

ERRATUM

CARLTON JUNIOR AND INFANT SCHOOL

INSPECTION NUMBER: 190725

INFORMATION ABOUT THE SCHOOL – SUMMARY TO PARENTS PAGE 1 AND PAGE 5 OF THE FULL REPORT

Carlton Junior and Infant School serves the needs of an area 1 mile to the west of the town centre of Dewsbury and most pupils come from this area. The percentage of pupils identified as having special educational needs (27 per cent) is above average and the proportion of pupils with statements of special educational needs (4 per cent) is well above average. The proportion of pupils entitled to free school meals is very high, although many families do not claim this benefit. The attainment of four year olds when they start school is well below average; fewer than 20 per cent have pre-school experience and most have very low levels of English. The school is average sized with 194 boys and girls aged from 4 to 11 on roll. Almost all of the pupils (95 per cent) come from minority ethnic backgrounds, with over two thirds of pupils coming from families where Punjabi is the main language. The personal and social skills of these children are well below average. There have been no significant changes in the schools' characteristics since the last inspection.

Eclipse (Education) Limited
Wednesday, 15 March 2000

INSPECTION REPORT

CARLTON JUNIOR AND INFANT SCHOOL

Dewsbury

LEA area: Kirklees

Unique reference number: 107600

Head teacher: Mr P Stones

Reporting inspector: Mrs A Pullan
30839

Dates of inspection: 24 – 27 January 2000

Inspection number: 190725
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
School category:	Community
Age range of pupils:	4 to11
Gender of pupils:	Mixed
School address:	Upper Road Batley Carr Dewsbury West Yorkshire
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Telephone number:	01924 325 265
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Appropriate authority:	The governing body
Name of chair of governors:	Mr J Hudson
Date of previous inspection:	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
A Pullan	Registered inspector	English	What sort of school is it.
		Physical education	How well are pupils taught?
			Leadership, management and efficiency.
			What should the school do to improve further?
T Smith	Lay inspector		Pupils attitude, behaviour and personal development.
			Attendance.
			Links with the community.
			Welfare, health and safety and child protection.
			Monitoring of personal development and attendance.
			Personal support and guidance.
			Relationship with parents.
R Eaton	Team inspector	Science	Pupils' spiritual, moral, social and cultural development.
		Music	Resources.
		Religious education	
		Special educational needs	
		Equal opportunities	
D Maddocks	Team inspector	Art	The schools results and achievements.
		Design and technology	Staffing.
		Under Fives	
		Information technology	
D Pattinson	Team inspector	Mathematics	Curriculum.
		Geography	Assessment and monitoring of academic achievement.
		History	

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Inspection Quality Division
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	5
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?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Carlton Junior and Infant School serves the needs of an area 1 mile to the west of the town centre of Dewsbury and most pupils come from this area. Over two thirds of pupils come from families where Punjabi is the main language. The percentage of pupils identified as having special educational needs (27 per cent) is above average and the proportion of pupils with statements of special educational needs (4 per cent) is well above average. The proportion of pupils entitled to free school meals is very high, although many families do not claim this benefit. The attainment of four year olds when they start school is well below average; fewer than 20 per cent have pre-school experience and most have very low levels of English. The personal Carlton Junior and Infant School is an average sized primary school with 194 boys and girls aged from 4 to 11 on roll. Almost all of the pupils (95 per cent) come from minority ethnic backgrounds, with and social skills of these children are well below average. There have been no significant changes in the schools' characteristics since the last inspection.

HOW GOOD THE SCHOOL IS

Carlton Junior and Infant School is a caring school. Pupils enter the school with very low levels of attainment in English. Pupils make satisfactory progress, but by the end of Key Stage 2, their attainment is below average because the lack of English skills restricts their attainment in formal tests. Most pupils' attitudes to learning are satisfactory, although a significant minority in Years 1 and 4 show unsatisfactory attitudes. The quality of teaching is satisfactory. Some aspects of the leadership and management of the school need to be improved. The school provides satisfactory value for money.

What the school does well

- Teachers employed to provide support for pupils with English as an additional language work in complete partnership with class teachers. As a result, these pupils are given a language-rich environment.
- The school provides a caring atmosphere; staff know their pupils well and respect their culture.
- The school's arrangements for the assessment of pupils' academic performance are good.
- The head teacher has begun to analyse the school's results in external tests well.
- The school develops pupils' reading and speaking and listening skills well.
- The school makes good provision for pupils with special educational needs.
- The school's provision for the under fives is good; it gives children a good start to their education.
- The school's procedures for promoting attendance are good.

What could be improved

- Pupils' attainment in mathematics.
- Pupils' attainment in English, particularly writing.
- Pupils' attainment in science.
- The governor's involvement in making decisions about the future direction of the school or in monitoring and evaluating these developments.
- The quality of teaching in Year 4.
- The attitudes of a significant minority of pupils.
- The degree of challenge provided for pupils capable of higher attainment.
- Pupils' attainment in Religious Education.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made some improvement since its last inspection in November 1996, although this could have been greater. Since then the role of the subject leaders has been developed and the curriculum is starting to be monitored more effectively. Appropriately challenging targets have been set to raise

standards in English, mathematics and science. However, the head teacher and governors have not yet set a clear and measurable educational direction for the school. The quality of teaching has improved significantly, although there is one class where further improvement is needed. The effectiveness of the language support work has been evaluated and good practice has been shared. As a result teachers employed to provide support for pupils with English as an additional language work in complete partnership with class teachers. The school has adopted new procedures for improving attendance and these are proving successful. There has been limited improvement in the provision for promoting spiritual and social development but pupils' behaviour has improved significantly, particularly during playtime and lunchtime breaks. The presentation of pupils' work was unsatisfactory in the previous report. This still needs improvement. The head teacher and governing body have not responded to the previous inspection with sufficient rigour to ensure that all key issues were addressed. The school has the capacity to move further.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
English	E*	E*	E*	D	well above average A above average B average C below average D well below average E
Mathematics	E	E	E*	D	
Science	E*	E*	E*	D	

E indicates the school is in the lowest 5 per cent of schools nationally.*

In the 1999 national tests for 11 year olds, the school's results were very low when compared to all schools. When compared to schools with a similar number of pupils entitled to free school meals, standards are below average. However, it is not possible to make comparisons with schools that have such a high proportion of pupils with English as an additional language. The school's results have shown a steady improvement over the last three years, although standards are not yet high enough.

The school has set challenging but realistic targets and has met or exceeded these targets in the past. Pupils are likely to achieve the targets set for the next two years.

By the age of five, despite the good progress they make in the reception class, most children are achieving well below what is expected for their age in language and literacy, and in mathematics. At seven years of age, standards are below average in English mathematics and science. By the age of 11, standards in English, mathematics and science are still below average.

The work seen during the inspection confirms that standards in English are below average mainly because of pupils' weak writing skills. Standards in reading, and speaking and listening are close to the national average. Standards in mathematics are well below average, although pupils' understanding of number is better. Standards in science are below average. Standards in information technology are satisfactory, while standards in religious education are below average despite pupils' very good knowledge of Islam. Pupils' artistic skills are average, although much of their work lacks creativity and imagination. Standards in geography, history, and music are below average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Most pupils' attitudes in lessons are good, although the attitudes of a significant minority of pupils in Years 1 and 4 are unsatisfactory.
Behaviour, in and out of classrooms	Behaviour in most lessons is good. Pupils' behaviour in the playground and round the school has improved significantly since the last inspection.
Personal development and relationships	Satisfactory. Most pupils are polite and respect the views and beliefs of others. Relationships between many pupils and adults are good.
Attendance	Attendance has improved significantly since the last inspection and is now satisfactory. However, the level of unauthorised absence is still too high.

The school has targeted and improved attendance with some rigour and therefore attendance has improved significantly. Similarly, the school has concentrated on improving pupils' behaviour by implementing good systems of rewards and sanctions. This has had positive results.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory, with some good / very good lessons seen	Satisfactory, with some good lessons seen

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 weakness

The quality of teaching was satisfactory or better in 94 per cent of the lessons seen. In 6 per cent of the lessons, the quality of teaching was very good or better. However, in 6 per cent of the lessons seen (all in Year 4), the quality of teaching was unsatisfactory. The quality of teaching in English is always at least satisfactory but greatly enhanced by support teachers and staff. The quality of teaching in mathematics is satisfactory, although one unsatisfactory lesson was seen. Teachers do not use other areas of the curriculum sufficiently to develop pupils' literacy and numeracy skills. A strength of the school is the way in which all teachers employed for the additional support of pupils work together as a team with class teachers. This enables pupils to have greater immediate access to adult support when they need it. As the majority of pupils have English as an additional language this is implicit in all teachers' plans. There is good provision for pupils with special educational needs but work is not sufficiently challenging for those pupils who are capable of higher attainment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad, balanced and relevant, placing an emphasis on the development of pupils' English and mathematics skills. A good range of visits and visitors enriches the curriculum.
Provision for pupils with special educational needs	Good. These pupils are identified at an early stage and are provided with good support, both in their classrooms and when withdrawn in small groups for extra work.
Provision for pupils with English as an additional language	Very good. The large number of staff employed to provide extra support for these pupils work in very close partnership with class teachers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' moral and cultural development is good. Provision for spiritual and social development is satisfactory.
How well the school cares for its pupils	Good. Procedures for monitoring and improving attendance are excellent. Procedures for assessing and monitoring pupils' development are good.

