall and during the week of inspection a notable proportion of teaching was good and better. The most consistently positive feature of teaching throughout the school is the effective management of pupils. This ensures that there is good order and behaviour in lessons, which proceed in a calm and purposeful manner and this has a positive impact upon pupils' learning. The large team of classroom support staff ably supports the effective management of pupils. They are usually fully involved in lessons and help pupils in group activities, and this supports pupils' learning and the progress they make well.
23. The quality of teaching and learning in English, mathematics, science, information and communication technology, design and technology, geography, history and music is satisfactory in both key stages. The teaching of physical education is satisfactory in Key Stage 1 and very good in Key Stage 2. The teaching of art and design is unsatisfactory in both key stages.
24. Teachers' knowledge and understanding of the subjects they teach are satisfactory overall. It is good in Key Stage 2 in mathematics, science and geography and is very good in physical education. In Key Stage 2, teaching and learning is often good where teachers work with their own or other classes in subjects for which they hold responsibility. Here their knowledge and understanding of the subject and their confidence and enthusiasm ensure there is good pace to lessons. This is particularly seen in physical education where teaching is enthusiastic and knowledgeable and this ensures that pupils' learning and the progress they make is good. Teaching is satisfactory in all other subjects other than art and design. Teachers' knowledge of how to teach the small steps necessary to improve pupils' painting, drawing and other art skills is insufficient to move the pupils forward in their learning.
25. Teachers have appropriate understanding of the National Literacy and Numeracy Strategies and plan and teach lessons accordingly. The teaching of English and mathematics is satisfactory. The teaching of basic skills is satisfactory. Staff provide ample opportunities for pupils to develop listening skills, but do not always provide enough scope for pupils to speak to a range of audiences and this limits the progress pupils make in speaking and developing a mature and imaginative vocabulary. The

teaching of reading is effective and this leads to many pupils making good progress in their reading and developing an interest in books. The teaching of writing is a weaker area and, although satisfactory, staff sometimes do not expect enough of pupils and do not encourage them to complete work in sufficient length and depth. The use of worksheets in several subjects limits the opportunities for pupils to record their own ideas. The teaching of number skills is appropriate and there are suitable opportunities for pupils to develop the skills of calculation. However, in both mathematics and science there are not enough open-ended opportunities for pupils to follow their own lines of enquiry and plan and carry out investigations or solve problems. Too often, experimental and investigative tasks are teacher directed and pupils are sometimes very reliant on teachers telling them what to do.

26. The planning of lessons and the teachers' expectations of what pupils can achieve are satisfactory. Learning intentions are often shared with pupils so that they know what they are expected to do and discussions at the end of lessons are used appropriately to emphasise what the pupils have learned. Activities are often planned at three levels to meet the needs of pupils with different abilities. The planning of tasks for pupils with special educational needs is good and, together with the support of classroom assistants, this enables these pupils to make good progress towards their individual targets. The planning of activities to meet the needs of pupils with higher levels of attainment and for the small number who are identified as gifted and talented is broadly satisfactory. However, planning does not consistently identify the next levels of attainment and does not always contain the highest level of challenge. Therefore, these pupils make only satisfactory overall progress where occasionally they could make better progress.
27. The teaching of pupils with special educational needs is good overall. There is early identification of special educational need. The majority of pupils' individual education plans have specific targets, but some have targets that are difficult to measure. The plans include methods of support, indicate who is involved in supporting the pupil and give very useful guidance to parents. The individual education plans are linked particularly well to the English and mathematics aspects of the National Curriculum. In lessons, pupils with special educational needs are well supported both by teachers and the support assistants. This support and work set at the correct level ensure that pupils are fully included in lessons and they make good progress in their learning. When pupils are withdrawn from lessons it is part of an effectively planned programme and the support is of a high quality. The learning mentor provides good support to a range of pupils with a range of specific needs.
28. The teaching of pupils speaking English as an additional language is satisfactory and these pupils make similar progress to their classmates. The very small number of pupils at the early stages of acquiring English are fully included in all lessons and make satisfactory progress.
29. The methods teachers use within lessons are satisfactory overall. Teachers usually explain things clearly and provide a good level of information. Several teachers use questions well to probe pupils' knowledge and understanding. Some staff make particularly good use of subject specific vocabulary to widen and extend pupils' speaking skills. This was seen in an excellent lesson in Year 3 where a teacher with specific interest in music developed the knowledge and understanding of the pupils through consistent demands and very high expectations to use a musical vocabulary, including pitch and dynamics. Questions were used most effectively to get the pupils to describe the work of Grieg and Vivaldi and to evaluate their own and others' performances with percussive instruments. However, in some lessons teachers talk

for too long and pupils spend too long listening. Some teachers do not give pupils enough opportunity to make purposeful contributions. Not all teachers sufficiently involve pupils in question and answer activities through using directed questions and some quieter and more reluctant speakers are, therefore, often uninvolved for quite large parts of lessons.

30. The use of time, support staff and resources throughout the school is satisfactory overall with some strengths and weaknesses. Practical activities are planned for some lessons and these interest the pupils. However, there is not always enough challenge in some lessons where pupils find information from worksheets or record the information they have been given in undemanding ways. Where lessons are more imaginative, teaching is very effective. This was seen in a very good Year 3 geography lesson where pupils sorted out questions they would need to ask a travel agent about different places to visit. The teacher then surprised the pupils by playing the role of a travel agent so realistically that at least one pupil was convinced the 'visitor' was a friend of the teacher. This activity stimulated the pupils' interest well and motivated them to ask more searching questions. In some lessons the limited range of resources restricts the learning of pupils, for example, in a music lesson in Year 2 where for part of the lesson a group of 16 pupils had to take turns and share four chime bars when creating musical patterns.
31. The quality and use of on-going assessment is satisfactory. Teachers are supportive in giving verbal feedback to pupils and praising their efforts. However, the marking of pupils' work is highly variable and often fails to specifically identify what the pupils have done well and how to improve their work. Some marking is little other than ticks to show someone has noted the work done and in some subjects, such as art, pupils work in sketchbooks is often not marked at all. Good marking, for example, in history clearly identifies to pupils what they have done well. The use of homework is satisfactory overall, although some parents have identified a wish that this is extended and used more consistently.

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

32. The school offers its pupils a satisfactory curriculum. It has made satisfactory progress in curricular provision since the previous inspection. In Key Stage 1 and 2 it covers all subjects including personal, health and social education and meets the requirements of the National Curriculum and religious education through the locally agreed syllabus. Most subjects receive at least a satisfactory time allocation, with the exception of art and design throughout the school and music in Years 5 and 6. This lack of time has an adverse effect on standards in these subjects. Provision for sex education and drugs awareness meets requirements.
33. Satisfactory planning is in place in all subjects with long term, medium term and weekly plans. The school uses the national guidance and augments this when necessary to meet the needs of staff and pupils; for example, an additional scheme has been introduced in music to help staff who have limited expertise in the subject. In religious education the school successfully follows the syllabus agreed by the local authority. The curriculum for children in the foundation stage is satisfactory. It is satisfactorily planned, with activities that help children make satisfactory progress towards the Early Learning Goals in the six areas of learning. These are personal and social development, communication language and literacy, mathematics, knowledge and understanding of the world, creative development and physical development. Pupils in Years 1 to 6 are provided with a suitable range of activities, which ensure that they

make satisfactory progress throughout the school. Strengths in curriculum provision are particularly within physical education and the effective planning and organisation for the teaching of subjects in Key Stage 2 by subject co-ordinators. Weaknesses in curriculum planning are within the less effective development of experimental and investigative activities where tasks are too often teacher directed.

34. The National Literacy and Numeracy Strategies have been implemented satisfactorily. The three-part lesson format is used to introduce the subject or topic, give pupils opportunities to work on group or individual tasks and then to discuss what they have learned. The basic skills of literacy are mostly taught satisfactorily in other subjects, for example, in history and geography. There are times when opportunities to record are missed, for example, in religious education lessons. There are too few opportunities to develop numeracy skills in other subjects, such as science and design and technology. The use of information and communication technology across the curriculum is at an early stage of development and, although there are some good examples, for example, in a project work on rivers, insufficient use is made of computers and other technology to develop learning across all subject areas. Some aspects of the curriculum for information and communication technology, including control and data handling, are not covered in sufficient depth.
35. Equality of access to the curriculum is good. All pupils have access to the full curriculum with work set at a level to meet their needs and develop learning. Those with English as an additional language are fully included in all curricular and other activities. Pupils with special educational needs have full access to the curriculum and this has a positive effect on the progress they make. The provision for pupils with special educational needs is good. When pupils are withdrawn from lessons, it is part of a well thought out programme with the aim of improving learning. Pupils with statements of special educational need receive good support in school. The use of support assistants and parent helpers, for example, in swimming sessions, ensures that pupils are able to take part in all activities. The work of the learning mentor supports pupils' access to a suitable curriculum effectively.
36. Educational visits, for example, to local museums, the fire and police stations and the seaside help to develop pupils' learning in a satisfactory manner. The residential visits for pupils in Years 5 and 6 enrich the academic curriculum and develop social skills well. Good use is made of the local area to enhance curriculum provision. Visitors to school, including members of different faith groups and artists, have a positive effect on developing pupils' knowledge and understanding in a wide range of subjects.
37. The school makes good provision for pupils' personal, social and health education. This includes sex education and drugs education. Much of this work is done through circle times, assemblies and in personal, social and health education lessons. Lessons are carefully planned across the school and include topics, such as bullying, racism, justice and citizenship. Visitors make a good contribution to this work. For example, the school nurse often leads discussions on 'relationships' for Year 6 pupils. Other visitors include a local magistrate and a worker from the 'Euro-Aid' group. The school has well planned 'thoughts for the day' where pupils are encouraged to consider and reflect on important issues. The school has improved its provision since the last inspection.
38. The school makes good provision for extra-curricular activities. This range has improved since the last inspection. There are many sports opportunities, such as football, cricket and basketball. After school and lunchtime clubs include recorders, trumpets, keyboards, drama and gardening. The before and after school care club offers a good facility where there are many games and learning activities for pupils. A

well-known television personality recently presented prizes to the winners of the design competition run by the club.

39. The community makes a good contribution to pupils' learning. The school has continued to develop its community links effectively since the last inspection. Members of the clergy and lay people from several church groups regularly lead assemblies in school. This makes a positive contribution to pupils' spiritual and moral development. Visitors to the school include artists, musicians and poets. For example, several artists recently worked with pupils to produce the 'all seasons' mural in school. The school has several sporting links and this has been an important factor in pupils' success in competitions. Pupils have good opportunities to receive coaching in football, rugby and cricket from local clubs and groups. The school choir promotes good links within the community by giving performances, for example, to elderly persons' groups. School visits in the wider community are well planned. These include role-play at Clark Hall as pupils learn about the Tudors, and there are also visits to the Houlgate Viking village.
40. The school has good, constructive links with universities, colleges and other schools. Several trainee teachers, nursery and care trainees undertake their work experience at the school each year. This gives pupils many additional learning experiences. Most pupils transfer to one of three local comprehensive schools. The good induction arrangements give Year 6 pupils the confidence to start the next stage of their education. There are impressive arrangements to transfer records and information about the pupils to other schools, especially with regard to pupils who have special educational needs.
41. The school provides well overall for pupils' spiritual, moral, social and cultural development with moral and social development being the stronger elements. This is an improvement since the last inspection when all aspects of developments were judged to be sound. However, inspection evidence indicates that the school misses several opportunities to develop pupils' spiritual and cultural development in greater depth.
42. The provision for spiritual development is satisfactory. Adults and pupils have a mutual respect that underpins the sense of community in the school. The sincere and admirable way in which the school celebrates the memory of the late well-liked and well-respected chair of governors is commendable. The religious education programme also provides pupils with a satisfactory knowledge and insight into values and beliefs. Daily acts of worship do provide some opportunities for pupils to reflect on their own experiences and those of others, but too few planned opportunities are incorporated regularly into the daily life of the school for pupils to experience the awe and wonder of the natural world. Not all teachers seize upon opportunities within the curriculum for pupils to reflect on their own lives and the world in which they live.
43. The provision for pupils' moral development is good and has a significant impact upon their life and learning in the school. Teachers and other adults set good examples and have expectations of good manners and behaviour. Adults are generally kind, supportive and encouraging and the good standards of behaviour are a natural result. Pupils are clearly encouraged to make distinctions between right and wrong. Teachers deal firmly but sensitively with any incidents of misbehaviour. Many pupils enjoy praise and are keen to show visitors how well behaved, polite and courteous they can be. The pupils treat one another with kindness and respect. The headteacher knows the pupils well and has the full respect of all pupils. They show genuine regret if she has to reprimand them. Clear guidelines for work and behaviour are set at the beginning of each new school year and pupils are regularly reminded of these. There is a reward

system for positive behaviour that pupils strive to achieve. Teachers and other adults have high expectations of behaviour and pupils endeavour to live up to these.

