

# INSPECTION REPORT

## **THORNTON PRIMARY SCHOOL**

Thornton, Bradford

LEA area: Bradford

Unique reference number: 107223

Headteacher: Mrs Denise Waring

Reporting inspector: Mr Graham Haynes  
18064

Dates of inspection: 28<sup>th</sup> January – 1<sup>st</sup> February 2002

Inspection number: 191311

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Thornton Road  
Thornton  
Bradford  
West Yorkshire

Postcode: BD13 3NN

Telephone number: 01274 833839

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Appropriate authority: The governing body

Name of chair of governors: Mr Paul Saxby

Date of previous inspection: 10<sup>th</sup> June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18064	Graham Haynes	Registered inspector	Information and communication technology	What sort of school is it? How high are standards? School's results and achievements How well is the school led and managed?
9075	Juliet Baxter	Lay inspector		How high are standards? Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
16038	Jill Bavin	Team inspector	Science Music Special educational needs	How well does the school care for its pupils?
22990	Chris Furniss	Team inspector	Physical education Religious education	
14509	Philip Mann	Tem inspector	Mathematics Design and technology Equal opportunities	How good are the curricular and other opportunities offered to pupils?
30677	Peggy Waterston	Team inspector	Geography History Foundation Stage	What should the school do to improve further?
1193	Gill Wiles	Team inspector	English Art English as an additional language	How well are pupils taught?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This recently re-organised primary school is situated in Thornton village, to the west of Bradford. It has been subject to significant changes over the last 18 months, operating on a split site for the last academic year, before moving to its new site in September 2001. The school had building problems, some still not resolved, and an accelerated timescale for making the transition from a first to a primary school. Eleven new teachers have been appointed in the past two years. The school's admission number has been increased and pupil numbers continue to grow. These fundamental changes have dictated the priorities for staff and governors and necessarily drawn them into managing short-term needs, and this has been done very well. The school caters for pupils aged from three to eleven years of age, drawn from the surrounding locality. Almost all of the pupils are white and of UK heritage. They come from a wide range of backgrounds and their attainment on entry is varied, but broadly average. There are 344 pupils on roll, making the school bigger than average. Ten pupils speak English as an additional language which represents a higher proportion than most schools. The percentage of pupils known to be eligible for free school meals (11.6 per cent) is broadly in line with the national average. The 16.3 per cent of pupils that are on the school's register of special educational needs is a lower than average percentage, but 2.3 per cent of pupils have statements of special educational need, which is above average.

### **HOW GOOD THE SCHOOL IS**

Pupils' standards of work in English, mathematics and science are average at the end of both key stages. All pupils make at least sound progress in these subjects. Standards and the curriculum are unsatisfactory in information and communication technology (ICT) and music across the school, and in a range of subjects in Key Stage 2. The quality of teaching is satisfactory, with some good features. The headteacher provides very good leadership and management, ably supported by her deputy and the governing body. The school offers sound value for money. It is improving in many respects, following the disruption caused by the re-organisation process.

#### **What the school does well**

- It provides a positive and inclusive learning environment for the pupils through its strong ethos of care, and the good relationships and partnership that exist between staff, parents and pupils.
- Good standards are achieved in physical education at the end of Key Stage 2.
- Pupils with special educational needs learn well.
- There is good provision in the nursery and for the social and moral development of all pupils.
- It is very well led and managed by the headteacher who has established a very clear educational direction for its work during the difficult time of re-organisation.
- The governors work well in supporting and challenging the work of the school.

#### **What could be improved**

- Standards in ICT and music across the school.
- Standards at Key Stage 2 in art and design, design and technology, geography and history.
- The frequency of good teaching through the school, particularly in the subjects mentioned above.
- The provision for teaching and learning in the above subjects.
- The role of subject co-ordinators in raising the standards of pupils' work and the quality of education being provided, particularly in the above subjects.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made satisfactory overall progress since the 1996 inspection despite the disruption brought about by re-organisation. Sound progress has been achieved in sustaining the standards in core subjects and in maintaining good standards of behaviour and relationships in the school. The handwriting, presentation and collation of pupils' work have been improved satisfactorily. The most able pupils are given appropriately challenging work in the core subjects. The marking policy is applied with better consistency, particularly in English and mathematics. The role of subject co-ordinators remains unsatisfactory in raising standards in a number of subjects, but many are recent appointments. Statutory requirements have been soundly met by reporting the results of national tests to parents. There is a good capacity to bring about further improvements.

## STANDARDS

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

Performance in:	Compared with			
	all schools			Similar schools
	1999	2000	2001	2001
English	n/a	n/a	C	C
Mathematics	n/a	n/a	D	D
Science	n/a	n/a	C	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Last year, the pupils' performance in national tests for eleven year olds was average in English and science, and below average in mathematics in comparison with the national results and those of schools with a similar percentage of pupils known to be eligible for free school meals. There was significant under-achievement in the performance of boys in mathematics. There is no available data to indicate trends over recent years.

The majority of children in the reception classes are likely to reach all of the early learning goals for five year olds. They have made sound progress since entering the school. In the 2001 National Curriculum tests for seven year olds, pupils' results were in line with the national average in reading, writing and mathematics. In comparison to schools with a similar intake, results were average in writing and mathematics, and below average in reading. Over the past five years, results have shown an upward trend, but fluctuated in reading and writing, representing the varying attainment on entry in these areas of learning of different cohorts of pupils. Mathematics scores have been more consistent, with a better improvement taking place in 2001, after two years of slowly declining results. In reading, writing and mathematics from 1999 to 2001 boys were under-performing in comparison to national data. Inspection evidence indicates that the under-performance of boys is being successfully addressed by the school. Standards of work in English, mathematics and science are broadly average and pupils make sound progress. Targets for pupils' attainment in English and mathematics are sufficiently challenging and satisfactory progress is being made in reaching them. Pupils' standards of work and achievement are unsatisfactory in ICT and music throughout the school and in a range of subjects at Key Stage 2. Since the 1996 inspection, standards of pupils' work have been sustained in most subjects at Key Stage 1, despite the unsettled context. Standards at Key Stage 2 are less secure, as this is the area of the school that has experienced most change. The school has correctly focused its efforts on the core subjects, as it re-establishes itself as a primary school. There has been little time or energy left after managing the re-organisation, for the school to extend its



priorities. Standards in ICT have suffered most from a lack of provision, yet to be addressed. The school knows what needs to be done in the future and is setting out plans accordingly.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Good. Pupils enjoy coming to school and are interested in their work.
Behaviour, in and out of classrooms	Good. Pupils show consideration for others.
Personal development and relationships	Good. Pupils undertake appropriate responsibilities.
Attendance	Good.

Pupils' positive attitudes show the school's success in consolidating a caring ethos that values all pupils.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Nursery and Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	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.*

The overall quality of teaching is satisfactory with some good features. The good teaching seen in nursery and reception classes included consistently high expectations for children's learning and behaviour, in all but one class. The assessment of children's work was used effectively as the basis of future lessons. The best teaching in Key Stage 1 and 2 classes contained similar characteristics. Teaching is often very effective in Years 5 and 6. The quality is sometimes less than satisfactory in one reception class, one Year 2 class and in Year 4 due to such matters as poor subject knowledge and lesson objectives that lack clarity. The overall quality of teaching in English is satisfactory. Key literacy skills are taught well. The teaching of mathematics is good. Mental exercises are taught well and at a brisk pace, encouraging the pupils to think fast. Teachers have a good understanding of the National Numeracy Strategy and teach the basic skills of numeracy well. The teaching meets the needs of pupils in English, mathematics and science, but not in all other subjects, such as ICT and music. Pupils of all abilities learn soundly in the core subjects, but their learning in other subjects is more variable. Those with special educational needs achieve well in relation to their previous ability, due to effective teaching.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. The quality and range of learning opportunities is limited in a range of subjects at Key Stage 2, and ICT and music through the school. The ICT curriculum does not meet statutory requirements. Provision for English, mathematics and science is sound.
Provision for pupils with special educational needs	Sound. The needs of these pupils are met through classroom activities and the support provided in lessons by teachers and learning support assistants.
Provision for pupils with English as an additional language	Sound. The needs of this small group of pupils are met by lessons and individual support.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good. The provision for moral and social development is a strong feature of the everyday life of the school. Provision for spiritual and cultural development is sound.
How well the school cares for its pupils	Pupils are well cared for. Procedures for child protection and for ensuring pupils' welfare are good.

The school works well with parents and shows good levels of care for the pupils. The school focuses well on the core subjects of English, mathematics and science. The provision for ICT and music throughout the school is unsatisfactory. At Key Stage 2, the provision for art and design, design and technology, geography and history is not as good as it should be.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Sound overall. The headteacher provides very good leadership and management, ably supported by her deputy. English and physical education are well managed, and mathematics and science are satisfactorily led. There is unsatisfactory management of ICT and music through the school and in a range of subjects at Key Stage 2. Teamwork is developing well.
How well the governors fulfil their responsibilities	Good. They have supported the school very well during re-organisation and keep a close eye on standards with increasing effect.
The school's evaluation of its performance	Sound and improving. The school is becoming increasingly self-evaluative. It effectively focuses on standards in English and mathematics. The school's plans show a clear understanding about what needs to be done next to bring about further improvements.
The strategic use of resources	Good. Finances are managed well. Educational priorities are well supported through financial planning. The principles of best value are understood and applied appropriately.

The school is adequately staffed. It has done well to appoint teachers at a late date to cope with the growth in pupil numbers. Accommodation is good. The provision of learning resources is satisfactory in the core subjects, but unsatisfactory in a range of subjects, particularly in ICT. The re-organisation process has been very well managed by the

headteacher and governors. The headteacher is leading school development very well and is ably supported by her deputy. The management of a range of subjects is unsatisfactory, for example in ICT, but often because post holders are newly appointed.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school</li> <li>• The school is well led and managed</li> <li>• The teaching is good</li> <li>• They feel comfortable about approaching the school with questions or a problem</li> <li>• The way that children are expected to work hard</li> <li>• The good progress their children make</li> </ul>	<ul style="list-style-type: none"> <li>• Being kept well-informed about how their children are getting on</li> <li>• How closely the school works with them</li> <li>• The provision of activities outside of lessons</li> <li>• Getting the right amount of work to do at home</li> </ul>

The inspection team confirms the positive views expressed by the majority of parents, but judges the pupils' progress as sound rather than good. The school does work closely with parents and keeps them well informed about the progress of their children. Homework is managed well and usually provides the right amount of work to do at home. Activities outside of lessons are limited to sport and the older pupils, in the main.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Standards of attainment on entry to the nursery are broadly in line with those expected nationally. A few children show above average attainment and a few below. Attainment at the end of children's time in the Foundation Stage is average, indicating sound progress and the likelihood that most pupils will reach the standards set by the early learning goals, by the age of five. Some good attainment and progress were seen in pupils' personal, social and emotional development.
2. In the 2001 National Curriculum tests at the end of Key Stage 1, pupils' results were in line with the national average in reading, writing and mathematics. In comparison to the standards of pupils in schools with a similar intake, results were average in writing and mathematics, and below average in reading. Over the past five years, results have shown an upward trend, but fluctuated in reading and writing, representing the varying attainment on entry in these areas of learning of different cohorts of pupils. Mathematics scores have been more consistent, with a better improvement taking place in 2001, after two years of slowly declining results. In reading, writing and mathematics from 1999 to 2001 boys were under-performing in comparison to national figures. Since the 1996 inspection, standards in these areas have been sustained despite the upheaval experienced by the school as a result of re-organisation.
3. In the 2001 National Curriculum tests at the end of Key Stage 2, pupils' results were in line with the national average in English and science, and in comparison to schools with a similar intake of pupils. In mathematics, results were below the national average and the standards found in similar schools. These lower scores were due to the under-achievement of boys. The national test results for previous years are not available due to the reorganisation of the school, 2001 was the first year assessment of eleven year olds took place.
4. Inspection evidence at both key stages indicates that the under-achievement of boys is being successfully tackled. Overall standards of pupils' work in reading and writing at Key Stage 1, English at Key Stage 2, and in mathematics and science at both key stages, are in line with national standards and pupils are achieving soundly. This has been brought about by the school recognising the under-achievement, giving the matter a high priority, and taking deliberate actions to overcome the problem, such as improving the focus of teachers' planning and the teaching of the national strategies, numeracy in particular. Targets for pupils' attainment in English and mathematics are sufficiently challenging and based on sound information about past performance. Satisfactory progress is being made in reaching the targets set.
5. The standard of pupils' work in other subjects is varied, particularly at the end of Key Stage 2. At Key Stage 1 pupils reach average standards in art and design, design and technology, geography, history, physical education and religious education. At Key Stage 2, standards are above average in physical education and average in religious education. Standards are below average and pupils' achievement should be better in art and design, design and technology, geography and history. In ICT and music, standards are below average throughout the school.
6. Most pupils, including those capable of higher attainment, achieve satisfactorily in English, mathematics and science, throughout the school. Some good progress is

evident in writing by Year 6 pupils, stimulated by the use of booster groups. Overall progress is more variable in Years 3 and 4. At Key Stage 1, all pupils achieve soundly in the core subjects, art and design, design and technology, geography, history, physical education and religious education. At Key Stage 2, good achievement is made in physical education with sound achievement being evident in religious education. Unsatisfactory achievement is made in art and design, design and technology, geography and history. Pupils' achievement in ICT and music is unsatisfactory at both key stages. Standards in these subjects are not high enough due to such factors as unsatisfactory provision regarding resources and curriculum organisation.

