

INSPECTION REPORT

FAGLEY PRIMARY SCHOOL

BRADFORD

LEA area: BRADFORD

Unique reference number: 107249

Headteacher: Mrs Anne Keogan

Reporting inspector: Mr G Yates
2465

Dates of inspection: 29 – 31 January 2001

Inspection number: 190969
Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: County

School category: Primary

Age range of pupils: 3 - 11

Gender of pupils: mixed

School address: Falsgrave Avenue
Bradford
West Yorkshire

Postcode: BD2 3PU

Telephone number: 01274 771124

Fax number: 01274 771124

Appropriate authority: Governing Body

Name of chair of governors: Mrs. Margaret Isherwood

Date of previous inspection: 20 May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2465	Geoffrey Yates	Registered inspector	Religious education Geography History Equal opportunities Special educational needs	What the school should do to improve How high standards are How well pupils are taught How well the school is led and managed
19741	Trevor Smith	Lay inspector		How well the school works in partnership with parents / carers How well the school cares for its pupils
7979	Anthony Calderbank	Team inspector	Science Art and design Design and technology	
30823	Brenda Clarke	Team inspector	Mathematics The Foundation Stage	How good curricular and other opportunities are
31012	Ann Welch		English ICT Music Physical education English as an additional language	Pupils' attitudes, values and personal development

The inspection contractor was: Quality in Focus
Thresher House
Lea Hall Park
Demage Lane
Lea by Backford
Chester CH1 6LP

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

In September 2000 the school became a primary school for pupils aged three to eleven years. Before that the school was designated as a first school for boys and girls aged three to nine. The school is smaller than most primary schools with 192 pupils on roll. There is considerable pupil mobility. Ninety-two pupils are on the register of special educational needs, including five with statements of special educational needs, which is well above the national average. They, along with the small number of pupils who learn English as a second language, are well integrated into all aspects of school life. The percentage of pupils who are known to be eligible for free school meals is well above that found in most schools. Attainment on entry is very low, with many pupils having poor social skills and restricted speech.

HOW GOOD THE SCHOOL IS

From a very low starting point on entry to the school, pupils' progress and achievements are satisfactory overall. However, standards in English are well below the national average and in mathematics and science are below the national average. The large percentage of pupils with special educational needs and the high level of pupil mobility have a detrimental effect on standards. The headteacher provides effective leadership. The school is giving satisfactory value for money.

What the school does well

- Children settle in very well in the nursery and benefit from very good teaching.
- Teachers plan lessons well.
- Provision for special educational needs is good. Pupils are well supported by classroom assistants.
- Very good procedures are in place to encourage children to behave well.
- Parents are kept well informed about what is going on in school.
- Most pupils show a good enthusiasm for school.
- The school cares for its pupils well and relationships between pupils and staff and pupils are good overall.

What could be improved

- The provision for the teaching of information and communication technology that currently does not meet National Curriculum requirements.
- The use the school makes of information about pupils' achievements in both key stages.
- The chances and opportunities pupils get to improve their writing.
- The quality of teachers' marking, particularly the guidance they give to pupils to help them improve their work.
- The poor level of resources in information and communication technology.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1998. Her Majesty's Chief Inspector of Schools found that the school was providing an acceptable standard of education for its pupils and no longer required special measures. Satisfactory progress has been made in resolving most of the key issues raised in the last inspection report. There are no longer inconsistencies in the quality of teaching. During the week of the inspection, teaching was satisfactory or better in 98 per cent of lessons. The school has put in place good systems for assessing pupils' progress but does not yet use the information in a consistent way to set targets to help pupils improve their work. Provision in the nursery is still a major strength and the school continues to extend many of the characteristics and principles of the nursery curriculum into the reception class. The school has managed well the expansion of the age range. The local education authority works closely with the school and over time has taken the necessary steps to reduce the budget deficit.

STANDARDS

The table shows the standards achieved by 7-year-olds based on average point scores in National Curriculum tests before the present school was established. National comparisons cannot be made at the end of Key Stage 2 as the present Year 6 will be the first group at the school to take National Curriculum tests.

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

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>Average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

It is only in 2001 that statistics will become available as to how well the school's performance in National Curriculum tests for eleven-year-olds in English, mathematics and science compare with national averages and similar schools. The table above needs to be treated with caution, since the class taking national tests in 2000 was very small and contained an above average number of pupils on the special educational needs register.

In the current Year 6, the percentage of pupils with special educational needs is just over 60 per cent. Only half the number of pupils in that class has attended the school since entering Key Stage 2. Inspection evidence shows that most will not achieve the nationally expected standards in English, mathematics and science. Standards in religious education are in line with expectations of the local agreed syllabus. However, standards in information and communication technology are well below average. Standards in geography and physical education are similar to those found in most schools. It is not possible to make a judgment about standards at the end of Key Stage 2 in art, design and technology, history and music because of the way the timetable was organized during the week of the inspection. The school has agreed appropriate targets for pupils' achievements in English and mathematics and is in line to reach them. However, pupil mobility – pupils enrolling at and leaving the

school at different times of the year - makes accurate target setting for a relatively small age group difficult.

Most of the children under five, considering their very low levels of attainment on entry, make good progress and achieve well but the majority will not attain the expected early learning goals by the time they start Year 1.

By the end of Key Stage1, the proportion of pupils on course to achieve the expected level in English is well below the national average and below in mathematics. The current high number of pupils with special educational needs in the class affects the overall standards being attained by the age group. Standards in science, history, physical education art, design and technology and religious education are broadly in line with those found in most schools. Standards in information and communication technology are well below national expectations. It is not possible to make a judgment about standards in music and geography because no lessons were seen and insufficient evidence was available.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and generally get on well with one another.
Behaviour, in and out of classrooms	Satisfactory, overall. However, many pupils have limited self-control and can only behave well in response to regular reminders from staff.
Personal development and relationships	Good. Staff work hard to encourage mutual respect and relationships are good.
Attendance	Satisfactory. Good procedures are in place for checking and improving attendance.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Satisfactory	Satisfactory

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

During the inspection 98 per cent of the teaching seen was at least satisfactory. It was good or better in around 50 per cent of lessons. Though 2 per cent of lessons were unsatisfactory, this is a significant improvement from teaching in previous inspections. Teaching in the nursery is consistently very good.

Teachers plan lessons well and have a good grasp of the National Literacy and Numeracy Strategies. However, though they understand how to teach writing, they do not provide pupils with enough opportunities to write in other subjects. In science, teachers do not over-direct experiments but allow pupils to test their predictions. This improves the quality of learning.

Information and communication technology teaching is unsatisfactory. Most teachers have not had the training to give them the skills or confidence to teach the subject successfully. A strength of the teaching is the good provision made for pupils with special educational needs and those who speak English as an additional language. Teachers' planning takes full account of their needs. Teachers mark books regularly but their comments do not consistently inform pupils what they should do next to improve.

The quality of learning is satisfactory overall. During literacy and numeracy sessions, pupils are taught the necessary skills but do not put them into practice in some of the work they do in other subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, overall. The school places an appropriate emphasis upon the teaching of English, mathematics and science. However, provision for information and communication technology is poor. Homework makes a positive impact on pupils' progress. There is a satisfactory range of out-of-school activities.
Provision for pupils with special educational needs	Good. The school has good systems for ensuring that any pupil joining the school who has special educational needs is quickly identified and appropriate support provided.
Provision for pupils with English as an additional language	The small number of pupils who learn English as a second language receive satisfactory support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. Provision for pupils' social and moral development is good. Assemblies provide appropriate opportunities for spiritual growth. Staff work very hard in encouraging pupils to consider the effect their actions have on others.
How well the school cares for its pupils	Satisfactory procedures ensure the health, welfare and safety of all pupils. From the moment pupils enter school, no matter what the age group, their academic and personal development are carefully monitored. Procedures for assessing pupils' work are good but the school does not yet use information from assessments effectively to set targets for improvement.

Parents are kept well informed about school events and their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is managed effectively. There is a clear sense of purpose and the headteacher provides good leadership. She has given increased responsibility to co-ordinators in managing their subjects.
How well the appropriate authority fulfils its responsibilities	The governing body is supportive of the school and fulfils most of its legal responsibilities. However, provision for information and communication technology does not meet legal requirements.
The school's evaluation of its performance	Satisfactory. Test results are analysed but as yet the information is not effectively used to set targets for future improvements.
The strategic use of resources	Most resources are used well.

The school is appropriately staffed and generally satisfactorily resourced. However, information and communication technology equipment is outdated and insufficient to meet National Curriculum requirements. The library is not well stocked with books. The main school building is kept clean and fairly well maintained; this is in stark contrast to the uninviting exterior of the main building and school grounds. One class is currently housed in temporary accommodation. Value for money is obtained on all the equipment the school buys.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> ◆ the school is well-led and managed. ◆ they are kept well-informed about how their children are getting on. ◆ their children like the school. ◆ they feel comfortable about approaching the school with any problems. 	<ul style="list-style-type: none"> ◆ the standard of pupils' behaviour ◆ the amount of homework children receive. ◆ the way the school works with parents. ◆ the range of activities outside lessons.

The inspection team found the school to be effectively managed. Pupils do enjoy coming to school. Parents are kept well-informed about what goes on and are made to feel welcome when they approach the school with any problems. The school has put in place some very good procedures to improve pupils' behaviour and works closely with parents. There is a satisfactory range of out-of-school clubs and homework is sufficient and of a satisfactory quality.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children enter school, many have very poorly developed speaking and listening skills as well as poor skills in other curriculum areas. Progress for children in both the nursery and reception classes is good in all areas of learning. However, because of the very low base line from when they start school, most do not achieve the early learning goals in mathematics, creative skills and knowledge and understanding of the world by the end of their time in the reception class. Children's communication, language and literacy skills are still well below that found in most schools. Children do, however, attain the expected level in personal, and social and emotional development because of the good support they receive. Physical development is broadly satisfactory when compared with that found in other schools.
2. In the year 2000, National Curriculum tests at the end of Year 2 showed the percentage of pupils reaching level 2 and above to be well below the national average in English, mathematics and science. The percentage at level 3 and above was well below the national average. However, there was a very small number of pupils in the class and an above average number of pupils on the special educational needs register, so these results need to be treated with care when comparisons are made with other schools.
3. Inspection evidence shows that by the age of seven, most pupils are working at well below the expected level in English and below the expected level in mathematics. However, because of the good quality of teaching pupils receive in science in Year 2, standards are broadly average.
4. Since many pupils have difficulties with spoken English, especially the less able and the small number who speak English as a second language, teachers continuously try to persuade pupils to talk at greater length and to use a wider vocabulary. In lessons, they give them many opportunities to respond to questions and suggestions and to tell the rest of the class about their work. This works well, and by the time they are seven, most pupils are willing to take part in discussions, although their limited vocabulary frequently inhibits them from incorporating detail into their descriptions and only higher attaining pupils speak at any length. Standards in reading are well below those expected nationally. The school's own analysis of why this is the case indicates that although pupils can decipher the words, their limited vocabulary prevents them from fully understanding what they have read. Pupils' limited language skill, together with a lack of confidence in their own ability, makes them reluctant writers. Pupils are not given enough opportunities to use and develop their writing skills in other subjects
5. Throughout Years 1 and 2, pupils make satisfactory progress in mathematics and good progress in science. The findings of this inspection indicate an improving situation in mathematics, with standards of attainment by the age of seven now below, rather than well below, those expected nationally. This is due to the structured approach to language development in the Foundation Stage, the effective introduction of the National Numeracy Strategy, and the systematic teaching of basic skills. In science pupils start Year 1 with a below average knowledge and understanding of the world about them. They make good progress in the development of enquiry skills such as predicting outcomes and testing them out. By the end of the key stage, pupils achieve standards that are broadly similar to those found in other schools.