Opportunities are given for parents to attend meetings regarding their child's progress and to be informed about school curriculum developments. Parents are welcome in school to support in classes and reading books are sent home regularly. Recent initiatives have included inviting parents into school for computer and first aid training as well as keep fit classes. However, despite the school's best efforts, most parents do not play an active part in supporting the school to develop pupils' learning. The curriculum is good and designed to provide a rich language environment to promote pupils' English skills. The school meets its statutory requirements with regard to the National Curriculum and religious education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Satisfactory. The head teacher has created a caring ethos in the school. Subject leaders have a clear view of how their subjects can be improved. However, there is no clear, shared view of how the school can develop.
How well the governors fulfil their responsibilities	The governing body are very supportive but are not sufficiently involved at an early stage in setting the school's priorities, or in monitoring and evaluating the progress the school is making.
The school's evaluation of its performance	The head teacher analyses the school's performance data well. However, the information gained is not yet used as effectively as it could be.
The strategic use of resources	Satisfactory.

The school has good staffing levels and the teachers who are employed to support pupils with English as an additional language work very closely with class teachers. The school's accommodation and resources are adequate, apart from music where resources are not. The role of the subject leaders has improved significantly, but a clearer educational direction for the school needs to be set by the head teacher and governing body. The school makes extensive use of the local education authority's services. This ensures compliance with the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children enjoy coming to school.• The school is approachable.• The progress their children make.• The standard of teaching in the school.	<ul style="list-style-type: none">• Homework.• The information they are provided with about what their children will be taught and the progress they make.• Extra-curricular activities.• The leadership and management of the school.

Inspectors agree with parents' positive comments but disagree with some of the negative comments. Parents are provided with appropriate information about activities in the school and the progress that their children make. The amount of extra-curricular activities offered by the school is satisfactory. However, there is no homework policy and, as a result, homework is not used consistently throughout the school. Some aspects of the leadership and management of the school need to be improved.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 In the national tests for 11 year olds in 1999, the school's results in English, mathematics and science were very low in comparison with the national average. When compared to schools with a similar proportion of pupils eligible for free school meals, the school's results were below average in English, mathematics and science. When the school's results are compared with schools that had similar results in the 1995 National Curriculum tests for seven year olds, the English results were also below average and the mathematics and science results were well below average. However, these comparisons do not take account of the extremely high proportion of pupils for whom English is an additional language. When the results of individual pupils in the 1999 national tests for 11 year olds are compared with the results they gained in the 1995 national tests for seven year olds, the vast majority have made satisfactory progress.

2 In the last inspection report, the school was asked to "set targets to raise levels of attainment, particularly in the core subjects". The school, together with the local education authority, has set challenging but realistic targets and has met or exceeded these targets in the past. The 1999 results in English and science were better than those gained in the 1998 tests, although the mathematics results were worse. Despite this, over the preceding three years, the school's results in English, mathematics and science have shown a steady improving trend, which is similar to the national improvements.

3 The work seen during the inspection confirms that, by the age of 11, standards in English are below average, mainly because of pupils' weak writing skills. However, standards in speaking and listening, and reading, are closer to the national average. Standards in mathematics are well below average, although pupils' understanding of number is better. Standards in science are below average. The difference between inspectors' judgements and the results of the national tests is explained by the fact that pupils' lack of good literacy skills, particularly in writing, means they have difficulty in putting their knowledge and understanding of mathematics and science down on paper in a formal test situation.

4 In the national tests for seven year olds in 1999, the school's results in reading and writing were well below average, and the mathematics results were below average when compared to the national average. When compared to schools with a similar proportion of pupils eligible for free school meals, the school's results were below average in reading, writing and mathematics. However, these comparisons do not take account of the extremely high proportion of pupils for whom English is an additional language. Over the last three years, the school's results in reading, writing and mathematics have varied from year to year, but the underlying trend shows improvement.

5 The work seen during the inspection confirms that, by the age of seven, standards in English are below average, mainly because of pupils' weak writing skills. However, standards in speaking and listening, and reading, matches what is expected for their age. Standards in mathematics and science are below average. The difference between inspectors' judgements and the results of the national tests can be explained by pupils' lack of good literacy skills, particularly in writing. This means they have difficulty in putting their knowledge and understanding of English, mathematics and science down on paper in a formal test situation.

6 The attainment of four year olds when they start at the school is well below average. Fewer than one in five have had experience of nursery education or attended playgroups. Most of the children

starting at the school have very low levels of English and their personal and social skills are well below average. This very low starting point has an impact on pupils' achievements throughout the school, despite the efforts of their teachers.

7 In the reception class, children make good progress in developing their language, mathematical, and personal and social skills. They are starting to become confident and develop relationships with their classmates and adults working in the class. Children work and play together well, for example when working in the sand and water areas, or when using building blocks and small models on the mat. They develop their language and literacy skills well through a variety of activities that encourage them to speak with growing confidence. For example, children listened carefully to the teacher reading the story of "The Train Ride" then took turns talking about the story. Many children are beginning to write independently, forming printed letters, although these are often misshapen and reversed. Children develop their mathematical skills well. They count and learn about shape, and use these shapes to explore patterns, such as arranging different sized and coloured models of teddy bears into a recurring pattern. A few children recognise and use the numbers from 1 to 10.

8 Children make steady progress in developing their knowledge and understanding of the world and their creative and physical skills. They talk about where they live, their families and events in their own lives. Children use a range of different materials and equipment in art and use colours effectively when creating "pictures" and build models using a range of construction kits and materials. They develop sound skills through physical education and movement lessons. For example, children learnt to move in different ways by running, jumping, skipping, and balancing.

9 Despite the good progress children make in developing their language, mathematical and personal and social skills, and the steady progress they make in the other areas of learning, by the age of five, most children are achieving below what is expected for their age.

10 In English, most pupils in Year 2 listen carefully and contribute to class discussions. They enjoy reading but rely too heavily on sounding out letters and using picture clues when they encounter unfamiliar words. Pupils attempt to write sentences for themselves, but the skill of story writing is not well developed and their handwriting contains letters of different height that are often poorly formed. In Year 6, pupils reply to questions from the teacher clearly and confidently. These pupils read more fluently and enjoy discussing the characters and plots of the stories they have read. However, many still do not read with expression and have difficulty in understanding what is implied in a text as opposed to what is actually written. The school has implemented the National Literacy Strategy well and this is improving pupils' speaking and listening, and reading, skills. However, it is not as effective in promoting pupils' writing skills and has yet to have an impact on the results in national tests. In addition, there is still insufficient emphasis placed on pupils' handwriting and presentation skills. As a result, pupils' work is often untidy and poorly presented. Whilst teachers stress technical vocabulary in other subject areas, pupils' literacy skills are not always promoted effectively, particularly in terms of developing their writing skills.

11 In mathematics, most pupils in Year 2 recognise odd and even numbers, can add numbers to 100 with some accuracy and can identify and use halves and quarters. By the end of Year 6, most pupils use a narrow range of approaches when solving number problems, but very few confidently organise or check their work. The school has implemented the National Numeracy Strategy well and this has led to clear improvements in pupils' mathematical work, although this has yet to impact on the results in national tests. However, other subjects make little contribution to developing pupils' numeracy skills.

12 In science, pupils in Key Stage 1 gain an increasing knowledge and understanding of materials and how they can be bent, stretched and squashed. These pupils are beginning to understand the need for fair testing. By the end of Year 6, pupils' knowledge and understanding of science is below average

although they have a good idea of the concept of fair testing.

13 By the end of Years 2 and 6, pupils' information technology skills match what is expected of pupils of this age. However, they do not use these skills effectively in other subject areas. By the end of Year 2, pupils use word-processors to write simple stories and art packages to make simple drawings. By the end of Year 6, pupils use computers to produce multi-media presentations that combine text, graphics, photographs, sound and animation, although their knowledge and understanding of spreadsheets and databases is not as well developed.

14 Many pupils are withdrawn from religious education lessons. For those pupils who study religious education, by the end of Years 2 and 6, their knowledge and understanding is below what is expected of their age, although their knowledge of Islam is good.

15 Pupils make steady progress in developing their artistic skills, although their creativity and use of imagination is not as good as most pupils of the same age. In design and technology, pupils make steady progress in developing their design and making skills, although their evaluation of their work is not as good as it could be. In geography, history, music and physical education, pupils make steady progress.

16 Pupils with special educational needs make good progress towards the targets set in their individual educational plans. These pupils are identified at an early stage and are provided with good support, both in the classroom and when they are withdrawn in small groups for extra help.

17 The majority of pupils at the school have English as an additional language. The school makes good provision for these pupils. Teachers and other staff employed to provide extra support for these pupils work in very close partnership with class teachers and form a genuine team. These teachers tend to work alongside class teachers in literacy and numeracy lessons, providing good support, particularly during group work. In other lessons these additional teachers are used effectively to ensure that subjects are often taught to small classes.

18 Whilst teachers ensure that pupils with special educational needs or with English as an additional language make progress, pupils capable of higher attainment progress less well in their learning than other pupils. This is largely because they are often not given sufficiently demanding work in some classes.

19 Overall, pupils' progress is satisfactory, bearing in mind the high proportion of pupils who start at the school with very low levels of English. Standards are starting to rise, particularly because of the more focussed work that is taking place in literacy and numeracy lessons. However, this has yet to have an impact on pupils' results in national tests. The school has clear targets for improvement in English and mathematics. As a result, the school has steadily improved pupils' attainment since the last inspection but this still requires further improvement.

Pupils' attitudes, values and personal development

20 Pupils' attitudes to work, and their behaviour in class, are satisfactory. This is an improvement since the last inspection. Children under the age of 5 have satisfactory attitudes to their work and settle well into school life. Throughout the school most pupils are attentive and keen to respond to the challenges offered. They behave well, are good listeners and usually work with purpose and determination. However, a significant minority of pupils, notably in Years 1 and 4, have limited attention spans and quickly lose interest in whatever they are doing. When this happens their behaviour also slips, and this is not always effectively controlled by all teachers in Year 4. As a result, time is

often wasted and learning is affected.

21 Behaviour in the playground has improved since the last inspection, although some pupils do not always end their games and line up quickly at the end of breaks. Around the building pupils act sensibly and conduct themselves in an orderly manner, particularly when they are using the stairs. Behaviour in the dining hall at lunchtime is good. Bullying is not a problem. No incidents were observed, or reported during the inspection. No pupils have been excluded recently. Pupils care for their school and show due respect for its fabric and fittings.