44. The provision for pupils' social development is good. Adults provide positive role models of respect and courtesy and pupils are keen to gain the respect of the people they value. The school is a very welcoming community and all pupils are encouraged to take a full and active part in all lessons and in the life of the school. Pupils have many opportunities to work together in large and small groups. They relate well to one another in lessons and in the playground. All pupils work happily together and share resources. Older pupils are given a number of jobs around the school. They help to look after resources and lunch boxes and there are other opportunities for them to be involved in the daily life of the school. Pupils enjoy belonging to the school clubs and activities. They speak enthusiastically of the appropriate range of day and residential visits in which they have participated. They develop an understanding of citizenship through activities including the raising of money for charities. However, more opportunities could be provided for pupils to make choices in their learning.
45. The provision for pupils' cultural development is satisfactory. The school makes satisfactory use of planned visits to museums and places of historical and environmental interest to extend pupils' cultural development and their awareness of their place in the wider community. Occasionally, work in art, music, geography and history introduces pupils to a range of traditions, customs and lifestyles. Some important festivals from world faiths are acknowledged. Some books displayed in the school reflect multi-cultural images, but there are few posters, resources or displays reflecting other cultures and the teachers miss opportunities to extend learning in this area. The provision for promoting pupils' understanding of British cultural development is satisfactory, although the school provides too few opportunities, overall, for pupils to develop a sense of living in a multi-cultural society in subjects such as art, geography and music.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The school provides good pastoral care for all pupils. The educational and personal support and advice given to pupils is good. These factors contribute significantly to the caring and family ethos of the school; they are effective in supporting pupils and have a positive impact upon pupils' learning. Parents rightly value the 'family feel' of the school.
47. Arrangements for child protection and to ensure pupils' welfare are very effective. This represents very good improvement since the last inspection where these arrangements were satisfactory. The nominated person with responsibility is appropriately trained and she deals with issues very effectively and provides frequent updates to staff. Staff show high levels of care and vigilance at all times. The school also has another fully trained member of staff. The learning mentor also provides good levels of support to the pupils.
48. The school has very good arrangements to identify and remedy potential hazards to health and safety. The headteacher and designated governor carry out risk assessments regularly. Arrangements are made to ensure that all equipment and appliances are regularly tested. Fire drills are carried out regularly and are appropriately recorded. There are good arrangements to deal with accidents, including four staff qualified to administer first aid. A considerable amount of work is done in the curriculum to promote health and safety, and good attention is paid to this in individual lessons. For example, at the start of a science lesson about how the human ear receives sound,

Year 1 pupils were given clear guidance about the care required before they carried out simple tests.

49. Procedures to monitor and improve attendance are good. A computer-based system of monitoring is effective in identifying patterns and problems. The headteacher is regularly provided with summaries of attendance rates for each class. The educational welfare service is appropriately involved where necessary. Holidays during term time are strongly discouraged. Parents are given frequent and effective reminders about the importance of good attendance and punctuality.
50. Procedures for monitoring and promoting good behaviour are good. This is a similar picture to that of the last inspection, although notably, behaviour management is now consistently good across the school. Appropriately detailed records are kept of any incidents of bad behaviour. The learning mentor makes a good contribution by leading group and individual work with pupils to raise their awareness of the seriousness of certain types of behaviour. The 'happy and sad' books are a very good means of celebrating acts of kindness and good behaviour. Certificates are awarded in 'good work' and 'merit' assemblies. Consequently, pupils know clearly the standards of behaviour valued by the school. This has a positive impact on raising pupils' self-esteem.
51. Procedures to monitor and support pupils' personal development are good. Pupils' files and records of achievement include reference to many aspects of pupils' personal development. For example, levels of confidence, maturity, acceptance of responsibility, behaviour and social skills are noted. This facilitates effective monitoring and feedback to pupils and parents. When necessary, personal and social targets are set in records of achievement and pupils are given appropriate advice and support to improve. Parents are involved well in reviewing such targets.
52. The school identifies pupils with special educational needs at an early stage and these procedures, and the management of this area, are very good. There is a special educational needs register, which is regularly reviewed. Teachers discuss pupils who are giving cause for concern with one of the school's special educational needs co-ordinators and the child's parents. If the action taken is not successful, an individual education plan is put in place. In line with the good practice recommended in the recently revised code of practice for special educational needs, teachers involve the pupils in setting their own targets. Targets are written in 'child friendly' language, which is good practice. The special educational needs co-ordinators and class teachers regularly review the plans to ensure that pupils are making progress towards their targets and this supports learning well. The school uses advice and information from outside agencies effectively to improve learning.
53. At the time of the previous inspection procedures to assess pupils' attainment and achievement were judged to be inadequate in some areas. There were assessment procedures in place for some National Curriculum subjects, but these were not applied consistently throughout the school. Day-to-day assessments of pupils' attainments were carried out informally but they did not enable the teachers to plan to meet the needs of individual pupils and were not used effectively to inform teaching. The school has made satisfactory overall improvements in developing assessment procedures. However, the lack of consistency in procedures largely remains and is still a key issue for further development.
54. Assessment procedures are satisfactory overall but there are areas of strength and others requiring further development. The organisation of the record of achievement

information and discussions, which are shared with parents and pupils, is a very positive feature and much appreciated by parents. Most teachers know their pupils well and use this information wisely in their planning and teaching. Procedures in several subjects, for example, English are a mix of formal and informal assessments and are not systematic. In some subjects, including science, information and communication technology, art and design and music more remains to be done. Where the school uses recognised assessment materials procedures are satisfactory. Some subject co-ordinators collect samples of work within the range of subjects as a developing part of the schools' assessment procedures. However, the samples of pupils' work are not levelled or dated and are therefore ineffective as a measure of progress.

55. The use of assessment information to inform planning is broadly satisfactory. This is used as the basis for planning for different groups in English and mathematics. However, there is a lack of consistency in the use of assessment information to inform future planning in order to provide the highest level of challenge for all groups of pupils. The data available is not used well enough to track the small steps of progress made or to enable teachers to plan subsequent or different work to support further progress. At times this impacts upon the level of challenge offered to higher attaining pupils or those who are gifted and talented. The use of assessment data is unsatisfactory in information and communication technology and in art and design. The targets the school sets for achievement at the end of Key Stage 2 are very broad and of limited use to the school in identifying the effectiveness of their assessment routines.
56. Marking is carried out conscientiously by most teachers, but is very variable and too rarely includes comments as to how pupils can improve standards. The school does not use assessment sufficiently to inform planning in order to set appropriately challenging targets for all pupils to identify the next level of achievement and this is an area for further development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

57. Parents have positive views of the school. Replies to the inspection questionnaire, and responses given at the parents' meeting show that parents have a high level of confidence in the school and its staff. Few parents attended the parents' meeting, but those who did mainly praised the school. There was a considerable response to the questionnaire. The vast majority of parents replying said that they were pleased with leadership and management, the quality of teaching, their children's progress, the school's expectations for their children and how the school helps their children become mature and responsible. Inspection findings support most of these positive views. A few parents are disappointed at the range of extra-curricular activities available for their children. However, inspection judgements are that the number and range is good, and is better than that found in many schools of this size.
58. The quality of information to parents, especially about pupils' progress is very good overall. The school has made many improvements since the last inspection and corrected the weaknesses identified. The school prospectus is well presented and very detailed. Displays of pupils' work, notices and photographs of pupils during activities give parents a very good insight into the work their children do. The school provides much information about forthcoming work, for example, in newsletters and on notices outside classrooms.
59. Parental consultation sessions give parents a good opportunity to find out about their children's progress. The organisation of half-hourly record of achievement meetings

twice a year enables parents to see how well their children are doing, and gives them an excellent opportunity to be involved in target setting. These sessions are well focused upon praising the pupils' efforts and identifying areas for development. This has a positive impact upon pupils' self esteem and their attitudes to learning. Pupils' annual reports provide a very helpful pen picture of their academic, personal and social development. They provide much detail about what pupils know, can do and understand. A small number of reports use educational jargon which is not helpful for parents.

60. The school has improved its partnership with parents significantly since the last inspection. Links with parents are now very effective, and their involvement has a good impact on the work of the school. The contribution of parents to children's learning, at school and at home, is very good. The parental involvement officer makes a good contribution to developing and improving links and is positively involved in many parental issues. Parents value the specific nature of the home and school agreement and see this as very effective. It reflects local issues very well. The Parents', Teachers' and Friends' Association supports the school well through fund-raising. For example, it recently raised money for additional books and computer equipment. The school has organised training for several parents within the 'better reading project' to enable them to use more strategies to develop their children's skills. The school maintains a 'friends register' and many parents help with school activities such as classroom support, listening to readers or accompanying school visits. Home/school records show that parents give considerable support in listening to their children read and helping with homework tasks.
61. Very good links have been established with parents of pupils with special educational needs. Teachers inform parents at an early stage if there are problems with a child's learning. Parents are kept well informed about their child's progress. A parents' support group has been established to help parents with children with special educational needs. Staff are available on a very regular basis to discuss any problems that parents may have about their child's learning or well being. Visits by people from outside the school give parents a better understanding of their child's needs. Information is readily available in an entrance area. In line with the recommendations of the recently revised Code of Practice for special educational needs, parents are now becoming involved in setting targets on their child's individual education plan and this has a positive impact on parental involvement and their child's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The leadership and management of the school are satisfactory overall and with several aspects of management that are good. This largely maintains the findings of the previous inspection. Since this time the school has re-organised from a first school to a primary school and virtually doubled in size. There have been a significant number of issues to act upon, such as the increase in the number of pupils with special educational needs, which has risen from 13 in 1996 to 106 now.
63. The headteacher provides satisfactory leadership of the school and has established a satisfactory educational direction. There has been considerable change in staffing resulting in some very difficult issues for senior staff to manage. This has led to re-assessments of the whole of the work of the school and considerable time and effort has been spent on re-establishing day-to-day practices within the ethos of a very changed school. The headteacher and deputy headteacher have handled such issues with sensitivity and consideration. Added to this has been the very recent major

development of the school site, with a new teaching block more than doubling the number of classrooms and working areas. There has been considerable upheaval of classes moving to and from temporary accommodation. The governing body and parents are pleased with the way in which major issues have been managed so smoothly by the headteacher and this has clearly necessitated a great deal of management in-put and time