6. Standards in information technology by the end of Year 2 are well below national expectations for their age. Standards have fallen since the last inspection. This is because pupils have not had sufficient opportunities to work with computers and other information technology. The school recognises this as a key issue for development and an area that needs tackling urgently. In history, religious education, art and physical education, pupils make satisfactory progress overall and achieve standards that are in line with those found in most schools. It was not possible to make judgements about standards in design and technology, music and geography.
7. The school has a Year 6 class for the first time this year, following the reorganisation of primary education in the town. There are, therefore, no statistics available about past performance at the end of Year 6.
8. Inspection evidence shows that most pupils by the end of Year 6 will not attain the expected level 4 in mathematics and science. In English, standards are well below average. Two factors have had a detrimental affect. First, pupils entered the school with very low skills and despite satisfactory progress have not managed to make up enough ground in developing the necessary skills. Second, around 60 per cent of the age group have special educational needs. Many pupils have difficulties with spoken English. Standards in reading are well below those expected nationally. As pupils move through the school, their comprehension skills are developed by teachers encouraging them to look for deeper meanings in texts and to consider the writer's choice of language in, for example, arguing a point or indicating the passage of time. Although the methods used are helping pupils make steady progress, many pupils fail to understand significant ideas and themes from the stories and texts they read. Standards of writing are not high enough. Although teachers understand how to teach writing, they do not give pupils enough opportunities to write at length.
9. In mathematics, by the end of Key Stage 2 pupils' competence in the use of multiplication tables, and their ability to identify the correct operation when solving problems, are not developed effectively. Discussions held with pupils reveal that many still have below average language skills. They can correctly solve clear-cut, uncomplicated sums but find difficulty in understanding written and spoken problems. Progress in science is satisfactory, however. Pupils have knowledge of the topics they have covered but because of their restricted speech, their use of the correct scientific vocabulary is below that normally found.
10. Standards in information technology are well below average. Pupils do not have access to up-to-date equipment and teachers lack the necessary skills to teach the subject. In geography, religious education and physical education, standards are in line with those found in most schools. In movement lessons pupils achieve a higher than average level of performance. In religious education by the end of Key Stage 2 pupils have a sound knowledge overall of Christianity and some of the major religions of the world such as Judaism and Islam. Because of the way the subjects are timetabled it is not possible to make a judgement about standards in music, art, design and technology and history.
11. Pupils with special educational needs make good progress. Teachers make good use of assessment information to plan work. Those pupils who speak English as a second language make good progress and receive satisfactory additional support. Pupils achieve satisfactory standards in keeping with their prior ability. There is no significant difference, at either key stage, between boys' and girls' attainment and progress.
12. In all classes, because of the quality of teaching pupils receive, they make satisfactory progress overall. Pupils achieve a satisfactory level with regard to their prior attainment.

With so many pupils coming and going from the school and over half the number of pupils on the special educational needs register, comparisons with national averages need to be treated with care. The school is working as hard as it can to raise standards in the difficult circumstances in which it finds itself.

Pupils' attitudes, values and personal development

13. Pupils' attitudes to school have remained good since the last inspection and this makes a positive contribution to their learning. Children in the Foundation Stage know the rules and routines of the nursery and school and respond enthusiastically to new experiences. Most pupils in all year groups like being at school and take a real interest in their work. When lessons are interesting and pupils are clear about what they are expected to achieve, they are eager to volunteer answers and ideas and apply themselves well to the task in hand. They are particularly keen to take part in the range of sporting activities that take place after school. Pupils with special educational needs, and those who speak English as a second language, have positive attitudes to learning because of the extra support they get and the success they enjoy from activities planned to match their needs.
14. Behaviour remains satisfactory both in and out of class, although in the nursery it is noticeably better. This is because of well-structured, stimulating activities that ensure that children behave well despite their short attention spans. Many pupils have little or no self-control and need clear and regular guidance in order to behave well. A significant minority of pupils has very challenging behaviour. There are more pupils with behavioural problems on the register of special educational needs than would typically be found in similar sized primary schools. No bullying or aggressive behaviour was observed during the inspection but some incidents do occur in spite of the school doing all it can to eliminate them. Exclusions have risen significantly since the previous inspections, and are now relatively high in relation to other primary schools across the county. Overall, pupils care for their school. They show due respect for its fabric and fittings, although litter is regularly left in the yard.
15. The school has maintained the high standards of personal development and relationships previously reported. Relationships between teachers and pupils are good and this is a school where pupils' opinions are valued. Pupils are generally friendly to one another and polite and courteous to adults. Visitors are greeted with a smile. Throughout the school, pupils take responsibility for getting out materials they need in lessons and handle books and equipment carefully. Groups of pupils in a Year 1 science lesson made sure that they left their magnets and rods in the correct order for the next group to use. As they get older, pupils take more responsibility for a range of minor but important jobs such as setting up the hall for assembly and taking charge of lunch boxes. Pupils' concern for others has led to their raising money for charities or, for example, sending harvest gifts of dried goods to Romania. Pupils who speak English as a second language, and those with special educational needs, are integrated fully into the life of the school and form good relationships with teachers and support staff, who they know will value their contributions during lessons.
16. Attendance remains satisfactory but, nevertheless, is below the average for primary schools nationally. Unauthorised absence remains above the national norm, although the level is gradually improving as a result of the school's efforts to improve it. Punctuality is generally good. Most pupils arrive on time, and are settled in class promptly at the start of sessions.

HOW WELL ARE PUPILS TAUGHT?

17. Staff have worked hard and conscientiously to raise the quality of provision since the last inspection and to address the key issue with regard to teaching. As a result there are no longer any significant inconsistencies in teaching.
18. The quality of teaching is good with the under-fives and satisfactory in Key Stages 1 and 2. During the week of the inspection, teaching was very good or excellent in 18 per cent of lessons, good in 36 per cent and satisfactory in 43 per cent. Although 2 per cent of lessons were unsatisfactory, this is a significant improvement from what was found in previous inspections. Teaching in the nursery is consistently very good.
19. Teachers with the under-fives have high expectations and careful planning ensures that learning activities closely match the differing abilities of pupils. In language and literacy, all activities ensure that children learn basic skills. Teachers use classroom assistants well to support learning. In mathematics, planning in reception is appropriately based on the National Numeracy Strategy, while the nursery staff use every opportunity to reinforce children's learning. For example, they count the number of children present each day. The very supportive and encouraging approach gives children the confidence to try hard. Resources are well organized, so that children can investigate for themselves and develop enquiry skills. Children's interest is captured by some imaginative approaches. For example, outside play activities in the nursery include an area where children can pretend to be mending a road. They remove rubble, put down pipes and only stop for *bacon sandwiches*. The quality of learning in the nursery is very good because children engage in activities that are challenging and interesting in an atmosphere of mutual respect.
20. The quality of teaching in English is satisfactory overall in both key stages and examples of good teaching were observed. Teachers have a firm understanding of how to teach the basic skills of reading and writing. They plan activities well and ensure that they are interesting to pupils. In lessons, teachers give them many opportunities to respond to questions and to talk to the whole class. For example, although pupils in Year 2, during a discussion about emotions, began responding in a tentative manner, the effective questioning skills of the teacher improved the quality of learning by persuading them to speak at greater length. The use of story frames and shared writing activities is helping to build pupils' confidence. In a good lesson in Year 6, pupils worked together on the preparation for their own *horror story* and were able to identify the key features of that particular style of writing.
21. In mathematics, the quality of teaching is satisfactory overall in both key stages. A feature of planning is the use made by teachers of small structured steps that build effectively on previously taught work. This works well and has a positive effect upon the quality of learning because it gives pupils the confidence to *have a go* and they learn in a systematic way. However, teachers do not always challenge the pupils. For example, in some mental arithmetic sessions, teachers do not direct questioning to individual pupils, resulting in a significant minority not taking part.
22. Teachers incorporate the National Strategies for Numeracy and Literacy well into their lessons. The content of the work is usually well matched to pupils' levels of attainment and a good balance achieved between oral and mental work, direct teaching, learning activities and the final plenary session. However, though teachers understand how to teach writing, they do not provide pupils with enough opportunities to write at length and in a variety of styles. Opportunities for pupils to develop their writing in other subjects are also missed. These aspects of teaching need improving if standards are to

improve. Pupils apply their mathematical knowledge appropriately in other areas of the curriculum - for example, to construct timelines in history or to measure the breaking time of weighted tissue paper in science. However, such opportunities are limited.