22 Relationships amongst pupils and between pupils and staff remain satisfactory. There is a relaxed and harmonious atmosphere within the school and no racial tensions are apparent. Pupils are polite, open in their dealings with others and always ready to be helpful. In lessons they work together well in pairs or groups, and share equipment sensibly. At playtime they are friendly and sociable although a few are inclined to be boisterous.

23 Pupils' personal development is satisfactory. They all feel part of the school community and are clearly aware of, and respect, each other's rights, feelings and beliefs. The youngest children in the reception class are learning to work and play together, and to share and take turns. Pupils in Year 6 enjoy taking on monitorial duties, such as supervising the stairs or acting as librarians, and exercise them well. Residential visits, support for charity and sporting links with other schools also help to enhance pupils' personal values. However, opportunities for pupils to work independently and to plan their own learning are limited, therefore pupils' skills in this area are not well developed.

24 Attendance has improved significantly since the last inspection, when it was found to be poor and raised as a key issue for improvement. It is now slightly above average, with current levels substantially exceeding the school's own target for this academic year. Unauthorised absence, however, remains high despite the best efforts of the school to encourage parents to provide explanations whenever their children are absent.

25 Punctuality is good. Almost all pupils arrive on time and are settled in class promptly at the start of sessions.

HOW WELL ARE PUPILS TAUGHT?

26 The quality of teaching is satisfactory, with 4 out of 10 lessons seen judged to be good or very good. However, a small number of unsatisfactory lessons (6 per cent), all in Year 4, were seen. This is a significant improvement from the previous inspection where 24 per cent of the teaching was unsatisfactory. Classroom organisation and management of behaviour has improved. A strength of the school is the way that teachers employed to provide support for those pupils who have English as an additional language now work in complete partnership with class teachers. For example, in a literacy lesson in Year 2, the support teacher was fully involved in planning the lesson with the class teacher. The two teachers then shared the teaching of specific parts of the lesson and this variety of teaching styles helped to maintain pupils' interest and concentration. Later in the lesson both teachers supported group activities resulting in pupils having immediate access to adult support when they needed it. This resulted in pupils being purposefully taught in a language rich environment and therefore making good progress in speaking and listening.

27 Throughout the school, teachers have sound knowledge and understanding of the subjects they teach. The school implements the National Literacy and Numeracy Strategies. These are developing well and are being used successfully to raise standards. However, improvements could be made in the word level and plenary sessions of the literacy hour and in the mental strategies section of the numeracy lessons. Teachers use a range of methods effectively including whole class teaching and small group

work. Lessons are usually carefully organised with pupils having ease of access to needed resources. This enables teachers to concentrate on directing teaching to the specific needs of pupils. For example, in a Year 6 literacy lesson the teacher explained and structured the group session so that pupils worked on activities independently therefore allowing the teacher to concentrate on improving the reading skills of one particular group. However, teachers' expectations of what pupils can achieve are not always high enough resulting in work that is unchallenging to some pupils, especially those pupils who are capable of higher attainment. Most teachers manage and control their classes well insisting on good behaviour from their pupils. This enables pupils to concentrate on their work and apply themselves to their activities. In a small number of lessons, all in Year 4, the teacher was not sufficiently well organised or in control of the class to establish a calm, working environment. This resulted in pupils misbehaving and not effectively completing their work.

28 Teachers' planning adequately supports their lessons. The school has good assessment procedures and the results of these assessments are used to modify and adapt planning for future lessons. Pupils with special educational needs are identified early and the assessments of these pupils ensure that they are given work that is well matched to their particular needs. However, those pupils who are capable of higher attainment are not as well identified which results in them not being sufficiently challenged and, consequently, some pupils do not achieve as well as they could. In addition, some teachers do not use homework effectively to support or extend pupils' learning.

29 Teachers employed to support pupils with special educational needs work well with class teachers to provide good support both in the class and in withdrawal groups. Teachers plan together carefully to ensure that pupils have a balance of class and group work. The co-ordinator and head teacher determine the programme of work for these pupils and monitor the special needs provision well.

30 Good relationships have been established in most classes. The school has appropriate expectations of pupils' attitudes and this is reflected in the mutual respect shown between teachers and pupils. Most pupils show a keen interest in their work and concentrate well. However, this is mainly in lessons where they fully understand the purpose and find the activity engaging. For example, in an information technology lesson in Year 3, pupils remained purposefully on task throughout the lesson accessing information about different countries from a database. However, in a Year 1 mathematics lesson, despite good teaching, pupils found it difficult to sit still and concentrate. This was because their limited acquisition of English restricted the pace of their ability to answer questions about money. The problems were written in words that they were capable of reading but pupils found the slow pace at which they could read, and therefore answer the questions, frustrating. However, the same pupils in a science lesson that involved many more practical activities showed good levels of concentration.

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

31 The school provides a good curriculum for all pupils, including those for whom English is an additional language and those who have special educational needs. It is broad and balanced with a sound emphasis on literacy and numeracy. It effectively promotes pupils' intellectual, physical and some aspects of personal development, such as social skills, and prepares them well for the next stage of their education. The quality and quantity of support staff is good ensuring that less able pupils make at least satisfactory gains in learning. However, the curriculum is often insufficiently challenging for those pupils capable of higher attainment and, as a result, they do not always make the progress of which they are capable. In addition, too few opportunities are provided for pupils to develop initiative and independence.

32 The school implements the National Literacy and Numeracy Strategies. However, within both

of these strategies there are areas that require improvement. In literacy lessons the word level work and plenary sessions are not always used effectively. Writing is given insufficient emphasis in the school's curriculum, both as part of English and within other subjects. In numeracy lessons, the mental strategies session is often taught at a pace that is too slow to develop quick responses from the pupils. The curriculum fully meets statutory requirements to teach all the subjects of the National Curriculum, and also religious education as guided by the locally Agreed Syllabus. For those pupils who are not yet five the school provides an appropriate curriculum around the recognised areas of learning. Time allocations to subjects have improved since the last inspection, enabling the curriculum to be taught effectively. In Key Stage 2, the time allocation now complies with the minimum recommended entitlement, while at Key Stage 1, it exceeds it. However, time is not always used to best effect to assist pupils with their learning. Pupils study a variety of cultures that meets the needs of pupils for whom English is an additional language. However, this requires development to ensure that provision more exactly matches the interests and needs of all pupils. Health education is an integral part of the school's science programme. Pupils are not taught specifically about drug misuse but information about drugs is taught in a programme that emphasises the benefits of a healthy lifestyle. The school teaches sex education through science lessons but the governing body need a written policy to make this clear. The school does not have a policy on homework. Consequently, it is not used consistently throughout the school. However, the school has clear intentions to adopt the local education authority guidelines.

33 Training for staff helps to ensure that teachers keep up-to-date with new curriculum developments. However, the quality of the art and music curriculum is adversely affected by a lack of teacher subject knowledge and expertise. The school has adopted national guidelines for schemes of work in literacy, numeracy, science, geography, history, design and technology and information technology. These provide the necessary structure and detail to help teachers plan effectively for pupils to develop important skills and knowledge in a manner that builds on previous learning. This has successfully tackled an issue in the previous inspection report when few schemes of work were available. Curriculum planning, considered good when the last inspection took place, remains good. Most planning is thorough and clearly identifies what pupils should be able to do at the end of the lesson. The main purposes of the lesson are usually shared with pupils and this enables them to assess what they know, understand and can do. However, planning does not clearly identify activities of a more challenging nature for those pupils who are capable of higher attainment.

34 Provision for extra-curricular activities is satisfactory. A range of activities takes place, such as netball, football, choir and computers that enrich and extend the curriculum. A good range of educational visits and visitors, such as theatre groups and a residential weekend in Kettlewell for some older pupils, successfully broaden pupils' experiences. There are some extra curricular study support groups to compensate for the lack of support some pupils have at home, for example a mathematics club and summer schools in English and mathematics.

35 Links with the community and local schools are satisfactory. The school regularly takes part in local sporting competitions, and close ties have been maintained with a local high school through curriculum subjects such as English, technology and information technology. Business links, however, are very limited. Pupils' awareness of the needs of others is raised by their annual support for a selected charity appeal.

36 The school makes satisfactory provision overall for pupils spiritual and social development. Provision for moral and cultural development is good.

37 Assemblies contribute to pupils' moral development but not as fully as they could to their spiritual development. Although pupils had time for reflection in the brief prayers this aspect of collective worship needs more emphasis. Assemblies stress the caring ethos that runs through the

school's day-to-day life. A Key Stage 2 assembly about inventions clearly developed pupils' understanding as to why these inventions were particularly helpful. A Key Stage 1 assembly with the theme "looking after" prompted pupils to think about how to help birds in the wintertime.

38 There is no evidence in the documentation of planning across the curriculum to introduce reflection on spiritual matters and values but teachers take occasional opportunities well. For example, pupils in Year 3 were amazed at the first snowdrop of the year brought into school from the teacher's garden. Its delicacy and frailty clearly made an impression. In a religious education lesson the teacher stressed the importance of respecting one another's beliefs when one pupil found difficulty in "believing" the story of Mohammed.

39 Teachers emphasise the difference between right and wrong and provide a strong basis for pupils' moral development. A whole school assembly made the point of saying thank you, as did a lesson for which pupils had brought photographs from home. In an English lesson pupils were led to empathise with the difficulties of blind people after listening to the story of Louis Braille and in a geography lesson they discussed ways of improving the environment.

40 The school makes satisfactory provision for pupils' social development. Year 6 monitors do a variety of jobs efficiently and meet on a weekly basis with a classroom support assistant. This develops a sense of joint responsibility but more opportunities to allow pupils to develop their initiative could be made. Although pupils do not always work co-operatively, teachers do create some good opportunities for them to do so. A good example of this was seen in group work in a mathematics lesson and another in a personal and social lesson where the teacher led pupils effectively in discussion. Behaviour in some classes is not good and this is often because pupils' social skills are not developed well. Each year the school takes some of its older pupils on a residential weekend that provides a valuable opportunity for social development.