64. The work of the school reflects its aims and values well. The school prides itself on its caring nature and especially on its support for pupils with special educational needs. The deputy headteacher and a colleague act as special educational needs co-ordinators. They perform their role very effectively and this has a positive effect on the good provision made by the school. Very good progress has been made in implementing the recently revised Code of Practice for special educational needs and this supports the good progress these pupils make.
65. The contribution of staff with management responsibilities is satisfactory overall and responsibilities are delegated appropriately. Senior staff fully acknowledge that the many recent changes have had an effect on the amount of time available for some aspects of school development and have impacted upon the progress they have made in the areas identified in the previous inspection report. There is insufficient rigour in a wide range of planning, assessment and monitoring activities and these are in need of further improvement. During the recent transitional stage of school development, while staff adapted to the many changes, senior staff have accepted that these activities could be in a range of different formats. This has made it difficult to measure the effectiveness of planning, monitoring and evaluation and to establish whether this has been continuous, progressive and rigorous. The work of senior staff has not always been sufficiently focused upon the standards achieved by the pupils and has had a negative impact upon learning. Staff have rightly identified the need to ensure that staffing issues and health and safety considerations no longer have a higher focus in the day-to-day work of the school than the academic needs of the pupils.
66. The governors have continued to give the school good support since the previous inspection and are effective in how they undertake and fulfil their legal responsibilities. They have worked hard to support the school during the period of redevelopment and reorganisation. Governors are very supportive of the headteacher and staff. The Chair of Governors is frequently in touch with the school and this helps her to gain a good understanding of the work of the school. Governors take their responsibilities seriously and fulfil their various roles and duties appropriately. The committee that has overseen the physical development of the school has worked tirelessly to successfully ensure that the building work has gone to schedule and has had, as far as possible, minimum impact on the day-to-day learning of pupils.
67. The governors' role in shaping the direction of the school is satisfactory. Governors monitor National Curriculum data in relation to pupils' attainment and to set targets for future development, although these targets are too broad. Governors have a satisfactory understanding of their role as 'critical friend' to the school. They work in a very challenging and forthright manner, clearly expressing their views on a range of issues. Most governors have a good understanding of the strengths of the school and celebrate these well. However, not all governors fully recognise the areas of weakness and the Governing Body does not have a clear enough agenda based on improving standards.
68. The monitoring and evaluation of teaching and learning is unsatisfactory. This was a key issue identified in the previous inspection of the school and there has been

insufficient improvement in this area since then and it remains a key issue for further improvement. The headteacher, senior staff and external consultants have monitored the quality of teaching and learning occasionally. However, this has been neither regular or rigorous enough to identify and address some issues connected to the lack of pace and challenge in some lessons, the ineffective use of assessment information and the lack of continuity in areas of planning. Whilst there is some monitoring of the quality of pupils' work and the progress they make, this is often descriptive rather than evaluative. In several subjects, including information and communication technology, art and design and music, monitoring has failed to identify areas of weakness. Subject managers have not developed a corporate understanding of how to carry out their responsibilities. Staff manage their roles in different ways as seen in the varying styles of subject action plans and evaluation of pupils' work.

69. The quality of development planning at the school is satisfactory. Subject co-ordinators are responsible for pinpointing future areas for development. Their resulting work is collated to form an overall school action plan that is presented to governors for their deliberations. Once formally approved, the plan is regularly referred to to ensure that the school is on track to achieve the targets that are set. The action taken to meet the school's targets is satisfactory. However, the success criteria in some subjects do not give a clear idea of how the school is to measure the success of initiatives in relation to improvements in pupils' attainment.
70. The induction of staff new to the school is good. A high priority is placed by the headteacher on ensuring that staff development is regular and satisfactorily linked to the school and the professional needs of staff. This has had a positive impact on enabling staff new to the school to adapt to the ethos of the school. Teachers who have joined the school since its re-organisation have been widely supported in both refining and learning new teaching skills and this has helped to raise their confidence in teaching the various subjects of the curriculum. However, more remains to be done in developing the teaching in art and design and the use of classroom computers. All learning support assistants have a weekly training session on issues to further raise their understanding and their effectiveness when working alongside teachers in the classroom. The learning mentor has been effectively supported and managed since the commencement of her duties. Arrangements for the performance management of teachers are secure and in line with requirements.
71. The quality of financial planning is good. As the school has expanded, the governors and headteacher have kept a careful brief on where best to deploy funds to meet the increasing need for resources in terms of extra teachers, teaching materials and new furniture as well as general equipment. Funds in this respect have been very well spent and such decisions have contributed greatly to creating a pleasant and attractive learning environment for pupils.
72. Good use is made of the various grants that are given to the school. These have included extra resources to fund a learning mentor through the funds deployed to the school through the social regeneration budget and to provide 'booster classes' and staff training. This funding available as part of the local Excellence in Cities project is used well. In addition, as the school has expanded in size, the increased income that it receives has assisted greatly in supporting the philosophy of ensuring that all classes have a learning support assistant to work alongside and support teachers and other staff supporting pupils with special educational needs. This high priority has had a positive impact on the standards attained by pupils, particularly those who have special educational needs.

73. Financial and budgetary control is good. The school employs a part-time bursar to work alongside the headteacher and administration staff. The principles of best value are appropriately applied to school purchases. Governors value the reliable financial information they receive and this helps them to keep a careful watch on the pattern and trends in the school's expenditure. Day-to-day administration and management are efficient and effective.
74. The match of teachers and support staff to meet the needs of the curriculum is good. This is an improvement over the satisfactory situation of the last inspection. All teachers are appropriately qualified and experienced, with many having valuable specialist teaching skills. The school has a very generous number of support staff. They are appropriately trained and experienced and are used well to support learning. There is a good team spirit between teachers and support staff in the school demonstrated by the effective way they work together in the classrooms.
75. The school has significantly developed and extended its accommodation since the last inspection. Accommodation is now good and the needs of the curriculum are well met. Classrooms are of sufficient size to enable effective teaching in all subjects. Access for wheelchair users is satisfactory and this includes a lift in the main building. There are many positive features including provision for withdrawal work, for example, with pupils who have special educational needs. Outdoor areas are of good size, including hard play surfaces and a large open field. The green areas, as with several other aspects of accommodation, are still under development. There are many inviting and stimulating displays around the school that provide a positive source of information for pupils. The whole premises are well maintained by a dedicated caretaker and cleaning staff.
76. As at the last inspection, learning resources are satisfactory overall, to meet the needs of the curriculum. This includes for literacy and numeracy. Resources for physical education are very good and this significantly enhances pupils' physical development. The school has a separate library and also computer suite. However, the library is not suitably located and, as a result, it is used little for independent learning and study. The headteacher is aware of this and has plans to remedy the situation. Although the computer suite is used well, classroom computers are not used effectively. Many computers in classrooms are either outdated or fast reaching the end of their useful life. Resources for children in the foundation stage require development. The lack of large-scale equipment and that for imaginative play impacts upon the development of the youngest pupils. The limited resources in music, including the number of tuned and un-tuned instruments affects the opportunities for pupils to use instruments on a regular basis and the organisation of activities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to continue to improve the quality of education that the school provides, the headteacher, governing body and staff should:

- 1. raise standards of attainment in writing, mathematics, science and art and design by:**
 - planning lessons in small steps to indicate exactly what pupils need to do to reach the next level of attainment (*paragraphs 24, 26, 31, 55, 128*);
 - improving the quality of teaching by ensuring that the organisation and pace of lessons is effective in providing activities that motivate and challenge pupils to try hard (*paragraphs 21, 29, 30, 67, 103, 123, 142, 164, 175*);
 - extending the opportunities for pupils to write at length, in depth and in a variety of styles (*paragraph 11, 25, 84, 95, 100 - 105, 117, 120*);
 - providing more opportunities for pupils to undertake problem solving and investigative activities so that pupils are more actively involved in their learning (*paragraphs 12, 18, 25, 109, 110, 113, 123*).

- 2. Improve the quality and rigour of the monitoring and evaluation of planning, teaching and learning by:**
 - drawing up and implementing a programme of regular and rigorous monitoring and evaluation of the work of the school to given criteria (*paragraphs 64, 67, 114*).
 - improving teachers' knowledge and understanding of effective teaching in order to identify where improvements need to be made (*paragraphs 69, 157*);
 - further developing the role of subject co-ordinators to include in depth scrutiny of pupils' work to secure consistent progress (*paragraphs 54, 67, 114, 124, 131, 151, 157, 165*).

- 3. extend the use of assessment information to inform planning in order to set challenging targets for all pupils and regularly and carefully track the progress that individuals and groups of pupils make toward the next level of achievement (*paragraphs 53 - 56, 106, 124, 138, 145, 165*).**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

70

Number of discussions with staff, governors, other adults and pupils

38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	30	28	1	0	0
Percentage	1	14	44	40	1	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

YR– Y6

Number of pupils on the school's roll (FTE for part-time pupils)	319
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319

Number of full-time pupils known to be eligible for free school meals	29
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29

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	4
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4

Number of pupils on the school's special educational needs register	106
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106

English as an additional language

No of pupils

Number of pupils with English as an additional language	13
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13

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	8
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8

Pupils who left the school other than at the usual time of leaving	12
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12

Attendance

Authorised absence

%

Unauthorised absence

%

School data	94.9
National comparative data	93.9

School data	0.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	21	14	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	21	20
	Girls	14	14	14
	Total	34	35	34
Percentage of pupils at NC level 2 or above	School	97 (91)	100 (94)	97 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	20	21
	Girls	14	14	14
	Total	35	34	35
Percentage of pupils at NC level 2 or above	School	100 (89)	97 (83)	100 (94)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	23	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	7	11
	Girls	19	18	21
	Total	29	25	32
Percentage of pupils at NC level 4 or above	School	83 (n/a)	71 (n/a)	91 (n/a)
	National	75 (75)	71(72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	7	11
	Girls	19	18	21
	Total	29	25	32
Percentage of pupils at NC level 4 or above	School	83 (n/a)	71 (n/a)	91 (n/a)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	1
Indian	7
Pakistani	0
Bangladeshi	0
Chinese	0
White	248
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	27
Average class size	32

Education support staff: YR– Y6

Total number of education support staff	19
Total aggregate hours worked per week	390

FTE means full-time equivalent.

Financial information

Financial year	2000/01
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	£
Total income	555,004
Total expenditure	516,210
Expenditure per pupil	1,750
Balance brought forward from previous year	2,339
Balance carried forward to next year	41,133

Recruitment of teachers

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

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	319
Number of questionnaires returned	108

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	31	1	0	0
My child is making good progress in school.	58	35	4	0	3
Behaviour in the school is good.	56	38	3	0	3
My child gets the right amount of work to do at home.	40	47	10	1	2
The teaching is good.	63	34	2	0	1
I am kept well informed about how my child is getting on.	43	42	11	3	1
I would feel comfortable about approaching the school with questions or a problem.	61	33	2	3	1
The school expects my child to work hard and achieve his or her best.	72	25	0	1	2
The school works closely with parents.	49	39	8	3	1
The school is well led and managed.	66	30	2	0	2
The school is helping my child become mature and responsible.	66	28	3	0	3
The school provides an interesting range of activities outside lessons.	46	30	12	5	7

Summary of parents' and carers' responses

Parents are generally very supportive of the school. However, a small number would like more extra curricular activities, more information about the progress their children are making and more homework to be set.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

77. The overall provision for the Reception children in the Foundation Stage is satisfactory although this has dipped slightly since the previous inspection. There are some strengths in all aspects of the children's provision, but also some weaker areas. This is because planning and provision are focused more towards the direct teaching of skills and knowledge, and there are too few opportunities for the children to initiate their own ideas in the different areas of learning through structured and creative play. This limits the development of both personal and social skills and speaking and listening skills.
78. When the children start full time education in the Reception classes their attainment is average. This is confirmed by the assessments that are carried out in the school. The children make satisfactory progress in Reception and by the time they start Year 1, almost all children achieve the early learning goals in personal and social development, communication, language and literacy, mathematical, physical and creative development and in their knowledge and understanding of the world. In number work and reading a significant minority exceed the early learning goals.
79. The quality of teaching is satisfactory overall and it is good in reading and in the mathematics area of children's development. Planning has improved since the last inspection. Although planning is satisfactory overall, there are still areas for improvement as there is not enough focus on how structured play can be planned and used to enrich the quality of children's learning. The time is not balanced sufficiently between the activities planned and led by the teacher and opportunities for the children to initiate and plan their own learning. Resources are only just adequate for purposeful role-play and creative activities within the classroom and in the outside play area. Relationships are good between adults and children and the Reception classes provide a happy, smoothly run and secure environment in which to learn. Assessment procedures are satisfactory and lesson evaluations are starting to be used successfully to plan the next stage of the children's learning, especially for literacy and numeracy. More use needs to be made of assessment to plan the structured play activities for the children that will challenge them all sufficiently. The children who have special educational needs and English as an additional language are identified early and their progress is carefully monitored. Through effective support they make comparable progress to their classmates and participate in all of the activities.