23. The setting arrangements for English and mathematics for older pupils in Years 5 and 6 enables teaching to be more closely related to pupils' differing abilities.
24. The quality of teaching in science is good in Key Stage 1 and satisfactory overall in Key Stage 2. Most teachers have a good knowledge and understanding of the subject and as a result are able to give clear introductory explanations. An appropriate emphasis is placed upon the development of hypotheses, prediction and investigation. Good use is made of the expertise of the co-ordinator to work with pupils in Year 3. She has high expectations and in one lesson, when she noticed some inaccuracies in one group's recorded findings, she made them repeat the activity. In this lesson the pupils made good progress and achieved well. The quality of learning is good in Key Stage 1 and satisfactory in Key Stage 2. Teachers do not over-direct the work but allow pupils to take some responsibility for their learning by letting them test out predictions in group activities. The practice of ensuring that science is taught in single age group lessons in Key Stage 2 is effective.
25. In information and communication technology, teaching is unsatisfactory in both key stages. The school does not have sufficient resources and although teachers are familiar with computers, most have not had the training to give them the skills or confidence to teach the subject successfully. As a result, standards are poor. The need for more training and up-to-date equipment is a priority. There is very little evidence of information and communication technology being used in other subjects.
26. It was not possible to make an overall judgement about the quality of teaching in religious education, art, design and technology, geography, history and music. Teaching is satisfactory in physical education. Planning is sound and relates to the ages and abilities of the pupils. In one very good lesson pupils were challenged to refine their sequences of movement and to add an element of repetition. Management of behaviour was very good in this lesson because the teacher had high expectations and made the lesson enjoyable. The pupils had to listen carefully and work hard. Occasionally, in some other classes, pupils are made to sit out if they misbehave and they miss an unacceptable amount of lesson time.
27. Classroom management is good with the under-fives and satisfactory overall throughout the rest of the school, with a strong emphasis given to reinforcing good attitudes and behaviour through good role models, praise and rewards. Teachers work hard to manage classes, some of which contain pupils with identified behaviour problems. They make very good use of effective classroom assistants and helpers to deflect potentially difficult situations and bring pupils back to their tasks with the minimal interruption to the flow of the lesson. These strategies are particularly effective during science lessons when pupils are involved in experiments. Time is used effectively and well-established routines enable pupils to move from one task to another with the minimum of disruption. In all classes relationships are good and pupils are given every encouragement to succeed.
28. A strength of the teaching is the good provision made for pupils with special educational needs and those who speak English as an additional language. Pupils are well integrated into their classes and teachers' planning takes full account of their needs. Relationships are good and as a result pupils respond well to the extra support they are given during lessons.

29. The school's procedures for assessing pupils' progress are good. Teachers analyse test results to identify trends in attainment but do not use the information to strengthen future planning. Teachers in the nursery and reception class have made a good start in establishing precise targets to improve the attainment of individual children but target setting is unsatisfactory in most other classes. Day-to-day assessment is satisfactory but there is not much evidence of the perceptive quality of marking noted at the time of the last inspection. Books are marked regularly and comments are positive and supportive. However, there are still some inconsistencies in the approaches used. For example, in many subjects, marking does not consistently inform pupils what they should do next in order to improve. At times unfinished work is accepted, including work from higher attaining pupils.
30. Teachers make good use of all available resources to make learning more relevant. However, the school lacks suitable up-to-date resources in information and communication technology and the school library contains outdated reference books. Homework is set regularly throughout the school and is making a valuable contribution to pupils' progress. The range of extra-curricular activities provided by the staff enhances the quality of learning.

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

31. Curricular provision is good, overall, for pupils in the Foundation Stage and very good in the nursery. It is well planned around all the early learning goals, is relevant to the needs of young children, and is enriched by the provision of many appropriate, well-resourced activities. In both key stages, curricular provision and the quality of learning opportunities are satisfactory overall. Pupils start school with poorly developed skills, and as a result of the good quality curriculum they receive, they make satisfactory progress. The curriculum generally covers all the required aspects, although the provision for information technology is inadequate and does not meet statutory requirements.
32. The school has effectively implemented the National Strategies for Literacy and Numeracy, and sufficient time is allocated to these subjects each day. The time allocated to teaching the subjects of the curriculum overall is slightly below the recommended minimum. Aspects of sex and drugs education are included in the science curriculum, with specific teaching in Year 6. A developing programme for personal and social education complements the curricular provision. Some teachers have now introduced *circle time* (a period when children all sit round quietly and discuss their feelings with the teacher). There are plans to extend this to all classes. Religious education is effectively taught according to the requirements of the locally agreed syllabus. Swimming tuition is provided for pupils in Year 5.
33. The curriculum is well planned. The setting arrangements for English and mathematics for older pupils in Key Stage 2 enable teaching to be more closely related to pupils' differing abilities. Comprehensive half-termly plans ensure that work is carefully matched to the ages and abilities of pupils. Curriculum co-ordinators have an important roll in monitoring this planning
34. Writing remains a weakness throughout the school, and opportunities for pupils to apply and practise skills taught in English are limited. There are some examples of numeracy skills being used in other subjects.

35. All pupils have equal access to the curriculum. Pupils who are learning English as a second language are effectively supported by the provision of work closely related to their individual needs. The provision for pupils with special educational needs is good, and they make good progress because of the quality of support they receive.
36. Contrary to the views expressed by some parents through the questionnaire, the school now provides a suitable range of extra curricular activities, and these contribute to pupils' learning. They are, however, mainly aimed at pupils in junior classes. After school clubs include gym, art, French, recorder, football and board games, while during breaks in the school day activities such as no-stop cricket are also provided.
37. As at the time of the previous inspection, effective links with the community make a sound contribution to pupils' learning. For example, Key Stage 2 pupils took part in first aid training provided by the *Newlands Project*. There is now an opportunity for older pupils to take part in a residential stay at an outdoor activity centre. This helps them to gain confidence. Children in the Foundation Stage visited a local optician where they learnt about spectacles, and used the shop telephone. Visitors such as a community policeman and a health visitor give pupils additional experiences of the world of work. Links with elderly residents from nearby sheltered accommodation contribute to the social development of the youngest children. The school is also starting to develop connections with local business and has already attracted sponsorship for items such as the football strip and book bags.
38. The Bradford programme of school reorganisation is now complete, and suitable links with local secondary schools are developing.
39. The school's provision for pupils' spiritual and cultural development is satisfactory; for moral and social development, it is good.
40. Spiritual development is satisfactory. Religious education provides good opportunities for insight into the values and beliefs of others. Collective acts of worship effectively contribute to the spiritual life of the school. For example, in one assembly about Christian baptism, a pupil told of her baby brother soon to be christened. A simple prayer was said during a quiet time of reflection. The school uses a comprehensive and appropriate range of rewards and certificates to celebrate pupils' effort and successes. For example, a cup is presented in the *well done* assembly to the class that has earned the most points. Two children from the winning class are given the responsibility of checking the cloakrooms for tidiness during the following week. These strategies enable pupils to experience success and to feel proud of their endeavours. In classes, pupils also have opportunities to experience a sense of wonder. For example, reception class pupils were amazed to see and touch a large block of blue ice and to observe the wonderful array of shades and patterns within it. Older pupils were spellbound by the strength of a piece of paper when a weight was attached to it.
41. Provision for moral development is good. The school has established effective rules and works hard to help children behave appropriately. In lessons, the majority of pupils behave well. The staff ensure that pupils understand the difference between right and wrong. All adults in the school provide good role models, as do voluntary helpers. Pupils are encouraged to be polite and to listen to others. From their earliest days in the nursery, young children say *please* and *thank you*, and learn to take turns. Pupils have opportunities to think of others less fortunate when they collect for a children's charity, or send dry goods overseas at harvest time.

42. Provision for social education is good. A range of visits out of school enriches pupils' experiences. For example, all the children visited The Royal Theatre to see the pantomime *Cinderella*. This gave good opportunities to practise behaving appropriately in differing surroundings. Children in the nursery have established a special relationship with the residents of *Slade House*. They visited at Christmas and took presents of biscuits they had made. This makes a good contribution to their early understanding of citizenship. The opportunity for older pupils to take part in a residential visit is of significant social value. Older pupils have some opportunities to take on additional jobs around the school such as collecting lunch boxes. However, there are too few opportunities overall for pupils to demonstrate commitment and self-control through taking on additional responsibility.
43. Provision for cultural development is satisfactory. The school provides sound coverage of pupils' own cultures through visits to local places such as the Industrial Museum, Cathedral and local cinema. Theatre companies and musicians are invited into the school. Through religious education lessons, pupils are effectively taught about customs and practices of the major world religions. For example, pupils in Years 5 and 6 have studied the Sikh faith. They know about the life of Guru Nanak, and of the customs and practices of the Sikhs. Work in geography and history extends pupils' knowledge of other cultures. Multi-cultural education is further developed through visitors from other faiths contributing to religious education lessons. However, there are very few instruments or recordings depicting the music of other countries. In displays around the school, there is little evidence of the work of artists being used in any meaningful, consistent way to further promote pupils' awareness of their own and other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school continues to promote pupils' general welfare satisfactorily. Child protection arrangements are effective. They reflect local authority guidelines. A suitable health and safety policy is in place. A full risk assessment is to be carried out prior to the commencement of building work at the school. Concerns brought to the headteacher's attention, mostly relating to the play area and footpaths, have already been considered and planned for.
45. Procedures for monitoring and supporting pupils' personal development are good. Teachers know their pupils well, understand their needs and respond positively to them. They use praise and rewards well to encourage effort and celebrate achievement in class and in assemblies. Pupils with special educational needs are well supported and they make good progress. The arrangements for promoting high standards of behaviour and discipline are particularly good, and implemented firmly and consistently by all teachers. This ensures that most of the time pupils act sensibly. Lunchtime supervisors are also actively involved in the promotion of good behaviour. Each lunchtime they award table points, and at the end of each term pupils with the highest score receive a treat from the headteacher.
46. The school has good strategies to deal with and eliminate bullying and aggressive behaviour, and uses them well. It is too early to assess whether the newly created post of learning mentor is having any impact on raising standards of pupils' behaviour and personal conduct. Attendance is monitored thoroughly. Registration procedures now meet requirements and there are effective procedures to investigate all unexplained absence. As a result, the level of unauthorised absence is reducing. Pupils are actively

encouraged to come to school regularly and rewarded in various ways when they do. However, this is having little effect on improving attendance overall.