41 Through the school multi-cultural issues are displayed well. For example, there was a large and colourful interactive display about Eid. The school provides a satisfactory programme of personal and social education for those pupils who do not take part in religious education. There is a good range of multi-cultural books and the school is very aware of the diverse culture of its pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42 Procedures for ensuring pupils' general welfare are satisfactory and have improved since the last inspection. Arrangements for child protection are satisfactory. The head teacher has designated responsibility for consulting with outside agencies and follows local authority guidelines if cases of abuse are suspected, but his training to carry out this role is out of date. A suitable health and safety policy is in place and there are regular inspections of the premises. The building is clean and generally in good repair. Pupils are supervised carefully, and the day-to-day working practices are generally good. Lunchtime routines have improved, and pupils are no longer permitted to wear earrings during physical education lessons. Arrangements for dealing with accidents and illness are satisfactory, and emergency equipment is serviced regularly. A small number of health and safety matters were drawn to the head teacher's attention during the inspection.

43 Procedures for promoting and maintaining high standards of behaviour are good. A policy has been put in place since the last inspection, but is not implemented consistently by all teachers. As a result the behaviour of a significant number of pupils in some lessons often deteriorates and affects learning. Sanctions are fair, and a straightforward set of rules ensures pupils' orderly conduct around school. Procedures to deal with bullying, however, are not formalised although no incidents of bullying were seen or reported during the inspection.

44 At the last inspection, one of the key issues was to design and implement strategies to improve attendance. This has now been done very successfully and the current arrangements are excellent. They include realistic annual targets, regular class and individual rewards, and plenty of letters and reminders for parents and pupils, all of which are firmly underpinned by a clear and effective policy drawn up in conjunction with local authority.

45 Arrangements for monitoring and supporting pupils' personal development are satisfactory, but have some good features. Teachers know their pupils well and work hard to develop their confidence and to raise levels of self-esteem. The Gold Book and house point system are used effectively to promote good manners and high standards of behaviour. Circle time is also used to effectively teach personal skills and develop better relationships. Attendance is monitored thoroughly. Registers are completed efficiently at the start of sessions in accordance with current guidelines and all pupils arriving after then have their names recorded in the Late Book. There are clear procedures for investigating unexplained absence, or emerging patterns of absence or lateness, and these are followed diligently. Enquiries, however, do not always elicit a positive response from some parents, and as a consequence, unauthorised absence remains well above national figures. Rates of attendance are reported appropriately to parents.

46 The school's arrangements for the assessment of the academic performance of pupils are good. This is largely because this important area is very well led by a committed and hard working co-ordinator who has carried out a thorough review and evaluation of assessment practices and procedures from which she has established clear priorities for further development. There are now firm, yet still developing, links between planning, assessment, teaching and learning to help raise attainment. The school is building on existing good practice in targeted assessment to help raise attainment in the core subjects of English, mathematics and science. Statutory and optional national tests, teacher assessments, and subject and school based tests and assessments are all used to help give teachers a clear picture of what pupils know, understand and can do. For example, in reading, detailed records of pupils' progress are maintained and regularly updated, and together with assessments carried out every half term, provide a clear picture of how well pupils read. The recently developed rigorous approach to the analysis and interpretation of test data is now a strength of the school, and helps teachers to monitor the performances of different groups, such as gender and ethnic groups, and track pupils' progress. However, the school does not always use the information gained to best effect, such as, providing work that challenges those pupils capable of higher attainment.

47 Assessment is now used satisfactorily as a basis from which to plan future lessons. All teachers know their pupils' strengths and weaknesses, recognise their needs and respond to them to help raise attainment. Assessments are increasingly carried out against precise learning objectives, and this enables teachers to modify their plans for subsequent lessons in the light of knowledge gained. However, some teachers do this more effectively than others. Assessments often do not focus sufficiently enough on the needs of pupils capable of higher attainment to provide challenging work. As a result, these pupils are sometimes given work that is too easy for them. Marking is not used to identify for pupils how areas of their work could be improved. Most work is marked carefully and conscientiously, and occasional positive comments help raise self-esteem. However, there are few comments which help pupils to develop their understanding of the purpose of the activity. There are very few comments about the standard of pupils' presentation and handwriting and, as a result, pupils do not realise that these need improving.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48 Many parents show little active support for the school and, as such, the partnership with them

has limited impact on pupils' learning. However, the school is working hard to develop closer ties with them and some valuable links have been established for example, through the Fastlane Project, home visits organised by the teachers employed to support pupils with English as an additional language and also by the reception teacher as part of the school's induction programme for new pupils. In addition, the head teacher always makes a point of being in the playground to greet parents bringing their children to school in the morning and when they collect them at the end of the day. A significant number have also signed the home school agreement. Parents' views about homework are correct. It is not set consistently, although the school is fully aware of this and is currently developing a policy, which will be implemented in the near future. However, parents' views about extra curricular activities are not correct as there is a satisfactory range. There is no Parent Teachers' Association and, as a result, fund-raising or social events are limited.

49 Communications with parents remain satisfactory. Parents are adequately informed about activities and events through various forms of correspondence. Although, with the exception of the reception class, they are provided with very limited details about what is taught. The concerns raised through the questionnaire by a significant number of parents who feel that they are not well informed about their children's progress, are not justified. Annual reports are informative and there are sufficient opportunities during the year for parents to consult with teachers on a formal basis. At other times, parents are always welcome in school, although few take advantage of this opportunity, and many indicate that they would feel comfortable approaching staff for information or if they have any problems relating to their child. The prospectus meets requirements, but the governors' annual report is incomplete. Communication with parents whose children have special educational needs, are satisfactory.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50 The leadership and management of the school is satisfactory but some areas require improvement. The head teacher cares strongly about the school, the staff and the pupils. As a result relationships within the school are good. The head teacher and deputy head teacher work well together as a team and the day-to-day management of the school is effective. They are well supported by an efficient secretary who is fully involved in the life of the school. The head teacher manages and monitors the schools' finances well. Extensive use is made of the local education authorities services thereby ensuring compliance with the principles of best value. Grants given to the school, for example to support pupils with special educational needs and English as an additional language are used well. The school has a clear set of aims and values that are shared by pupils, staff, parents and governors. The head teacher analyses the results of national tests well. These results are compared both to schools nationally and to schools with a similar proportion of pupils eligible for free school meals. From this analysis the head teacher has identified areas for improvement and set realistic and challenging targets. There is a clear commitment to raising standards and to providing an effective learning environment. To this end the head teacher has worked closely with the co-ordinators of teachers employed to support pupils with English as an additional language. Together they have identified areas of strength and areas for improvement. This has improved significantly since the last inspection is now a strength of the school.

51 Governors are interested in, and supportive of, the school. A committee structure is in place and some governors have specific monitoring responsibilities such as special educational needs, literacy and numeracy. Despite this, the governors rely too much on the professional expertise of the head teacher and are not involved at an early enough stage in making decisions that effect the long-term financial and educational direction of the school. Little progress has been made since the last inspection in governor involvement in monitoring the effectiveness of the schools' policies and practice. For example, the governing body approves the school development plan and budget when it is submitted to

them, rather than helping to decide the priorities at the start of the process. The school development plan identifies areas that need improving or developing. Time scales and the staff responsible for the improvements are identified. However, the targets set are related to the completion of documentation as opposed to the improvement in pupils' attainment. As a result, although the school has a broad view as to how it should improve, there is no clear strategy that is understood by staff and governors as to how it will get there. This area has not improved sufficiently since the last inspection.

52 Some aspects of the governors' annual report to parents do not meet requirements. The school meets all other statutory requirements.

53 Satisfactory improvement has been made since the last inspection in monitoring the curriculum and the role of the subject leaders. The head teacher, deputy head teacher and subject leaders in literacy and mathematics are beginning to monitor the quality of teaching and learning. All subject leaders monitor teachers' planning to ensure there is full coverage of the National Curriculum. However, the school is only just beginning to evaluate this monitoring and to target specific areas for improvement. As a result the school is beginning to see some improvement in English and science standards and has identified areas for improvement in mathematics. However, standards in all these areas still need to improve further.

54 The school has a good policy for pupils with special educational needs. These pupils are identified at an early stage and are provided with good additional support. The governor for special educational needs and the co-ordinator work well together to ensure that documentation is completed effectively and good use is made of outside agencies. Individual education plans have clear and precise targets and there is good liaison between class teachers, the special needs teachers and the co-ordinator to monitor pupils' progress.

55 The school benefits from a generous number of appropriately qualified and experienced staff. As a result, most class sizes are small. A number of teachers and support staff are specifically employed to provide support for pupils who have English as an additional language. These staff work very closely, in a genuine partnership, with class teachers and support staff. This close partnership is a strength of the school and makes a positive contribution to pupils' progress and achievements. All staff are committed and hard working. The school's programme of training is linked to the school development plan and is effective. However, the school does not have a policy or programme for inducting new teachers to the school.

56 Accommodation is satisfactory and is used well. Internally the building is clean and generally in good repair. Classrooms are adequate in size for the number of pupils in them, and appropriately furnished. Since the last inspection the hall floor has been replaced and is now in very good condition. Displays in corridors and classrooms are carefully mounted and help to brighten up the interior décor. They do not, however, contain significant quantities of pupils' own work. Outside, the playground and field are maintained in a satisfactory condition.

