

INSPECTION REPORT

SHIRLEY MANOR PRIMARY SCHOOL

Wyke, Bradford

LEA area: Bradford

Unique reference number: 107235

Headteacher: Mrs Margaret Lupton

Reporting inspector: Mr Andy Bond
17263

Dates of inspection: 30th October - 1st November 2001

Inspection number: 192689

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Methuen Oval Wyke Bradford West Yorkshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mr D Christie
Date of previous inspection:	17 th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17263	Mr Andy Bond	Registered inspector	Mathematics Physical education English as an additional language	Results and achievements How well pupils are taught How well the school is led and managed Spiritual, moral, social and cultural education
13981	Tim Morgan	Lay inspector		Attitudes, values and personal development How well the school cares for its pupils How the school works in partnership with parents Staffing, accommodation and learning resources
22790	Jane Pinney	Team inspector	Science Foundation Stage Religious education Music	
28200	Paul Stevens	Team inspector	English History Design and technology Special educational needs	Curricular and other opportunities
21397	Ingrid Bradbury	Team inspector	Geography Art and design Information and communication technology Equal opportunities	Assessment

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	8 - 11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11 - 13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13 - 15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15 - 17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17 - 18
HOW WELL IS THE SCHOOL LED AND MANAGED?	18 - 20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22 - 25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26 - 39

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Shirley Manor Primary School is located in the Wyke ward of south Bradford and it serves an area of predominantly rented accommodation. It is about the same size as other primary schools and caters for pupils between the ages of three and 11. There are at present 193 pupils in school; 90 boys and 103 girls. In the nursery there are 38 children attending on a part time basis. Almost all pupils are of white United Kingdom heritage. There is a very small percentage of pupils speaking English as an additional language. No pupil is at an early stage of English language acquisition. There are 35 per cent of pupils identified as having special educational needs and this is above average. The majority of these pupils have moderate learning difficulties. Five pupils have a statement of special educational needs. The percentage of pupils entitled to free school meals is 33 per cent which is above the national average. The attainment of children when they start school is below average.

The school has changed status in the last three years from a First school, serving pupils between the ages of 3 and 9, to a primary school with pupils educated until they are eleven. A considerable amount of rebuilding is taking place on the school site. This is severely restricting school facilities and noise levels from machinery have a disruptive effect on some lessons. The school has joined the local education action zone and is part of an inclusive schooling project.

HOW GOOD THE SCHOOL IS

Shirley Manor is a good, effective school. Standards are good when compared to similar schools. Pupils make good progress in English, mathematics and science, because of the consistently good teaching in these subjects. Pupils enjoy school and their attitudes to learning are good. Behaviour in lessons and around the school is also good and pupils work well together. The headteacher provides the school with very good leadership. The governors generally fulfil their role properly. There has been a good level of improvement since the last inspection and the school now gives good value for money.

What the school does well

- Pupils make good progress through the school, especially in English, mathematics and science and standards are generally above average compared with similar schools.
- The headteacher, acting deputy headteacher and subject managers give good leadership.
- There are good systems in place to care for pupils and assessment systems for monitoring pupils' progress are good.
- The school provides pupils with good guidance for spiritual, moral, social and cultural growth and this has a positive impact on pupils' attitudes in school.
- Teaching in the subjects of English, mathematics and science is good and classroom assistants give pupils good support in lessons.
- Pupils with special educational needs are given good support and, as a result, make good progress in their work.

What could be improved

- The standards that pupils achieve in information and communication technology¹.
- The systems used by governors to monitor the strengths and weaknesses of the school.

The areas for improvement will form the basis of the governors' action plan, which will be sent to all parents and carers of children in the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997 as a First School. Since that time, it has made significant progress in addressing the areas of weakness that were identified. Levels of attainment have risen

¹ Identified in the school improvement plan as an area for development.

steadily year by year, especially in English. Handwriting and the presentation of pupils' work is now much better. The curriculum structure and planning have a better balance, although some attention needs to be given to geography provision in Key Stage 2 and in information and communication technology throughout the school. The quality of teaching is much improved. Unsatisfactory teaching is now at a very low level and very good and excellent teaching has increased. Assessment procedures are now good and these properly inform curriculum planning. Subject managers are thoroughly involved in developing their areas of responsibility and this is having a positive influence on raising standards. Teaching and support staff are well trained and have a good understanding of the key areas of school development. The school has moved from unsatisfactory value for money to good. The school now has a good capacity to improve further, especially when building work has been completed.