47. Since the last inspection, the school has improved its procedures for assessing and monitoring pupils' academic performance and they are now good. Pupils' progress is checked carefully through a variety of school and national tests, beginning in the nursery through to Year 6. The school analyses test results to identify trends in attainment. However, the information is not brought together to strengthen future planning. An issue from the previous inspection involved teachers in developing the use of assessment procedures to establish precise targets to improve the attainment of each pupil. Although a start has been made, so far firm targets are in place only in the nursery and reception class; for pupils in Key Stages 1 and 2, target setting is still at an early stage of development.
48. Teachers do not always use assessments consistently or well enough to plan the next stage of learning or to fill gaps in the curriculum; for example, in English, improving punctuation in Key Stage 2. Teachers' marking of pupils' written work is also inconsistent, particularly in Key Stage 2. Although there is good practice at times, particularly in Year 6 English workbooks, teachers do not give pupils enough guidance or targets for improvement. Where pupils' own self-assessment sheets are used, again their use is inconsistent, with some not being used at all by either pupil or teacher. At times, unfinished work is accepted, including work from higher attaining pupils.
49. Support for the small number of pupils who speak English as a second language is satisfactory. These pupils, none of whom is at the early stages of English language acquisition, receive extra support from their teachers and support staff and work is modified to match their needs. As yet, only one has taken the National Curriculum tests at the end of Year 2 and the expected level was achieved. They show increasing confidence because their teachers take care to include them.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. Links with parents are developing and support for their children's learning is growing steadily as a result of dedicated efforts of the parent involvement officers. Several parents now work regularly in school, particularly to help with reading, and there is increased involvement with home learning. In the nursery, the home-school partnership is particularly effective, with close links being established from the outset through a programme of induction and home visits. Parents' views about the school are mostly positive. The few concerns raised by them in the questionnaire are not supported by inspection findings.
51. The school communicates well with its parents. The prospectus and annual governors' report are well-presented and regular letters and newsletters keep parents well informed about school activities and events. They now receive regular details about class work. In addition, the parental involvement officers also send them frequent newsletters containing a range of well-written, topical articles.
52. The quality of information provided in pupils' annual reports, however, is not quite as good. They lack explicit details about what pupils can actually do in many of the areas of learning. The prospectus and governors' annual report are clearly presented and meet all requirements. Parents of pupils with special educational needs are properly involved from the time the teacher has an initial concern and the school keeps them fully informed about all subsequent developments.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The school is managed effectively. There is a clear sense of purpose and the headteacher provides good leadership, having brought the school successfully out of special measures. She is well supported by the deputy and has given increased responsibility to co-ordinators to manage their subject areas. The previous inspection reported that the headteacher had put in place secure structures to enable the school to make progress. There were clear and realistic targets for further improvement and the systems used for monitoring the school's work were judged to be effective and efficient. A sense of harmony and purpose was in evidence. This continues to be the case.
54. The school has made satisfactory progress in addressing most of the key issues raised in the last inspection report. There are no longer inconsistencies in the quality of teaching. During the week of the inspection teaching was satisfactory or better in 98 per cent of the lessons seen. The school has adopted good systems for assessing pupils' progress but does not yet use the information in a consistent way to set targets for individuals and groups. The provision in the nursery continues to be a major strength and the school is continuing to extend the characteristics and principles of the nursery curriculum into the reception class. The school has managed well the expansion of the age range.
55. The governors provide committed support for the school and work in close partnership with the headteacher and staff. They receive regular reports from the link inspector, headteacher, deputy headteacher and the early years co-ordinator. As a result the governing body is kept informed about what is going on in the school and how best to carry out their duties. For example, they have valued the guidance given by the link inspector to enable them to understand the target setting process. Governors are beginning to use this information to shape and support the school's direction and

improve provision. Through its committee structure the governing body meets most of its statutory responsibilities and keeps an eye on school developments. However, provision for information and communication technology does not meet legal requirements.

56. The procedures for monitoring the implementation of policies and the quality of provision are satisfactory. The headteacher and the literacy and numeracy co-ordinators carry out classroom observations to evaluate the effectiveness of teaching every half term. Formal feedback is given to individual teachers. The school values the support given by the LEA in monitoring its performance. For example, the link inspector and literacy and numeracy consultants observe classes periodically throughout the year. The use of annual tests, with a value added indicator, is also providing an effective way of evaluating how successful the school is in achieving its objectives. However, although the school analyses assessment results, the information is not used effectively to plan strategies and set targets for future progress.
57. Subject co-ordinators manage their areas of the curriculum effectively. They check planning to ensure that agreed teaching and learning policies are being implemented. The literacy and numeracy co-ordinators have drawn up action plans to support developments in their subjects. The literacy action plan appropriately focuses on raising standards in writing, including more effective assessment and scrutiny of writing. Other co-ordinators are monitoring attainment during the course of this year in order to draw up action plans to show how standards could be improved. Although these systems are successful in ensuring that pupils make satisfactory progress in most subjects by the time they leave school, more work still needs to be done to raise achievement in information and communication technology.
58. The support given to newly qualified teachers and staff new to the school is satisfactory and ensures that they are fully informed on procedures, curriculum planning and resources. The school recognises that they will need to be supported successfully throughout their induction period. Arrangements for the professional development of staff are effective and take due account of teachers' personal needs and the objectives identified in the school improvement plan. A performance management policy has been produced and staff training planned for before its introduction. Governors have agreed manageable performance targets for the headteacher and deputy headteacher.
59. Financial planning and management are satisfactory. The headteacher, secretary and governors conscientiously follow clear financial procedures. The LEA bursar works closely with the school and reports to the governors. The governors' finance committee meets regularly and monitors the budget carefully to ensure that the school can plan for improvements while repaying a deficit budget. This was built up when the school was put in special measures to ensure that there were no mixed-age classes and to pay for extra classroom support. The governors are aware of the need to obtain value for money. They follow agreed procedures to ensure they get the best deal for the school. All the recommendations made in the last audit report have been put into practice.
60. Additional grants are used appropriately. For example, the school receives funding for a Better Reading Partner and two Parental Involvement Officers. They work successfully throughout the school and are also developing effective links with parents and the local community. A learning mentor was appointed to the school in October 2000 to work with specific pupils as well as helping to develop social skills throughout the school. It is too early to form a judgement about the effectiveness of this provision.

61. The school development plan is appropriately focused on the raising of standards. It is based upon a thorough review of the strengths and weaknesses in performance. All staff and governors have the opportunity to contribute ideas. The clear and appropriate priorities in the plan are linked to specific targets, which have deadlines for completion and criteria, by which to measure success. The responsibilities for taking the necessary action are allocated. However, the plan still does not include any precise costings. This was pointed out at the time of the last inspection and has not been addressed.
62. The money allocated to the school to support pupils with special educational needs and those who speak English as a second language is used well. The effectiveness of the provision for special needs pupils is reflected in the good progress made by the pupils, not only in academic work but also in personal and social development. The special needs co-ordinator manages and organises the provision effectively.
63. The school has a sufficient number of teaching and support staff who are suitably qualified and experienced to meet most of the demands of the National Curriculum. However, there is a major lack of expertise and confidence in teaching information and communication technology. There is a wide range of experience amongst the staff including that of providing for children who are under five and pupils with special educational needs. Teachers work well together as a team, sharing experiences and expertise as appropriate - for example, in the teaching of religious education, art, design and technology and music in Key Stage 2. The provision of classroom support is above average for the size of school. These classroom assistants are appropriately deployed and well briefed. They make a valuable contribution to the progress pupils make.
64. The accommodation is satisfactory, overall. Most classrooms are of an adequate size and bright. Displays in classrooms and public areas add to the attractiveness of the school premises but there is very little evidence of pupils' work on show in Key Stage 2, especially examples of their writing or of art and craft. The main school building is kept clean and provides a good learning environment, which is in stark contrast to the uninviting exterior of the main building and condition of the school grounds. The playground is particularly uninteresting. Markings for play activities have faded and it does not lend itself to constructive or innovative games at break and lunchtime. However, the school has made provision for new playground markings and is waiting for the work to be done. Litter is left to accumulate, graffiti are not always dealt with, the perimeter fence is incomplete and drains have covers missing. The hall is relatively small and one class is currently housed in temporary accommodation.
65. Resources are generally adequate, and are used well. However, the provision for information and communication technology is poor. There are too few computers and all are outdated. The education of the under-fives is effectively supported by a satisfactory range of apparatus for each of the areas of learning. The library is situated along a main corridor and lacks books. It is not suitable as a resource for personal study and does little to promote higher levels of literacy.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. In order to improve the quality of education the governors, headteacher and staff should:

a. meet National Curriculum requirements with regard to the teaching of information and communication technology and raise pupils' standards of attainment by;

- providing appropriate in-service training to develop staff confidence and competence in teaching all the strands of the subject and how to apply them in other subjects;
- producing a scheme of work, based on available guidelines, that takes into account the well below average standards pupils have and then clearly outlines how the required skills can be developed progressively as pupils move from class to class;
- ensuring that up-to-date information and communication technology equipment is available so that all strands of the subject can be taught;
- ensuring time is made available for pupils to learn and then use the skills;
- providing opportunities for pupils to apply their information and communication skills in other subjects;
- ensuring that teaching is monitored and pupils' progress recorded;
- using the information gathered about what pupils, know, understand and can do to set further targets for improvement;

(See paragraphs 6, 10, 25, 30, 55, 57, 65, 96, 123-128 and 133 in the main report)

b. ensure that the information gathered from assessment of pupils' work is used to determine appropriate learning targets for pupils of differing attainment in all subjects;

(See paragraphs 29, 47-48, 54, 56, 90, 99, 109, 122 and 140 in the main report)

c. increase the number of opportunities that pupils are given to use and develop the quality of their writing skills by:

- ensuring that planning in science, geography, history and religious education clearly identifies appropriate opportunities to use their writing skills;
- raising teachers' expectations of what pupils are capable of doing for themselves;
- insisting that the writing pupils produce is finished, is neatly presented and is each individual pupil's best effort;
- putting in place a monitoring system that ensures consistency in practice across the school;

(See paragraphs 8, 22, 34, 87, 105, 118-119 and 144-145 in the main report)

d. improve the quality of marking of pupils' work by:

- explaining to pupils how their work can be improved;
- providing written comments to help pupils improve their work;

(See paragraphs 29, 48, 90, 98 108 and 145 in the main report).

Other weaknesses that should be considered by the school:

- The lack of library resources. *[paragraphs 30, 65,86 and 91]*
- The reporting of pupils' progress in some subjects in annual reports to parents. *[paragraph 52]*
- The structure of the school development plan, which does not have any costings. *[paragraph 61]*
- The external appearance of the school building and grounds.

[paragraph 64]

- The lack of pupils' written work and art in displays around the school.

[paragraphs 43, 64, 114 and 121]

- The opportunities pupils are given to use their mental mathematics skills to solve number problems.