57 Resources are adequate in all subjects except music. For many subjects however, equipment is old. Most resources are accessible and the science and maths resources in the upper hall are well organised.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Improve the management of the school by:

- providing a clear educational direction for the school, which includes measurable success criteria;
 - involving governors in the early stages of making decisions about educational and financial developments;
 - increasing governors' involvement in monitoring and evaluating these developments.
- (Paragraph 51)

Raise attainment in mathematics by:

- ensuring that levels of challenge are appropriate for all pupils, particularly those capable of higher attainment;
 - improving pupils ability to use and apply their mathematical skills within the subject and across the curriculum;
 - improving the start and end of numeracy lessons;
 - evaluating the data collected and linking this more closely to curriculum planning.
- (Paragraphs 11, 27, 32, 77, 80 and 82)

Continue to raise attainment in English by:

- using writing more effectively across the curriculum particularly in an appropriate style for each subject;
 - continuing to improve pupils' understanding of story structure and their use of descriptive vocabulary;
 - making more effective use of the plenary session in the literacy hour to reinforce what children have learnt;
 - improving pupils' handwriting and presentation;
 - using marking more constructively.
- (Paragraphs 10, 27, 32, 70, 72, 73, 74 and 82)

Continue to raise attainment in science by:

- challenging those pupils capable of higher attainment more effectively;
 - continuing the improvement in provision to enable pupils to investigate science practically;
 - improving the presentation of pupils' work, particularly in the way their work is laid out;
 - improve the writing up of pupils' practical investigations;
 - use marking more constructively to guide pupils as to how they could improve.
- (Paragraphs 86, 87 and 88)

In addition to the above issues for action, the following issues should also be considered by the governing body when the action plan is being written:

- Quality of teaching in Year 4.
 - The attitudes of a significant minority of pupils.
 - Provide more challenge for pupils capable of higher attainment.
 - Raise attainment in Religious Education.
- (Paragraphs 14, 18, 20, 26, 27, 28, 30, 33, 68, 81, 86 and 124)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	44

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	6%	33%	56%	6%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	194
Number of full-time pupils eligible for free school meals	45

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	48

English as an additional language	No of pupils
Number of pupils with English as an additional language	180

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence	%
School data	8.6
National comparative data	5.4

Unauthorised absence	%
School data	2.3
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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	9	21	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	2	7
	Girls	16	15	12
	Total	20	17	19
Percentage of pupils at NC level 2 or above	School	67% (27%)	57% (46%)	63% (62%)
	National	82% (80%)	83% (81%)	87% (84%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	2	6	7
	Girls	14	12	14
	Total	16	18	21
Percentage of pupils at NC level 2 or above	School	53% (42%)	60% (50%)	70% (85%)
	National	82% (81%)	86% (85%)	87% (86%)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	16	11	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	4
	Girls	7	3	6
	Total	12	8	10
Percentage of pupils at NC level 4 or above	School	44% (33%)	30% (38%)	37% (29%)
	National	70% (65%)	69% (58%)	78% (69%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	4
	Girls	6	3	6
	Total	10	7	10
Percentage of pupils at NC level 4 or above	School	37% (58%)	26% (63%)	37% (58%)
	National	68% (65%)	69% (65%)	75% (71%)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	41
Pakistani	127
Bangladeshi	0
Chinese	0
White	14
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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)	11.6
Number of pupils per qualified teacher	16.7
Average class size	24.3

Education support staff: YR –Y6

Total number of education support staff	11
Total aggregate hours worked per week	226

Financial information

Financial year	1998-1999
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	£
Total income	355,000
Total expenditure	346,337
Expenditure per pupil	1,589
Balance brought forward from previous year	8,501
Balance carried forward to next year	17,164

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	194
Number of questionnaires returned	52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	44	4	0	0
My child is making good progress in school.	48	35	12	6	0
Behaviour in the school is good.	33	48	12	2	6
My child gets the right amount of work to do at home.	31	21	29	17	2
The teaching is good.	42	44	8	6	0
I am kept well informed about how my child is getting on.	31	42	19	6	2
I would feel comfortable about approaching the school with questions or a problem.	38	54	6	0	2
The school expects my child to work hard and achieve his or her best.	44	37	8	10	2
The school works closely with parents.	33	42	17	0	8
The school is well led and managed.	39	39	12	6	4
The school is helping my child become mature and responsible.	33	50	6	10	2
The school provides an interesting range of activities outside lessons.	25	48	12	13	2

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

58 When children enter the reception class, their attainment is well below what is typical for four year olds, although the full ability range is represented. Most pupils have very low levels of English, and their personal and social skills are also well below average when they start at the school. Children make good progress in the reception class, particularly in developing their language, personal and social skills. Despite this good progress, by the age of five, most children are below the levels expected of this age in all areas of learning.

59 Children make good progress in developing their personal and social skills. They work and play together well, for example when working in the sand and water areas, or when using building blocks and small models on the mat. Children are starting to become confident and develop relationships with their classmates and adults working in the class. They quickly learn to take turns and share, and respect each other's views although this needs constant reinforcement by the teacher and support staff. For example some children 'shout out' their answers over the contributions of other children. By the age of five, most children are still working below the levels expected by this age.

60 Almost three quarters of the children have little English when they start at the school. They make good progress in developing their language and literacy skills through a variety of activities that encourage them to speak with growing confidence. They listen carefully to their teacher and other adults working in the reception class and follow instructions. For example, they listened carefully to the teacher reading the story of "The Train Ride" then took turns talking about the story. Children enjoy choosing books although very few recognise familiar words. Most can identify the letters of the alphabet and know the sounds of them. Many children are beginning to write independently, forming printed letters, although these are often misshapen and of varying heights and some children reverse many of their letters and need much prompting. By the age of five, children's literacy skills are below what is expected by this age.

61 Children make good progress in developing their mathematical skills. They count and learn about shape, and using these shapes to explore patterns, such as arranging different sized and coloured models of teddy bears into a recurring pattern. Children are familiar with some number rhymes and counting games. Many children can count to 10, although most are reliant on using cubes or small models to do this. A few children recognise and use the numbers from 1 to 10. The shape of their numerals is erratic and many often reverse some of these, especially 2, 3, 5 and 7. By the age of five, most children are still working below the levels expected by this age.

62 Children make steady progress in developing their knowledge and understanding of the world. They talk about where they live, their families and events in their own lives. For example, some could discuss what they could do when they started in the reception class and what they could now do. Children have a simple knowledge of the school; for example they could describe how to move to different classrooms and some could explain, in simple terms, how they came to the school. Children look at materials and identify simple properties, for example identifying rough and smooth paper, and talking about the texture of dough when making cakes. Children develop confidence in using a range of basic computer packages, mainly to develop their language and literacy skills. For example they use a "Talking Books" program that "reads" the words to them together with animated pictures and they use other programs to reinforce their recognition of letters and numbers. However, they often need adult help when working with computers. By the age of five, most children are still working below the levels expected by this age.

63 Children make steady progress in developing their creative skills through playing together and working on a wide range of art and construction activities. They use a range of different materials and equipment in art and use colours effectively when creating “pictures”. Children know few rhymes and songs by heart, although they enjoy joining in with rhymes and simple songs. Children build models using a range of construction kits and materials. For example, they have built models of buildings and vehicles using wooden blocks and plastic building bricks, and have made and decorated models using recycled materials. By the age of five, most children are working below the levels expected by this age.

64 Children make steady progress in developing their physical skills. Children have access to an outdoor play area and use mobile toys. They develop sound skills through physical education and movement lessons. For example, children learnt to move in different ways by running, jumping, skipping, and balancing. By the age of five, most children are working close to the levels expected by this age.

65 The quality of education provided for the under fives has improved since the last inspection. The quality of teaching in the reception class is satisfactory, although a number of good lessons were seen. There are a large number of adults working in the reception class, including the class teacher, a nursery nurse and teachers and other staff employed to support pupils with English as an additional language. The class teacher and other adults working in the class work very well as a team and know exactly what each other is doing. Good planning identifies what children should have learnt in each of the areas of learning by the end of each half term. Short term planning identifies the learning objectives of lessons and the activities that children can choose from each day. A range of activities is planned for: from whole class sessions to group activities that are selected by either adults or children. The teachers have secure knowledge of the under fives’ curriculum and base the work they provide on first hand practical experiences. This planning is based on the nationally recommended areas for learning and children are effectively prepared for the National Curriculum.

66 Resources to support the teaching of the under fives are only just adequate. There is an absence of large soft equipment or outdoor climbing equipment. The accommodation for the reception class is large, but some of the furniture is not appropriate for the youngest children in the school.

ENGLISH

67 By the end of Key Stage 2, pupils’ attainment in English is below the levels expected for their age. In the national tests for 11 year olds in 1999, pupils’ results were very low when compared to the national average, and were below average when compared to schools with a similar number of pupils eligible for free school meals. However, the vast majority of pupils (95 per cent) at Carlton Infant and Junior School have English as an additional language and the limited range of their language skills often makes it difficult for them to reach the higher levels in the test. The school’s results have shown a steady improvement over the last three years.

68 Pupils, including those with special educational needs, make steady progress in speaking and listening. This progress accelerates in Years 5 and 6 so that by the end of Year 6, pupils’ attainment in speaking and listening matches what is expected for their ages. Most pupils reply to questions from the teacher clearly and confidently. They are very willing to speak to visitors and helpers in the school and do so in a friendly, polite manner. Throughout the school most pupils listen attentively to either adults or their classmates. However, a minority of pupils, particularly in Year 4, find it difficult to listen carefully. As a consequence, they do not always follow instructions well and are unsure how to complete set tasks. Teachers then have to repeat or re-explain procedures.