Personal, social and emotional development

80. Teaching in this area of learning is satisfactory and the children make satisfactory progress. By the time they enter Year 1, almost all of the children achieve the Early Learning Goals. They have good attitudes to learning and they are keen to learn and concentrate well. They listen attentively to the teacher and answer the questions enthusiastically with relevant answers. Most children are confident and quite capable of initiating and taking more responsibility for their own learning, but these opportunities are not always available. This is because most of the equipment and resources for an activity have already been planned and selected by the teacher. For example, the children listen to story tapes and use a variety of boxed games, but the teacher chooses the story and puts out games at the start of the day and there is no choice for the children. When they are given the opportunity to work independently, they do it well, sharing equipment, working co-operatively and tidying up afterwards. However, the quality and range of activities do not always excite or stimulate them sufficiently. Often

there is not enough challenge in the role-play tasks to sustain children's interests and imagination or help them to initiate their own ideas. Although there are role-play areas, currently 'The Vets', the resources are not imaginative or challenging and the children are not enthused by such activities. Consequently, the imagination of the children and their speaking and listening skills are not fully developed.

81. Clear classroom routines and high expectations of behaviour from the staff give children a good understanding of what is right and wrong. Agreed classroom rules and social issues are often discussed and reinforced in religious education lessons and regular 'circle time'. These sessions are particularly beneficial for the few children in the class who are on the register of special educational needs for emotional and behavioural difficulties. Children behave very well in and around the school and remembered all the class rules as well as maintaining good levels of self-control when they made a visit to the local police station.
82. There is a good sense of community and care for others. During the inspection the children worked together to prepare an assembly for their parents and helped to organise a 'Teddy Bears Picnic' to a local park. The local area is used for visits whenever possible and this helps the children to develop a respect for their own culture. Special festivals such as the Chinese New Year are also celebrated to widen the children's beliefs, empathy and understanding of the wider world.

Communication, language and literacy

83. Teaching is satisfactory in this area of learning and children make satisfactory progress. By the time they enter Year 1, most children achieve the Early Learning Goals and a significant minority exceed the expected levels in their reading, as a result of good teaching in this aspect of the curriculum. Satisfactory opportunities are found during the day for children to speak and listen in the formal teacher led activities such as the literacy and numeracy lessons and in independent activities, which are supported by adults. The children enjoy listening to stories; they listen attentively and were very interested in finding and repeating the sentences with the rhyming words in the book 'I fell out of bed'. The higher attaining children did this well, with fluent and articulate speech. Although keen to answer questions, more could be done in these sessions to encourage the lower attaining children to take part and speak clearly and in complete sentences. There are a lot of children together in these whole class sessions, and more use could be made of a greater range of teaching strategies to involve children more in spoken activities such as 'paired talk' or breaking into smaller groups with an adult. Too few opportunities are provided to develop the children's communication skills in role-play situations. Although resources such as dressing up clothes and a puppet theatre are available for the children to use, there is not enough focus or challenge in these activities to extend the children's experiences further. There is sometimes too little adult intervention and support in these activities and this has an impact on the development of speaking skills.
84. The teaching of early reading skills is good. The children enjoy sharing books and handle them carefully, with a small group of the more able children progressing well on the school's reading scheme and confidently reading a wide range of familiar words and short sentences independently to achieve Level 1 of the National Curriculum. The literacy lesson is helping all children to develop their reading skills by talking about the books together in groups and using picture clues and letter sounds to read the text. The children are heard to read regularly in school and parents support their children by hearing them read stories at home. The children do not take home some of the reading

books they read in school and there is room to extend the dialogue with parents in home-school diaries.

85. Satisfactory support is provided for the children to develop their writing skills. In 'thank you' letters after a visit to the fire station, the higher attaining children wrote a simple sentence themselves, and had some awareness of punctuation. In many other activities, mostly chosen by the teacher, the children have regular opportunities to practise their writing skills. However, there is a small group of children who are reluctant to transfer the sounds they know in their reading to their writing. They are relying too much on adults for copy writing and need more opportunities to gain confidence by writing freely in role-play activities. All children can write their own names with recognisable letters and most letters are formed correctly.

Mathematical development

86. This area of learning is taught well overall and progress is good. Most children by the end of the Foundation Stage attain the expected levels and about a third of the children exceed this standard, particularly in number work. The quality of teaching in numeracy lessons is good. Well planned adult led activities help the children to confidently count and use numbers to ten and for the higher attaining children to know the correct number when counting on 'two more' and 'three more' to at least twenty. Teachers promote learning in a variety of ways for example when one group successfully developed their understanding of 'counting on' when they practised 'hopscotch' outside. There are some good displays around the classroom and these help the children to reinforce their knowledge and understanding of numbers. The effective use of questions in the numeracy lesson and the good use of resources by the teachers help the children to solve mental calculations quickly. The staff are considering the more frequent use of white boards for children to record their answers in order to help the teacher to check levels of understanding from all of the class rather than relying on the answers from just a few.
87. There are satisfactory opportunities for practical work for children to learn about measuring, patterns and shapes. Although the construction and outdoor areas have only a limited amount of equipment, the children have access to sand and water play and this helps them to develop a good understanding of comparative terms such as heavier and lighter and fuller and emptier. Children keep a weather record and this has enabled them to learn the days of the week and months of the year correctly. Important times of the day in school are discussed to reinforce the early stages of telling the time correctly.

Knowledge and understanding of the world

88. Teaching and progress are satisfactory, enabling most of the children to achieve the expected levels in this area of learning. A strength of the provision is the opportunities the children have to go on local visits and to learn from visitors invited to the school. This helps them to learn more about their local area through first-hand experiences and has a positive impact on their attitudes to learning. The visit from the local vet and visits to the police and fire station stimulated a lot of interest from the children and they talk confidently about the visits and what they have learned. However, not enough is planned afterwards in school to help the children to develop their ideas further in role play and find things out for themselves, because of the shortage of suitable resources. This weakness is preventing children from making better progress.

89. The children are learning about the growth of humans and animals and are observing the developments of the tadpoles in the classroom very closely. They name the main body parts of humans and know some of the ways to keep healthy. There are limited resources in the classroom to help the children to become confident investigators, but their visit to the butterfly house later in the term is planned to help the children to ask questions about why things happen.
90. Information and communication technology is used satisfactorily to support the children's learning. With some help, they are able to use the mouse and keyboard to make a repeated pattern for their weather chart. Most are confident in guiding the mouse to position the cursor correctly. At regular times of the year they help to make food for special occasions such as 'The teddy bears picnic' and a Chinese meal, which they eat with chopsticks. As part of their study of teddy bears the children also learned about toys in the past which gives an introduction to appropriate historical study.

Physical development

91. Most children attain the early learning goals by the end of the Foundation stage. Teaching and progress are satisfactory. In a well planned session on road safety outside, teachers used good resources to prepare the children well for a walk to the police station and gave them a good understanding of safety issues. To compensate for the lack of opportunities in the outdoor area, there are regular occasions for children to learn important skills in more formal gymnastics and dance lessons in the hall and games and small apparatus work in the playground and field. Through good teaching in one of these lessons, the children achieved a simple sequence of movements with good control, co-ordination and imagination. This more formal provision helps the children to reach the required standards in their learning, but does not compensate for a lack of daily exercise. Children do not have access to the full range of activities recommended for this age group. The few resources available in the outdoor area do not provide enough opportunities for the children to move freely and imaginatively on various parts of the body. For example, there is no climbing frame to improve skills of control and co-ordination. Nearly all children handle pencils, scissors, brushes and other tools with good control and confidence.

Creative development

92. By the end of the Foundation Stage most children reach the expected standards in this area of learning. Progress and teaching are satisfactory but there are too few opportunities for children to make choices and decisions about their own learning. For example, although resources are available in school there is limited choice given to children in their artwork other than paint, pencils and pastels and there are few examples of three-dimensional work. The teacher plans most of the work and the children are not yet choosing many of their own materials. The children's art work, shows a sound awareness of shape, pattern and colour, but nearly all of the work is the same and lacks originality and children are not making as much progress as they could in the development of the range of art skills.
93. There are regular times for children to express themselves well through music making with an adult. They are beginning to develop a good repertoire of singing games and action songs and use percussion instruments to accompany their singing and develop their early composition skills. They recently made up their own weather sounds with instruments and at Christmas added a musical accompaniment to the carols they sang at a concert for parents. Although there are facilities for the children to occasionally

listen to music, there is no established area where children can freely use the instruments in role-play activities and this limits their enjoyment of music.

ENGLISH

94. The results of the National Curriculum tests in 2001 at the end of Year 2 in reading are in line with the national average. However, when the results are compared with those in schools with approximately the same numbers of pupils entitled to free school meals, reading standards are below average. By the end of Year 6 the National Curriculum test results in English in 2001 are well above the national average and the average of schools with similar number of pupils entitled to free meals. The national tests for 2001 at Key Stage 2 were the first pupils had undertaken following the school's recent re-organisation and there are no trends over time to report.
95. Inspection findings show that by the end of Year 2 standards are in line with national expectations, although pupils' speaking and writing skills are relatively weaker. These findings indicate that overall standards are similar to those seen in the previous inspection. Standards at the end of Year 6 are below average overall. Whilst at an average level in reading, standards are below average in the key skill of writing. The differences between inspection findings and test results, and differences in attainment between key stages, particularly in writing, are explained by the fluctuating percentages of pupils with special educational needs in the different year groups. Twenty out of 36 pupils in the present Year 6 are on the special educational needs register.
96. The overall picture is that pupils are making satisfactory progress in both key stages. Pupils speaking English as an additional language make the same progress as their peers. Pupils with special educational needs are making good progress towards their targets because of the effective help that they receive although many do not achieve the national expectation. The weaker area for all pupils is in writing. This is because over time the pupils have not directly been taught specific writing skills in a systematic and progressive manner to enable them to become accomplished writers. The school, is beginning to address this issue, particularly in Key Stage 1 with the implementation of a programme that addresses this shortcoming. However, there has not yet been sufficient time for such projects to have the maximum impact on raising standards. The school has made satisfactory improvement overall since the time of the last inspection.
97. By the end of Year 2 and 6, standards in speaking and listening are at a broadly average level. In both key stages listening skills are better than pupils' speaking skills. Throughout the school there are too few opportunities for pupils to take part in whole-class speaking activities, such as choral speaking, drama, role-play and debates, which would further develop their speaking skills. Pupils at the end of Year 2 listen carefully to instructions and to text that is being read. They know why it is important for only one person to speak at once, so they listen carefully when teachers read, explain and tell them what to do. They listen well to the contributions of classmates but their restricted level of vocabulary inhibits them when they talk about their work and their own experiences.
98. In Year 6 the pupils listen to the views and opinions of others and consider these comments before making their own responses. The way in which most pupils make satisfactory progress with their work shows that they have listened to the teacher and taken on board what is required of them. The weaker element in this area is that fewer pupils have a good command of an expressive and expansive vocabulary. For example

some of the oldest pupils offer little in class discussions when discussing the sources of historical information when finding out about the life of Florence Nightingale.