[paragraphs 9, 21 and 96]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2%	16%	36%	43%	2%	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	19	192
Number of full-time pupils known to be eligible for free school meals		90

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	12	92

English as an additional language	No of pupils
Number of pupils with English as an additional language	12

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.2

Unauthorised absence

	%
School data	2.2
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	13	3

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	10
	Girls	3	3	2
	Total	11	11	12
Percentage of pupils at NC level 2 or above	School	69 (69)	69 (69)	75 (65)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	11	9
	Girls	3	2	3
	Total	11	13	12
Percentage of pupils at NC level 2 or above	School	69 (62)	81 (73)	75 (77)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	
Black – other	
Indian	
Pakistani	4
Bangladeshi	
Chinese	
White	141
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	28	
Other minority ethnic groups		

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: Y[] – Y[]

Total number of qualified teachers (FTE)	11.1
Number of pupils per qualified teacher	24.7 : 1
Average class size	24.7 : 1

Education support staff: Y[] – Y[]

Total number of education support staff	11
Total aggregate hours worked per week	253

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	19.0 : 1

Total number of education support staff	1
Total aggregate hours worked per week	31

Number of pupils per FTE adult	9.5
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	329598
Total expenditure	364134
Expenditure per pupil	2495
Balance brought forward from previous year	-28623
Balance carried forward to next year	-63159

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	212
Number of questionnaires returned	87 (41%)

Responses (percentage of answers in each category):

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school	62	32	2	0	3
My child is making good progress in school	57	37	6	0	0
Behaviour in the school is good	43	38	16	2	1
My child gets the right amount of work to do at home	41	34	11	3	9
The teaching is good	59	36	3	0	2
I am kept well informed about how my child is getting on	61	30	9	0	0
I would feel comfortable about approaching the school with questions or a problem	66	28	7	0	0
The school expects my child to work hard and achieve his or her best	63	32	2	0	2
The school works closely with parents	61	20	16	0	3
The school is well led and managed	55	33	6	1	5
The school is helping my child become mature and responsible	51	41	5	0	3
The school provides an interesting range of activities outside lessons	47	21	14	3	16

6 (7%) parents made additional comments

Strongest point:

- Teachers treat pupils with care and respect, even when they misbehave.

Pointers from the meeting of parents

- Parents are satisfied with the standards their children reach.
- Parents believe that the school provides appropriate help for pupils to learn and make progress.
- Parents are satisfied that the school promotes attitudes and values of which they approve.
- Parents believe the school has a good record of getting pupils to behave well.
- Some parents are not sure about the amount or kind of homework the school expects. Parents are happy with the many opportunities they get to form contact with the school.
- Parents are not sure whether the school listens to their suggestions.

- Parents think the last inspection has helped the school to improve.

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

67. The last report stated that the major strength of the school was the quality of provision in the nursery. The findings of this inspection are similar. There is a very good range of planned activities, very good teaching and learning, and effective links between parents and nursery staff. The good liaison between nursery and reception class personnel ensures that children receive an appropriate curriculum that closely matches their differing needs. Children transfer smoothly to the reception class where the quality of teaching and learning is good. This provides young children with a high-quality start to their education.
68. Children enter nursery at the age of three. They attend full time for one term prior to entry into the reception class. Most children have well below average attainment and a significant number have poor literacy, speaking and listening, numeracy and personal and social skills. The children make very good progress in the nursery, especially in their listening skills, early number, and developing independence. Progress in the reception class is good, especially in letter sounds and reading. By the age of five, a small minority reach the attainment levels expected in the early learning goals. This represents very good progress for that group. For the majority, the good provision ensures that they make good progress overall, although their attainment levels remain below those expected nationally in most areas of learning, and are well below in language and literacy.

Personal, social and emotional development

69. Almost all children make very good progress in this area and most achieve the early learning goals by the end of the reception year. There is a good balance of teacher-directed tasks and activities chosen by the children themselves in the nursery. This enables children to make independent choices about where they work and play. Self-help skills are well promoted. For example, at milk time, nursery children independently place their name cards in a box and choose their snack, tidying away after themselves. In both classes, children can take equipment from well-labelled trays, and all help to tidy up at the end of the session. They are very well behaved and do as they are asked, listening to their teacher, and handling equipment with care. Pupils in the reception class appropriately spend more time on structured numeracy and literacy lessons. They are developing good work habits. For instance, they concentrate well, and while the teacher works with one group, others work individually with the minimum of fuss.
70. The quality of teaching is very good. Children are given clear instructions and know exactly what to do. Teachers have high expectations and ensure that pupils behave well. There are good strategies to enable pupils to develop independence. For example, nursery children register themselves by placing their names on a chart. The very good range of activities available, together with good quality resources, ensures that children make suitable choices, learn to respect equipment and play constructively. Teachers provide many good opportunities for children to work together so that they learn to share. For example, both classrooms have an *optician's shop*. The resources are extensive and include pairs of spectacles, eye test charts, mirrors, magazines, a telephone and appointments book.

Communication, language and literacy.

71. Pupils' attainment by the age of five is well below that found in most schools. Children receive a good introduction to language and literacy in the nursery. They listen to stories and rhymes, and receive individual adult help with early writing. Pupils are beginning to develop pencil control through practising writing the letters of the alphabet and the many opportunities to draw and paint. Children enter the nursery with poor speaking skills. Staff provide a highly stimulating environment in which children are encouraged to describe the things they see, hear, smell and touch. For example, children touched and observed a huge block of blue ice, learning words such as *frozen* and *melt*. The daily literacy lesson in the reception class gives good support to children's learning. The introduction of a new phonics scheme is enabling pupils to make good progress in hearing letter sounds. This, together with the effective home-school reading project, is enabling children to make good progress in reading. From a very low baseline, most pupils make good progress in reading and listening, and satisfactory progress in speaking and writing.
72. The quality of teaching is good. Well-planned activities ensure that pupils are learning basic skills. Teachers have good subject knowledge and teach the correct terminology such as *author*, *title* and *illustrator*. This enables children to increase their range of vocabulary. Teachers use classroom assistants well to support learning. Parents and carers play a significant part in their children's education. They hear children read, and borrow and return library books. Parents of children in the nursery are involved in setting simple targets for children such as name writing, or letter formation. Packets of work are sent home, and targets regularly reviewed.

Mathematical development

73. Standards in mathematics by the end of the Foundation Stage are below the national expectations for this age group. Most children enter the nursery with well below average numeracy skills for their age. Few can count in sequence or recognise familiar shapes and colours. They make good progress and by the time they leave the reception class, they are well on their way to attaining the early learning goals. The effective daily numeracy lesson in the reception class, together with many structured opportunities to count and develop number language in the nursery, is enabling children to make good progress. The majority of children in the reception class can count to 10, correctly counting the number of socks on a washing line, or buns in the *Baker's shop* rhyme. Most can recognise numbers to 5, but a significant minority do not recognise numbers up to 10.
74. The quality of teaching is good. Teachers' planning ensures that learning activities closely match the differing abilities of pupils. The nursery staff use every opportunity to reinforce children's learning by naming colours and shapes, matching and counting. For example, they count the number of children present each day, beads threaded on string or teddies in a tray. Planning in the reception class is appropriately based on the National Numeracy Strategy. There is good emphasis on number language, such as *more than* and *fewer*, counting and writing numbers, and on aspects such as measurement and money. A parent administers the homework scheme. Each week, children practise a number game in school and gain extra support when they take it home.

Knowledge and understanding of the world

75. Many children enter nursery with very limited experiences. They respond well to the many interesting and varied activities that contribute to the satisfactory progress they make. However, attainment levels of the majority are, by the age of five, below those normally expected for this age group. Children make sound progress as they learn more about the world. For instance, children in the nursery observed the properties of water when it turned to ice. They learned the names of a range of animals when singing *Walking through the Jungle*. They used a camera to take pictures of their work, and a telephone on their visit to the optician. Children in reception named and constructed a range of musical instruments that could be played by plucking, shaking, or tapping. They chose suitable materials and effectively demonstrated how they worked. Children confidently click and drag the mouse as they use the class computer for language and literacy work.
76. The quality of teaching is good. Teachers provide a very comprehensive range of opportunities that enable children to learn more about the world. They plan interesting visits to develop children's experiences; for example, a trip to *Golden Acre Park*, or to see the optician at work. The excellent outdoor play in the nursery allows children to play at road mending. They eat pretend bacon sandwiches in the café, and cross the road at the zebra crossing!

Physical development

77. Standards of physical development by the age of five broadly meet expectations for this age group. Children carefully steer wheeled vehicles around the play area. They run and jump with confidence. However, many enter the nursery with well below average skills of attainment when using scissors and pencils. They make satisfactory progress in this area of learning owing to the many opportunities they have to use a good range of small utensils such as rolling pins, spreaders etc. This good provision helps them to make satisfactory progress overall.
78. The quality of teaching is very good in the nursery, and is good in the reception class. The excellent provision of outdoor equipment enables children to push, steer and share vehicles co-operatively. While children in the reception class have access to large pieces of climbing apparatus in physical education lessons, opportunities for outdoor play are very limited. In both classes there are good opportunities for pupils to learn how to handle and control carefully small pieces of equipment through the use of pencils, paintbrushes, scissors and a range of construction kits.

Creative development

79. Standards in creative development are below those expected for children of this age. Children make satisfactory progress, but by the end of the reception year, a significant majority still have poor skills in expressing and communicating their ideas. This again relates to well below expected standards of attainment in speaking skills. Role-play is well-promoted in both classes, successfully encouraging children to play imaginatively. In both classes children enjoy singing, but many are reticent in performing individually.
80. Teaching is good overall. Planning shows that activities change at least weekly. Over time, the children receive an extensive range of experiences which enables them to make good progress overall.

81. The co-ordinator for the Foundation Stage gives a very good lead to colleagues. Teachers and classroom assistants attend weekly planning sessions and all members of staff work well together as a cohesive team. Baseline assessments are carried out in both the nursery and the reception class. Nursery record keeping is very detailed and records the progress of individual pupils in all areas of learning. This effectively identifies those children with special educational needs. A strength of the Foundation Stage is the good links made with parents, who help and support their children's learning in a variety of ways. Parental help is used effectively in both classes. The school has good procedures to ensure smooth transition from home to the nursery and to the reception class. Accommodation and resources are good overall.