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
	-	-	2001	2001
English	-	-	B	A
mathematics	-	-	C	B
science	-	-	A	A*

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

very low E*

The table shows Key Stage 2 results for 2001. This is the first time that pupils have undertaken these tests since the school changed status from a First School to a Primary School. They show that test results were above average in English, average in mathematics and well above average in science for all schools nationally. Compared with similar schools, English results are well above average, mathematics above average and science results are in the top five per cent nationally. The inspection judgements for the standards achieved by the present Year 6 pupils are not so good because there are a larger number of pupils with special educational needs. Standards in English and mathematics are judged to be below average, but in science they are average compared with the national picture.

Last year, standards at the end of Key Stage 1 in reading were above average and in writing and mathematics they were average. In science, teachers' assessment indicated standards that were well above average. Children in the Foundation Stage (nursery and reception) are not expected to reach the desired early learning goals in most of the areas of learning by the end of the reception year. Standards in the key areas of communication, language and literacy and mathematical development are below average. However, children make sound progress in their learning.

The targets set by the school in English and mathematics at the end of Key Stage 2 are realistic. The school believes that the present group of Year 6 pupils will not reach such high standards. Nevertheless, the school is on course to meet these targets.

Inspection evidence judges that standards in all other subjects in both key stages are average except for information and communication technology which is below average, due to insufficient opportunities for pupils to practise their skills and lack of equipment and appropriate accommodation. Standards in geography are also below average at the end of Key Stage 2 because of the high percentage of pupils with special educational needs and the difficulty they have in recalling information.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have a good attitude to learning and enjoy being in school.
Behaviour, in and out of classrooms	Behaviour in school is good. Pupils are generally polite. During the lunchtime the behaviour of a small number of Key Stage 2 pupils could be better.
Personal development and relationships	Relationships throughout the school are good. Staff are good role models for pupils. There are good opportunities for pupils to take responsibility and show initiative.
Attendance	The level of attendance is satisfactory and punctuality is generally good.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception (Foundation Stage)	Years 1 – 2 (Key Stage 1)	Years 3 – 6 (Key Stage 2)
Quality of teaching	Sound	Good	Sound

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.

Teaching is sound throughout the school and only a small percentage of lessons are judged to be unsatisfactory. More than half of all lessons observed are good or better and there are examples of very good and excellent teaching in each of the three stages. Teaching is good in Key Stage 1.

In English, mathematics and science, teaching and learning is good in most lessons; in other subjects it is sound. The basic skills of literacy and numeracy are taught thoroughly by teachers. Generally, teachers have good strategies for class management and make good use of classroom support staff which ensures that pupils concentrate and work hard. The school meets the needs of all pupils well and provides good opportunities for the educational inclusion of a significant minority of pupils with special educational needs. They are well supported. Talented and gifted pupils receive appropriately challenging work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a sound range of learning opportunities for pupils, except for ICT where there are some weaknesses, due to the limited range of equipment available to pupils. At present, the school does not meet the statutory requirements in this subject. The Foundation Stage curriculum is planned properly, but it could be more closely matched to the most recently produced national guidelines. Extra curricular activities are very good, although, at present, they are suspended because of building work.
Provision for pupils with special educational needs	Pupils with special educational needs make good progress. There is very good in-class support and clear individual plans with achievable targets.
Provision for pupils with English as an additional language	There is one child for whom English is an additional language. Proper support is given and the child makes sound progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provision for moral, social and cultural development is good. Spiritual provision is sound.
How well the school cares for its pupils	The school provides a safe, supportive and caring environment. There are very good systems for monitoring attendance and making sure pupils attend school regularly. There are good assessment systems in place.

Parents receive regular information from the school, which endeavours to involve parents in the life of the school. The annual report to parents on pupils' progress could be more detailed.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school is generally good. The headteacher provides very good leadership and is well supported by the acting deputy headteacher and subject managers. There is a good team spirit amongst all the staff.
How well the governors fulfil their responsibilities	The governors are a committed body and support the school well. They undertake their role properly and help in shaping the direction of the school but there are weaknesses in their monitoring systems and in fulfilling their statutory duties.
The school's evaluation of its performance	Teaching and learning is monitored well by senior staff. The school has good procedures for analysing its own performance and uses the information effectively to set new priorities.
The strategic use of resources	Resources are satisfactory. They are used properly to support teaching and learning. The school has a sound understanding of how to get good value from its expenditure.