7. Pupils with special educational needs make good progress in relation to the targets on their individual education plans, whether these relate to behaviour or learning difficulties, or to English or mathematics. They are supported well by teachers and support staff. Pupils with English as an additional language were admitted to the school with reasonable proficiency in English. They achieve satisfactorily in English across the school. Their work indicates that steady progress is being made with higher levels of achievement gained in individual lessons of high quality. There is no indication in national test results that their achievements are significantly different from other pupils.
8. Since the 1996 inspection, standards of pupils' work have been sustained in most subjects at Key Stage 1, despite the potential for this to lessen due to the upheaval of re-organisation. Standards at Key Stage 2 are less secure, as this is the area of the school that has experienced most change. The school has correctly focused its efforts on the core subjects as it re-establishes itself as a primary school. This concentration is paying dividends, when judged by the average standards and satisfactory progress being achieved by the pupils. There has been little time or energy left, after managing the re-organisation, for the school to extend its priorities far beyond these core subjects, at present. Standards in ICT have suffered most from a lack of provision, yet to be addressed. The school knows what needs to be done in the future and is setting out plans accordingly. There is a good capacity to bring about further improvements.

### **Pupils' attitudes, values and personal development**

9. The pupils show no adverse signs of the considerable upheaval that has taken place in their school lives in recent months. They have settled into a new building and to mixing with a wider age range of children remarkably well. In a very short time the school has become an enthusiastic and inclusive community where pupils speak most positively about their enjoyment of lessons. In discussion, they like all their subjects, respect their teachers and, most of all, dwell on their friends. In one discussion with a group of older pupils, three boys commented they had come from another primary schools where they had been unhappy. All of them said that by the end of their first day they had felt very welcome and had made friends instantly. Pupils are very clear about the school rules and teachers' expectations of good behaviour, to which they respond well. They are also clear that there is little or no bullying in the school and are confident that if it occurred staff would deal with it effectively.

10. The standard of behaviour across the school is good. On the few occasions when the behaviour of a very small number of pupils is less than satisfactory, it is because of individual behavioural difficulties or when teaching is mundane and unexciting. Pupils are always courteous when talking to visitors; they open doors spontaneously, offering to show people around the school. The inspection team was in the school for a whole week and on most of these days bad weather meant that pupils often did not get out into their playground to let off steam. It is to the school's credit that pupils responded very positively to this situation and behaved well on all occasions. Despite the many changes that have come about to form the school as it is today, staff have continued to consistently implement the discipline and behaviour policy. This has resulted in the school successfully sustaining good behaviour as one of its strengths since the 1996 inspection report. There was one fixed term exclusion in the year before the current. Pupils with special educational needs have positive attitudes toward the school. They value their relationships with learning support assistants, teachers and senior staff. Pupils with behavioural difficulties speak highly of the headteacher and those with learning difficulties approach reading and books with a good degree of concentration and effort.
11. Pupils' enthusiasm for coming to school is demonstrated by the good attendance rate it enjoys. In the year before the inspection the rate was above the national average for primary schools. The unauthorised absence rate was due to a very small number of pupils leaving the school. In the case of two of them the school was not legally in a position to remove them from the school roll until confirmation had been received that they were attending a different school. Pupils arrive punctually each morning and settle quickly into their classroom routines and procedures.
12. Very good relationships are a strong feature of this school. Pupils talk about having "lots of friends here" and they trust and respect their teachers. They are very clear to whom they can turn if they are in trouble or have problems and want to talk to someone. They are supportive to those pupils who find learning more difficult than others and warmly applaud all pupils who are awarded certificates at the weekly achievement assembly. Pupils for whom English is an additional language have an equally positive response as their peers.
13. Pupils display good standards of self-control and self-discipline. They undertake a range of simple allocated tasks around the school. They could well be offered more sophisticated jobs to further enhance their personal development and sense of responsibility. They are willing and eager to make a positive contribution to the smooth running of the school community and they respect the school's values and the values and beliefs of others. In an atmosphere of considerable change within the school, the good quality of pupils' attitudes, behaviour and relationships continues to make a positive impact on their learning and progress.

## **HOW WELL ARE PUPILS TAUGHT?**

14. The overall quality of teaching is satisfactory with some good features. Half of the lessons observed contained satisfactory teaching with just over a quarter being taught well. One lesson in every eight contained very good teaching. One lesson was excellently taught, while six lessons contained teaching of an unsatisfactory or poor quality. Comparisons with the previous inspection need to be made with some care due to the re-organisation of the school and many staffing changes, but the overall quality of teaching has lessened slightly since 1996.
15. There were examples of both good and very good teaching in the Foundation Stage. The overall quality was stronger in the nursery because the teaching in one reception

class contained more weaknesses than strengths. At Key Stage 1, some very good teaching was seen in a Year 1 class. One unsatisfactory lesson was observed in a Year 2 class. Teaching strengths at Key Stage 2 were mainly in Years 5 and 6. One lesson contained excellent teaching of mathematics. There were some good teaching in Year 3, but three Year 4 lessons were unsatisfactory.

16. In the Foundation Stage, there are particular strengths in promoting the children's personal, social and emotional development and in developing their physical skills. The teachers make the most of opportunities when they teach the whole class to develop the pupils' confidence to join in discussions, to listen to stories and to talk about them. Staff members encourage them to share and to work together when they are engaged in group activities. Pupils quickly learn the importance of showing kindness and being fair when they play and work with others. Teachers generally hold high expectations for children's behaviour and the quality of their learning, but in one reception class, low expectations result in too few gains in learning. Good lessons are well organised and planned, activities are explained carefully and children are encouraged to work productively and independently on a range of interesting and challenging tasks. Resources are used effectively. A particular strength in the Foundation Stage is the use of assessment to plan the next steps in children's learning and to check their ongoing progress. Assessment information is used effectively: the children enjoy learning and make good progress.
17. Good quality teaching at Key Stage 1, for example in a Year 1 science lesson, is characterised by skilfully managed resources that stimulate pupils' interest and encourage a high rate of learning. Teaching strategies are carefully planned to develop knowledge and understanding and to improve skills. The pace of lessons is brisk and encourages pupils to focus their thinking carefully. Work is smoothly organised and well-briefed learning support assistants give pupils with special educational needs effective help. Pupils are well managed. High expectations for pupils' behaviour are held by the majority of teachers. Weaknesses result when teachers do not have a good grasp of the subject and find it difficult to give effective guidance to individual pupils. Occasionally, not enough challenge is provided for higher attaining pupils. The effectiveness of learning support assistants is diminished where they are not provided with a detailed brief.
18. At Key Stage 2, some good teaching is providing pupils at Year 3 with opportunities to progress well. But there are also weaknesses in the year group, particularly where planning and teaching are at times superficial and lessons are not smoothly organised. Teaching in Year 4 varies between being satisfactory and unsatisfactory. The weaker lessons are characterised by poor subject knowledge and planning that follows national guidance, but lacks specific learning objectives. It is in some classes at Years 5 and 6 that teaching is particularly effective, including the booster groups for literacy and mathematics. Teachers provide thoughtful and stimulating lessons that challenge pupils and encourage greater efforts to refine their skills. High expectations for behaviour lead to greater concentration and better results in their individual work. Very good understanding and expertise of the subject lead to well-focused lessons that are pitched at each ability group's level of understanding, building on previous learning. The guidance offered to individuals is clearly explained and informative enough to accelerate pupils' rate of progress.
19. The teachers have successfully adopted the national framework for their literacy and mathematics lessons and planning for these follows the accepted pattern. Key skills are well taught as a result. The best literacy lessons contain particularly successful shared text work and careful attention is paid to ways of improving word attack skills

and sentence structures, for example as seen in Years 5 and 6. Effective strategies are often used, to ensure that all pupils can complete their independent tasks efficiently and with the minimum of help. Pupils are encouraged to finish on time, without loss of neatness and careful presentation in the best lessons. Plenary sessions are often used effectively, to revise and consolidate learning, and good opportunities are given for pupils to discuss their work. The teachers do not yet make the most of opportunities to develop pupils' reading and writing skills in other subjects.

20. Whole class teaching in mathematics is often effective at the start of the lesson and oral work is usually well focused. In Year 6, for example, mental mathematics is driven at a very good pace, compelling pupils to think fast. In other lessons, such as in Year 4, the erratic progress of pupils during the mental activity undermines the process. At times, the pace is too slow and pupils are given too much individual direction where a whole class focus would have a better effect on learning.
21. Science teaching is mainly satisfactory although activities are not always focused on scientific objectives. Strategies to secure a good grasp of concepts occur in the best lessons and the correct use of scientific terms is encouraged. Weaknesses occur in classes, such as in one Year 2 class, where pupils are not given effective individual guidance and where tasks do not match the pupils' ability.
22. Since the last inspection, the teachers have strengthened their planning. Despite common approaches, the teaching in parallel classes is not always of a consistent quality. This is caused by inconsistent expectations for learning and behaviour or insufficient subject expertise. Learning objectives are frequently too general, particularly in the foundation subjects where planning does not always focus well enough on the specific skills and concepts that the pupils are to learn. Tasks are not always suitable for the different ability groups within the class. The teaching of ICT is unsatisfactory across the school. This leads to a lessening of opportunities for pupils to develop their skills of research and, for the higher attaining pupils, the chance to undertake in depth their own lines of enquiry. A consistent strength of teaching across the school is the approach to managing the pupils' behaviour.
23. The teaching of pupils with special educational needs is mainly good and pupils are well supported by effectively briefed learning support assistants, in most classes. This ensures that maximum benefit is derived from their valuable help. In some instances, however, inadequate briefing does not make the most of their skills. The specific needs of pupils are addressed well in the basic skills of literacy and numeracy and their rate of learning is good. Appropriate account is taken of the targets in the pupils' individual education plans and tasks are set accordingly. The few pupils with English as an additional language are taught with as much care as their peers in classes. Where strategies for ongoing assessment are strong, work is well matched to the needs of each child. Teachers ensure they are given as many opportunities to succeed as the others in the class through, for example, well-targeted questions and opportunities to discuss their work. Well-planned homework, that is consistently marked, enables all pupils to extend their skills of research and to work with their parents and carers at home. Discussion between pupils and teachers to help to improve their work, marking that points out the next steps for improvement, and individual targets in literacy help all pupils including those who have English as an additional language to improve their rate of progress. However, marking and strategies for assessment are not consistently effective in the less satisfactory lessons.

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



24. The planning and content of the school's curriculum take into account the needs of pupils of all abilities, backgrounds and ages, and of their ethnicity and gender. The quality and range of learning opportunities provided for the school, however, are unsatisfactory. The curriculum does not fulfil statutory requirements because the provision for ICT is unsatisfactory throughout the school. Curriculum breadth is also affected because there is unsatisfactory provision for music throughout the school, and for art and design, geography, history, and design and technology at Key Stage 2. In comparison with the previous report there has been some deterioration in the breadth and balance of the curriculum, particularly with regard to ICT.
25. The school has a two-year curriculum plan which lists units of work each year group should cover every half term. For the Foundation Stage, many of the activities are organised under general core themes such as 'Ourselves' and 'Toys'. Curriculum organisation for the remainder of the school is based on the nationally recommended scheme of work for all subjects. Teachers then produce medium-term planning which gives greater detail as to how each activity will be carried out. There is a lack of rigour in this medium-term planning to ensure that activities offered to all pupils are built on previously learned skills. For example, in design and technology, pupils in Key Stage 1 are becoming familiar with a variety of materials and tools and are developing an understanding of the importance of planning, designing and evaluating their products. Activities in Key Stage 2 do not extend these previously learned skills and understanding. The school needs to consider a more flexible approach to the schemes of work, to adapt them to suit their pupils' needs and to ensure there are planned opportunities ensuring progression of skills in all subjects.
26. Satisfactory action has been taken to incorporate into the curriculum perspectives that reflect the ethnic groups represented in the school and in the wider community; for example, pupils take part in the Bradford Festival. Festivals from different faiths are celebrated and visitors are invited to demonstrate the cultural traditions of different ethnic groups, such as Asian musicians and dancers, and faith groups. Expertise within the school is also used, such as the experiences of the two Muslim teachers when they celebrate the Muslim festival of Eid. There are sound opportunities for speaking and listening, such as role-play and presenting to an audience.
27. The curriculum provision for pupils with special educational needs is satisfactory throughout the school. Members of staff know pupils with special educational needs very well. The whole school shares an impressive commitment to including all pupils fully in the daily life of the school. Pupils with learning difficulties and emotional and behavioural needs make good progress in the basic skills that are identified as targets on their individual education plans. This means that these pupils have sufficient confidence to work alongside their peers for most of the time. The school has pastoral support plans for pupils at risk of exclusion in place, and is awaiting colleagues from social services to work together to set up personal education plans for pupils who are 'looked after'.
28. The syllabus for religious education is based on the locally agreed syllabus, and the school involves all pupils in its daily act of collective worship. Satisfactory progress has been made in the provision for personal, social, citizenship and health education through which pupils receive sex education and are involved in a drugs awareness programme through the scheme of work for science.
29. The organisation and teaching of both literacy and numeracy are satisfactory and the school has adopted both these strategies successfully. The school has devised a

system of booster classes for the Year 5 and Year 6 pupils. These are run for two days each week and are beginning to have a positive impact on standards. The school uses assessment information to identify which booster group each pupil should attend in order to raise individual pupils' attainment. However, pupils are allocated to the same group for both literacy and numeracy. The school needs to ensure that pupils are appropriately matched to their booster group's level of working in both literacy and numeracy. The school has identified weaker areas of numeracy from the analysis of test results. These areas should be a focus for booster activities as well as the raising of general number skills. Mental mathematics skills are effectively taught during the numeracy lessons and there are good opportunities for pupils to develop numeracy skills in science. Opportunities for the development of literacy skills within other subjects are satisfactory.