ENGLISH

82. Inspection findings show that standards in English are well below those expected at the end of Key Stage 2. However, in the current Year 6, over half the pupils have special educational needs related to learning difficulties. Also, the number of pupils who start or leave between reception and Year 6 is high and this has a seriously detrimental effect on standards.
83. Standards achieved in the year 2000 by seven-year-olds in National Curriculum tests in reading and writing remain well below the levels expected for their age. This result was not unexpected, as last year's Year 2 was a smaller than average class but with a higher than average number of pupils with special educational needs. This drastically reduced the percentage of pupils reaching the expected levels. The performance of both boys and girls has been below average for the last four years, although girls have done slightly better than boys.
84. Since many pupils have difficulties with spoken English, especially the less able and the small number who speak English as a second language, teachers continuously try to persuade pupils to talk at greater length and to use a wider vocabulary. In lessons, such as history, they give pupils many opportunities to respond to questions and suggestions and to tell the rest of the class about their work. This is successful, and by the time they are seven, most pupils are willing to take part in discussions although their limited vocabulary frequently inhibits them from incorporating detail into their descriptions and only higher attaining pupils speak at any length. Although pupils in Year 2, during a class discussion about emotions, began in a brief and tentative manner, the gentle yet effective questioning skills of their teacher eventually persuaded them to speak at greater length. By putting the pupils' original answers into in a more conventional form and by adding another question, the teacher encouraged pupils to give fuller and increasingly interesting descriptions as the session progressed. All pupils are given opportunities to share their work during assemblies, although by the time they are in Year 6, few are confident or eloquent speakers. Pupils learn technical vocabulary in subjects such as music and science and know words such as *rhythm*, *pitch* and *pulse* but many lack the language skills to describe what these terms mean.
85. In all year groups, standards in reading are well below those expected nationally. The school's own analysis of why this is the case indicates that although pupils can read the words, their limited vocabulary prevents them from fully understanding what they have read. Teachers have begun to tackle this problem. As they read with the whole class during the literacy hour, they place great emphasis on developing pupils' comprehension skills and this is beginning to have a positive effect on their understanding of literature. In a good lesson in a Year 1 class, after reading *Goldilocks and the Three Bears*, the teacher challenged the pupils to put seven sentences from

the story into the correct order. As a result of her insistence that they were to read *and* think about what each sentence was telling them, most pupils were able to sequence them correctly. The recent introduction of a more structured approach to phonics is already paying dividends, particularly at the beginning of Key Stage 1, where the gap in reading standards between what is expected and what pupils achieve is narrowing.

86. As they move through the school, teachers develop pupils' comprehension skills by encouraging them to look for deeper meanings in texts and to consider the writer's choice of language in, for example, arguing a point or indicating the passage of time. Although the methods used are helping pupils make steady progress, many pupils fail to understand significant ideas and themes from the stories and texts they read. Higher attaining pupils read with far more expression and understanding than average or lower attaining pupils and their attainment is typical for their age. These findings broadly reflect the judgements made at the time of the last inspection. By the time they reach Year 6, these pupils have the reading skills to enable them to cope with most texts and although their knowledge of authors is not wide enough, they talk confidently about their favourite books. To boost standards in reading, the *Better Reading Partnership* has recently been introduced and is already successful in helping pupils to learn a range of strategies for reading unfamiliar words. It also involves parents in sharing reading activities with their children. However, the school library is situated along a main corridor and lacks up-to-date reference books to enable pupils to research for information when learning about other countries in geography or studying a period in history.
87. Standards of writing are not high enough at either key stage. Although teachers understand how to teach writing, they do not give pupils enough opportunities to write at length. Also, with exception of the Year 1 classes and the upper end of Key Stage 2, there are not enough opportunities for pupils to write in a variety of styles. This was an aspect which was found to be unsatisfactory at the time of the last inspection. Opportunities for pupils to develop their writing in other subjects, particularly in using information and communication technology, are also missed. These aspects of teaching need improving if the school is to raise standards in writing. Pupils' limited language skills, together with a lack of confidence in their own ability, make them reluctant writers. The use of *story frames* and shared writing activities is helping to build pupils' confidence. In a good lesson in Year 6, pupils worked together on the preparation for their individual *horror* story. As a result of their teacher's pertinent questions, they identified the key features necessary for that particular style of writing. Standards of handwriting have improved since the last inspection. Most pupils form their letters correctly. In Key Stage 2, with the exception of some pupils in Year 3, handwriting is mainly joined. Particularly good examples were seen in the Year 4,5 and 6 class.
88. A strength of the teaching is the good provision made for pupils who speak English as a second language and those with special educational needs. Because of the good relationships they have with their teachers and classroom assistants, they respond well to the extra support they are given during literacy lessons. This support enables less able pupils to read a range of simple texts and produce short pieces of written work.
89. Teachers manage pupils' behaviour in a firm and consistent way. Within every class there are pupils with special educational needs for their behavioural problems. Their behaviour easily distracts other pupils whose concentration is not strong. These pupils cause a lot of hard work for teachers and support staff who, by their prompt action, put an end to any misbehaviour, and ensure that other pupils get on with their work undisturbed.

90. The quality of teaching is satisfactory overall. Examples of good teaching were seen in both key stages during the inspection. Teachers have a firm understanding of how to teach the basic skills of reading and writing. They plan activities well and ensure that they are interesting to pupils. They work closely with support staff to make the best possible use of their time during the literacy hour. However, there are aspects of teaching that need to be improved. While teachers assess pupils' progress regularly and have a sound understanding of what pupils know and can do, they do not use this information consistently to plan the next stage of learning or to focus on gaps in learning - for example, the lack of basic punctuation in some pupils' writing. Marking of pupils' work is also inconsistent, particularly in Years 3 - 5. Teachers do not mark work in a sufficiently constructive or supportive way to move pupils on. At times, uncompleted work is accepted and pupils are not expected to do their corrections. Marking is good in Year 6 where pupils are very clear about their strengths and are given targets for development.
91. The co-ordinator manages the subject well. With a clear focus in mind she observes lessons to check the quality of teaching and learning. As a result, she has been able to identify several areas for improvement in both teaching and learning. A comprehensive action plan is now in place to tackle these areas and this puts the school in a good position to raise standards. Resources for English are adequate overall but the school library has outdated reference books.

MATHEMATICS

92. Owing to the reorganisation of Bradford schools, there is a Year 6 class for the first time. Therefore, no national statistics or comparisons are available for this class of pupils. The local education authority, together with the school, has set the target of 50 per cent of pupils attaining the nationally expected levels in mathematics by the end of Year 6. While the school is set to achieve this, the high proportion of pupils with special educational needs in the Year 6 class and the large number of pupils leaving and joining the school will affect the number of pupils achieving Level 4 overall. Pupils' attainment in Year 6 is below the levels expected nationally. There is no significant difference in the attainment of boys and girls.
93. In 2000 National Curriculum tests in mathematics at the end of Key Stage 1, the percentage of pupils attaining the expected level was well below the national average, and below the average for similar schools. Over the last four years the school's performance in mathematics has been well below average. However, the school has evidence that shows that many pupils enter the nursery with well below attainment in early numeracy and literacy skills. This, together with pupils' overall under developed language skills on entry to Key Stage 1, has a significant impact on the rate of progress they make. Additionally, several pupils have special educational needs, many of which are behaviour related, and affect individual pupils' progress. This factor has adversely affected the school's results. The findings of this inspection indicate an improving picture, with standards of attainment by the age of seven being now below, rather than well below, those expected nationally. This is due to the effective introduction of the National Numeracy Strategy, and the systematic teaching of basic skills. These findings broadly reflect the judgements made at the time of the last inspection.
94. At both key stages, pupils make satisfactory progress in relation to their prior learning. Pupils with special educational needs make good progress because of the good level

of quality support they receive, and the provision of carefully structured work at the right level.

95. Whilst most pupils in Year 1 can add two small numbers together and count and recognise numbers to 20, a significant minority do not know numbers to 10. Pupils order days of the week and daily routines, in readiness for telling the time. A small number of high achieving pupils can recognise numbers to 100, and know to place the larger number first when subtracting. While progress is satisfactory overall, it is limited by pupils' poor language skills; for example, understanding and using words such as *subtract*, *add on*, and *the next number*. Scrutiny of the work of pupils in Year 2 shows an appropriate number working at average levels. They count on and back in tens to 100, identify odd and even numbers, and recognise the properties of simple shapes such as corners and edge. The lack of opportunities for pupils to develop a range of mental approaches to solving number problems precludes pupils' attaining the higher levels.
96. By the end of Key Stage 2, pupils' competence in the use of multiplication tables, and their ability to identify the correct operation when solving problems are not developed effectively. Discussions held with pupils reveal that many still have below average language skills. They can correctly solve clear-cut, uncomplicated sums but find difficulty in understanding written and spoken problems. Pupils are able to carry out calculations using simple percentages and fractions. They know the correct units of measurement and when to use them, and can measure accurately. Pupils apply their mathematical knowledge appropriately in other areas of the curriculum. For example, to construct timelines in history, or to measure the breaking-time of weighted paper in a science experiment. However, such opportunities are limited. The use of computer generated programmes for mathematical aspects such as geometry and graph making is under developed.
97. The majority of pupils present their work satisfactorily. They use equipment responsibly, and most persevere when the work set is at the right level. Pupils are proud when they receive certificates for good work. A small minority of pupils with special educational needs occasionally disrupt the whole-class teaching session. They respond more appropriately when taught in a small group. Older pupils concentrate well when under the direct supervision of the teacher, but a small minority lacks self-discipline when working independently, and sometimes disrupts the work of others.
98. The quality of teaching at both key stages is satisfactory overall. One very good lesson was seen in Key Stage 2. Teachers plan lessons well, using small, structured steps that build effectively on previously taught work. This gives pupils confidence and they learn in a systematic way. Teachers mostly give clear explanations so that pupils know what to do. Most teachers demonstrate good subject knowledge but do not always challenge the pupils. For instance, in some mental arithmetic sessions, teachers do not direct questioning to individual pupils, resulting in a significant minority not taking part. In others pupils work too slowly. Teachers regularly mark pupils' work, but few pupils carry out corrections. There are too few comments to show how the work could be improved. In the very good lesson seen, the teacher had very good subject knowledge, and the pace was brisk and challenging. Effective assessment of pupils' previous work enabled the teacher to adapt the lesson plan to more closely meet the pupils' needs. Management of behaviour was very good, and the teacher's expectations were high.
99. The co-ordinator has very good subject knowledge and has monitored most aspects of the subject, including classroom practice. New arrangements are in place to test pupils

every term. However, this information has yet to be used as a help to evaluate pupils' progress in the short and long term or to give a whole-school approach to target setting. While individual teachers know the strengths and weaknesses of pupils' answers to questions in the tests, whole-school trends have not been identified. Since January, pupils in Years 5 and 6 have been set by ability. Scrutiny of pupils' work before and after this time indicates that the work set now relates more closely to the differing abilities of pupils within the two sets, and is contributing to the progress seen during the inspection. Resources for the subject are satisfactory, and homework is used well to reinforce learning. National Curriculum requirements are met.