99. Reading standards are broadly in line with the national average at the end of both key stages. In Year 2 pupils read aloud with a satisfactory level of expression and understanding. Most pupils have an appropriate knowledge of letter sounds and use a range of strategies that they have been taught to help them with unfamiliar words or to gain a deeper understanding of the text. Pupils enjoy reading and the more able pupils make good progress in their awareness of punctuation to improve their reading.
100. By the end of Year 6, standards in reading are at an average level and reflect the high priority which the school has given to reading. Considering the high proportion of pupils with special educational needs many pupils achieve well in reading. Most pupils know how to use contents and index pages to locate information in a book. Pupils read with a secure degree of accuracy and fluency and have a satisfactory knowledge of authors, but too few pupils are able to read beyond the literal level in text to work out what the author is implying in a story.
101. Writing is a weaker area of pupils' attainment across the school. Standards in handwriting are highly variable throughout the school. The best work in all year groups is neat and tidy, and as pupils progress through the school, many take increasing levels of pride in the presentation of their written work. Standards in writing are average at the end of Key Stage 1, although with areas for further improvement. Pupils are taught the basic skills of writing in a suitable manner and most pupils master the skills of handwriting, spelling and sentence construction satisfactorily. However, pupils do not develop sufficient depth to their writing and the vocabulary used is often unimaginative.
102. Standards in writing are below average by the end of Key Stage 2. Pupils have not had enough opportunities to write at length, in depth and in a variety of styles. Some classes use too many worksheets that are not always different enough to match the particular needs of the pupils. For many pupils, writing tends to be short and reflects limited concentration skills and this slows the way in which they approach their writing tasks. Few pupils write extended pieces of work that have a good vocabulary and retain the attention of the reader from start to finish. By the end of Year 6 pupils present their work in a satisfactory manner and use correct grammar appropriately. Spelling standards are usually satisfactory although some pupils make simple mistakes that detract from the quality of the work. Pupils of all ages tend to work better at routine exercises than they do at imaginative writing and sometimes find it difficult to transfer skills from one area of their work to another. However, during the inspection there were good examples of written work by a few pupils throughout the school. For example, pupils showed an understanding of how writers created imaginary words as seen in their work linked to the text 'The Iron Man' and their study of traditional tales.
103. The real weakness in both key stages is that too few pupils write extended pieces of narrative or creative work that sustains a plot, characters or cohesive arguments. Sometimes work starts off well, but lacks the expressive vocabulary that leaves the reader wanting more. At present, information and communication technology is not used enough to support pupils' writing, and during the inspection pupils had very few opportunities to use their classroom computers as a tool for drafting and editing.
104. The quality of teaching over time in English is satisfactory throughout the school and there were examples of good teaching observed in both key stages during the inspection. The management of pupils is good overall, and this enables lessons to run smoothly. Where the teaching is most effective, teachers offer clear explanations,

insist on good behaviour, offer plenty of praise and encouragement to bolster pupils' confidence and self image, and present the work in an interesting way. Most teachers show enthusiasm for the tasks set and motivate the pupils to do their best but do not always make sufficient demands on pupils to improve their writing. Occasionally lessons lack pace, and the pupils start to become restless. The sample of pupils' work indicates that whilst the level of challenge for pupils in some tasks is satisfactory it is not consistently high enough to ensure that all pupils make good progress towards the next level of achievement. Support staff provide very good levels of help, support and guidance for pupils including those with special educational needs and this makes an important contribution to how well these pupils learn and to the quality of learning.

105. The quality of learning in English is satisfactory. Most pupils are responsive and are keen to take an active part in lessons, but a number of pupils in all year groups lack motivation, and unless constantly prompted, take a passive role in lessons. Despite teachers' reassurances, a minority of pupils lack confidence in their ability as learners, and this means that they are sometimes reluctant to answer questions or to participate in group discussions. Some teachers provide additional opportunities for pupils to extend their speaking and listening skills, such as in physical education lessons, where pupils observe and make critical appraisals about the performance of others. However there are too few opportunities for pupils in classes to practise and extend their writing skills across the curriculum.
106. There is still too much copying of work in some classes, and where this is the case, especially in Key Stage 2, there are missed opportunities for pupils to develop their writing skills. The quality of marking is very variable across the school and does not always follow the school's policy. Whilst pupils are encouraged to take reading books home, relatively little use is made of homework to enhance writing skills further. The school has rightly identified the need to ensure that test and assessment data are used in a more effective and rigorous manner to set individual targets for pupils to achieve and for pupils themselves to take a more active part in setting their own targets for improvement. This good practice is not as consistent and well developed as it should be.
107. The literacy hour is firmly in place and is impacting significantly and positively on the standards attained. Two staff share responsibility for the subject and are beginning to work in an effective manner. This sometimes provides high levels of inspiration to colleagues and an overview of the strengths and weaknesses in teaching and learning. A mixture of formal and informal procedures are in place, but not all teachers use assessment information well enough to ensure that the pupils' learning is advanced at a rigorous and effective pace. In the past work has been monitored and evaluated through classroom observation and the scrutiny of pupils' work, but this has not always been as regular or rigorous enough to raise standards. The subject makes a satisfactory contribution to the pupils' spiritual, social, moral and cultural development. Overall the resources are judged to be satisfactory, although the central libraries are underused and this restricts pupils' independent research.

MATHEMATICS

108. The 2001 National Curriculum tests results for Key Stage 2 pupils indicated that standards were in line with the national average, although below average when compared to similar schools. At the end of Key Stage 1, standards were above average in the 2001 national tests and above average when compared to similar schools. Trends in attainment, as indicated in the end of Key Stage 1 National Curriculum tests have shown steadily rising standards since 1999. The most recent tests for 2001 at Key Stage 2 were the first pupils had undertaken following the school's recent changed status and there are no trends over time to report.
109. Inspection findings indicate that by the end of Key Stage 1 pupils attain standards that are in line with the national average. At Key Stage 2, standards are below average. Inspection findings are not as high as in the National Curriculum tests at both key stages owing to the natural difference in attainment in the current cohorts. In the current Year 6, for example, there are a far higher number of pupils with special educational needs than in other classes and this adversely affects the standards they reach. However, pupils with special educational needs often make good progress as a direct result of the effective support they are given in class to support their learning. Other groups of pupils in both key stages, including those speaking English as an additional language, make satisfactory progress. There are no marked differences in the performance of girls and boys. The school has made satisfactory progress in developing the subject since the last inspection when standards were in line with national expectations.
110. By the end of Year 2, pupils have a satisfactory understanding of the differences between odd and even numbers and are developing their skills of estimating and rounding to help them solve problems. Their recall of mental arithmetic facts involving the 2, 3, 5 and 10 times tables is secure, as is their understanding of aspects of shape, space and measure, such as recognising two-dimensional and three-dimensional objects or using centimetres and metres in measuring objects or distances. However, pupils are not secure in their understanding of place value that involves numbers up to 1000 and higher attaining pupils have a unsatisfactory knowledge, for their age, of fractions and do not recognise or use simple fractions as part of their work. Because lessons are very teacher directed, pupils of all abilities need the assistance of adults to solve mathematical problems of an open-ended nature. Progress in this aspect of their mathematical development, such as being able to follow their own lines of mathematical enquiry, is unsatisfactory.
111. By the end of Year 6, pupils continue to make satisfactory progress in their understanding of number, although a weakness is the pupils' ability to mentally solve everyday mathematical problems. The majority of pupils still need considerable support to help them work out solutions to problems. However, the increased emphasis that teachers have given to developing this aspect of pupils' learning is starting to impact well on boosting pupils' confidence when undertaking such work. Pupils have a satisfactory understanding of the relationship between decimals, fractions and percentages, although their knowledge of probability is weak. Pupils' understanding of how mathematical data can be gathered and represented in the form of charts, tables or spreadsheets is satisfactory. However, information and communication technology is used too infrequently in the course of daily lessons to promote pupils' learning in this aspect of their mathematical work, and progress in data handling is not as good as it could be. Pupils have a satisfactory knowledge and understanding of shape and space and by the end of Year 6, for example, are able to work out the area of regular and irregular shapes using simple formulae.

112. The quality of teaching and learning is satisfactory in both key stages, although pupils with special educational needs often make good progress as a result of the direct one-to-one support they receive in daily lessons from teachers and the large number of learning support assistants. Most teachers have a secure knowledge and understanding of the National Numeracy Strategy and demonstrate particular learning points effectively ensuring that the pupils understand what they have to do in lessons. During the course of lessons, teachers and learning assistants support pupils effectively in their learning and this ensures that pupils build up their confidence. For those pupils with special educational needs, additional resources are used effectively to develop their understanding of particular topics and this helps to consolidate their learning.
113. Some good and very good teaching was seen during the inspection and features of this included high challenge, good pace and effective use of time. In one very good Key Stage 2 lesson seen during the inspection, lower attaining pupils were given the challenging task of working out the area of a rectangle where the length and width involved decimal numbers to two places. The teaching leading up to this work effectively ensured that pupils used their estimation skills as part of the process to solve the problem and pupils used these skills to successfully arrive at the correct answer. The challenge given to pupils motivated them greatly and was successful in ensuring that the pupils developed good attitudes to their learning.
114. Although teaching is satisfactory, it could be strengthened in a number of ways in order to improve the rate of pupils' learning. Not all teachers make effective use of assessment data in order to plan pupils' learning and for higher attaining pupils this sometimes results in them being given work that is insufficiently demanding and too often at the same level as other pupils in the class. Too few links are made with other subjects to develop pupils' numeracy skills and there are missed opportunities in the course of daily lessons for pupils to regularly use information and communication technology to support their mathematical learning. In several classes, the marking of pupils' work is too general and does not always give pupils sufficient direction as to how they could improve the quality of their work. There are too few challenging open-ended mathematical tasks devised by teachers for pupils to develop their skills in solving problems that involve them in determining the course of their own learning and working out solutions to the challenges set. Whilst the use of homework is satisfactory parents have expressed a wish for this to be extended.
115. Leadership and management of the subject are satisfactory. Two staff, each of whom is responsible for one key stage, currently undertake the co-ordination of the subject. Some monitoring of teaching and learning has taken place, but at present there is no regular planned programme to evaluate teaching with a view to using the information gained to plan further improvements. Resources to support teaching are steadily being built up as the school grows in size and at present the quality and range of these are satisfactory.

SCIENCE

116. The Key Stage 2 National Curriculum tests results in 2001 show that pupils' attainment in science at the end of Year 6 is below the national average and below the average for similar schools. Although the school was close to reaching the average proportion of pupils achieving Level 4, the results are affected by the smaller percentage of pupils reaching the higher Level 5. The test results for 2001 at Key Stage 2 were the first pupils had undertaken following the school's recent changes and there are no trends

over time to report. Inspection findings show that pupils' attainment in the current Year 6 is also below average. Within this group of pupils, more than half are on the register for special educational needs and many, in spite of good support, will not reach the average Level 4. There are also very few pupils on target to reach the higher Level 5. At the time of the last inspection standards throughout the school were average.

117. Teachers' assessments in 2001 show that pupils' attainment by the age of 7 is very high in comparison to the national average and similar schools. Inspection findings indicate that standards are average. Differences between the inspection findings and teacher assessments for 7 year olds can be explained in part by natural differences between year groups. For example, in the current Year 2 there are more pupils with special educational needs. The main factor is that the teacher assessment procedures in Key Stage 1 are not yet fully effective in reliably assessing pupils' attainment and progress.
118. The progress that pupils make in developing skills, knowledge and understanding in science over time has been satisfactory at both key stages. Pupils speaking English as an additional language make similar progress to their classmates. There are occasions now when pupils are making good progress within lessons, especially in upper Key Stage 2, with the recent introduction of effective specialist teaching. Pupils with special educational needs receive good support and this enables them to work productively and to often make good progress. However, in both key stages there is too little focus on developing the pupils' skills in enquiry and giving them opportunities to take responsibility for their own learning and find things out for themselves. Throughout the school, assessment information is not used effectively enough to inform planning and this has a limiting effect on planning and teaching. The over reliance on using commercially produced worksheets is restricting practical investigative work and hampering the development of writing skills, particularly for the higher attaining pupils. The tasks in the worksheets are not sufficiently challenging and pupils are not making as much progress as they could. This is why only a few of the pupils will reach the higher levels in the National Curriculum tests at both key stages. This was also a weakness at the last inspection and has only been improved in a few classes.
119. By the age of 7, pupils have covered a reasonable range of topics and have a satisfactory knowledge and understanding across the different areas of learning. Their skills in carrying out experiments are broadly satisfactory, although there are relatively few opportunities for pupils to carry out open-ended investigations. When asked to find out the best place to melt ice cubes quickly the pupils handle equipment and materials correctly and make appropriate observations. Only a few of the pupils know the features of a fair test. They are less skilled at putting forward their own ideas, predicting results, or explaining why the ice cubes melt. The work sheets used do little to help pupils to sequence the main events of an experiment or choose how to record their results in tables or graphs. Through work related to living things, the pupils recognise the similarities and differences between animals and sort them correctly according to features and facts. The higher attaining pupils use simple texts to find information, but still need support from an adult. In work on electricity, they build up a simple circuit and light a bulb and pupils are in the early stages of understanding how a circuit can be broken or adapted to change the brightness of a bulb.
120. Although standards in all of the different elements of the science curriculum are below average in Year 6, mostly because of the high number of pupils with special educational needs, standards are average in the rest of Key Stage 2 and, overall, pupils have satisfactory scientific knowledge. Because of the very good specialist teaching in Years 5 and 6, pupils have the opportunity to develop their skills of investigative

science. However, in Year 6 there are gaps in pupils' knowledge and understanding because of less effective teaching in the past. This makes it difficult for pupils to successfully plan an investigation, or to draw valid conclusions from their experiments. This was seen when a small group of higher attaining pupils were asked to plan an investigation to find out the preferred conditions for woodlice. At first they were very hesitant about how to plan their investigation. But, with initial support and very skilful questioning from the teacher, the pupils formulated ideas of their own to test, used their knowledge of fair testing and worked out a successful investigation which they proudly described to the rest of the class. The large group of lower attaining pupils are also supported well, although their attainment in all areas is below average. Through carefully adapting the work and providing support, the pupils were enabled to make simple observations about the woodlice and how they are suited to their environment. Average achieving pupils in Year 6 describe in a satisfactory manner the ways in which mixtures of solids can be separated by dissolving, filtering and evaporation. In Year 5, pupils have made a comprehensive study of keeping healthy and know about the effect of exercise on the body and the importance of a healthy diet. Pupils in Year 4 understand how a circuit works and the conducting and insulating properties of materials, while in Year 3 they know about the forces of attraction between magnets and magnetic materials.