30. The school provides good extra-curricular activities, although these are chiefly of a sporting nature. There are regular football, hockey and cross-country clubs for the older pupils. The strong links with Thornton Grammar School provide good opportunities for pupils to widen their sporting experiences. Additional activities include Year 6 visits to the Doe Park Sailing Centre and an indoor athletics festival, which are open to all junior pupils. The school provides very good facilities in the form of the Breakfast Club where pupils are able to come into school knowing they will have a good start to their day. The book club is an additional worthwhile feature and is run by parents. This club encourages a positive attitude to reading and books, and pupils may save up to buy a favourite book. Extra-curricular activities are further enhanced through the many visits pupils make out of school in connection with ongoing class work. Pupils in Year 1, for example, went to look at the carvings in Thornton Cemetery in connection with their art and design. Historical links in the local environment such as the Brontë collection of artefacts in the local church are used to stimulate historical interest. The provision of homework is good. This is set regularly throughout the school and covers a variety of subject areas. Homework usually consists of reading, English or mathematics. However, such activities may be varied. For example, pupils in Year 5 were asked to draw some two-dimensional shapes found in their homes and to label them and also to look through magazines and newspapers to find unusual ways that information was presented. This helped them to deepen their understanding of the concept of shape.
31. Links with the community are strong and a number of these contribute to pupils' learning. Coaches from the local sports college come into the school to support a range of sports. Members from the Bradford City Football Club also visit the school to help coach soccer skills. The school has maintained links with St James' Church and the vicar also visits the school regularly. The school is involved in the Bradford Festival and the school regularly visits St John of God Hospitaller. The school promotes community links further by offering facilities to a number of local organisations such as the Wibsey Junior Football Club for training purposes and the Bradford College Evening School classes.
32. The school has good relationships with partner institutions, such as the strong partnership with Green Lane Primary School in the centre of Bradford. The two local secondary schools use the school for work experience and students from Bradford and Keighley Colleges train their students here. Keelham Primary School occasionally uses the school for football training and the strong links with the Sports College Primary Partners Schools enable pupils to benefit in a range of sports.
33. The school has maintained the good overall opportunities for spiritual, moral, social and cultural development of pupils since the previous inspection. Opportunities to explore

values and beliefs and the way in which they impact on people's lives are chiefly through discussion during religious education or to a limited extent in assemblies. The school offers satisfactory opportunities for spiritual development. In a discussion with Year 6 pupils the fact that 'you don't have to be rich to be happy' created some spontaneous and thoughtful comments. Another Year 6 pupil described being "devout" as being "deep-hearted." Pupils in Year 5 and Year 6 wrote about the feelings of the various characters in *The Wizard of Oz* as part of a literacy exercise. Opportunities within subjects to raise pupils' spiritual awareness are generally limited, however. In a Year 3 design and technology lesson, one pupil showed genuine surprise and excitement when he discovered the mechanism that locked a photograph frame stand in place. In general, teachers miss such opportunities to develop pupils' spirituality and could promote teaching styles which would value pupils' questions and give them space for their own thoughts, ideas and concerns. Assemblies lack a sense of ceremony and atmosphere. Teachers do not always raise the status of assemblies by allowing increased opportunities for reflection and by providing a focus for pupils such as a 'thought for the day', a candle, or relevant artefact. The Key Stage 1 assembly on Chinese New Year included pictures and 'Happy New Year' written in Chinese. These fascinated the pupils and they helped to make the assembly special.

34. The provision for moral development is good. Pupils work within an environment where they learn to distinguish right from wrong and which is based on an accepted moral code within the school. The school rules are posted clearly for all to see. There is orderliness in the school, which is underpinned by the teachers' high expectations of behaviour, and the good behaviour and attitudes shown by all the pupils. Pupils obey class and school rules and they are aware of the sanctions imposed if these are transgressed. The sequence of sanctions to control unacceptable behaviour is very effective and does not intrude during teaching. Good behaviour and effort are rewarded through the system of Achievement Books. At the Friday assembly, pupils' names are read out when entered into such books and their esteem raised in front of the whole school. There is a strong community feeling within the school. All who work there promote the moral code. They help to ensure that through the quality of their relationships, fairness and integrity, high expectations of conduct and behaviour are set. Class assemblies offer opportunities for discussions of a moral nature. For example, in the Year 3 assembly there was discussion about Joseph's coat, which promoted discussion on families, jealousy, resentment and loyalties.
35. The provision for social development is good, through the sense of school community, links with other institutions, visits out of school and visitors coming into school. Pupils work well together in lessons. However, pupils do not get enough opportunities to be more independent in their work. Social development is promoted through older pupils helping to run a number of day-to-day routines within school. This could be increased through a greater involvement in daily routines, for example, older pupils mentoring younger ones in and around school.
36. The provision for cultural development is satisfactory. Involvement in the Bradford Festival and the use of local places of interest, such as the Cartwright Hall, to stimulate learning give pupils a sense of their local culture. These are, however, limited. The school has worked effectively to promote the awareness of other cultures, especially through religious education and the study of other faiths, and their customs and festivals. Year 1 pupils were introduced to chopsticks in the Kung Hey Fat Choy in connection with the Chinese New Year. Other festivals such as Diwali and Eid enable pupils to appreciate life in other cultures. The use of art and music to widen cultural awareness is underdeveloped.

## HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school has sound procedures for assessing pupils' work and progress in the core subjects and particularly in English and mathematics. Each pupil has a record of achievement in which teachers identify what he/she has learned in relation to the National Curriculum levels. These records are mostly completed conscientiously, but higher than expected levels of attainment are less reliably recorded. The school regularly holds meetings with parents and pupils to set new targets in mutually agreed areas. The session observed during the inspection worked well with everyone concerned participating in making decisions.
38. Senior managers have understandably prioritised refining and developing systems of assessment to raise standards in English and mathematics. They have made a good start to assessing and monitoring pupils' academic performance in these subjects. It is one of the headteacher's many strengths that she is acutely aware of the social circumstances of her pupils, including those who are 'looked after'. This means that the senior management team has set up systems that allow them to track the progress of particular groups of pupils. They have sufficient information about each pupil in English and mathematics to set realistic, but challenging, targets for them. They have just begun to group pupils in Years 5 and 6 according to their level of need in these subjects. During the inspection these booster groups worked very successfully to promote learning for groups of pupils with different levels of attainment. However, this way of working is too recent to have affected standards in test results and the groups need some adjustment to meet pupils' needs even better.
39. Assessment procedures in the non-core subjects are very informal and dependent upon individual teachers. This means that teachers do not consistently and cohesively gather information about how pupils' skills in subjects such as art and design, design and technology and music are developing. Consequently they do not have sufficient assessment information to form a basis for future planning specifically to meet pupils' needs in these subjects. This is a reason why pupils' achievements are not as good as they should be.
40. Members of staff provide good support for pupils with special educational needs on a day-to-day basis whether their needs are learning or behaviour based. Regular reviews are held to discuss pupils' progress in relation to targets on individual education plans. A few targets are still too broad to be measurable. The school works well with professionals outside the school, to help pupils with emotional and behavioural difficulties. The school meets the requirements of pupils who have statements of special educational need well.
41. The school provides a secure and caring environment that allows all its pupils to flourish academically and make good friends within the whole community. This aspect of the school's work has been well maintained since the previous inspection. The headteacher is the named officer for child protection. The school has adopted appropriate guidelines and procedures in accordance with local child protection guidance and policy. These procedures are well known and understood by all staff. The headteacher is due to undertake further updated training in child protection in the near future and this will be shared with staff as part of in-service training.
42. The recent move to the 'new' school building has resulted in the school becoming extremely active in the matter of health and safety. Governors pay serious attention to undertaking regular risk assessments supported by a detailed and effective health and

safety policy. A number of staff are trained in first aid and accidents and relevant incidents are properly recorded. Fire drills and practices are undertaken regularly.

43. The school started to record and monitor attendance on a computer system at the beginning of the current academic year. The administrative staff operate several efficient and effective systems to ensure that attendance, absence and punctuality are tightly recorded and monitored. The headteacher monitors attendance every week and requests for holiday leave in term time are considered very seriously. All these practices and procedures result in the good rate of attendance achieved by the school.
44. The monitoring of pupils' personal development is done informally through staff knowledge of all pupils and regular discussion amongst them. This has been achieved despite the short time the school has operated as one unit. Where there are pupils with personal and behavioural problems, the headteacher keeps more formal records to ensure appropriate information and guidance are available at all times. Procedures and practices are for all pupils, and are good.
45. The recently produced policy on inclusion reflects the school's practice of being an inclusive community. The policy on behaviour and bullying is also seen to be an effective reflection on actual practice and no significant evidence has emerged that particular groups of pupils, for example those with English as an additional language, are having more difficulties than any other group. The Breakfast Club serves a good number of pupils and is very popular with those who use it. This supportive provision, which was initiated by the school, results in a good start to the school day for those pupils who need it most.
46. Pupils readily comment on how comfortable and happy they feel in Thornton Primary School. Much of this is due to the good care they receive from all staff. Pupils' feelings of security and happiness in the school are well founded and make a considerable contribution to the standards they achieve and to their progress.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

47. Another aspect of the school that has been well sustained since the last inspection is the good partnership with its parents. The partnership is different now, in the sense that a number of parents are new to the school since September 2001 and have yet to become completely familiar with some of its practices and procedures. The recent appointment of one of the teaching staff as a specific link with parents and the community augurs well for the continued growth and success of this partnership. The Friends of Thornton Primary School (FROTH) is a parent teacher group that has recently re-formed. The school's open door policy is very evident in the way parents are clearly at home on the premises and come into school each morning to settle their children. The staff are accessible and always willing to talk to them whenever there is a need to do so.
48. The quality of information provided by the school for parents is good, although some parents do have reservations. Newsletters are sent each term to keep parents in touch with events and what is going on in the school. Pupils' annual reports at the end of the school year are detailed and inform parents what their children know, understand and can do. In a change from the more familiar open consultation evenings for parents, 'record of achievement' meetings are held on a weekday afternoon after school, two being held in each school year. The meetings consist of the parents, teacher and children concerned. Progress is discussed, targets set and a brief record made of the meeting that is kept on pupils' record of achievement files. This innovative way of

keeping parents informed of their children's progress is popular although the school recognises that not all parents can be present at the chosen time of day and some revision of timing may have to be considered. The school's existing system for meeting with all pupils and parents to set targets means that it is in a good position to implement the requirements of the new Code of Practice for pupils with special educational needs. The school involves and informs parents about their children's progress and needs through, for example, home visits made by nursery staff. Teachers' meetings occur on a one-to-one basis with parents and children in both key stages, in which achievement, aptitudes and needs are discussed. Leaflets are sent to parents to inform them about forthcoming studies each term. Homework is set regularly in the school week and homework diaries provide an effective means of communication between parents, pupils and the school.