SCIENCE

100. The school only became a primary school in September 2000 after reorganisation. Before that it had been a first school. It is only in the year 2001 that statistics will become available as to how well the school's performance in National Curriculum tests for eleven-year-olds in science compare with national averages and similar schools. The proportion attaining the expected Level 2 or above for seven-year-olds in the 2000 national assessments in science was well below the national average and below the average for similar schools.
101. From the inspection evidence, current standards in science at the end of Key Stage 1 are broadly in line with the national average. Pupils' attainment at the end of Key Stage 2 is below average. The present Year 6 class is small, with 21 pupils but only nine of these have been at the school since the beginning of Year 3 and just over half of the class are on the special needs register. There is no significant variation in the attainment of girls and boys. Pupils with special educational needs and those with English as a second language receive good support and make progress similar to their peers.
102. Pupils start Year 1 with a well below average knowledge and understanding of the world about them. They make good progress in the development of enquiry skills such as predicting outcomes and testing them out. For example, pupils in Year 2 know that some kinds of surfaces can cause an object to slow down. They can investigate the motion and distance travelled of different kinds of balls, such as a tennis ball or a ping-pong ball, when released from the top of a ramp. They are encouraged to say what they think might happen and have a sound understanding of what makes a test fair. Pupils take measurements using metre sticks and one is given the responsibility of keeping a recording of the results. Pupils in Year 1 sort materials according to whether they are magnetic or not. Their teacher insists on the use of correct terminology. For example she emphasised that the word was *attracted* and not *sticks*. A greater proportion of pupils in Year 2 is on course to achieve Level 3 than last year. These findings broadly reflect the judgements made in the previous inspection report.
103. By the end of Key Stage 2, pupils have knowledge of the topics they have covered but because of their restricted speech, their knowledge of the correct scientific vocabulary is less than that normally found. Pupils have well below average language and literacy skills. They find it very difficult to express their ideas clearly using the correct terminology. In an interview with some pupils from Year 6, it was evident that they had a satisfactory understanding of much of the work they had undertaken but it took them a long time to explain it; they needed a lot of prompting because they had difficulty recalling it. Pupils know how to make dirty water clean through filtration. Pupils in Year 5 know that sound is caused by vibrations.

104. Pupils are given good opportunities to carry out experiments. For example, in Year 6, pupils planned a fair test to identify the factors which affected the size and position of a shadow. They became quite excited when they noticed that as they moved the torch over the pencil its shadow moved around in a circle like a sundial.
105. When teaching is very good and challenging, pupils make good progress and achieve well. This was noticeable in Year 3 when the class was being taken by the co-ordinator. The pupils were engaged in an experiment to find out about the relative strengths of three different types of tissue. One group was able to measure using newtons while the others used both standard and non-standard weights. The teacher had high expectations; for example, she noticed some inaccuracies in pupils' recorded findings and made one group repeat the activity. Evidence from pupils' books shows that pupils' written work is limited and sometimes work is marked as being acceptable when, despite low attainment levels, more could be expected
106. The quality of learning is satisfactory overall throughout both key stages. In most lessons observed the skills of enquiry, including observation and measurement, were developed alongside knowledge and understanding. Teachers do not over-direct the work but allow pupils to take some responsibility for their own learning by letting them test out their predictions in group activities.
107. Pupils' attitudes to science are good overall. In all the lessons seen, pupils showed an interest in what they were doing. Most listen attentively and willingly contribute their own ideas to class discussions. However, many pupils have limited self-control and were only able to carry out the investigations because teachers and non-teaching assistants ensured that their behaviour did not get out of hand.
108. The quality of teaching in science during the week of the inspection was good in Key Stage 1 and satisfactory overall in Key Stage 2. Some very good teaching was seen in Year 3 in a lesson taken by the co-ordinator. The practice of teaching pupils in single age classes is good. Most teachers have a good knowledge and understanding of the subject. This is evident in the good introductory explanations that are given in lessons. Teachers appropriately emphasise the development of hypothesis, prediction and investigation. Practical activities are well organised and through effective questioning teachers gain good insight into pupils' level of understanding. The subject is very well organised in Years 3 - 6 with pupils being taught in single age groups. Good use is made of non-teaching assistants to ensure that pupils concentrate on their tasks during group activities. Pupils write up their experiments but teachers' marking does not consistently tell pupils what they should do next in order to improve their report writing.
109. The leadership and management of the subject are good. The co-ordinator monitors plans for each half-term. The school uses the Qualifications and Curriculum Authority guidelines to help teachers' planning. Good assessment procedures are in place and used well to record pupils' progress. However, the information is not being brought together in order to set targets for individuals and groups and to help with future planning in the subject. As yet, there is no portfolio of work that could be used as an indicator of attainment levels in order to sharpen up teacher assessment. Resources are satisfactory. The subject meets the requirements of the National Curriculum.

ART AND DESIGN and DESIGN AND TECHNOLOGY

110. During the period of the inspection it was not possible to observe any art or design and technology lessons because of timetabling arrangements. Information from an

examination of pupils' work, displays in classrooms and around the school, discussions held with the co-ordinator and a scrutiny of teachers' planning provides enough evidence to allow judgements about standards to be made at Key Stage 1. There was insufficient evidence to form a judgement about pupils' achievement in either subject by the end of Key Stage 2. However, an examination of teachers' planning shows that all aspects of the subjects are taught during the year and National Curriculum requirements are being met.

111. By the end of Year 2, pupils, including those with special educational needs and those who learn to speak English as a second language, have reached standards in art and design and technology which are in line with those found in most schools. These judgements broadly reflect the findings of the previous inspection. By the age of seven, pupils can work with an appropriate range of materials. For example, they use paint and pastels to produce self-portraits. Pupils in Year 1 show a sound eye for detail in their pencil and crayon drawings of their favourite toys. They have also made weavings by experimenting with different types of fabric, using a fruit box as a loom. Some of the finished products were on display and were of good standard.
112. Standards in design and technology are in line with national expectations by the end of Key Stage 1. Pupils make sound progress in the acquisition of a range of joining and assembling skills. By the age of seven they know how to use different materials including card and fabric to make things. For example, pupils in Year 2 have experimented in joining materials together to make their own *multicoloured coats*. OM Year 1 they explored levers and slides before designing and making Christmas cards with moving parts.
113. For most of last term all Key Stage 2 classes were taught art and design and technology by a supply teacher. There is no evidence of work produced by the pupils. A newly qualified teacher has been appointed to the school who has an interest in art. Her planning for this term shows that in art all Key Stage 2 pupils will be involved in appropriate activities to develop their skills. For example, pupils in Year 6 have begun to compare methods and approaches used by others to show figures and forms in movement. They have produced sketches that depict various body movements. These are to be used as a stimulus for making three-dimensional figures sculptured from wire. Though there are some examples of pupils being introduced to the work of famous artists such as David Hockney, this aspect of art is not well developed and does not enhance sufficiently pupils' cultural awareness. The lack of suitable information and communication technology resources means that pupils have been unable to use equipment such as digital cameras to record their observations.
114. The teacher in charge of the nursery class is co-ordinator for both subjects. She is very conscientious and has recently updated the art and design and technology policies. The school has appropriately adopted the Qualifications and Curriculum Authority guidelines for both subjects. Pupils' attainment is currently being assessed at the end of every topic. However, the information is not yet being used to inform future planning in the subjects. The co-ordinator monitors planning but has no time to work alongside colleagues in order to influence practice. Resources for both subjects are readily available and are of satisfactory quality. Pupils' artwork is attractively displayed in some parts of the building - for example, the entrance hall and enhances its appearance. However, in other areas, especially the classrooms for Years 3 - 6, there are few examples of pupils' work on display. The co-ordinator takes an after-school art club. Some of the work produced by the pupils during these sessions is of a good quality.

GEOGRAPHY and HISTORY

115. It is not possible to make any overall judgements about standards in history at the end of Key Stage 2 or of geography at the end of Key Stage 1 because not enough evidence was available. Nor was it possible to make a judgement about the quality of teaching and learning. These subjects are not taught for the full year and were not seen during the three days of the inspection. Evidence from teachers' planning shows that National Curriculum requirements are met.
116. Standards in geography at the end of Key Stage 2 are broadly in line with those found in most schools. However, over 60 per cent of pupils have special educational needs and this has an adverse affect on the standards pupils achieve. Most pupils make satisfactory progress with regard to their prior attainment levels.
117. Standards in history are broadly in line with those found in most schools by the end of Year 2. Only one history lesson was observed during the inspection and, therefore, judgements are based on evidence from planning, records, discussions with pupils and an examination of previous work completed.
118. Pupils enter Year 1 with below average skills and make satisfactory progress overall in their knowledge and understanding of history. The number of pupils with special educational needs, and the high level of pupil mobility, both have a detrimental affect on standards. Pupils are familiar with some events of the past such as the Great Fire of London. However, their very restricted writing and speaking skills limit the rate of progress they make. Teachers' skilful use of questions encourages pupils, many of whom have immature speech, to contribute their ideas. For example, in a Year 1 class observed, pupils looked at old and new toys and were asked to comment on the differences between them. Because the teacher knew her class well she was able to encourage some pupils to talk about their ideas. One child commented on the different types of footwear. There is limited evidence of writing being used well to support the subject. For example, one child, when asked to write a comparison of a Victorian copper tub and a modern day washing machine, commented merely on the fact that the tub did not have an electric plug but the washing machine had. In general, pupils are not given sufficient opportunities to use their writing skills.
119. In Years 3 - 6, pupils are given satisfactory opportunities to develop their geographical skills. A residential visit to a rural part of Yorkshire enables them to make first-hand observations of geographical features and develop their map reading skills. During most lessons, pupils extend their geographical vocabulary. For example, studies of rivers enable them to find out and remember what terms such as *source* and *weir* mean. Work is usually well set out but there is little evidence of pupils being given opportunities to use and develop their writing skills. However, in one class pupils were suitably challenged to write about the differences in habitats. One child described the Antarctic as cold and icy all the time.
120. Pupils' attitudes to the subjects are good. However, in both key stages there is evidence of immature behaviour. Teachers and classroom assistants deal with this well and are successful in ensuring that disruptions to lessons are kept to a minimum.
121. It is not possible to make an overall judgement about the quality of teaching. Teachers prepare lesson materials well. For example, commercial holiday booklets were readily available for pupils to research holiday resorts in the Alps. In both geography and history literacy skills are not promoted well. Throughout the school displays of work tend to be of posters and *teacher made* notices, with little evidence of pupils' work.