121. The use of information and communication technology to support science and provide reference material for research is unsatisfactory at both key stages. There are very few programs in use and this is restricting pupils' progress and opportunities. It has been identified as an area for development and suitable programs have been ordered. Pupils are not asked to write in any detail or variety, or evaluate results and draw conclusions. These improvements are needed to raise standards further in science, especially for the higher attaining pupils, but also to improve and extend the writing skills of pupils in English. The development of pupils' numeracy skills is similarly restricted by the lack of the recording of work, although there was one good example in Year 5 in which the pupils drew accurate line graphs to show the contrast in pulse rates before and after exercise. The school makes good use of the local high school, museums and centres for interactive learning in the locality to extend the opportunities for the pupils within the curriculum. The pupils in Year 6 talk enthusiastically about these visits and especially 'The big bug show' they attended.
122. Pupils display good levels of interest in science when they are given the opportunity to work on practical activities together. They behave well and support each other in their work with good levels of concentration. Because the older pupils are now being given more responsibility to plan their own investigations, they are developing more initiative to work independently. A strength of the teaching is the good relationships, which help the pupils to develop a caring ethos. The large number of pupils with special educational needs and the much smaller number of pupils who have English as an additional language are fully integrated into lessons and given the support they need to take a full and active part.
123. The quality of teaching is satisfactory overall at both key stages. During the inspection the teaching was often good at both key stages, and with very good teaching observed in upper Key Stage 2. There are some weaknesses in the teaching throughout the school related to the lack of challenge for the higher attaining pupils and inconsistent marking that does not indicate targets for improvement. Throughout the school there is not enough open-ended investigative work. These weaknesses have an adverse impact on pupils' learning and not all pupils achieve as well as they could.
124. A new scheme of work has recently been introduced which relies heavily on the use of work sheets. Most teachers have used these sheets extensively over the year. Whist

some work sheets have supported investigations, many others have not enabled the higher attaining pupils to extend their ideas, skills and knowledge sufficiently to achieve well. Occasionally, in a few lessons at both key stages, the pace is too slow and questions fail to extend pupils' thinking sufficiently. Although in most cases the support staff are used well, occasionally they need more information from the teacher before the lesson begins to help move the pupils on sufficiently in their learning, and especially when working on experiments. Where the best teaching occurs in Years 5 and 6, teachers maintain a very good pace and purpose to the lesson. Expectations of what the pupils can achieve are very high and there is an emphasis on investigative work as well as the development of pupils' scientific knowledge. These teachers very skilfully question the pupils at the beginning of the lesson, which helps to consolidate previous knowledge. Challenging practical tasks are given, which are carefully adapted to meet the needs of the wide range of ability within the class and enable them to make good gains in their learning.

125. Leadership and management of the subject are satisfactory. The subject is led by two knowledgeable and enthusiastic co-ordinators who set a good example of effective practice in their own teaching. They have a secure grasp of the areas that need to be addressed in order to improve provision still further. One important area they have identified is the need to evaluate the effectiveness of the new scheme of work at the end of the year. Teachers' planning and pupils' work has been examined, but only informally and no feedback given to staff. This has had too little impact on teaching, learning and standards. There has been no opportunity to carry out lesson observations, although this is identified as an area for development later this year and time will be allocated. Co-ordinators are fully aware of the weakness in assessment, particularly at Key Stage 1, and the impact this has on planning. They are committed to improving the accuracy and use of assessments and linking planning and assessment more closely together at both key stages, so that assessment becomes a more effective part in guiding the teaching and learning.

ART AND DESIGN

126. In the previous inspection of the school, standards in art and design were judged to be in line with nationally expected levels for the age of the pupils. Since then standards have fallen and they are now below national expectations at the age of seven and eleven. This is because of the limited amount of time allocated to the teaching of the subject, which is not sufficient to develop pupils' skills in the range of art and design areas. Some teachers also lack sufficient subject knowledge and understanding of how to develop pupils' skills. The subject, and the development of a range of skills and techniques, does not have sufficiently high status within the school. Whilst the standard of display is high this does not reflect the quality of work produced. Pupils do not achieve the standards of which they are capable. All pupils, including those with special educational needs and English as an additional language, make unsatisfactory progress, especially in the key elements of drawing and painting.
127. Pupils have produced only a small amount of work over the past year and there is too little development of skills and techniques in two and three dimensions. Pupils' sketchbooks often show only three or four very basic sketches in the year. Whilst photographic evidence and annotated samples of work show that other activities have been undertaken, these examples are much fewer and of poorer quality than is usually seen. There is not enough study of the styles of different artists or of a sufficiently wide variety of crafts and pupils do not develop a real interest in art and design. Most pupils

have satisfactory attitudes to their work but some pupils do not try as hard as they might and readily settle for work of a limited quality.

128. In both key stages there are very few examples of imaginative, large, bold, colourful and lively pieces of artwork around. The design element of the curriculum is not well developed. The school is aware of the shortfalls in the subject and to this end has recently organised a Festival Week where pupils worked together on large boards, illustrating the seasons, for display in new areas of the school. These are simple, but attractive, and help improve pupils' aesthetic appreciation and self-esteem. During the inspection, groups of pupils worked with a visiting teacher to produce textile paintings. This work was totally adult led and pupils gained little from the experience as they were asked simply to paint one very small area of material inside the adult outline. Artwork is not used effectively to develop pupils' spiritual and cultural awareness.
129. Pupils' learning in Key Stage 1 is below average and hindered by the organisation of undemanding tasks and the ineffective development of the small steps necessary to improve pupils' skills. Pupils have painted simple self-portraits. This task is suitable, but the work shows little evidence of the teaching of relevant skills and understanding of the positioning of facial features. Pupils have produced basic observational drawings of buildings and townscapes. They have painted simple pictures of a house and produced a small number of sketches using pencils, crayon and pastels. Pupils in Year 1 have produced satisfactory collage representations of Victorian servants following work on this topic. The sketchbooks of pupils in Year 2 show pencil sketches of everyday items, such as a washing machine and CD player, and of figures for a Nativity scene. However, the quality of this work is very basic and often below average. The range of work in Key Stage 1 is often elementary and the pupils are capable of much better work.
130. In Key Stage 2 standards are below average. There is a limited amount of recent work and this affects the quality of learning and progress made. Some junior classrooms have no examples of artwork on display and this does little to develop pupils' interest in the subject. Work in sketchbooks is often undated and untitled and therefore of limited value for assessing how well the pupils' skills are progressing if the sketchbooks are passed on in subsequent years. In Year 4, a small number of reasonable examples of paintings of irises reflect the style of Linda Fay Powell and pupils have created satisfactory designs for wrapping paper using a computer program. In Year 5, a small number of higher attaining pupils have good individual skills and the subject co-ordinator's collection of recent work shows a few high quality sketches of famous sportsmen. Recent pastel portraits in the style of Picasso are attractive and lively and of a suitable standard. In Year 6, pupils have produced paintings of seascapes, which are of a basic level but attractively displayed. However, throughout the key stage, little work shows the incremental development of skills in the wider range of art and design techniques.
131. The teaching of art and design is unsatisfactory and pupils do not cover a wide enough range of art techniques. Many of the recently produced portraits and self-portraits show little real development of perspective, awareness of shape or the ability to create shading and shadow. Basic art skills including painting and drawing are not taught in a systematic manner. Few teachers have undertaken specific training in the subject or have sufficient depth of knowledge to identify or demonstrate to pupils exactly what they have to do to improve their work. Whilst a small number of staff have an interest and reasonable level of skill in art and design, this is not of a consistently high level. The marking of pupils' work is minimal. Whilst there are some suitable comments on the

work of pupils in Year 3, there is little or no marking of work in other year groups and this fails to identify to pupils what they need to do in order to improve their work.

132. The leadership and management of the subject are unsatisfactory and there has not been enough rigour in the monitoring and evaluation of planning, teaching and learning by senior staff or the subject co-ordinator. This has allowed weaknesses in technique and teaching to develop and has limited the progress pupils have made. Assessment in the subject is not linked to given criteria. Whilst samples of work are kept, these are only annotated as above average /average / below average and not levelled or used to track pupils' progress. The subject co-ordinator does not have the opportunity to work alongside colleagues or to model teaching where this is appropriate. The resources available have been considerably extended because of the growing numbers in school, and they are satisfactory, but are rarely used imaginatively or effectively. Few staff have undertaken in-service training in the subject and there have been few recent opportunities to visit galleries and museums. The school is beginning to make use of information and communication technology to support teaching in the subject. But, as computers are not in use in some classrooms, pupils have little opportunity to find out about the work of famous artists or to practise their own skills.

DESIGN AND TECHNOLOGY

133. Standards of attainment are at the expected level for pupils aged seven and eleven years, which generally maintains the overall findings of the previous inspection. The school has satisfactorily addressed an issue raised in the previous inspection report and now builds on skills which pupils have acquired earlier. All pupils achieve at least satisfactorily; those with special educational needs make good progress because of additional support from teachers and learning support assistants. Pupils speaking English as an additional language achieve as well as their classmates. However, more could be expected of the highest attaining older pupils in producing their own design sheets.
134. By the end of Year 2, pupils have a satisfactory understanding of the design process. They draw simple designs of vehicles, choosing the type of vehicle from a list provided by the teacher. Boxes are used to make the vehicle and pupils decorate their finished product satisfactorily. These pupils are not able to explain why they have carried out particular processes or why particular tools are used because they are not given sufficient opportunities to make such choices in their work. Evaluation skills are at an appropriate level overall. For example, when making salads pupils comment on the fact that there is too much green and appearance could be improved by adding peppers. Pupils design and make well-constructed models using pulleys; these include wishing wells, climbing spiders and lighthouses.
135. By the end of Year 6, pupils have satisfactorily built on the skills they have acquired earlier. In work on slippers, they research many different types of slipper, look at purpose and consider design. During the 'design process', pupils modify their designs when necessary. In the 'making process' pupils are aware of constraints, such as the amount of material available. 'Making skills' are at the expected level with satisfactory quality slippers being produced. Pupils identify good features of their products and suggest improvements in the way they would repeat the exercise. However, the highest attaining pupils are not yet producing their own design sheets or instigating their own designs and this limits independent learning.
136. The quality of teaching is satisfactory overall, with some good features and occasionally very good features. Teachers offer pupils an appropriate range of activities

and materials but miss opportunities to develop pupils' knowledge because teachers do not always question pupils to ensure that they understand why they are using a particular tool or carrying out a particular process. The use of recording sheets helps to develop literacy skills satisfactorily. Teachers ensure that all pupils, including those with special educational needs and English as an additional language are fully included in all aspects of the subject. There is some use of number skills in design and technology, but opportunities to record weights and measurements are not fully exploited by staff. There is unsatisfactory use of information and communication technology in the subject and, as a result, it does not have a positive impact on the subject.