49. A number of parents are able to help in classrooms and parents are willing to help on outings and trips. Parents are mostly supportive of the school and appreciative of what it does to help their children, a sentiment that was well expressed at the pre-inspection parents' meeting and in the returned questionnaires. The inspection team confirms the positive views expressed by the majority of parents, but judges the pupils' progress as being sound, rather than good. With regard to the views of a minority of parents about what they would like to see improved, the inspection team found nothing to support their concerns, such as the information they receive from the school and homework. However, activities outside of lessons are limited to sport and the older pupils, in the main.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

50. Since the last inspection in 1996 the school has fundamentally changed. The re-organisation of its structure, the increase in size and the move to a new site have dictated the management agenda and the focus of time, energies and commitment in dealing with the many issues arising from these changes. The headteacher and governing body have managed this difficult period very well, with the result that the school is fully staffed, functions smoothly and provides a caring, secure atmosphere for the pupils. The headteacher's skilled management has been ably supported by the deputy headteacher since his appointment in September 2000, for example, in running the Key Stage 2 section of the school on a split site. The work and support of the governing body, and particularly the determination and energy of the chair, have been instrumental in overcoming problems with buildings, an ever-changing time scale for re-siting the school, recruitment of staff at a late date and in assimilating growing numbers of pupils into the school.
51. Since most of the everyday needs associated with this transition have been managed very well and a renewed stability is being restored with increasing success, the headteacher, key staff and the governing body are increasingly able to focus on broader matters of school development. The leadership of the headteacher has provided clear educational direction for the work of the school. The input of the deputy headteacher and members of the senior management team to this process is taking place with increasing effect. The headteacher is leading the initiative to delegate appropriate responsibilities to other staff and thus increase their contribution to the work of the school, as individuals, but also as part of a team effort. Team building is taking place effectively, as new staff settle into being part of the larger team. Many staff with management responsibilities are new to their posts following a fundamental re-structuring of responsibilities undertaken in September 2001, once all new staff appointments had been completed. The positive effect of this re-structuring has been to provide a strong senior management team and enthusiastic post holders, with good potential to become more effective with time. The negative effect is that the time many

staff have been in post is insufficient to be able to make a full impact on the standards of pupils' work and the quality of education being offered in all subjects. It is clear that where priorities have been identified in either the school development plan or in its annex, the 'under-achievement' plan, and sufficient time and resources have been able to be deployed to these priorities, then improvement is taking place. This is most noticeable in relation to the leadership and management in the core subjects of English, mathematics and science. It is least noticeable in a subject, such as ICT, where constraints in provision and the need to address other more pressing matters have brought about little improvement. The school has highly appropriate priorities for development, particularly those identified in the 'under-achievement' plan. The inspection team endorse these priorities as being the matters that are most likely to bring about improvement, and this is reflected in the key issues identified in this report.

52. The management of provision for pupils with special educational needs is satisfactory. There are two co-ordinators for special educational needs, one of whom is a full-time classroom teacher, with some non-contact time to manage this role, and one of whom works in the school part-time, without a class responsibility. They share responsibilities that are divided according to the age of pupils. This arrangement means that previous strengths in the provision are being maintained. Nevertheless, the situation is rightly a temporary one. Senior staff are currently planning for the role to be undertaken by one person who will provide a cohesive whole-school approach to meeting the demands of the new Code of Practice.
53. The school has a growing awareness that provision for pupils with English as an additional language must be given more focus to meet the gradually changing make-up of the pupil roll. Systems are already in place by which priorities can be identified and the current development of monitoring, evaluation and assessment procedures and practices are in place for all pupils. The school has appointed two teachers of Asian origin. It has made links with an inner city school in Bradford. It has recently appointed a teacher who has had many years of experience in schools that administer an additional support grant for pupils with English as an additional language.
54. Through the recent times of change, the governors have been able to effectively support the work of the school and its managers. With the emphasis moving from the 'bread and butter' tasks, such as the short-term budget planning to meet immediate needs, the governing body is increasingly effective in shaping the future development of the school, and in offering the right degree of challenge to its staff. This is done on both a formal and informal basis, through sub-committee meetings and personal contact with the school. There is some good use and understanding of data about pupils' performance that has been used to raise questions about standards and the actions needed to be taken to address any identified under-achievement. Such actions have been instrumental in the governors establishing a clear view of the strengths and weaknesses of the school. All statutory duties are fulfilled with the exception of the curriculum being offered in ICT not meeting National Curriculum requirements. In this particular case both school and governors are aware of deficiencies, have set plans with the intention of overcoming these deficiencies and have set aside resources to improve provision and staff expertise.
55. The monitoring, evaluation and development of teaching are sound overall. Lesson observations, sampling of pupils' work and monitoring of teachers' planning are taking place, with some of the resulting feedback providing clear points of development for staff. The initiatives underway are starting to lift teaching quality and need to be continued to bring about a better overall consistency in the quality of teaching throughout the school. Targets for pupils' attainment in English and mathematics are

sufficiently challenging and based on sound information about past performance. Satisfactory progress is being made in reaching the targets set.

56. Financial planning is good and linked to identified educational and other priorities in the school improvement plan. Any carry forward of monies has resulted from planned expenditure yet to be spent, for example, on ICT. All grants, including special grants, are spent appropriately and on their intended purpose. Governors are well aware of the principles of best value and competitive quotes are sought and analysed before spending takes place. It is to the credit of all those concerned that the planning and budgeting have been so successful during the period of considerable upheaval in recent months. The budget is managed very well. The school has chosen to buy in an external bursarial service that is supported by the work of its own staff on a day-to-day basis. The bursar works in the school for half a day every week and keeps very tight control over the budget, in regular consultation with the headteacher and governors. She monitors the budget weekly, and then monthly, in conjunction with the three-monthly review by the local education authority. No external audit has taken place in the school for some considerable time. Taking into account the current standards and quality of education, the overall sound effectiveness of the school, its broadly average characteristics regarding the school context and the background of its pupils, along with its generally average costs per pupil and good financial efficiency, the school offers sound value for money.
57. There is a sound range of experienced and appropriately qualified teaching staff to meet the demands of the curriculum. The school has been able to successfully recruit staff, often at short notice. Support staff provide good back-up for the teachers and their work. Learning support staff work hard to make a positive contribution to pupils' achievement, particularly for pupils with special educational needs, such as those in the nursery. The school's strategy for appraisal and performance management is developing soundly. There are developing links between performance management and the actions being taken to meet the school's targets for pupils' performance and priorities in the school improvement plan. The induction of new teaching staff is very good, providing appropriate time for reflection and discussion about their work, as well as helping to support their work and attendance at appropriate courses. Staff development is given a high priority and needs of the new staff team are recognised, and planned for, in areas such as ICT. There are some good examples of new technology being used, for example, in the monitoring of pupils' attendance and the presentation of newsletters and information for parents, and in lesson planning. Current provision is limiting the effectiveness of new technology in much of the teaching and learning taking place. Administrative staff do a good job with the result that the day-to-day organisation of the school is effective. Their welcoming approach sets a good tone for those visiting, or making contact with the school for the first time.
58. The accommodation is good overall. The original middle school has been extended and re-modelled with some success. Classroom facilities are particularly good for the nursery and foundation year classes. Classrooms in the Key Stage 2 area are less easy to work in, due to their size and shape. Very good use has been made of a previously outdoor space by converting it into a hall and dining area. The setting up of a computer suite is planned, funds are earmarked for its development, and this is an essential step to improving the current unsatisfactory provision for ICT. Much of the school has been decorated and/or re-decorated, and where this has happened a bright, light environment has been created. There is considerable potential yet to be explored in the use of a large site, with an all-weather pitch and extensive grounds. Appropriately, other more pressing priorities have been identified during the period of re-organisation.



59. Learning resources to support teaching and learning are good in physical education and religious education. There is sound provision for the Foundation Stage and in English, mathematics and science. There are deficiencies in the resources available for art and design, design and technology, geography, history, ICT and music. The unsatisfactory level and extent of resources for these subjects are limiting the teaching and learning opportunities that can be provided and reflect the current state of development of these subjects.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

In order to improve the weaknesses identified in this inspection the headteacher, staff and governors should

- (1) raise the standards of pupils' work in ICT and music across the school;  
(paragraphs: 5; 6; 8; 93; 110; 131; 136, 138; 139)
- (2) raise the standards of pupils' work at Key Stage 2 in art and design, design and technology, geography and history;  
(paragraphs: 5; 6; 114; 117; 119; 123; 127)
- (3) improve the frequency of good teaching through the school, particularly in the subjects specified above;  
(paragraphs: 14; 17; 18; 22; 69; 109; 113; 114; 115; 119; 124; 127; 132; 133; 137)
- (4) improve the provision for teaching and learning in the above subjects;  
(paragraphs: 6; 8; 24; 25; 51; 54; 58; 59; 116; 122; 125; 130; 134; 138)
- (5) further develop the role of subject co-ordinators in raising the standards of pupils' work and the quality of education being provided, particularly in the above subjects.  
(paragraphs: 51; 105; 112; 116; 121; 126; 130; 135; 141; 156)

## THE RESOURCED NURSERY

60. The school has a resourced nursery with places for ten children with special educational needs, under the age of five. This provision shares accommodation and resources with the school's main nursery class. At the time of the inspection eight children attended the resourced nursery on a part-time basis. The nursery is staffed with one specialist teacher and one designated nursery nurse. The specialist teacher is new to the school, but is already working very effectively.
61. The children benefit enormously from the very close teamwork between all the nursery staff in the main class and the resourced provision. Teachers plan very effectively together. The children with special educational needs enjoy a wide range of learning opportunities and activities that are suitable for their age, and work alongside their peers. There is a strongly held commitment to providing specialist assessment while including children fully in all the experiences possible. Members of staff therefore avoid any artificial barriers that would result from children being taught by only one teacher.
62. In the two lessons seen that were specifically focused on the specialist provision, the quality of teaching in one lesson was good and in the other it was very good. In the very good lesson children made very good gains in using their imaginations to move and develop their physical skills. As they pretended to stride through high grass on a 'bear hunt' one child with special communication and emotional needs worked very hard at taking big steps and said, "We didn't get a bear" because she was so involved with the lesson.
63. Most children make rapid gains in acquiring personal and social skills. They learn to take turns and conform in a large group, as well as learning to share the attention of adults who provide them with a sense of security. Similarly most children make good gains in relation to their particular needs. For example, children who arrive with little or no spoken language begin to speak because they want to communicate in this environment.
64. The specialist teacher has established good systems for assessing and monitoring children in the short time that she has been in post. She uses the same assessment system that is used in the main nursery and the whole team of nursery teachers, nursery nurses and classroom assistant make written observations of children throughout the day. This information is used effectively to contribute to individual education plans and also to plans for each child's involvement in the various activities. These systems make a significant contribution to the good progress that children make. Members of staff recognise the importance of working closely with families and carers and speak with most on a daily basis. When this is not possible, they communicate messages to each other through written notes in a home/school diary.
65. The specialist teacher is well aware that she needs to work with professionals outside the school to ensure that the nursery is in a position to fully support all children, whatever their need. She has rightly identified the need to develop a range of communication methods to help those children who have very specific social and communication needs.
66. In summary, the skills of the members of staff in the resourced nursery are considerable. They have made an impressive start to working in a new team with a group of children who have wide and varied needs. They share a very strong commitment to including these children as fully as possible in everyday activities and learning that is appropriate for their age. Consequently they are well placed to assess

children and help them move on to the most suitable situation for their continued development in full-time schooling.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	82
Number of discussions with staff, governors, other adults and pupils	38

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	23	41	5	1	0
Percentage	1	12	28	51	6	1	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	28	316
Number of full-time pupils known to be eligible for free school meals		47

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	9
Number of pupils on the school's special educational needs register	5	58

English as an additional language	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	9

### Attendance

#### Authorised absence

	%
School data	4.2

#### Unauthorised absence

	%
School data	0.4

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	20	12	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	18
	Girls	11	11	12
	Total	26	26	30
Percentage of pupils at NC level 2 or above	School	81 (68)	81 (78)	94 (89)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	16	16
	Girls	11	11	11
	Total	25	27	27
Percentage of pupils at NC level 2 or above	School	78 (76)	84 (73)	84 (95)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	21	24	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	11	18
	Girls	18	16	20
	Total	32	27	38
Percentage of pupils at NC level 4 or above	School	71 (N/A)	60 (N/A)	84 (N/A)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	11	18
	Girls	18	16	20
	Total	32	27	38
Percentage of pupils at NC level 4 or above	School	71 (N/A)	60 (N/A)	84 (N/A)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	
Black – other	
Indian	
Pakistani	1
Bangladeshi	1
Chinese	
White	250
Any other minority ethnic group	

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: Y[ ] – Y[ ]**

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	20.3
Average class size	24.3

#### **Education support staff: Y[ ] – Y[ ]**

Total number of education support staff	14
Total aggregate hours worked per week	324

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	28
Total number of education support staff	3
Total aggregate hours worked per week	80
Number of pupils per FTE adult	9.3

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	11
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
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.*

### **Financial information**

Financial year	2000-01
	£
Total income	675866
Total expenditure	645454
Expenditure per pupil	2265
Balance brought forward from previous year	18098
Balance carried forward to next year	48510