69 Pupils make steady progress in reading throughout Key Stage 1, and by the end of Year 2, their

attainment matches what is expected for their age. Progress in Key Stage 2 varies but, because of the good progress pupils make in Year 6, their attainment still matches what is expected for their age. In Year 1, pupils confidently discuss the title and author of books. They show a sound understanding of what they have read by explaining why some of the characters react the way they do. By the end of Year 2, most pupils express a pleasure in reading. They have not developed a preference for books and enjoy both fiction and non-fiction. However, they use limited strategies for tackling unknown words relying predominantly on sounding out the letters of the word and using picture clues. At the beginning of Key Stage 2, pupils continue to make steady progress. Very few pupils read with expression although they are becoming more fluent readers. They understand and use the contents and index pages of books effectively. Throughout the key stage pupils have a sound knowledge of how the library is organised but cannot explain or use the classification system effectively. In Years 4 and 5, pupils' progress slows. Pupils read accurately but they do not read fluently or expressively. They show a sound understanding of what they have read but cannot use examples from the text to illustrate their answers. Pupils make good progress in reading in Year 6. They read more fluently but still do not use expression effectively. They enjoy discussing the development of characters and plot within stories but often miss the humour intended, for example in a book about ghosts they failed to see the humour of the head teacher of the ghost school being called "I. Scarem". Pupils have a limited understanding of comprehension and have difficulty understanding what is implied within a piece of text as opposed to what is actually stated. The lack of these skills restricts pupils from attaining the higher levels.

70 Despite making steady progress, by the end of both key stages pupils' attainment in writing is below what would be expected for their ages. In Year 1, pupils spell simple three letter words correctly but few can write simple sentences without adult support. By the end of Year 2, pupils attempt to write sentences for themselves but the skill of story writing is not well developed. Few pupils realise that a story needs a beginning, middle and an end and have difficulty writing imaginatively. Pupils begin to use the basic punctuation of capital letters and full stops with greater understanding and therefore more regularity. Handwriting is developed systematically but, by the end of Year 2, many letters are still of inconsistent height or formation. In Year 3, pupils confidently supply missing words on worksheets and complete very short, guided, written tasks. They write for a range of purposes for example, descriptions, cartoons, poems and short stories. However, pupils still find independent writing difficult, relying heavily on adult support, and show very limited use of imagination in stories. By Year 4, presentation of work is poor with pupils not yet writing consistently in a joined up style or taking pride in their work. Many pupils still do not use the basic punctuation of capital letters and full stops consistently and most stories are still very brief and not written in complete sentences. In Years 5 and 6, pupils make steady progress in understanding the structure of grammar and punctuation. However, most work is completed on worksheets limiting pupils' progress in writing independently. By the end of Year 6, most pupils are beginning to understand that stories have to have the correct structure and contain descriptive vocabulary. However, many pupils still find it very difficult to write imaginatively which limits the content of their stories. Handwriting and presentation are not developed systematically throughout Key Stage 2, so that by the end of Year 6, pupils' skills in these areas are below what would be expected.

71 Pupils with special educational needs make satisfactory progress because they are well supported by classroom assistants. Teachers are fully involved in the production of individual education plans and are aware of the targets set in them. Consequently work is well matched to pupils' needs.

72 Overall, the teaching of English is satisfactory and some good and very good teaching was seen. Teachers employed to support pupils who have English as an additional language work in complete partnership with class teachers. As a result, all pupils are given a language rich environment. Planning in English is effective with teachers taking account of the Literacy Framework. However, work planned is not always sufficiently challenging to those pupils capable of higher attainment

resulting in some of these pupils making limited progress. Teachers have satisfactory knowledge of English. However, some areas of writing, in particular writing at length and imaginative story writing, are not being sufficiently developed despite the school allowing additional time within the timetable for this. In addition, sessions at the end of literacy lessons are not always used effectively to reinforce what pupils have learnt. Pupils' attitudes to learning are good. They show an interest in the lessons, behave well and are attentive. Most work with concentration on given tasks although some pupils become restless when the pace of the lesson slows.

73 The English curriculum meets National Curriculum requirements. The school has introduced the Literacy Strategy and has also correctly identified the areas that require further development. This is a result of the subject leader regularly and carefully monitoring the quality of teaching in this area. This has correctly identified the need to improve pupils' writing with a result that more emphasis has been given to this area. However, this is a recent introduction and the results of this are not yet evident in pupils' attainment. Drama is not taught specifically throughout the school but is used successfully in assemblies. Assessment of pupils is undertaken annually with the use of optional test material available to schools but additional testing is used to ascertain the specific needs of those pupils who are finding the acquisition of English difficult. Pupils' results in all tests are carefully recorded and used to track individual progress. However, there is no consistent marking policy and, as a consequence, marking is not used to inform pupils about how their work could be improved. There are good procedures for monitoring pupils' attainment in reading but these have been recently introduced and are not yet used consistently by all teachers. Pupils are encouraged to take their reading books home regularly to share with parents. The issue of poor presentation identified in the previous report has not been resolved. There are no consistent approaches or guidelines for the teaching of handwriting or presentation of work and consequently the attainment in these areas is still unsatisfactory.

74 Teaching in other subjects does not support the development of literacy skills. Pupils use a variety of books to support other subjects and topics but writing in the style appropriate for a particular subject is not well developed, for example, writing up experiments in science or empathetic writing in history.

75 English resources are adequate. The school has recently spent a lot of money on a variety of books to support the Literacy Framework. The reading scheme has a wide selection of good quality books and, as a result, pupils like to choose books from school to read for pleasure. English makes a positive contribution to pupils' social, moral spiritual and cultural development. Teachers take the opportunity to discuss moral issues when they are presented in stories. Sessions at the end of literacy lessons provide good opportunities for pupils to value the work of their classmates. Reading scheme books reflect well the multi-ethnic nature of our society, and there are books in school in both English and in the pupils' mother language.

MATHEMATICS

76 By the end of Key Stage 2, pupils' attainment in mathematics is below the levels expected for their age. In the national tests for 11 year olds in 1999, pupils' results were very low when compared to the national average, and were below average when compared to schools with a similar number of pupils eligible for free school meals. However, the vast majority of pupils (95 per cent) at Carlton Infant and Junior School have English as an additional language and the limited range of their language skills often makes it difficult for them to reach the higher levels in the test. The school's results have shown a steady improvement over the last three years, although there was a dip in 1999. The discrepancy between inspectors' judgements and the results in the national tests can be attributed to the school's increasing emphasis on analysing test data and the positive impact of the National Numeracy strategy.

77 Pupils, including those with special educational needs, make sound progress in many areas of mathematics. This is especially true in number work where pupils gradually develop confidence and competence. However, pupils capable of higher attainment do not always make the progress that they should. This is because they are not always given work that is matched to their abilities. For example, in some numeracy lessons, all pupils are sometimes given the same work and this does not challenge the more able. Pupils make unsatisfactory progress in their use and practical application of mathematics.

78 In Key Stage 1, pupils begin to develop different methods of working with number, including mental strategies. They use numbers up to 100, and learn about shape, space and measures, but at lower levels than nationally. Most pupils in Year 1 count to twenty using cubes, count orally in tens, measure the width of their hands correctly using coins, and begin to recognise simple number patterns. More able pupils choose coins accurately to make values up to forty pence. By the end of the Key Stage 1, most pupils recognise odd and even numbers, begin to understand place values, add numbers to 100 accurately and identify and use halves and quarters.

79 In Key Stage 2, pupils continue to develop their arithmetical skills and increase their speed and accuracy of mental response, but to levels lower than nationally. In Year 3, pupils develop mental strategies involving addition and subtraction of money when buying items from the class shop. In Year 4, pupils learn one method of subtraction and begin to select numbers to solve simple problems. By the end of Key Stage 2, most pupils try a range of approaches when solving number problems, and discuss their work and how they came to an answer, but at lower levels than are typical. Few have developed their own strategies for problem solving, or confidently organise and regularly check their work. Most pupils understand place value to 1000, use mental strategies to find methods of adding and subtracting numbers with at least two digits, and use mental recall in number problems. However, they rarely use calculators when working with numbers containing several digits or when checking the reasonableness of their answers. Pupils' confidence, speed and accuracy of recall in mental mathematics sessions, improves in Key Stage 2.

80 Teaching is satisfactory, but varies from very good to unsatisfactory. Teachers are familiar with the requirements of the National Numeracy Strategy. The quality of mental mathematics during the introductions to lessons varies from good to unsatisfactory, with the pace of this session often being too slow. The final session also varies in quality and consistency. For example, opportunities to share gains in learning are often too short to be effective and this prevents teachers from making accurate assessments of knowledge acquired. Strengths in teaching include teachers' secure knowledge of mathematics, precise and clear learning objectives, which are shared with pupils to aid learning and the good use of resources. Particular features of good or very good teaching, seen in Years 2 and 6 include an emphasis on encouraging pupils to explain their thinking to help to develop their reasoning; secure relationships which value pupils' contributions; high quality questions, which develop understanding; and effective methods, organisation, and pace which ensure that no time is wasted. However, an unsatisfactory lesson in Year 4 lacked effective control and the work for many pupils was not well matched to their abilities. This resulted in slow pace and restricted learning. There is still an over-reliance on worksheets in some classes, where teachers allow pupils to copy from worksheets into books and shade mathematical diagrams. As a result, pupils are not challenged, time is wasted and pupils' understanding of mathematics is not developed.

81 Pupils' attitudes to learning are satisfactory. Most pupils are enthusiastic about mathematics and are keen to improve. However, a significant minority of pupils have short attention spans and often behave inappropriately becoming off task and chatting. This prevents them, and sometimes others, from learning. For example, because they have not listened carefully to instructions they are unsure what is required of them in the practical task, making additional explanations necessary.

82 The mathematics curriculum meets National Curriculum requirements and is well managed. Displays place a sound emphasis on the acquisition of mathematical vocabulary and help to motivate and involve pupils. Planning follows national guidelines ensuring that skills are taught systematically and build upon pupils' previous learning. This is a significant improvement since the last inspection. Arrangements for assessing attainment are good. National test results are carefully analysed, and the information gained is used to set targets for pupils' improvement. Assessment procedures are sound, but the results of assessments are not always used consistently by teachers to guide future planning. In addition, marking is not used effectively and pupils are rarely involved in assessing their own work to help them develop their understanding of mathematics. The subject leader monitors the quality of teaching and the implementation of the National Numeracy Strategy effectively. Support staff make a significant contribution to learning, especially for pupils with special educational needs and those who have problems with spoken and written English. Standards of presentation are often insufficiently high to encourage pupils to take pride in their work. Information technology in the subject is used, for example, data handling in Year 6 and a lifestyle survey in Year 5, but not as often as it could be. Other subjects make little contribution to the development of pupils' numeracy skills. Resources are adequate, suitably stored and easily accessible.