137. Pupils' spiritual, moral and social skills are developed satisfactorily. Pupils' work is valued and teachers give pupils opportunities to develop their social skills by working together. Where teaching is very good, pupils understand exactly what they are doing, as seen, for example, when pupils were constructing a shelter for a shipwrecked person. Very good links are made with literacy by using a subject specific word bank and pupils are kept interested because the teacher keeps up a brisk pace. Pupils with special educational needs make good progress because the learning support assistant and class teacher give them additional high quality support.
138. Pupils enjoy design and technology; they work well together in pairs discussing their designs. When teachers are talking, pupils listen very carefully. They take a pride in their work and are eager to talk about items they have made. The good attitudes and behaviour have a positive effect on learning because they allow the teacher to concentrate on giving support to pupils who need it.
139. Leadership and management of the subject are satisfactory. There is a recently appointed co-ordinator of the subject and she has not yet had time to have an impact on the subject. She is aware of the areas of development and is in a good position to move the subject forward. There are satisfactory assessment systems, but these are at an early stage of use and do not yet fully guarantee step-by-step development of skills as pupils move through the school. There has been satisfactory progress since the previous inspection.

GEOGRAPHY

140. Standards of attainment are at the expected level at the ages of seven and eleven. All pupils make at least satisfactory progress. Support for pupils with special educational needs ensures that they make good progress. The school has made satisfactory progress in maintaining average standards since the previous inspection.
141. By the age of seven, pupils have a satisfactory understanding of the local area, with the average attaining pupils being able to explain what sort of things they might see on a journey from home to school. Work closely linked with literacy, enables pupils to draw and label simple maps of the imaginary Isle of Struay, featured in the 'Katie Morag' stories. The pupils are starting to discuss differences between places; for example, their own area and the seaside, but they do not clearly understand that there are many similarities between areas. Pupils understand that there are many different places in the world when they talk about the journeys of Barnaby and Twinkle Bears. Geography is used effectively to promote discussion of moral and social issues, such as what spoils the local environment. Pupils talk about being angry, sad and cross when people throw litter, for example.

142. By the age of eleven, pupils have satisfactorily built on the skills they have acquired earlier. They have a growing knowledge of other parts of world, including St. Lucia. Pupils compare and contrast life in other areas with those in England and concentrate on, for example climate and employment. In work on contrasting localities in the United Kingdom, the pupils compare and contrast Bradford with the Ingleborough area. Land use maps are of good quality, although occasionally pupils do not include keys where this would be appropriate. In physical geography, pupils show a good understanding of river development, using the correct geographical terms, including 'meanders' and 'ox-bow' lakes. Older pupils use other sources of information satisfactorily to develop their research and investigative skills.
143. The quality of teaching is satisfactory overall. In some lessons in Key Stage 2 the quality of teaching is good and very good. In the very good lessons, pupils learn very well because activities are used which catch their imagination. For example, in a Year 3 lesson, the classroom became a travel agency and the teacher played the role of someone who did not know where to go on holiday. Setting time limits on activities ensures that pupils remain on task and work at a brisk pace. In all lessons, pupils are well managed and there is good class control, which enables teachers to concentrate on imparting knowledge. Where teaching is less effective, the pace of lessons is slow and a little time is lost between different sections of the lessons. Occasionally, teachers spend too much time on a particular section of a lesson. For example, in a lesson on the use of water, too much time was spent on the mathematical aspects of the lesson. The marking of pupils' work is usually positive but it is not used to develop future learning. The careful use of questioning ensures that all pupils, including those with special educational needs and English as an additional language, are fully included in the lessons.
144. Teachers make good use of geography to develop pupils' literacy and numeracy skills. Pupils write about different countries they are studying. When preparing questions, they take notes and write down their questions. Reading skills are particularly well developed in Year 6 when pupils research the world's major rivers. Work on water usage, rainfall and temperature figures and grid reference work have a positive effect on developing pupils' number skills. There is some use of information and communication technology in the subject but this is limited and, as a result, it is unsatisfactory overall and has little impact on the subject.
145. There is good provision for pupils' spiritual, moral, social and cultural development in geography. Pupils consider the beauty of the world, the importance of looking after the environment and learn about the life and culture of different places, for example, when they study St. Lucia and the countries visited by Barnaby and Twinkle Bears. Pupils respond well to the teaching and good provision for spiritual, moral, social and cultural development. This has a positive effect on learning, allowing teachers to concentrate on imparting knowledge and giving additional support where necessary. Pupils listen carefully in lessons and work well together in pairs; they discuss environmental issues, expressing their feelings. They are aware of conditions in other countries and this extends their cultural development.
146. The subject is satisfactorily managed. Good use is made of specialist teaching in most of the Key Stage 2 classes. There have been opportunities for this expertise to be shared with other colleagues, for example, by observing teaching and learning within the classrooms. There are satisfactory assessment systems in place but these are at an early stage and do not fully guarantee step-by-step skill development as pupils move through the school. The geography curriculum is enhanced by the use of the local area, a day visit to the seaside and a residential session for pupils in Year 5.

HISTORY

147. Standards of attainment in history are in line with national expectations at the end of Years 2 and 6. The school has largely maintained the standards identified during the previous inspection. Pupils have a satisfactory knowledge of the past, and all pupils, including those with special educational needs and those speaking English as an additional language, make satisfactory progress in the subject.
148. By the age of seven, pupils have developed a secure understanding of events in the past, show an appropriate awareness of how things have changed over the years and have a reasonable sense of chronology. Pupils have acquired this satisfactory understanding of chronology from their studies of toys through the ages and houses 100 years ago. They know Florence Nightingale improved conditions in hospitals, and that it was unusual for women to nurse patients at that time in war conditions. They compare conditions in hospitals in the past to those of the present day and have a satisfactory understanding of why living conditions in general are better than they were in the past and some basic reasons that account for this. Pupils are not always as confident in recognising the differences between historical fact and opinion or in recognising the different sources of evidence that could tell us about life in the past.
149. By the age of eleven, pupils have increased their knowledge of history and key facts and have a satisfactory level of knowledge and understanding about the periods of time they have studied, such as the Greeks, Tudors, Victorians and World War 2. They understand and make use of dates and chronological conventions, such as AD and BC. A few talk knowledgeably about life in Tudor times and how different it was for the rich and the poor people, with specific reference to food. They know that German and British historians view the Second World War differently, and understand they can find out about history from a range of sources, such as photographs and people, as well as from books. Pupils are aware of the roles played in the Second World War by people such as Churchill, Chamberlain and Hitler. However, there is limited evidence of extended writing in the subject that deepens pupils' knowledge and understanding of the past as well as enhancing their literacy skills.
150. Teaching over time has been satisfactory in the subject, with examples of some good and very good teaching in Key Stage 2 observed during the inspection. Planning has improved over time and now ensures that all elements of the subject are taught in sufficient depth with appropriate references made to pupils' prior learning. In one very good lesson in Key Stage 2, pupils were showing a growing understanding that there are many different ways of studying the past and comparing the past with the present. In this lesson there were good links to geography in the pupils' contrasting study of St Lucia and Idle, covering basic facts about location, status and types of community. Opportunities to develop and enhance pupils' numeracy skills are sometimes capitalised on, with pupils being encouraged to work out differences between dates and asked to use their knowledge of positive and negative numbers when discussing time before and after the birth of Christ. Support staff are used effectively during lessons and have a positive impact on pupils' learning.
151. Pupils show a positive attitude to learning about the past and are keen to deepen their historical knowledge. Behaviour in lessons is consistently of a good standard. When marking is of a good standard, pupils take on board the constructive comments that are made and this leads to improvements in their work. This effective practice of good quality marking needs to be disseminated across the school. Overall, the improving

quality of teaching and the positive attitudes of the pupils are starting to have a positive impact on the progress that pupils of all abilities make.

152. Leadership and management of the subject are satisfactory. The school has adopted national guidance to support teaching and learning in the subject and teachers are using it appropriately to plan units of work. This has improved the balance and breadth of provision. The school has identified the need for a more cohesive and effective whole school approach to assessment in the subject in order to more accurately assess and track the progress that pupils make as they move through the school. The co-ordinator has accurately identified the need to monitor the teaching and learning across the school through a detailed and regular scrutiny of pupils' work. Resources in the subject are satisfactory but not enough use is made of computers to support pupils' learning. The school makes good use of visits to places of historical interest as a starting point for learning.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

153. By the end of both key stages, pupils attain standards that are in line with national expectations. Pupils at both key stages, including those with special educational needs and at the early stages of learning English, make satisfactory progress. By the time they leave the school, pupils have a satisfactory knowledge and understanding of how new technologies such as the Internet can be used to gather information to support their learning. The school has made satisfactory progress since the last inspection, and has secured improvements in provision despite the many developments at the school following its changed status, size, physical expansion and re-development.
154. By the end of Year 2, pupils have a satisfactory understanding of how to load programs, save their work and retrieve it at a later date. They use a basic word-processor to draft simple stories or factual accounts. They use the Internet at a simple level to locate and read information about, for example, animals as part of their work in science. In addition, they use CD Rom software to gather further information. However, pupils' learning is restricted, as the skills that they build up when pupils are using the facilities in the school's ICT suite are not developed sufficiently in day-to-day lessons. Pupils' understanding of how simple programmable toys work is weak as at present there is no regular program of work to support their learning in this area of the information and communication technology curriculum.
155. By the end of Year 6, pupils use a more sophisticated range of software to support their learning and to develop their understanding of how information and communication technology plays a part in their daily lives. Pupils know how to load images and text into a computer by using a scanner, and have well developed skills in using a multi-media package to present their information in different ways, knowing that their work has to be of high quality to have an impact on the reader. Pupils use the tools of a word-processor to good effect and employ these to construct a letter or write an argument expressing a point of view. Pupils understand what is meant by 'e-mail' and use the Internet successfully to gather information which they format to present in different ways. Weaknesses in pupils' understanding include their knowledge of using software such as spreadsheets, 'Logo' and how devices such as sensors can be used to measure and monitor outside events. Work in these areas is barely satisfactory. Much, if not all, of the pupils' learning takes place when they use the facilities in the school's suite. This teaching is good and is having a considerable impact upon learning. However, too few opportunities are provided in the course of daily lessons for pupils to

refine and further practise these skills therefore enabling their learning to proceed at a faster rate.

156. The quality of teaching and learning in both key stages is satisfactory overall. However, when pupils are taught in the suite for specific lessons the teaching is often good. In these sessions, teachers plan challenging work for pupils and explain the various steps in learning well so that they know and understand what they have to do. Teachers' expectations are high. In one lesson seen during the inspection, for example, Year 6 pupils were given the challenging task of planning out and using a media package to produce a presentation about a topic of their choice that would be easy to read and informative for younger pupils. The clear explanations given by the teacher enabled the pupils to successfully develop their learning of how text and graphics can be combined and how certain effects can be added to give their work added impact. Some teachers carefully devise ways in which other subjects can be used to support pupils' learning. For example, older pupils are given good opportunities to use the Internet to assemble information on famous rivers as part of their work in geography. Assessment data is starting to be used well to track pupils' progress, but at present this information is not used precisely to plan the next steps in pupils' learning.
157. The momentum generated by the good teaching in the school's ICT suite is not maintained because teachers do not effectively ensure that pupils continue to develop these skills during the course of daily lessons. Few teachers consistently ensure that the pupils use the classroom based computers in their lessons and most miss the opportunity to integrate computers effectively to support pupils' learning. Some of the equipment in classes is dated and the response rate of some of the related equipment such as printers is slow and pupils find this frustrating. The teaching of the control, modelling and sensor aspects of the curriculum for information and communication technology is weak and this impedes pupils' progress in this aspect of the curriculum.
158. There is satisfactory leadership and management of the subject. The co-ordinator provides good leadership and has been instrumental in ensuring that the school's suite of computers continues to be used effectively since being created following the school's last inspection. This has been successfully achieved despite the relocation of the suite following the extensive building programme at the school. The co-ordinator has produced a clear action plan that outlines further planned developments in the subject. This includes plans to improve the number of computers in classrooms. If implemented these should help to raise standards and improve the quality of pupils' learning further. However, she has too little opportunity to gain first hand experience of the quality of teaching and learning in classes and this limits her effectiveness in evaluating where teaching needs to be improved. Staff have undertaken training in the subject and this has had a positive impact on learning. The quality and range of classroom-based resources are unsatisfactory and hinder learning.