*FTE means full-time equivalent.*



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	344
Number of questionnaires returned	59

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	42	5	0	0
My child is making good progress in school.	46	39	3	2	10
Behaviour in the school is good.	37	37	10	0	15
My child gets the right amount of work to do at home.	24	36	19	5	17
The teaching is good.	53	34	5	2	7
I am kept well informed about how my child is getting on.	34	36	19	12	0
I would feel comfortable about approaching the school with questions or a problem.	61	25	8	3	2
The school expects my child to work hard and achieve his or her best.	49	36	5	2	8
The school works closely with parents.	34	32	19	8	7
The school is well led and managed.	42	46	5	0	7
The school is helping my child become mature and responsible.	44	37	8	2	8
The school provides an interesting range of activities outside lessons.	22	29	20	7	22

## **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. At the time of the inspection there were 113 children in the Foundation Stage, of whom 56 were attending part time in the nursery and 57 full time in the two reception classes. Eight of the children in the nursery have specific educational needs. Children enter the nursery at the beginning of the year in which they are four, and the reception classes at the beginning of the year in which they are five. Some of the nursery children come from outside the catchment area and do not continue into the main school. The school's partnership with parents is continuing to develop well. For example, staff talk with parents before their child starts school, there are regular opportunities to discuss children's progress, and parents are encouraged to talk to their child's teacher if there are any concerns. Records of children's progress towards the early learning goals, based on carefully recorded observations, are maintained throughout the Foundation Stage so that progress can be tracked, and activities planned, which build upon children's previous learning. The statutory baseline assessments are made during the children's first half term in the reception class and again at the end of the year. Useful profiles are maintained containing annotated examples of children's work. Standards of attainment on entry to the nursery are broadly average, with a few children above and a few below. Attainment at the end of children's time in the Foundation Stage is average, indicating sound progress. The majority of children in reception classes are likely to reach all of the early learning goals for five year olds.
68. The accommodation for children in the Foundation Stage is satisfactory overall. The nursery is bright and welcoming and the available space well organised and used. The secure outside play area is used well to complement the activities which take place inside, but there is no fixed climbing equipment to promote physical development. The classrooms for the reception children are rather limited in size but additional space is available in the large cloakroom area. Reception children do not have access to a secure outside play area, restricting their opportunities for physical development; the school is considering ways to address this. Children are introduced to the routines and expectations of the school in a warm and sensitive manner. The nursery teachers and learning support assistants work particularly well together, making good use of their knowledge of the children in order to provide activities and opportunities appropriate to their abilities.
69. Overall, teaching in the Foundation Stage is good. In the nursery and in one of the reception classes it is consistently good. There are differences in teaching quality and the methods employed in the two reception classes; two lessons in one class were considered unsatisfactory. This was mainly because poor classroom management resulted in inappropriate behaviour; in addition, there was a lack of focus to the activities for a significant proportion of the children so their learning was not being taken forward. Throughout the Foundation Stage detailed planning for the development of the six areas of learning, taking into account the stepping stones towards the early learning goals, ensures that children have a wide range of appropriate opportunities. Staff in the nursery take very good care of the children with special educational needs and provide appropriate support to enable them to participate in all the activities the nursery provides. In the reception classes, provision for children with special needs is overall satisfactory and sometimes it is good. The three classes plan their lessons from the same topic and teachers' planning ensures that the older children are taught at an appropriate level, taking into account their previous achievements. The nursery has flexible arrangements at the beginning and end of sessions so that children arrive

during the first half hour and leave during the last. There are some advantages to these procedures, but quiet story times at the end of both sessions are disrupted and some children are missing a significant proportion of the good provision that is available.

70. The recently appointed co-ordinator for the Foundation Stage provides clear leadership, managing the department efficiently and developing good relationships with staff. She is very knowledgeable about children's needs and uses her expertise effectively to promote good learning opportunities throughout the stage.

### **Personal, social and emotional development**

71. Nearly all the children are likely to meet expectations by the time they are five, and some children will exceed them. For example, they form good relationships with adults and their peers, maintain concentration and sit quietly when appropriate, work well as part of a group, and take turns, sharing fairly. The nursery staff teach personal and social development very well from the moment children are admitted, setting good examples and fostering caring for others and consideration for the needs of all. Co-operation is developed through well-established routines such as snack time when children sit together a few at a time in the company of an adult; or during circle time when bells are passed round as silently as possible. Children develop independence and a sense of responsibility when they tidy up the equipment they have been using, beginning to help each other as they do so. They treat property appropriately, are learning to take turns, and concentrate for increasing periods of time when they are set specific tasks. Sometimes children interact well in pairs, but most are at the stage of playing alongside others independently.
72. When teaching is good, similar strategies and routines are continued in the reception classes, building upon children's previous experiences. In one reception class there are times when expectations of behaviour are not high enough and, as a result, social interaction deteriorates and children fail to consider the consequences of their actions.

### **Communication, language and literacy**

73. Children are making satisfactory progress towards the early learning goals for communication, language and literacy. They enter the nursery with generally average attainment in this area of learning. The nursery staff are particularly good at developing children's language, talking with them in such a way that their vocabulary is gradually extended and their thinking skills are being developed. Children are beginning to use language confidently for communication, speaking clearly, responding sensibly to instructions, and listening to stories with increasing attention. They have opportunities to use language to imagine, for example, in a role-play area such as 'The house of the bears', but generally respond to adults' questioning rather than express their own ideas. They are beginning to distinguish one sound from another, recognising rhyme in spoken words and enjoying the stories staff read to them. The staff work hard to promote a love of books, encouraging children to take books home to share with parents and making interaction with books part of group activities. Nevertheless, children do not readily turn to books when offered a choice of things to do although they do handle them appropriately. At this half way stage in the school year, children are beginning to ascribe meaning to marks but require more encouragement to participate in writing activities.
74. Teaching in the reception classes builds upon children's previous experiences and places an appropriately stronger emphasis on reading and writing activities. By the end of the reception year children are participating in literacy lessons similar to those they will encounter in the main school. In one class, children thoroughly enjoyed the continuation of the story of 'The lost teddies', demonstrating good recall of what had

happened previously, sustaining attentive listening, and speaking with confidence. In a previous lesson in the same class, children showed that they could hear and say initial and final sounds in words and could read some common words. The good teaching in this class means the children are likely to achieve most of the early learning goals in this area of learning. In an unsatisfactory reception class lesson, the amount of time in which children were engaged in activities related to reading and writing was too short for them to consolidate or extend their learning to an appropriate extent.

### **Mathematical development**

75. Children's progress towards the early learning goals in mathematics is generally satisfactory and, where teaching is good, most of the goals are likely to be achieved. Children in the nursery are working appropriately within the early stepping stones towards the goals. There was good teaching relating to counting and calculating in the lesson seen. Children are able to count to 10, including counting on from 2, 3, etc. and their number recognition is developing well. Number songs such as 'Five fat sausages sizzling in a pan' are used well to develop the concept of subtraction.
76. Both reception classes were also concentrating on counting and calculating. A lack of focus in one lesson meant pupils spent too little time on number activities with the result that they learned very little. In a good lesson, the teacher used a puppet, 'Croaky Crow', very well to maintain interest in the whole class number activities at the beginning of the lesson. Children were able to recognise and name the missing number on a line and, in a challenge for the more able, on a century square. Well-organised group activities, all with a mathematical focus related to subtraction, ensured progression in learning in a practical way. The teacher's high expectations and good management enabled children to make good progress in the lesson seen.

### **Knowledge and understanding of the world**

77. Planning for both the nursery and reception classes, together with photographic evidence, indicates that children are provided with experiences which enhance their knowledge and understanding of the world. They are likely to achieve most of the early learning goals in this area of learning. At this stage in the school year they are working within the stepping stones appropriate for their ages. Lessons specifically related to extending children's knowledge and understanding of the world were not seen, but other evidence indicates provision is good.
78. Well-organised activities in the nursery provide children with opportunities to investigate objects and materials, explore how things work, build with a range of objects and select tools for a purpose. The children show an interest in computers and, with help, use programmable toys. Photographs show the children melting ice cubes and dissolving soap flakes, to see how things change. At the time of Diwali they tried Indian foods and made lamps and garlands. Recorded observations of what children have been doing support a judgement of good provision in the nursery.
79. A sense of the passing of time was being developed throughout the Foundation Stage within the broad topic of 'Toys'. Children compared old and new toys, particularly teddy bears, and experimented with pushing and pulling to make toys move. They discuss and identify different types of weather, and they have planted bulbs ready for spring.

### **Physical development**

80. Strong winds and torrential rain prevented children from using the nursery outside play area, and the school playgrounds, to any extent during the inspection. During physical education time in the hall, children throughout the Foundation Stage showed they could respond well to instructions. They demonstrated awareness of space for themselves and for others and showed levels of bodily control appropriate for their ages. Nursery children jumped and skipped with some control. Children in a reception class responded well to commands to become, for example, 'runner beans' or 'broad beans', during warm-up activities. This limited evidence suggests that, for most children, the development of gross motor skills is in line with expectations.
81. Throughout the Foundation Stage children have ample opportunities to use small tools such as scissors, pencils and paintbrushes. They manipulate malleable materials to make recognisable shapes and use knives to spread butter on sandwiches. They use small and large construction equipment with increasing control. Many of the activities provided include the specific purpose of developing fine motor skills. However, in addition to the wide range of appropriate activities, a little more teacher intervention is required in order to establish more effective hand control.

### **Creative development**

82. Evidence from photographs, from teachers' planning and from wall displays indicates that provision for this area of development is good in the nursery, and at least satisfactory in the reception classes. Children are provided with a wide range of experiences to which they respond well, and they are likely to achieve the early learning goals.
83. Nursery wall displays indicate good variety; children have had recent experience of making patterns with shapes, tying and dyeing materials, making puppets from socks and paper bags, and creating frost pictures. During the inspection, children in the nursery had opportunities to use malleable materials to model a bear, to paint or colour representations of new and old bears, and to use paper or cotton wool for collage. They are able to name different colours when painting and describe what they are doing. In a music session children chose different instruments to represent grass, mud, etc. for the story 'We're going on a bear hunt'. They are beginning to sing simple songs tunefully. In an indoor physical education lesson they used their bodies well, to show how the children in the bear hunt story moved through the various hazards on their route. Children made imaginative use of Goldilocks' house in the nursery, wearing character masks and playing in role.
84. Appropriately the time allocated to creative activities gradually diminishes in the reception classes so that more time is available for literacy and mathematics. Good planning ensures that the range of children's experiences remains wide; for example, they have had opportunities to mix colours during painting and printing, to use different materials to make a collage, to construct jointed moveable puppets, to play instruments and to learn simple songs.

### **ENGLISH**

85. Standards achieved by seven year olds in speaking and listening, reading and writing, currently meet national expectations and are better than those achieved in the year 2001 for reading and writing, where boys' under-performance halted the overall upward trend. There was a larger than average percentage of boys in the group with special educational needs in speech and language development and a significant number with

behavioural difficulties. Standards have been sustained since the last inspection when they were average.

86. Standards currently achieved overall by eleven year olds meet those expected for the age group nationally. In the national tests for the year 2001, pupils attained results close to the national average and to those attained by pupils in similar schools, but the percentage of pupils reaching level 4 or above was below average. The inspection findings indicate that these are higher than the test results and the percentages reaching level 5 continue to be above average.
87. Pupils who speak English as an additional language, whose knowledge and understanding of English are often as good as those of their peers, make satisfactory progress. Pupils with special educational needs are given effective support and most make good progress. A contributory factor to the above average achievement of higher attaining pupils in Years 5 and 6 is the recently introduced booster classes initiative which also has a beneficial effect on the achievement of lower attaining pupils.
88. Progress in acquiring speaking and listening skills is sound. Pupils listen carefully to teachers and to each other and speak with confident clarity when answering questions. Their capacity to discuss and debate, either as a class, or in pairs and groups, was not seen during the inspection. However, in one Year 2 class, a group participated effectively in a puppet play about Little Red Riding Hood and the class responded with a good awareness of how an audience behaves. Many pupils at both key stages are fluent speakers and in the best lessons can extend their ideas well. They ask and answer questions carefully and focus their contributions on the essential points of the discussion with skill.
89. From the sample of reading undertaken during the inspection and from examples of guided reading in groups, pupils make the progress expected by the time they are seven and eleven years old. Higher attaining pupils at Key Stage 1 and lower attainers by the end of both key stages make good progress. At Key Stage 1, pupils enjoy reading and talk willingly about their books. Most know about basic information about books such as the title and the author. The majority have good informational skills. They know how to access information through the use of the index and the glossary and higher attainers know how to use the school library's cataloguing system. Most, except higher attainers who read fluently and accurately, read with reasonable fluency but are hesitant at times. They are expressive readers but few can talk about aspects of punctuation such as speech marks. Most become increasingly confident about working out new words and use a number of ways to do so. Most can tell the difference between a book of fiction and non-fiction and some average and most higher attainers can name the difference.
90. Pupils make the expected progress in basic reading skills in Years 3, and in Years 5 and 6, they make good progress in their understanding of print and why authors use particular devices to make their meaning clear. They are fluent and expressive readers; their comprehension is sound but their understanding of themes and characters is weak. A few can describe characters and motivation but most have difficulties in extending their descriptions beyond the most basic. Some are unable to distinguish the difference between fiction and non-fiction without help. Pupils can access information but sometimes are not able to do so rapidly because their alphabet skills are not fully developed. Most, at their level, can read and talk about what they have found out, but most are unable to scan the text and skim quickly for information or words.