SCIENCE

83 Few science lessons were seen during the week of the inspection. However, examination of pupils' work and discussions with teachers and pupils enable judgements to be made.

84 By the end of Key Stage 2, pupils' attainment in science is below the levels expected for their age. In the national tests for 11 year olds in 1999, pupils' results were very low when compared to the national average, and were below average when compared to schools with a similar number of pupils eligible for free school meals. However, the vast majority of pupils (95 per cent) at Carlton Infant and Junior School have English as an additional language and the limited range of their language skills often makes it difficult for them to reach the higher levels in the test. The school's results have shown a steady improvement over the last three years.

85 Standards in science are below average at the end of both key stages. However, work in books and in class shows a greater understanding of science than the results in the national tests indicate. Many pupils find expressing their thoughts and knowledge in English difficult, and often understand more than written work or tests can show. For example, in Year 5, pupils have a secure grasp of the work in their current topic on "The Earth in Space". They understand that the moon circles the earth while the earth circles the sun. They also realise that the tilt of the earth on its axis gives us the seasons and varying hours of daylight. However, they find it difficult to answer written questions about this aspect of science. In Key Stage 1, pupils gain an increasing knowledge and understanding of materials and how they can be bent, stretched and squashed. In many classes pupils have a good idea of a fair test.

86 Where teaching is sound and activities interesting pupils are keen to investigate and find out. For example, pupils in Year 5 answered questions eagerly and were clearly thinking and following the teacher's explanation. In oral sessions they learn well. In Year 2 for example, pupils began to understand how they could change materials by bending and stretching them. They do however, need close supervision in group or practical tasks to concentrate and gain maximum benefit from the experience. Year 1 pupils needed a lot of teacher support to complete their tasks. Work is often untidily presented and diagrams not well drawn or labelled. Pupils' work still lacks clarity as the previous inspection also noted.

87 Teaching in science is satisfactory and there is evidence of some good teaching at both key

stages. All the lessons seen were thoroughly planned and organised except for one where the teacher had not sufficiently thought the experiment through and therefore did not provide all the equipment she needed. In another the explanation and discussion parts of the lesson were too long but the nature of the work and lively debate kept pupils interested. With one exception teachers manage pupils well. Teachers have at least adequate subject knowledge although one did not understand fully the nature of the solids and liquids with which she was experimenting. Teachers pace lessons well and most adopt a lively manner bringing the subject to life. Teachers match activities well to pupils' ability. This is often at a slightly lower level than is nationally expected for the age group but one that is appropriate for these pupils whose learning has been limited by lack of English skills. However, pupils capable of higher attainment are not always given suitably challenging activities. Work is not well marked. Teachers do not effectively identify for pupils how areas in their work could be improved. All teachers employed in the school work well together as a team. In the Year 2 lesson seen a bi-lingual teacher translated for the benefit of pupils unable to understand fully in English. This was done well so that the flow of the lesson was not interrupted. In both Key Stage 1 lessons seen pupils' speaking and listening skills were developed effectively through the vocabulary used to name materials and describe their characteristics and the ways in which pupils could change them. Pupils with special educational needs are well supported in science and make good progress towards their individual education plans.

88 The science curriculum now meets National Curriculum requirements and is well managed. There is now a better balance in the teaching of all the aspects of science. Pupils' written work and teachers' planning, shows that pupils spend more time now investigating and experimenting in science than they did at the time of the last inspection. Displays also show experimental work to be an important part of the science programme. The school has adopted a national scheme of work and planned a programme of activities that build on pupils' previous learning. A comprehensive subject leaders' file provides useful material for colleagues' guidance and help. The subject leader monitors correct curriculum coverage by looking at teachers' plans. This has ensured that all teachers deliver the correct balance of all areas of the science curriculum. Satisfactory schemes for assessment are in place but the results of these are not sufficiently used to plan future work.

ART

89 Very few art lessons were seen. However, sufficient evidence was available through scrutiny of pupils' work, examination of classroom displays and discussions with pupils and teachers to enable judgements to be made.

90 Pupils make steady progress throughout the school in developing a range of artistic techniques. They use a variety of materials to good effect; for example in Year 1, pupils have painted in the style of Kandinsky, using thick and thin brushes effectively. However, pupils tend to copy what they see or have been shown, rather than use their own creativity and imagination when drawing and painting. Pupils study the style of famous artists and can discuss their style in simple terms.

91 The teaching of art is closely linked to the teaching of design and technology, although teachers clearly understand the difference between these two subjects. Teachers have a secure knowledge of art and teach skills and techniques particularly well, although pupils' creativity and use of imagination is not promoted as well. Pupils have positive attitudes to art. They enjoy art lessons and work enthusiastically, although some pupils are easily distracted.

92 The art curriculum is broad although it places more emphasis on the development of skills than on other aspects of art. The subject leader monitors the coverage of all aspects of art through looking at teachers plans to ensure there is an appropriate balance. There is an art policy and the co-ordinator's file identifies the artists to be studied and the skills that pupils are expected to have learnt by the end of each year. However, this has not yet been simplified into a scheme of work that provides guidance to teachers. Resources are adequate.

DESIGN AND TECHNOLOGY

93 Very few design and technology lessons were seen, but there was sufficient evidence available from displays, pupils' previous work and discussions with teachers and pupils to allow judgements to be made.

94 Pupils make steady progress through both key stages in learning ways to fix and join materials together, for instance making cards with moving parts, and in developing their design and making skills. However, the evaluation of their finished work is not as good, partly because they do not have a sufficiently wide vocabulary to explain what they have done and what could be improved.

95 In Key Stage 1, pupils have investigated real life problems, such as how to improve the parking of cars at the school. They analysed the problem in simple terms, then made realistic suggestions as to how the situation could be improved. Pupils draw simple pictures to illustrate their designs but rarely identify the materials they will be using or why they choose them. Pupils use a range of materials, for example, they have made pictures of playgrounds using card to slide different images in and out of the scene, and have used recycled materials to create models linked to the topic they are studying. Pupils tend to evaluate their models by talking about them but rarely use their literacy skills effectively to write about their work.

96 In Key Stage 2, pupils continue to design by drawing simple sketches. These often lack sufficient accuracy to be meaningful, and are rarely drawn to scale. Pupils learn to create moving mechanisms, such as "pop-up" greetings cards, but work in a fairly limited range of materials. Although pupils have some experience of cutting and joining wood, they lack a clear knowledge and understanding of how to handle this material. Pupils often examine real life artefacts before designing and making their own. For example, pupils in Year 6 carefully examined a range of shoes, discussing

how functional they were, before designing their own sandals.

97 In the very few lessons seen, the quality of teaching was satisfactory. Although teachers often teach aspects of art and design and technology within the same activity, they clearly understand the difference between these two subjects. For example, in Year 3, pupils designed and made a clay wall plaque after discussing a range of pictures of stormy seas. The teacher used the discussion at the start of the lesson to promote an understanding of different artistic styles, then used the second part of the lesson to promote pupils' design skills. Teachers use their good subject knowledge to investigate design specifications. For example in Year 4, the teacher brought a wide range of books with moving paper mechanisms and discussed how they worked before asking pupils to design their own greetings card.

98 The design and technology curriculum is broad, balanced and well managed. There is a clear policy statement that has been recently reviewed, and the school's scheme of work is being adapted to match a recently introduced national scheme. As a result, teachers have selected units of work for their classes, and this ensures that pupils are presented with work in an appropriate sequence that builds upon their previous learning. The school supplements this curriculum with Technology Days where all pupils in a key stage work in mixed age groups, moving from teacher to teacher and tackling a range of projects based on a single theme. These are useful days that promotes the development of pupils' design and making skills. Teachers are starting to use information technology to enhance their lessons, for example pupils in Year 4 used an art package to draw the designs for their "pop-up" cards. Similarly, teachers often promote pupils' literacy skills by referring to technical vocabulary. However, there are few links to numeracy. Resources for design and technology are adequate.

GEOGRAPHY

99 Only one geography lesson was seen during the inspection. However, examination of pupils' work and discussions with teachers and pupils enable judgements to be made.

100 Pupils make steady progress in geography although they are given a narrow range of geographical activities. By the end of both key stages, pupils' attainment is below what is typical at these ages.

101 In Year 1, pupils study maps, pictures, photographs and artefacts. They respond to questions about homes and the way of life for people in Zimbabwe and other places and compare differences with their own homes. In Year 2, pupils learn to represent geographical features on a map. By the end of Key Stage 2, pupils are beginning to recognise that different places, such as Bombay and Dewsbury, have similar and different characteristics, and locate India and Pakistan on a world map.

102 In the one lesson seen the quality of teaching and pupils' response were good. The teacher asked probing questions to develop geographical understanding, demonstrated secure knowledge of geography and used resources well. Most pupils were enthusiastic and well behaved.

103 There is now a greater emphasis on teaching geographical skills through the use of the local environment than at the time of the last inspection. The subject leader now monitors the coverage of the geography curriculum through looking at teachers' planning. However, the curriculum remains narrow, with little evidence of the study of a contrasting locality in the United Kingdom or the study of some themes, such as rivers. Educational visits and a residential visit for older Key Stage 2 pupils make a good contribution to learning. The increased emphasis on first-hand experience to bring geography alive for pupils, and the adoption of a national scheme of work to ensure skills are developed in logical sequence, are both improvements since the last inspection. However, pupils complete insufficient written work, and there is too little focus on the acquisition of geographical vocabulary.