MUSIC

159. Standards at the end of Year 2 are in line with national expectations in all the elements of music and pupils make satisfactory progress. At the end of Year 6, standards are at the expected level in all aspects of music, apart from appraisal, which is below expectations. Pupils make satisfactory progress overall at Key Stage 2 except in elements of appraisal where progress is unsatisfactory. Pupils with special educational needs and those speaking English as an additional language make similar progress to their classmates. Overall standards have been maintained since the last inspection.

160. By the end of Year 2, pupils sing enthusiastically from a satisfactory though not a wide range of songs they have learned. Their singing is tuneful and diction is good. They also use their voices expressively to speak chants and rhymes together. In their composition, pupils use the patterns from pitch cards to create simple tunes correctly on the chime bars and recognise the changes in pitch from high to low. They can also copy a rhythmic pattern accurately. There is a reasonable range of music for pupils to listen to in lessons and assemblies. The title and composer of the music for assemblies are displayed in the hall, and reference to the music is sometimes made to extend the pupils' knowledge and understanding of different composers. The pupils listen well to the music they hear and pupils in Year 2 comment simply on their feelings when they hear a group of Indian musicians playing. In Year 1, pupils show very good levels of concentration when they move their hands up and down to the changing pitch of the music. Most pupils manage this task correctly, although a few are confused at times over the difference between low and loud music. Activities in music are not usually planned to include opportunities for pupils to discuss improvements to their playing and singing and this is a weaker aspect of the provision.
161. By the end of Year 6, pupils have continued to develop their skills and enjoy their singing, in class lessons, in assembly and in the short weekly hymn practice. On these occasions they sing with enjoyment, good diction and generally in tune. However, because some teachers are not confident with music, there is sometimes too little focus on improving the quality of the phrasing and dynamics of singing, which are not as well developed. In a lesson in Year 5 the pupils struggled to explain correctly the meaning of pitch and tempo in music. Although there is very little two-part singing, the pupils know how to sing in a round and can maintain their own part quite well. A small choir has been formed in Key Stage 2 and its members meet each week to practise and improve their singing. The choir often performs at special occasions, both within the school and to the wider community. Pupils sing accurately in two parts with a good tone and well developed phrasing. The quality of the singing of the choir is above average and the choir is supported very confidently by the music co-ordinator who effectively improves their singing and extends their repertoire of songs.
162. Through the year, pupils are provided with adequate opportunities for composition. In Year 6 they make up their own musical score with themes such as 'Space travel' or 'Deep in the jungle' and then add a satisfactory accompaniment. In this way pupils develop an understanding of the purpose of notation as a means of recording. They sometimes perform their compositions in assemblies and therefore have the opportunity to play to a wider audience. In class pupils are currently adding a rhythm and melody to poems with satisfactory skills and understanding. Although they are at an early stage of understanding musical notation most were able by the end of the lesson to add a rhythmic pattern correctly to the poem.
163. Pupils in Years 5 and 6 are not receiving enough time for all of the elements of music to be taught in sufficient detail. The focus is much more on composition and singing and because of this the appraisal element of the music curriculum has not been covered in sufficient depth. Some teachers in lower Key Stage 2 lack knowledge as to how to teach appraisal skills confidently. Although it is taught in these classes, pupils are not making enough progress. Therefore by the time they are in Year 6, pupils have not gained sufficient experience, understanding or the correct vocabulary to discuss the mood and effect of the music they hear, or to suggest improvements to their own and others' work. The school whenever possible invites visiting musicians, and pupils attend these workshops and learn more about the structure of music.

164. The quality of teaching is satisfactory at Key Stage 1. Overall, it is satisfactory in Key Stage 2, but the teaching of the appraisal element of the curriculum is unsatisfactory. During the inspection the teaching ranged from satisfactory to excellent. The better teaching is evenly spread across the school. The specialist teaching in Key Stage 2 is having a beneficial effect on standards in singing and composition, but less so on appraisal. Where the best teaching occurs, the pupils have good opportunities to develop their own ideas in making music together. Through the enthusiastic approach, support and confidence of the teacher the pupils acquire the important skills they need to increase their knowledge and understanding.
165. A very successful aspect of the teaching is the way in which the pupils with special educational needs and those with English as an additional language are sensitively supported and encouraged so that each lesson is fully inclusive with opportunities for all pupils to succeed. Where teaching is less successful it is usually closely linked to a lack of confidence and subject knowledge. The pace is slow and expectations are not high enough. The lack of sufficient suitable resources is also a limiting factor. For example, teachers in Key Stage 1 planned lessons that required tuned percussion instruments, but because the school is short of these resources pupils had to wait for their turn to play. Some of them began to lose interest and concentration and therefore made less progress than they could have in the lesson. Provision in the subject enhances pupils' spiritual, moral, social and cultural development in a satisfactory manner.
166. The balance and allocation of time in upper Key Stage 2 do not ensure all the elements of music are taught in sufficient depth to raise the standards in appraisal. The quality of leadership and management is satisfactory overall with the subject leader having good subject knowledge. A new scheme of work has recently been introduced to help less confident teachers with strategies for teaching appraisal. There are informal assessment procedures for measuring pupils' attainment and progress in music, but these are not sufficiently influencing the teaching to address the weaknesses. Few opportunities have been made so far to introduce information and communication technology into the music curriculum, so that in particular composition and research skills can be extended. The co-ordinator adds significantly to the progress and provision of the pupils she teaches, but she has not had the opportunity or time to monitor the teaching and learning in the school. Through discussion with staff she is aware of some of the current weaknesses and has drawn up an action plan for improvements.

PHYSICAL EDUCATION

167. Pupils' attainment in physical education is in line with national expectations at the end of Year 2 and above national expectations at the end of Year 6. Standards have altered since the previous inspection when they were judged to be above national expectations. Most pupils including those with special educational needs and those speaking English as an additional language make satisfactory progress in Key Stage 1. In Key Stage 2 pupils make very good progress. The increasingly good and very good quality of teaching is having a positive impact on pupils' attainment and learning and contributes significantly to the positive and enthusiastic attitudes of the pupils. During the course of the year, pupils take part in a wide range of activities including gymnastics, games and athletics, which successfully promote their physical development. Some groups of pupils also go swimming and receive good teaching from both school and pool staff and many pupils exceed the recognised 25-meter benchmark by the time they leave

school. Pupils with special educational needs are particularly well supported in swimming activities.

168. By the end of Key Stage 1, most pupils have reached an average standard in gymnastics and games, as a result of satisfactory teaching. Pupils are given clear instructions about what is expected of them, and are guided carefully in the learning of new skills. They show satisfactory body control and balance when using the apparatus, and perform well-planned sequences of linked and fluid movements. In a very effective Year 2 dance lesson pupils showed very good co-ordination when carrying out movements. Pupils effectively expressed the mood of the music, and showed a clear sense of rhythm and interpreted different and contrasting sections of the music. They moved around the hall using different parts of the body with confidence and with an eagerness to do well. In gymnastics lessons the pupils have developed satisfactory skills in jumping and landing and using different parts of their bodies and in the process exploring and improving their use of space.
169. Key Stage 2, pupils make very good progress and continue to work hard to perfect their movements in gymnastics. Most pupils have good skills of balance, and many are well co-ordinated. They make very effective use of space, and vary the direction, speed and level of their movements to create variety and interest. Pupils enjoy performing their work and watching that of others. Pupils have good games skills and are energetic. They appreciate the need for basic rules, and most demonstrate a sense of sportsmanship.
170. The quality of teaching and learning is very good in Key Stage 2 and satisfactory in Key Stage 1. Pupils are keen and eager to develop their physical skills. They listen carefully to instructions and recognise the impact that physical activity has on their bodies. They put a lot of effort into the activities in which they take part. Pupils work together well in group activities and show a good appreciation of the need to obey the rules in team games. This has a positive impact on social development. Behaviour in lessons is often of a good standard. The pupils achieve especially well in those classes where they are systematically and well taught the necessary skills, and are given time to practise, demonstrate and evaluate their work. This was seen in a Key Stage 2 lesson on marking a route around the hall using a plan that linked different numbers and controls. In this lesson, the pupils were highly motivated and their behaviour was good which aided learning.
171. All teachers place a high priority on safety, when organising the setting out and putting away of apparatus, and by incorporating warming up and cooling down periods into the lesson. Most lessons have appropriate pace, and activities are well structured. Teachers have a secure knowledge of the subject and this enables them to present activities in a confident manner and to help pupils to improve their work further. Pupils in Key Stage 2 benefit from arrangements whereby they are taught by the subject co-ordinator. This ensures staff confidence and subject knowledge is used to full effect. In most lessons, pupils of all abilities, including those with special educational needs, are appropriately challenged.
172. The school runs a wide range of extra-curricular activities, which are well attended and appreciated by the pupils. The school also takes part in some inter-school competitions. These opportunities add much to pupils' personal and social development as well as improving their physical skills. The co-ordinator is very knowledgeable and effective, and has devised a scheme of work, which covers the full physical education curriculum well. He is keen to further extend the extra curricular

opportunities in the future. Resources for the subject are very good consisting of a well-equipped hall and extensive hard and grassed areas in the grounds.

RELIGIOUS EDUCATION

173. Standards of attainment meet the expectations of the locally agreed syllabus at the age of seven and eleven years. All pupils make at least satisfactory progress. Those pupils speaking English as an additional language achieve as well as their classmates. Additional support for pupils with special educational needs ensures that they make good progress. The school has made satisfactory progress in maintaining standards since the previous inspection.
174. By the age of seven, pupils name the major religions of the world. They have a good knowledge of Christianity, explaining the Christmas story and Easter. Although they know there are festivals in other religions, many need prompting to remember these. Pupils have a satisfactory understanding that there are special people, including parents, teachers and friends. They also understand that there are people who are special to faith groups such as Jesus. Many pupils name sacred books including the Bible, Torah and Qu'ran. They know these have special significance to faith groups. Pupils know there are special religious buildings, including churches.
175. By the age of eleven, pupils show an increasing awareness of the differences and similarities between the world's major religions. When talking about prayer rituals, they satisfactorily describe how Muslims wash before praying. They understand that there are divisions within particular religions, for example Christianity. Pupils have a satisfactory understanding of the significance of signs and symbols, for example the importance of the 'Five K's' in Sikhism. In discussion, they explain the moral of religious stories such as the 'Feeding of The Five Thousand' and relate this to poverty and hunger in the world today.
176. The quality of teaching in both key stages is satisfactory. Lessons are soundly planned using local authority guidelines. However, teachers do not always make it clear to pupils what they are going to learn in the lesson. Teachers have satisfactory knowledge of the subject, for example in a Year 2 lesson the teacher talks about parts of the church and relates these to her own experiences. Stories, such as the 'Thirsty Dog' are used effectively to develop learning and help pupils to relate religious and moral principles to their own lives. Pace within lessons varies, and at times it is too slow and as a result a small number of pupils become restless. Opportunities for pupils to develop their literacy skills by recording what they have studied are limited. There is however satisfactory development of reading skills, for example in Year 2 when the teacher uses a 'big book' in a lesson on churches. Speaking and listening skills are well developed in the discussion sessions although not all pupils offer ideas. Teachers include all pupils including those with special educational needs and English as an additional language in all aspects of the lessons. The use of information and communications technology is unsatisfactory and it does not have sufficient impact on the subject.
177. The provision for pupils' spiritual, moral, social and cultural development is very good in religious education. Pupils are given many opportunities to think and reflect. For example in a Year 2 lesson a pupil talked about the light shining through a stained glass window being 'like a spirit coming through the window'. There are many opportunities to discuss the moral meaning of stories from all the major religions. Study of all the different religions and faith groups gives the pupils a very good understanding of their

own and other cultures. Pupils respond well to this provision. They listen to each other well, for example when a pupil talks about their own faith. In discussions pupils show great respect for the views of others. They have positive attitudes and behave well. This has a very positive effect on learning. Year 6 pupils explain that they feel religious education is important because it gives them a good understanding of how other groups of people live.

178. There is satisfactory management of the subject. The school is in the process of changing co-ordinators and the local authority is introducing a new syllabus. The co-ordinators are working very well together to ensure that there is a smooth change over. The religious education curriculum is well enhanced by visitors in from different faith groups, visits out to places of worship and the very high quality support given by the Bradford Interfaith Centre.