91. Most pupils make sound progress in writing at Key Stage 1 and lower attaining pupils make good progress. All pupils learn basic skills appropriately. In Year 1 they begin to write clearly constructed sentences with good attention to the accurate spelling of the words they use most frequently. By the end of the key stage, pupils have built on their skills and there are a number of strengths in writing. The majority of pupils have gained the capacity to express themselves fluently in their 'winter' stories and write confidently with a well-developed sense of style. Spelling is mostly accurate and handwriting is often neat and legible, with some attempts at joined up writing. However, very few use commas and speech marks, and there are too few opportunities for higher attaining pupils to increase their writing skills through writing longer narrative pieces.
92. By the end of Key Stage 2 pupils make good progress in writing, particularly in the booster classes. Higher attaining pupils are mature writers with well-developed styles of their own. They have a good understanding of writing for different purposes and can, for example, produce formal and informal letters for a variety of occasions with a flair for just the right tone. Lower attaining pupils in Year 5 make good progress, for example in their understanding of direct and indirect speech. Pupils at Year 6 are able to write dialogue that fits the characters being created and there is a good flow in their descriptive writing, but punctuation remains at a basic level. Achievement in Years 3 and 4 reflects the fluctuating results in the national tests of the past years. Pupils' progress is mostly sound but writing is of simple construction, often spelled carelessly, and handwriting is occasionally untidy. There are some exceptions. In writing poetry, for example in Year 4, pupils wrote sensitive poems in the style of Walter de la Mare's *Silver*. Their presentation was untidy and spelling weak, but the content of their writing was good.
93. The use of ICT is weak across the school and, with the exception of a small number of examples, opportunities for pupils to practise and develop their writing skills in other subjects are too few, particularly in Key Stage 2. There are some examples of extended and well-sequenced accounts in religious education of the Rama and Sita story at Key Stage 1. At Key Stage 2, there are some examples of empathic writing about being an evacuee during the Second World War. Pupils' use and understanding of scientific terms in science are appropriately established.
94. Pupils enjoy literacy sessions and readily respond to poems, fiction and non-fiction in shared and guided reading. Across the school, they behave very well and work productively and with concentration on independent tasks.
95. Teaching during the inspection was consistently satisfactory and it was either good or very good in six lessons. In the majority of lessons, teachers had high expectations for behaviour. Particular strengths occur in Years 5 and 6 where booster classes receive highly focused work. Teachers have a strong understanding of the subject, very high expectations and a capacity to provide thoroughly planned and stimulating sessions. They have particular aptitudes for probing questions and clear explanations based on a thorough knowledge of each individual child's level of attainment. They extract effective teaching points from pupils' past and present work, their comments and responses, to accelerate learning. Other good lessons have clear learning objectives and are well organised. Resources are carefully chosen to both motivate interest and to enhance progress. Support staff are well deployed and thoroughly briefed which enables, for example, lower attaining pupils and those with special needs to make good progress. Weaknesses in teaching occur where learning objectives for each stage of the literacy hour are not specific enough and the lesson lacks depth. In a minority of lessons, there is not enough challenge for higher attainers and questions and comments are

occasionally superficial. Some lessons are not planned with a clear understanding of what all pupils know and can do. The pace of lessons occasionally drags because tasks have not been made clear or there is insufficient awareness of how to carry the lesson forward.

96. Those teachers with a good understanding of the subject use time spent on reading activities productively. The best sessions probe the text thoroughly and in a variety of ways to enhance understanding and enjoyment. In a few other classes, these sessions are superficially used without enough exploration of textual elements. The recent purchase of sets of texts for guided reading and books to engage boys' interest in reading are proving to be beneficial. Resources are generally adequate and the range of books to extend reading has been increased. Good use is made of additional literacy programmes to improve the attainment of lower attainers. The school has a thorough assessment programme, which tracks the progress of all pupils in literacy. The school library is regularly used by pupils and leads to the good acquisition of library skills by Key Stage 1 pupils. An efficiently run book club encourages both reading and parental partnerships. The quality of homework is good, although it is more regularly marked at Key Stage 2 than at Key Stage 1, and contributes effectively to the development of pupils' skills of research.
97. The co-ordination of the subject is good and focuses well on raising the achievement of all pupils.

## **MATHEMATICS**

98. The results of the 2001 National Curriculum tests for seven year olds were in line with the national average. Compared with similar schools nationally, results were also average. Results showed that the proportion of pupils achieving the higher level 3 were above national averages. The trend in results has been steadily improving over the last three years. Compared with the previous report the school has maintained the standards achieved with seven year olds. Results of the 2001 National Curriculum tests for eleven year olds showed that the proportion of pupils achieving level 4 was well below national averages. Those reaching level 5 or above were in line with national averages. Compared with similar schools, standards in mathematics were below average. There are no test results from previous years as, due to the reorganisation of the school, 2001 was the first year assessment of eleven year olds took place. It is likely that the disruption caused by reorganisation had a negative influence on standards last year. From the information obtained during the inspection, pupils are working at the levels expected for their age and are on course to reach national averages by the time they are eleven.
99. The school has benefited from working regularly with the local education authority's numeracy consultant during the last year. There has been good progress in the use of assessment information to help identify areas of weakness within the delivery of the numeracy strategy. Results from additional regular tests enable teachers to monitor pupils' progress carefully and to make predictions concerning their performance during the end of key stage tests. Using this information, teachers have begun a system of booster classes for the older pupils where the intention is to raise attainment through targeted activities. The analysis of pupils' answers in the tests enables the school to identify areas of weakness, such as measures, and the conversion from one set of units to another. These booster classes have only been running since November 2001 and the initial impact is positive. There has been an emphasis on the use of interactive displays to support mental mathematical skills. A variety of resources clearly displayed



in each classroom helps pupils to understand numbers and the number system. Teachers use these to great effect. In general the mental mathematics sessions have a fast pace and pupils rise to the challenge, enjoying the variety and challenge being provided.

100. By the age of seven they are developing satisfactory number concepts and in most areas of mathematics are beginning to work at the level expected for pupils of that age. From the scrutiny of work the higher achievers are making good progress, demonstrate confidence in the presentation of their work and are being given additional activities in order to challenge them. In general, pupils have a secure knowledge of addition and subtraction facts using numbers up to 20 and can count to 100 and back in 5s and 10s. They are becoming familiar with the inverse operations of addition and subtraction and can work out from  $17 + 9 = 26$  that  $26 - 17 = 9$ . Within data handling, they are familiar with making a tally chart and in measures are able to suggest the appropriate unit of weight, either grams or kilograms, when weighing a variety of objects.
101. In a Year 2 class pupils worked out how they could make sums of money from a particular number of coins. Most were able to make £1.50 from three coins and others used five coins to make £1.90. They used the resources carefully, were able to share and discuss amongst each other and they made good progress. In the other Year 2 class pupils were making symmetrical patterns using beads. They used mirrors to check the accuracy of their patterns. Some were able to build up complex patterns and knew about the line of symmetry.
102. By the age of eleven they are using their computational skills to extend their learning of different techniques in multiplication and division. They use the box method to work out  $794 \times 379$  and are able to divide 34.45 by 5. In fraction work they know that  $\frac{1}{5} > \frac{1}{10}$  and that  $\frac{3}{4}$  of 80 is 60. They are able to round up and down appropriately so £12.73 becomes £12.70 and 6.66 metres rounds to 6.7metres. In data handling they are able to draw line graphs of the change in temperature over time and to think up questions in connection with the graph. As Year 5 and Year 6 pupils entered their classroom for mathematics the teacher had set out a mental exercise for them using the interactive display. The lesson started with very good pace and pupils were able to use their white boards to hold up their answers simultaneously. The lesson continued with their describing the properties of solid shapes. They handled a variety of shapes and made full use of appropriate vocabulary such as 'vertex', 'edge', and 'face.' In another Year 5 and Year 6 class pupils were using protractors to measure angles to the nearest degree. They knew the difference between acute, obtuse and reflex angles and progress was good throughout the lesson.
103. The overall quality of teaching is good. One Year 5/6 lesson contained excellent teaching. Very good teaching was seen in Years 1, 2 and 5. The organisation of the numeracy sessions is well thought out with an appropriate balance between the mental warm-up session and the main activity. Teachers use the resources effectively for the mental sessions. Before carrying out work on angles, the teacher used a number stick with intervals of 15. This familiarised the pupils with  $45^\circ$  and  $90^\circ$  which they were using later on in the lesson. Teachers have good subject knowledge and are careful in presenting the correct mathematical terms to their class. They use effective questioning techniques, helping to extend pupils' understanding. Teachers talk through the outcomes of lessons clearly and these are frequently re-visited at the end of lessons so that pupils can check on what they have actually learned. Teachers' planning is in general detailed and enables the effective deployment of learning support assistants and resources. The assistants make a significant impact on the progress made by the pupils with special educational needs. The class teachers inform

assistants and they are a crucial resource, enabling the provision for special educational needs to be good within numeracy lessons and where such pupils make satisfactory progress. There is variation in the quality of marking of pupils' work. Teaching is good where useful comments are used to help pupils in their understanding and this was seen in the better lessons. In general, the quality of presentation of work in exercise books is unsatisfactory. For example, where squared paper is used the decimal point needs to be correctly positioned and the use of a standard layout with titles and dates is not accepted as general school practice. The use of ICT is unsatisfactory throughout mathematics and pupils' learning is not supported through its use.

104. The management of mathematics is satisfactory. The present co-ordinator has been in post for only a few months. He has made an impact with the emphasis on interactive resources that are used throughout the school effectively. There has been some monitoring of planning and teaching within the subject. The management needs to use all the information available to ensure pupils are assigned to the appropriate booster group to make these sessions as effective as possible. Apart from general number activities making up the content of booster class work, analysis from the non-statutory test answers does inform teachers on the content of booster class activities. Throughout the school there is a lack of pupils' numeracy work on display.

## **SCIENCE**

105. Standards of pupils' work are satisfactory in all elements of science throughout the school. This means that standards for pupils by the age of seven have been maintained since the last inspection when the school did not cater for pupils in Years 5 and 6. Teachers' assessments of pupils at the age of seven in 2001 indicated that pupils were mostly divided into two groups, those who were well below and those who were well above expected levels of scientific knowledge and understanding. The subject co-ordinator and senior school managers believe that this profile does not accurately describe those pupils who are now in Year 3. Inspection evidence agrees that the results are likely to reflect inaccuracies in teachers' assessment. The school is addressing this sensibly by using senior managers to support teachers in assessment procedures.
106. Inspection findings support the results in national tests for pupils aged eleven in 2001, that most reach standards similar to those expected for their age. There was little difference between boys and girls in 2001. Standards of attainment are similar to schools with similar intakes. The proportion of pupils gaining the higher level 5 in the national tests was also similar to other schools. No differences were noted in the standards of boys' and girls' work in lessons during the inspection.
107. The evidence from work seen in lessons and in pupils' books and folders confirms that boys and girls, irrespective of their family backgrounds and social circumstances, make satisfactory progress. This includes those pupils for whom English is an additional language. This is because the subject manager has introduced good commercial resources that teachers follow assiduously. A strength of these resources is that open-ended questions and tasks are designed for pupils of different abilities to use successfully. The careful and consistent use of these resources means that pupils regularly use practical, investigative work in order to extend their understanding of subjects such as how their body works in Year 2, magnetism in Year 3 or forces in Year 6. Pupils are developing a sound understanding of what constitutes a scientifically fair test because of teachers' skilful questioning. They begin in Year 1 by carefully measuring distance when they investigate sound appearing to alter over distance.

Older pupils in Years 5 and 6 understand the need to identify a research question that it is possible to test scientifically and practically. They are clear that they must maintain constant features and test only one variable at a time and they know how to translate this into practical activity.