The school has sufficient, appropriately qualified teachers, although a permanent deputy headteacher is still to be appointed. There are a good number of classroom support assistants who make a valuable contribution to the quality of teaching and learning. The accommodation is, at present, inadequate. Building work is taking place to extend the teaching accommodation.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects pupils to do their best. • Their children like school. • Parents feel comfortable about approaching school. • Teaching is good. • Children make good progress. • The school is helping their children to become mature and responsible. • Children receive the right amount of homework. 	<ul style="list-style-type: none"> • Some parents would like more information about children's progress. • Some parents think the school could work more closely with them. • Some parents believe a greater range of activities outside school hours could be provided by the school.

The inspectors agree with all the positive views expressed by approximately 30 per cent of all parents who responded to the questionnaire. However, the inspectors do not agree with the small percentage of parents, approximately 7 per cent, who think the school could work more closely with parents and that activities after school could be improved. The school tries hard to involve parents and after school activities are judged to be very good. Although an adequate amount of information is provided for parents, inspectors believe that pupils' reports could give more detailed information.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children who begin nursery on a part time basis enter with generally below average standards. Children are drawn from a broad area because nursery provision is not widely available and embraces a range of different social backgrounds. However, after spending a year in school many of these children do not continue their education at Shirley Manor, as some parents choose a more convenient reception class in a neighbouring school. Although children generally make sound progress when they enter into full time education, in the reception class they are still only reaching below average attainment levels in most areas of learning. The school baseline assessment largely supports this judgement, but there are variations from year to year, depending on the composition of classes and on children's capabilities.
2. In personal social and emotional development, children make good progress and attain above average standards by the end of the Foundation Stage.
3. In communication, language and literacy, standards are generally below average, but, towards the end of the reception year, they are beginning to make good progress. Nevertheless, speaking skills are variable and many children have a limited vocabulary.
4. In mathematical development, children make sound progress, but attainment is below average by the end of the Foundation Stage. Children count in number rhymes and recognise basic two-dimensional shapes.
5. In the area of knowledge and understanding of the world, children make good progress and generally achieve the early learning goals by the beginning of Year 1. Reception children use the mouse to direct the cursor when working on a computer and play imaginatively when using construction toys.
6. Although children make sound progress in physical development, they do not achieve the early learning goals for this area by the end of the Foundation Stage. Children generally manipulate toys with limited dexterity and find cutting with scissors difficult to complete.
7. Children's attainment in creative development is average by the end of the Foundation Stage and they make good progress. They experiment with paint and identify sounds they make with percussion instruments.
8. The school changed status from a First School, catering for pupils aged 3 to 9 to a Primary School educating 3 to eleven year olds in September 1999. The first group of Year 6 pupils in the school took part in National Curriculum tests in 2001 so no comparison can be made with previous results at the age of eleven.
9. At the end of Key Stage 1, National Curriculum tests in 2001 show that 7 year olds are reaching above average standards in reading and average standards in writing and mathematics, when compared to all schools nationally. In science, where teacher assessment is the main indicator, standards are well above average. Comparing the school results with similar schools where pupils are drawn from similar backgrounds, results are generally very good. In reading and mathematics, they are classified as well above average, in writing above average and in science they are in the top 5 per cent of similar schools, nationally. Inspection judgements of attainment for the present group of pupils in Year 2 are fairly similar to those of the previous class. In mathematics, reading and writing, standards are judged to be average, but, in science, they are above average. Pupils make generally good progress in Key Stage 1, including those pupils with special educational needs and those identified as talented or gifted. They reach appropriate standards, taking into account their capability.
10. The results of the National Curriculum tests at the end of Key Stage 2 show that pupils reach above average standards in English, average standards in mathematics and well above average standards in science. Compared with similar schools, the school results were quite outstanding.

Well above average standards in English and above average in mathematics and science results placed the school in the top 5 per cent nationally. Although there are variations in the performance of different year groups, generally standards are average in English, mathematics and science throughout the school. However, the present group of Year 6 pupils are not expected to reach such high levels, because there is a large proportion of pupils with special educational needs and this will depress the overall attainment level of the Year 6 class. Factors, such as a disrupted Year 5 caused by staff absence and a high level of mobility with many more able pupils moving from the area, have also made an impact on lowering overall standards. Inspection judgements show that standards are below average in English and mathematics and average in science. Nevertheless, all pupils in Key Stage 2 are making good progress, generally, and evidence from recognised tests and school assessment verifies this judgement.