Information technology is rarely used to handle, classify and present geographical evidence, although there is a limited range of software to support the curriculum.

HISTORY

104 Throughout the school, pupils make steady progress in learning about everyday life in the past. In Year 1, pupils answer questions about the past by studying well chosen Victorian artefacts located in the “home corner”, and make comparisons with their own lives. By the end of Key Stage 1, pupils understand and know about major events such as the Great Fire of London and people they have studied, such as Florence Nightingale. They sequence pictures depicting events of the Gunpowder Plot, which develops an understanding of the passage of time. In Year 3, pupils visit Colne Valley museum to find out what life was like for the Victorian working classes. Pupils in Year 4 compare rich and poor children in Tudor times while in Year 5, pupils learn about different sources of evidence when considering how life in this country has changed since 1948.

105 By the end of Key Stage 2, pupils describe major events in a study of ancient Egypt in more detail, identifying and describing the causes and consequences of situations, events and changes, but at levels which are below what is typical for their age. Following a visit to Bagshaw Museum, Year 6 pupils extended their knowledge and understanding of the ancient Egyptians.

106 Teaching is satisfactory in Key Stage 1, but more variable in Key Stage 2 where good and unsatisfactory teaching was seen. Good features of teaching included the imaginative use of artefacts and resources to help motivate pupils, good questioning to develop historical understanding and lessons conducted at a good pace. However, in a Year 4 lesson, the introduction was too long, and ineffective control adversely affected the pace of the lesson. Teachers do not provide sufficient opportunities for pupils to write at length about historical events, for example to indicate different viewpoints about the past or to report on famous events.

107 Pupils’ attitudes to learning are satisfactory. Most pupils are attentive and interested, especially when they are challenged by their work as, for example, in a Year 6 lesson. However, a significant number of pupils have limited attention spans and are easily distracted. This slows the rate at which all pupils learn, as teachers have to spend time managing this behaviour.

108 The history curriculum is broad, balanced and well managed. The use of different sources of evidence, for example, artefacts and educational visits, such as a Victorian costume day, are used well to help bring history alive for pupils. The local area is used appropriately to develop historical knowledge and understanding, but there is scope for further development. Information technology, though evident in history, is under-represented. The subject leader monitors the coverage of the history curriculum through looking at teachers’ planning. The school has access to a good range of resources, which help to support work in the subject.

INFORMATION TECHNOLOGY

109 Pupils make steady progress in developing their information technology skills and, by the age of 11, their attainment matches the levels expected for their age. However, whilst pupils’ information technology skills are satisfactory, they are not using information technology as well to promote their learning in other subjects, particularly in English, mathematics and science, as well as developing their information technology skills.

110 In Key Stage 1, pupils learn to use computers. They use the keyboard and mouse to control

what happens on the computer screen. For example they use simple word-processors and art packages. By the end of Year 2, they use word-processors to write simple stories, and correct their mistakes. They use word banks, prepared by the teacher, to extend their vocabulary. Pupils use art packages to draw simple pictures, for example pictures linked to the topics they are studying.

111 In Key Stage 2, pupils build on their previous skills and extend the range of work they undertake. For example, in Years 3 and 4 they change the type size, colour and font when using a word-processor, include clip art in their documents and can use a CD-ROM to find out more about the topics they are studying. In Years 5 and 6, pupils gradually use more and more of the features of software packages such as word-processors and presentation packages. By the end of Year 6, pupils use information technology to produce multimedia presentations, combining text, graphics, photographs and sound. However, pupils do not fully understand how spreadsheets can be used to manipulate numbers or how databases can be used to interrogate data and detect patterns.

112 The quality of teaching is satisfactory, although teachers do not provide pupils with enough opportunities to use information technology independently during normal lessons. The high staffing ratios in the school enable small groups to use the computer suite while the rest of the class is studying a topic. During these sessions, teachers clearly identify what they expect pupils to have learnt. Teachers have an adequate knowledge of information technology and many use computers confidently. As a result, pupils have positive attitudes towards information technology. They enjoy using computers and are keen to improve their skills. Pupils take care of the equipment and do not become frustrated when it does not function as they expect it to. They share the computers and take turns at the keyboard, discussing their activities before they make decisions.

113 The information technology curriculum is broad, balanced and meets National Curriculum requirements. There is a policy and a scheme of work that is based on the national scheme of work. These ensure that pupils are provided with opportunities to develop their information technology skills in an appropriate sequence that builds upon their previously learnt skills. However, although computers are sometimes used in classrooms, they are rarely used effectively in other subject areas. There is a monitoring of the coverage of the information technology curriculum by the subject leaders who looks at teachers' planning. There are adequate resources to support the teaching of information technology although a number of older computers are reaching the end of their useful working lives.

MUSIC

114 Only one music lesson was seen during the inspection. However, discussions with teachers and pupils enabled judgements to be made.

115 Standards in music have improved since the last inspection but, by the age of 11 are still below what is typical for pupils of this age. It was not possible to hear singing in Key Stage 1 and during the whole school assemblies pupils did not sing. The school has a choir but there were no rehearsals during the inspection. Year 6 pupils sing with some enthusiasm but many pupils sing on the "speaking" voice and do not pitch well. As a result, the sound does not blend. However, most pupils are unused to singing or to hearing singing in their homes. Pupils tackled a round but the lack of accurate tuning made it less successful than it would otherwise have been. No recorder playing was heard although the school does have a small recorder group that meets as an extra-curricular activity. Pupils in Year 6 accompany their singing with tuned percussion, counting the beats carefully and playing in time.

116 In the lesson seen, teaching was good with the teacher very securely managing the class whilst adopting a lively style. This helped both pupils' enjoyment and their progress. The lesson was well prepared and organised except that a shortage of tuned percussion instruments meant that pupils had to

wait for their turn to play. Piano accompaniments were well played.

117 Since the time of the last inspection the school has implemented a new music policy and scheme of work. They provide for a suitable course in line with the National Curriculum. Resources for music are poor. Many of the instruments, particularly the untuned percussion instruments, are old and of poor quality. The hall is resonant and this helps the sound of singing.

PHYSICAL EDUCATION

118 In Key Stage 1, pupils make steady progress. They develop games skills such as throwing and catching balls and controlling a ball with a bat. Pupils take part in activities that include running, jumping and skipping. By the end of Year 2, pupils respond well to music, moving in time to the rhythm. They understand the effects of exercise on their bodies and the need for warm-up sessions.

119 In Key Stage 2, pupils continue to make steady progress. In Year 3 pupils develop body awareness and control by creating symmetrical shapes whilst holding a balance. Pupils in Years 4 and 5 are taught to swim at the local swimming baths. By the end of Year 5 most pupils can swim at least 25 metres. By the end of Year 6, most pupils have developed the necessary skills to play many games, for example, football, netball and cricket. They have a positive attitude to sportsmanship and play games fairly according to the rules. In Year 6 there is the opportunity for pupils to visit an outdoor pursuits centre. This enhances pupils understanding of outdoor, adventurous activities.

120 The quality of teaching is satisfactory but enhanced by the use of good quality swimming coaches. Physical education activities are well organised and supervised. Teachers provide activities that encourage pupils to use and build on their previously learned skills. Lessons include a balance of instruction, demonstration and performance. As a result pupils have positive attitudes to physical education. They respond with enthusiasm and pleasure in these lessons.

121 The physical education curriculum is broad and balanced. A sound scheme of work ensures lessons build on previous skills. The subject leader monitors subject coverage through looking at teachers' plans. There is a range of extra-curricular activities including football, netball and cricket. The school has matches with other schools in these sports. This contributes positively to pupils' social and moral development. Resources in physical education are adequate although the large apparatus is old and heavy limiting its use. There is a large hall that provides good indoor space, a large field and hard surfaced area to develop pupils' outdoor skills.

RELIGIOUS EDUCATION

122 Few religious education lessons were seen. However, examination of pupils' work and discussions with teachers and pupils enable judgements to be made.

123 Over 95 per cent of the pupils in the school are Muslims and parents of a significant minority of these pupils have withdrawn them from religious education. They follow a course of personal and social education. Teachers organise this well and it provides a useful and relevant experience for the pupils.

124 For those pupils who study religious education the work sample shows that the Local Authority's Agreed Syllabus is adequately covered and pupils make steady progress. The school is especially careful not to teach anything in a way that would cause offence to pupils or their parents. Many pupils' knowledge of Islam is good. However, pupils' attainment in religious education is below

the expectations of the Agreed Syllabus. Their understanding of facts and ideas is better than their ability to express those ideas and write or talk about them. In the Year 1 class for example, although pupils had a firm grasp of the main events in the life of Mohammed, many had difficulty in arranging the pictures on the worksheet in the correct order.

125 The personal and social education lesson in Year 6, showed pupils sharing ideas and clearly developing their social skills and thinking about moral principles. The programme used, in a non-religious way, many of the ideas that would be in a religious education lesson. The teacher thanked pupils who had brought a photograph of themselves when very young, putting into practice one of the principles the school is keen to convey. The discussion interested pupils and they joined in very willingly. Similarly, pupils in Key Stage 1 were keen to tell the teacher what they knew about Mohammed as she told the story. However, many pupils had a short attention span and found it difficult to maintain concentration towards the end of the lesson.

126 The quality of teaching is satisfactory. The personal and social education lesson had been well prepared and the group work well organised within it. This lesson was conducted at a good pace but the stories in the Key Stage 1 lesson unfolded rather too slowly, which allowed pupils' attention to wander. The work sample shows that usually pupils all do the same written work. Worksheets are too difficult for some pupils who cannot understand or complete them.

127 The previous inspection identified the provision for pupils studying religious education and for those withdrawn from these lessons were unequal. Both groups of pupils now receive a satisfactory programme of activities. Resources have also improved since the time of the last inspection. However, religious education and assemblies still make a less than satisfactory contribution to pupils' spiritual development.