108. The quality of science teaching is satisfactory overall. During the inspection seven science lessons were observed. Teaching in one lesson was very good, in two lessons it was good and in one lesson teaching was unsatisfactory; in the remaining three it was satisfactory. In the best lessons, for example in Years 1 and 6, teachers plan to use the lesson time and support staff well and have suitably high expectations of pupils. In the very good Year 1 lesson on sound and distance, the lesson was very well organised and prepared so that the shared learning outcome was clearly met by all pupils. Good teaching is characterised by teachers' secure understanding of the subject, firm but friendly relationships with pupils and a well-planned structure to the lesson. These lessons result in pupils learning well. Examples of these positive features were seen throughout the school. For example, in Year 1, pupils recorded their findings having tested sound over ever increasing distance. Their understanding of scientific research and activity increased because they shared an idea initially and focused on practical work that they enjoyed but challenged them. Pupils in Year 3 quickly developed a sound understanding of spring mechanisms because they were given an opportunity to examine a variety of objects, such as staplers and pegs, in detail. Pupils in Years 5 and 6 were similarly enthused by first discussing how to conduct a test concerning weight and gravity, then becoming actively involved in adding paper clips to paper 'spinners'. In these lessons pupils with special educational needs play a full and productive part. This is because teachers plan for pupils to work in groups that support each other and they modify their questions to meet the needs of individual pupils. Additionally, pupils with special educational needs benefit from the emphasis upon learning through practical experience. Consequently, they make good progress in the subject overall.
109. During the inspection, teaching was unsatisfactory when the teachers' plans were too vague and this resulted in the lesson losing a science focus and expectations of pupils were too low. Evidence from a scrutiny of pupils' work throughout the school indicates that this happens occasionally. For instance, one science lesson became more mathematical than scientific when pupils produced graphs and bar charts without a stated scientific purpose. Overall, most teachers do not mark science work sufficiently carefully. Pupils' confusion is not always addressed and some marking is negative and dispiriting. When marking is useful it celebrates pupils' achievements and stimulates them to further thought.
110. The subject makes a satisfactory contribution to pupils' numeracy and literacy skills. The suitable emphasis upon practical work means that pupils use mathematical skills, such as measuring. These skills clearly develop as pupils move through the school, with younger pupils using simple bar charts and older pupils using more complex line graphs. Teachers are adept in developing use of pupils' literacy skills in science. For example, pupils in Year 3 read 'bullet point' instructions when they made fridge magnets. However, in the same lesson the support assistant wrote the titles of a chart in their books for pupils who have greater difficulty in writing. This was appropriate because it meant that their writing skills did not constrain their learning in science. ICT is not used sufficiently in science. Science makes a satisfactory contribution to pupils' personal development and most pupils enjoy the subject.
111. The subject is managed soundly with sufficient resources. While there has been a steady improvement in standards over the last three years, the subject has not been a priority for development to the extent of English and mathematics. Consequently, pupils' results in tests have not been analysed and used in order to group pupils or to

set targets for them. The subject co-ordinator recognises the need to further develop his monitoring role in contributing to school developments and raising standards further.

## **ART AND DESIGN**

112. Pupils at Key Stage 1 attain the standards expected for their age group, but at Key Stage 2 standards are below the national average. This is because pupils are unable to practise and refine their skills within a wide enough range of media. Many are not taught by teachers with high enough expectations for good quality work.
113. At Key Stage 1 pupils learn about colour mixing and, in Year 1, produce paintings that indicate a good understanding of the process. They progress well in their sculpting by working with a variety of media such as clay, paper and construction kits so that their understanding of the different ways of sculpting is increased. In Year 2 classes, pupils increase their knowledge of how to enlarge a picture, from a small section of a picture from catalogue items, by using pencils and pastels. The capacity for them to develop their skills beyond the satisfactory is limited because some teachers have insufficient knowledge of art. Some good elements of design are evident in pupils' posters about the dangers of electricity and indicate an understanding about the main function of posters. Lettering is well placed and eye-catching, key elements boldly realised.
114. In the one lesson observed in Year 3 at Key Stage 2, pupils deepened their understanding of how two different media need different approaches for the same kind of task. They drew with careful precision from photographs of their own family group, using pencil and then again using pastels. They encountered problems such as foreshortening, line and shadow and how to use colour to denote light, shade and texture. With mixed success, they tackled each level of challenge and could discuss the effects they wished to create and how they were going to set about the task. Some good examples of evaluation occurred at the end of their efforts. This showed what pupils are capable of achieving when the teaching is sufficiently demanding. From a scrutiny of past work and displays, this level of attainment is not evident in other classes, although there are some examples of closely observed drawings by Year 3 pupils of building site activity in the school. The work in sketchbooks is unsatisfactory with very little careful observation and systematic development of line, tone, shape and pattern. A collage of the Bayeux Tapestry using felt demonstrates a good use of space, colour and design. Some effective banners with well-designed and colourful Mendhi and Rangoli prints, used in the Bradford Festival, showed an effective use of space and pattern.
115. Teaching is satisfactory at Key Stage 1. It is unsatisfactory overall at Key Stage 2 although careful planning and a good understanding of the subject result in some good teaching. In the best lessons, where teachers have a secure understanding of what they wish to impart, an element of challenge and problem solving is a key feature. In the best lessons in Year 1 and Year 3, pupils receive well-directed guidance from the teacher, plenty of time to refine and perfect their structures, and good support from well-briefed learning support assistants. Key weaknesses occur in planning, expectations that are too low and weak subject knowledge. Planning follows national guidance on the subject, but learning intentions for each lesson are not always precise enough. There is too little guidance across the school by which teachers can help pupils to develop their technical skills and to build on these as pupils move on from class to class. The range of art experiences is too narrow, particularly at Key Stage 2.

116. The management of the subject is weak at present because the recently appointed co-ordinator, fairly new to the school, has had a number of other priorities to consider. Her role needs to develop and include such activities as conducting an audit of the existing resources to ensure there is a greater supply and range of interesting and stimulating materials. There has been no monitoring of the teaching to evaluate its quality, in order to make the improvements that are necessary.

## **DESIGN AND TECHNOLOGY**

117. Three lessons were observed in design and technology. Judgements were also made from the scrutiny of pupils' work and from discussions with the co-ordinator. As pupils reach the age of seven they have made satisfactory progress in design and technology and their work is in line with pupils nationally. This progress is not maintained, however, as pupils reach the age of eleven where standards are below those expected nationally.
118. Seven year old pupils are beginning to make plans for their designs and also to make some simple evaluations. Year 1 pupils had made model houses using cardboard boxes. They had glued correctly shaped roofs on and their windows were hinged so they could open and close. Satisfactory planning was evident, as they had used a design sheet that listed what they needed, types of fastenings and what tools and materials they would need. Year 2 pupils were involved in making finger puppets. They had some difficulty choosing their own characters, but with help set about designing a paper pattern for their puppet. Puppets made by the other Year 2 class included split pins, card and treasury tags. They make satisfactory progress in their use of simple tools and methods of joining materials. An additional activity included stitching with binka. Most pupils found they could carry out a running stitch successfully in preparation for the sewing of their finger puppets.
119. Pupils' skills and knowledge are not built upon as they approach the age of eleven. There is a lack of progression in techniques and skills as they become involved in the various units of work. For example, the shelters that were made in Year 5 and Year 6 showed limited progression in use of materials and joining techniques. Progress had been made, however, in their ability to draw diagrams containing details of their constructions and in the evaluation of their work by asking questions like, "Did my design go to plan?" Most of the pupils had produced some satisfactory evaluation of their finished product and of their construction techniques. Several pupils had produced good quality staged illustrations showing the sequence of their constructions. Although the planning and evaluation improve as the pupils reach eleven, their development in construction skills is unsatisfactory.
120. The teaching of design and technology is satisfactory in Key Stage 1 but unsatisfactory in Key Stage 2. Teachers' subject knowledge is better in Key Stage 1 and there is more evidence that pupils make progress in acquiring skills through the activities offered them. In Key Stage 2 teachers do not ensure that activities provide enough opportunities for the development of designing and making skills. In connection with work on alarms, Year 4 pupils were asked to draw the circuit for a simple light with switch. However, the expectation was too low and there was no opportunity to put the circuit into the context of an alarm or any explanation as to how the alarm system may work. As a result, the pupils learned little of any significance.
121. The management of design and technology is unsatisfactory. The co-ordinator has listed a number of important steps that need to be taken to improve the provision.

These include the upgrading of resources for the subject. Resources are unsatisfactory in both quality and quantity. Materials and tools are not easily accessible. The existing policy is unhelpful to teachers. It does not inform them in detail how and when specific skills need to be introduced. Teachers do not at present look carefully at the units of work chosen to ensure that they offer greater cross-curricular relevance and that their pupils do build on previously learned skills rather than carry out the units in isolation. There is no portfolio of design and technology activities. A portfolio would help teachers and pupils to extend their understanding and offer clear expectations of outcomes. There is currently no assessment system in place. As a result, pupils' achievements are limited.

## **GEOGRAPHY**

122. The previous inspection found that seven year olds' attainment was broadly in line with national expectations. Limited evidence indicates that standards remain at this level. However, there are indications that some skill development is taking place. In one lesson, pupils showed they were able to frame questions related to a traffic survey they had done outside their school, and make suggestions about how to improve safety. They had previously drawn a pictorial map of buildings near the school.
123. The attainment of eleven year olds is below average. There was very little written evidence in pupil's books and only three lessons were seen. In a Year 3 lesson pupils were asked to match clothing and equipment in holiday luggage to a possible location, making use of atlases to help them. The pupils did not have the background knowledge to undertake this activity effectively, and found it difficult to find information. Year 6 pupils attempted to write reports from weather forecasts but most pupils wrote imaginatively rather than use secondary sources and weather symbols. A significant proportion of geography lessons take an item from the news as their starting point, for example, an erupting volcano or a hurricane. As a result, the pupils' knowledge, skills and understanding are not being developed in a progressive and systematic way. The pupils are capable of doing much better.
124. Although teaching was satisfactory in the lessons seen, other evidence suggests that this may not be typical. Teachers in both key stages take care to produce appropriate resources, and manage pupils well, in part because they engage their interest. Lessons have broad aims rather than sharply focused objectives, with the result that teachers are not clear about what it is they want their pupils to learn in a particular lesson and are unable to assess what has been learned. Teachers' subject knowledge is not always well developed. Over time the quality of teaching is unsatisfactory because lessons do not build well enough upon pupils' previous learning. The school uses material from a nationally recognised scheme of work, but there is a lack of coherence to medium and long-term planning. Teachers cover only some parts of each unit and progression in skill development is not sufficiently taken into account.
125. Resources for geography are extremely limited. They are insufficient to meet the needs of the existing school curriculum and are not easily accessible. Globes, and maps of the world and British Isles, have recently been acquired and these are prominently displayed in classrooms. Resources will require considerable development to meet the requirements of the National Curriculum Programmes of Study.
126. The joint co-ordinators of the subject have only recently been appointed to this role and have not yet had the opportunity to influence the quality of teaching and learning taking

place. They bring background knowledge and enthusiasm to their new roles and recognise that provision and standards need to be improved.

## **HISTORY**

127. Standards attained by seven year olds have been maintained since the last inspection; they are broadly in line with expectations for this age group. However, pupils in Key Stage 2 make unsatisfactory progress so that their attainment is below average by the time they are eleven. In the one Key Stage 1 lesson seen, Year 2 pupils showed that they could recall a range of aspects of Florence Nightingale's life, and were able to frame appropriate questions for an imaginary interview with her. Written evidence indicates that, by the time they are seven, pupils have learned about several major events and begun to make comparisons between life in the past and now. Pupils have compared old and new artefacts, answered historical questions and written reports on the Gunpowder Plot and the Great Fire.
128. A scrutiny of the work of Key Stage 2 pupils shows some development of skills such as comparing the lifestyles of rich and poor, and judging whether historical information may be true or false. There is a lack of depth in much of the pupils' work. Coverage of each National Curriculum study unit is rather limited, owing to a shortage of time and resources. Pupils showed positive attitudes in all the lessons seen. For example, in a Year 4 lesson, pupils took a keen interest in the lives of Henry VIII and his wives. School re-organisation has affected the curriculum for Years 5/6 this year because, between them, all the pupils had visited all the recommended study units to some extent. As a result, a unit of study from a nationally recognised published scheme is therefore in use, related to John Lennon's life and times. There are inconsistencies between classes in the ways in which the study unit is being approached, partly because of a lack of suitable resources. This problem is compounded by the fact that all Year 5/6 classes have history lessons at the same time. In one such lesson, photographs of old Bradford were used effectively to demonstrate change between the 1970s and now, appropriately linking local history to wider events. In a different class, the link between John Lennon's music and political protest was dealt with in a superficial way because pupils lacked the previous knowledge and experience to understand the implications.
129. Teaching was satisfactory in the lessons seen. Teachers in both key stages work hard to produce adequate resources for their lessons, manage pupils well and usually engage pupils' interest. Lesson objectives are not always sharply focused so teachers are unclear about what they want pupils to achieve in the lesson. The quality of teaching is unsatisfactory over time because there is a lack of coherence in medium and long-term planning. Lessons do not always build well upon pupils' previous learning. Skills progression is not taken into account sufficiently when teachers make choices about which aspects of study units to teach.
130. History resources are often inaccessible and they are insufficient to meet the needs of the curriculum. The newly appointed co-ordinator has yet to make an impact on the development of the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

131. At the time of the 1996 inspection standards at the end of both key stages were reported as being average. This is no longer the case as standards have fallen to be below average throughout the school. There are individual examples of sound work being done by pupils of all ages, but the overall extent of their experience is limited and

often infrequent. Pupils' progress is unsatisfactory. The school is not providing for a clear progression and continuity of pupils' learning.