122. Both co-ordinators are keen to promote their subjects. The school uses nationally recommended guidelines for its planned programme of work in both subjects. Teachers generally assess pupils' progress satisfactorily in relation to stated learning objectives. However, the information gathered is not used to inform future planning. Resources for both subjects are adequate and stored accessibly.

INFORMATION AND COMMUNICATION TECHNOLOGY

123. By the end of both key stages pupils' attainments are well below expectations for their age. This is because they have not had sufficient opportunities to work with computers and other information technology. Standards have fallen since the last inspection. The school recognises this as a key issue for development and an area that needs tackling urgently.
124. There are two main reasons for pupils' poor achievement. The first is that the school does not have the necessary resources to teach the subject. There are too few computers to teach lessons to the whole class or even to small groups. It follows that it takes a long time for the whole class to practise a skill or complete a piece of work, and subsequently pupils' progress is too slow. Resources are particularly poor in Years 1 and 2 where three classes share one computer. The school is also short of other information and communication technology equipment, including that necessary to teach control technology. This is not being taught, which means that the school is not meeting statutory requirements. Other gaps in resources include sensory equipment and associated software to use with computers.
125. The second reason for poor standards is that although teachers are familiar with computers, most have not had the training to give them the skills or confidence to teach the subject successfully. The need for more training is recognised by all staff.
126. Although teachers try to plan time on computers in some lessons, there is not enough emphasis on teaching information and communication technology skills. Computers are not used often enough in teaching literacy or numeracy. Consequently, by the time they are seven, pupils' skills are very limited. They know how to use icons to retrieve programmes but are not sure how to return to the main menu. They have basic word processing skills and know how to *drag* items in a graphics program. They are, however, full of enthusiasm and share their limited knowledge with each other.
127. There is a similar picture in Years 3 – 6. In Year 6, pupils experiment with different letter styles, sizes and colours to copy up their stories or poems. Most pupils know the meaning of icons and how to load, save and print their work but their knowledge of the tool bar is patchy. Keyboard skills are well below those expected for their age and after waiting so long for their turn to come round again, much of their previous expertise has been lost. Pupils know how to interrogate a database for their geography topic about mountains but again, their lack of experience of using computers makes their progress very slow. In discussions with pupils, very few could explain why they would choose to use a computer to communicate information rather than any other method. However, they all say that they enjoy working with computers, which is evident from the way they concentrate on tasks and behave well. They help one another readily when they get stuck.
128. However, great changes are planned to take place in information and communication technology. Funding from the National Grid for Learning is to be used to resource the

new computer suite that will be housed in a new building scheduled for spring this year. Arrangements for staff training have been made to follow the installation of the suite. Also, the introduction of an approved programme of work enables teachers to identify gaps in learning and teaching. These changes put the school in a good position to raise standards.

MUSIC

129. As the co-ordinator for music, who also teaches music to all classes in both key stages, was absent from school during the week of the inspection, no judgement can be made about standards in music or of the quality of teaching and learning. Evidence of teaching was gathered from listening to pupils singing in assemblies, looking at the school's planning for music and talking to pupils.
130. In Years 1 and 2, pupils learn to sing an appropriate range of songs from memory. Their singing is mostly tuneful and they vary the pitch and dynamics. They perform simple pieces, using unpitched percussion instruments to accompany their singing. Through listening to the music of orchestras pupils gain familiarity with the musical instruments they hear. They know the names of many of them and discuss their preferences for the sounds they make.
131. All pupils sit for some time during assemblies listening to music and enjoying this quiet time for reflection. Opportunities are taken to discuss the music, the composer, the mood the music conveys and the feelings it arouses. This in turn leads to pupils identifying their own musical preferences and experiences. Listening to music by composers from different parts of the world makes an effective contribution to pupils' cultural development.
132. As well as singing in assemblies and lessons, pupils get the chance to use their singing skills during musicals and concerts at the end of the year. They know the importance of posture and phrasing to control their singing voice. They particularly enjoy singing rounds in two or three parts.
133. Lessons are planned with clear aims and show what pupils are expected to learn. Useful links between music and subjects such as religious education and science are shown in teachers' planning. After listening to several pieces of music in a religious education lesson, including *The Messiah* by Handel and *The Coronation Mass* by Mozart, pupils in Year 6 described their feelings. One child said *It makes me feel like I'm in a church; I feel surrounded by angels* and *It makes me feel like I was floating in the air*. In a science lesson on *sound*, pupils in Year 5 reinforced their understanding of pitch as they discovered why certain strings on a guitar gave a high pitch while others gave a low sounding pitch. The use of information and communication technology is still in the very early stages of development.
134. Plans to adopt a new national programme for pupils' learning in music, to support planning and fill any gaps in provision, places the school in a sound position to raise standards. There is a recorder club to extend pupils' interest in music.

PHYSICAL EDUCATION

135. Pupils achieve standards appropriate for their ages at the end of both key stages and make satisfactory progress. Pupils with special educational needs, and those with

English as a second language, also make satisfactory progress. In dance, older pupils attain standards above those expected for their ages and make good progress in this aspect. By the time they leave, pupils achieve appropriate standards in swimming.

136. During Years 1 and 2, pupils gain an understanding of what happens to their bodies during vigorous exercise. When running, jumping and hopping, they demonstrate a satisfactory level of control as they combine movements together. Pupils develop reasonable accuracy when using small equipment. For example, pupils in Year 1 threw beanbags into hoops and enjoyed the challenge of gradually moving farther away from the hoop. In the one movement lesson seen in Year 6, pupils showed a good degree of individuality in their work. Many demonstrated good ability to reproduce and refine a sequence of movements in response to music. They effectively adapted their facial expressions and body stance to reflect feelings such as fear and anticipation.
137. Pupils enjoy physical education lessons. Overall, they are fair when playing games. Older children co-operate well in groups, and listen respectfully to the views of others. Most children behave well, try hard and persevere.
138. Teaching is satisfactory. All teachers ensure that pupils warm up and cool down effectively, and that all change into appropriate clothing. Teachers' planning is sound, and is related to the ages and abilities of the pupils. Teachers give effective demonstrations of techniques. For example, in a Year 2 gymnastics lesson, the teacher demonstrated how to complete a series of movements, which included a high jump. This good level of support enabled pupils to make good progress in building up a sequence of three movements. Occasionally, pupils are made to sit out of lessons for too long a period if they misbehave.
139. In a lesson where teaching was very good, the teacher challenged the pupils to do their best. As a result, pupils made good progress and the quality of learning was enhanced greatly. Pupils used words such as *gesture*, *twirl* and *sequence* to describe their work and were required to demonstrate good aspects of their work to the rest of the class. This enabled pupils to evaluate their own movements and make suitable adaptations. Pupils were challenged to refine their sequences and to add an element of repetition. Behaviour management was very good because a good rate of challenge required pupils to listen carefully and work hard. The teacher had high expectations and made the lesson enjoyable.
140. An enthusiastic, well-qualified subject coordinator effectively manages the subject, and gives good support to teachers through school-based training sessions. Teachers' planning is regularly monitored to ensure coverage and good progression for pupils. There is no system for assessing pupils' progress or for monitoring the quality of teaching and learning in the subject. Owing to curricular time constraints, pupils have one forty-minute lesson of physical education per week, with opportunity for two lessons during two additional half-terms. While this enables the school to provide an appropriate curriculum for physical education, it is below the recommended minimum requirement.
141. The curriculum is enriched by the provision of weekly swimming lessons for Year 5 pupils, and the opportunities for outdoor adventurous activities provided by the residential trip to Ingleborough Hall. There is a satisfactory range of extra-curricular activities for pupils in Years 3 - 6. The school acknowledges the need to supplement the range and scope of gymnastic equipment required for older pupils.

RELIGIOUS EDUCATION

142. Attainment in religious education is in line with the expectations of the locally agreed syllabus by the end of both key stages. Only one lesson was seen during the week of the inspection. Judgements are based on discussions held with pupils and staff and a scrutiny of teachers' planning and pupils' work. Findings are similar to those the last time the school was inspected with regard to pupils at the end of Key Stage 1. At that time the school did not have any pupils in the Year 6 age group, so no comparisons can be made.
143. By the end of Year 2 pupils have deepened their understanding of Christianity. Stories from the bible, such as Jonah and the whale are used to good effect but sometimes the written work pupils are expected to do is undemanding. Pupils learn some important human values, such as thinking of others and are encouraged to put them into practice in their own lives in school or at home. For example, pupils develop their understanding of what the word *precious* means. One child wrote, *My Mum is precious*. They learn how famous people such as Grace Darling considered others before herself. As part of the work, pupils are introduced to major world religions such as Islam. They know that the design on a prayer mat resembles the dome of the mosque. In the one lesson observed, the pupils needed much prompting from the teacher before they contributed to the class discussion.
144. By the end of Key Stage 2 pupils have a generally sound knowledge of Christianity and some of the major religions of the world such as Judaism and Islam. Pupils, including those with special needs, and the small number who speak English as an additional language, make satisfactory progress. They know that people have different beliefs and values and that these can have an effect upon how people lead their lives. An unsatisfactory feature of their work in Years 3 - 6 is that pupils are not given enough opportunities to use and develop their writing skills. For example, there is evidence of unfinished and untidy work as well as of work that is not demanding enough. However, there are some good examples of art and music being integrated well into the subject. For example, pupils enjoyed listening to an extract from Handel's *Messiah*. Pupils design their own election posters to extol the virtues of major world religious leaders. One child, writing about Moses, included the comment, *Vote for me I brought you the Ten Commandments*. Visits have been made to places of worship such as Bradford Cathedral to extend pupils' understanding of religious festivals. However, there is no evidence of visits being made to places of worship from the other major world religions.
145. It is not possible to make any judgement overall about the quality of teaching or learning in both key stages. Evidence from pupils' books shows that not enough attention is given to providing opportunities for pupils' to use and develop their writing skills. Teachers' marking does not always indicate to pupils how they might improve their work.
146. The co-ordinator teaches the subject throughout Years 3 - 6 and ensures that topics are relevant to the interests of the pupils. A scheme of work has been put in place based upon the locally Agreed Syllabus. There is some evidence of work being assessed and a work portfolio has been developed. Resources are satisfactory.