132. The curricular provision falls short of the National Curriculum requirements with the majority of pupils' recent experiences centring on text handling and using art programs. The computers situated in classrooms and corridors are not used extensively enough. Pupils do not have enough 'hands on' experience to fully develop their skills, or to support their learning across a range of subjects. Pupils enjoy working with the machines and are enthusiastic about their work, but most do not possess sufficiently well developed basic skills to make the most of the limited time available to them, for example, in activating options on the screen.
133. A number of direct teaching sessions were seen during the inspection. Most involved teachers in demonstrating a particular program to a class of pupils. Where this took place, explanations were clear and a limited amount of key skills were demonstrated adequately, although, with there often being only one usable computer in the classroom, pupils had little opportunity to practise and develop their proficiency. The pupil's view of the demonstration and time to understand what was being introduced was restricted. Follow up work on the computer by pupils, either singly or in pairs, often lacked the intervention of the teacher in order to be able to check pupils' progress and ensure the clarity of their understanding. A few records of the time pupils spent on the computer were evident, but the school cannot be sure of the pupils' experiences through the year groups. Teachers' planning shows some improvement but there is a lack of assessment of pupils' capabilities.
134. One reason why standards are too low is the current unsatisfactory provision for the subject. Improvements have been made by the purchase of new personal computers for classroom use. These often stand alongside older machines that are more unreliable and use a different range of software. This arrangement increases usage difficulty for teachers, some of whom are not too confident or experienced in teaching ICT. The overall number, availability and positioning of computers make it difficult for teachers to plan enough time for pupils firstly to learn and then to consolidate basic skills. Some staff make a good effort to integrate these limited resources into their work as frequently as possible. However, staff expertise is mixed and a concerted programme of training is needed to boost the overall levels of skills and confidence.
135. The management and leadership of the subject are unsatisfactory, as little impact is made on the standards and quality of teaching and learning in the school. The recently appointed co-ordinator has had little time to exert a positive influence, but has a clear vision and much enthusiasm for what needs to be done to bring about much-needed improvements. She has initiated a useful audit of software and consulted with staff on their training needs. Like so many other features of the school, the changing timescale of re-organisation and delays to building works have held back development by diverting resources and efforts into other priorities, which in this case are closely linked to facilities, provision and the expenditure of money. Sound plans to earmark a room for a computer suite, to provide sufficient numbers of new machines for whole class teaching and to set in train a course of staff development are in place, along with the resources to support the venture.

## **MUSIC**

136. Standards are below average by the age of seven and eleven. During the inspection only three short music lessons were observed; two of these were in Year 2 and one in Year 4. In two of these lessons teaching was satisfactory and in one it was



unsatisfactory. However, because the lessons were so short and restricted to two year groups there is insufficient evidence to make secure judgements about the quality of teaching in the subject throughout the school. Judgements on pupil attainment are based upon discussions with staff and pupils, as well as observations of pupils in Years 3, 4, 5 and 6 singing in the hall. It is not possible to compare these standards with those at the time of the last inspection because the previous report stated that there was insufficient evidence to form a judgement on standards at that time.

137. The reason for these below average standards is that teachers are not teaching the full curriculum. In spite of planning to teach the breadth of activity required by the National Curriculum, teachers throughout the school use their short music lessons mostly to focus upon singing. The organisation of the timetable means that the time allocated to the subject is split into two sessions each week. For pupils in Years 1 and 2 this means one lesson lasts for only 25 minutes. For pupils in Years 3, 4, 5 and 6, one lesson is shared altogether, singing in the hall. In both of these situations the circumstances make it very difficult for teachers to plan for, and reach, a suitably challenging learning intention for all pupils in the group. This means that there is equally unsatisfactory provision for all pupils.
138. By the age of seven, pupils reach an expected level of skill in clapping patterns of rhythm in imitation of an adult. They enjoy demonstrating their knowledge of familiar songs, such as 'The Grandfather Clock', which they sing with reasonable recall and tunefulness. However, they lack confidence in using un-tuned percussion instruments. With these they are tentative and so they do not choose to make a particular sound or pattern of sounds as purposefully as is expected for their age. They are unpractised in listening to their own work or that of others and discussing how to improve it.
139. By the age of eleven pupils are unable to identify or discuss the range of musical traditions and cultures expected at their age. They do not use musical vocabulary either in discussion or when asked by an inspector to compose a musical phrase to teach their peers. The result of the school's continuing emphasis upon performance with voices is that they sing in two parts reasonably well. However, they remain unpractised in creative work and in evaluating their work and that of others.
140. The school offers violin lessons each week that are taught by a peripatetic tutor from the local education authority's music service. Parents pay for these lessons and currently 24 pupils are involved.
141. The newly appointed subject co-ordinator has considerable enthusiasm for the subject and has made a sensible start in planning to develop it. Her action plan suitably identifies as a priority ascertaining what teachers feel confident with and where they need help. She then plans to provide materials and resources to support those areas of need. She recognises that the subject has been neglected because of other priorities, but that members of staff wish to rectify this situation.

## **PHYSICAL EDUCATION**

142. From lessons observed and discussions with pupils during those lessons, it is clear that standards attained by Year 2 are satisfactory and by Year 6 are good. The overall standards are good and pupils make good progress through the school.
143. Years 1 and 2 pupils were observed, separately, doing gymnastics and putting together a sequence of movements. Co-ordination and body control vary considerably between pupils but is satisfactory in most, with a few pupils showing above the expected level

for their age. All are able to put together a sequence of movements using floor space, benches and mats, involving twisting, stretching, rolling and sliding. Year 2 pupils were putting together a sequence of co-ordinated movements, using rocking and rolling and turning. They improve by watching each other and by listening to advice from each other and the teacher, and show more control and smoothness as they begin to develop a sequence rather than a series of separate movements. Year 2 pupils were also observed at outdoor games, learning ball skills for hockey and showed satisfactory and developing dribbling skills and stick control. Attention is paid to a suitable warming up period and Year 2 pupils have some understanding of the purpose of exercise: "It makes the heart thump faster", "It's good for us", "It makes us breathe quicker."

144. Pupils in Year 3 were seen developing a sequence of dance movements. They work together very well in pairs and sometimes threes, co-operating with one another and sharing ideas. They move expressively through a range of movements, stretching, pulling and pushing, jerkily or smoothly as the need arises. Sometimes they effectively mirror one another's movements and they show a good awareness of space and how to control their bodies, being totally involved in their work and showing sensitivity and understanding.
145. A good Year 5 games lesson, learning netball skills, allowed pupils to practise and develop well their skills of feinting and dodging, so as to mislead an opponent. They performed with enthusiasm and enjoyment and made good progress too in accurate passing of the ball. In all lessons pupils concentrate and learn well, showing positive attitudes and a desire to improve. One or two boys waste a little time now and again, but the overall level of behaviour is good, sometimes very good.
146. Teaching seen was never less than satisfactory and is good overall. In the best lessons teachers plan well and have good subject knowledge, enabling them to guide and improve pupils' performance. There are clear lesson objectives and pupils know exactly what is expected of them. Opportunities are given for the pupils to critically review what they and others are doing, making constructive suggestions on how to improve. There are high levels of expectation, with pupils and teachers dressing appropriately for the lessons. In some lessons there is a lack of pace, with too much time being taken, for example, to put out the equipment, resulting in restlessness, lack of motivation and slower pace of learning. There is good attention paid to safety issues.
147. There is a good range of extra-curricular activities, including football, netball, hockey, cross-country and athletics, though access for most of these is limited to the older pupils. Pupils have the opportunity to play against other schools in competitive matches through fixtures and tournaments, which make a valuable contribution to pupils' learning and good contribution to their social education. There are very good links with the Thornton Grammar School, which has sports college status. As well as helping to provide equipment these links have also helped to provide a good level of staff training and development and the direct input into teaching of skills to the pupils has helped to raise standards. Other good links include an annual multi-activity day, involving all primary schools and the secondary provider, and local business support has provided the strip for the school football team.
148. Accommodation for physical education is good, including a sports hall, a playing field and an all-weather pitch. The dining hall is also used sometimes for dance, and further facilities are available through the links with Thornton Grammar School. Resources are also good with a suitable range of large and small equipment. These facilities are well used and a full audit has been carried out so that ongoing needs and development plans can be met.

149. The subject co-ordinator manages the subject well. He is knowledgeable and has a clear grasp of what is needed to improve further. There is a well thought out policy and the school uses a national scheme of work. Although this covers the whole curriculum range and is used satisfactorily, the co-ordinator is aware of the need to develop a scheme of work relevant to the specific needs of the pupils and staff at the school. Teachers know their pupils well and assess them informally but there are no formal assessment procedures in place to develop and inform planning.

## RELIGIOUS EDUCATION

150. The standards achieved by pupils in Year 2 and Year 6 are in line with those expected for their age. This indicates a good improvement since the last inspection.
151. The time allocated to religious education is sufficient to cover the syllabus. This too is an improvement since the last inspection when it was judged that not enough time was spent on the subject. The school follows the Bradford Agreed Syllabus, the revised version of which is to be introduced with effect from September 2002. In addition to the timetabled lessons, there is a significant element of religious education included in the assemblies. During the inspection week these included the story of Joseph's 'coat of many colours' in the Year 3 assembly, Chinese New Year in a Key Stage 1 assembly and the story of Jesus in the temple as a boy, in a Year 6 assembly. Other assemblies have included Diwali, Eid and Christmas at appropriate times of the year.
152. Year 1 were seen looking at Chinese New Year, linked with the assembly. Pupils were responsive and interested and there was a constant flow of dialogue between teacher and pupils as they discussed various customs, including the dragon, clothing, dance and food. They were especially interested in the food because the lesson involved sampling Chinese noodles specially cooked for the occasion. Pupils showed appropriate knowledge of the various customs discussed and items they looked at and although their expertise with chopsticks varied, they all benefited from the experience of trying to use them. Year 2 were listening to how the young Prince Siddhartha Gautama came face to face with suffering and problems when he first ventured outside his palace. They were engrossed in the story and showed understanding of the principles the teacher brought out. They listened as some work written by a Year 6 pupil was read out to them expressing the view that "...you don't need to be rich to be happy." One girl thoughtfully decided, "I don't think you need a right lot like this (extending her arms wide) but just about this much" (putting her hands close together). This led to some spontaneous discussion about being greedy and sharing.
153. Only one lesson was seen at Key Stage 2, a Year 6 class assembly linked to the religious education lessons. Through effective teacher questioning, pupils demonstrate a sound knowledge of elements of Christianity and Judaism, including details about the gospels and Passover. Evaluations of pupils' work and discussions with a group of Year 6 pupils show that pupils make satisfactory progress and attainment is sound. In the discussions with pupils they showed a very positive attitude to religious education and some good understanding, one pupil explaining, "I like thinking about what different people believe and do." They show satisfactory knowledge of various religions, including Christianity, Judaism, Buddhism, Hinduism and Islam. One girl even talks about Shinto which, she says "...runs alongside Buddhism in Japan." This information has been gained from her own research. Encouragingly, pupils show an awareness of the faiths, and not just the facts, of religions. In response to the question, "What does devout mean?" one boy replies with insight, "Deep hearted."

154. The quality of teaching ranges from satisfactory to good and is satisfactory overall. Teachers generally plan lessons well and have a sound or better subject knowledge, another improvement since the last inspection. There is effective use of resources and in the lesson about Gautama the learning support assistant was very effectively involved in the lesson, drawing out valuable lessons from the pupils in discussion. Pupils are managed well.
155. There was an audit of resources during the term before the inspection. These are good and used effectively. Good use is made of visits and of visitors. The latter have included people from a variety of faiths, a councillor speaking about Remembrance Sunday, and several visits by a Nigerian sister of the Order of the Daughters of Mary Mother of Mercy, who was also interviewed by pupils. In providing an understanding of the range of beliefs represented in their own society and exploring ideas, values, feelings and concepts of right and wrong, religious education is contributing effectively to pupils' spiritual, social, moral and cultural development. There is no co-ordinated assessment procedure to promote consistency and help to inform the planning of the subject. Marking is inconsistent and it sometimes involves just a bland "well done" statement with no indication of what it is that is well done or how it could be improved. The present co-ordinator has been in place for only one term but has a satisfactory grasp of what needs to be done to improve the subject further.