11. Over time, standards are improving; they are much higher than those reported at the time of the last inspection for English, mathematics and science. This was recognised by the Department for Education and Employment with the presentation of an achievement award for results at the end of Key Stage 1. Almost all pupils are attaining at least average standards, whereas, 4 years ago, it amounted to just over a half of all Year 2 pupils. A much higher percentage of pupils are now reaching above average levels and this is due to the higher expectations now made by staff and the better quality of teaching and learning being delivered in the core² subjects. The school's analysis of test results has also made a positive contribution to improvement in standards. Weaknesses in curriculum provision are identified from test result data and modifications are made so that pupils receive a better grounding in particular areas. A weakness in boys' performance was identified by the school through test result analysis. Steps were taken to encourage boys to learn better by adopting different behaviour management strategies and by providing more, non-fiction reading text. The evidence of the 2001 National Curriculum Key Stage 2 test results show that these tactics are beginning to work. The national strategies for literacy and numeracy also appear to be giving the school curriculum a better spine framework from which teachers can plan more precisely and set clearer objectives. A further feature which has contributed to improvement in standards is the setting up of 'booster classes' before school in Year 6. The intensive and well targeted teaching by the acting deputy headteacher has taken many pupils to a higher level. Co-ordinators in English, mathematics and science are also knowledgeable and committed to their role. Their leadership contribution to raising standards has been very valuable.
12. The school sets appropriate targets in English and mathematics for the attainment of Year 6 pupils. They are realistic and based on good assessment evidence. Targets for 2002 are much lower than those set for 2001, but, bearing in mind the differences between the two very different year groups, they are sufficiently challenging.
13. In Year 2, pupils' speaking and listening skills are above average. They speak confidently and give detailed answers to questions. Reading skills are not quite so strong and are generally average. Less able pupils are hesitant when reading simple text and many pupils need prompting to build words for themselves. More able pupils have greater confidence and are beginning to develop expression in their reading. Standards in writing are generally average. Most pupils retell stories in a logically connected sequence. The spelling of simple words is largely accurate and handwriting of a consistent size. However, writing is not well extended and tends to be too brief and lacking in colourful language.
14. In Year 6, pupils' speaking and listening skills are above average. Most pupils are confident in discussion sessions. They share ideas in groups and come to logical decisions, showing a good understanding of bias and persuasive language. In reading, standards are below average. Pupils read a wide range of literature and tackle unfamiliar text armed with appropriate strategies. There are some weaknesses in pupils' library skills when trying to locate a specific subject in the non-fiction library. Writing standards are also below average. Pupils write short articles for a newspaper, but find it difficult to organise their thoughts into the written word. Sentences are properly constructed, but simple in content, because pupils are not adventurous in their choice of words.
15. In Year 2, pupils reach average standards in mathematics. They recognise odd and even numbers and count in tens up to a 100. They are familiar with the names of most regular two dimensional shapes and three dimensional shapes. Higher attainers reorganise cones, cylinders, spheres and

² The core subjects are English, mathematics and science.

pyramids in many forms. Most pupils can tell the time on the hour or half past the hour. In Year 6, standards are generally below average. Most pupils have a good understanding of multiplication tables and use these in their calculations but many pupils are still insecure and are slow to respond to simple questions using multiplication facts. Pupils manipulate fractions and convert these from mixed numbers to improper fractions. Skills in doubling and halving are well developed. The concept of range, in a series of numbers, is beyond the understanding of many lower attaining pupils at this stage of their mathematical development.

16. Year 2 pupils generally attain above average standards in science. They have a good knowledge of the life cycle of animals and of what constitutes healthy eating. Pupils reorganise and label the different parts of plants and know that water and light are needed for growth. In Year 6, pupils attain generally average standards. They use keys accurately to identify small animals. Most pupils know how to use reference books to find and select information on scientific topics.
17. In the core subjects, pupils with special educational needs make good progress because they are well supported by classroom assistants. Pupils have clearly defined, achievable targets which they work towards. Progress is monitored well and regular encouragement boosts their self esteem. Great care is taken to ensure that pupils are taught within the class, alongside pupils of their own age group. The withdrawal from lessons is minimal and does not damage pupils' entitlement to the full range of subjects.
18. Throughout the school, pupils reach broadly average standards in history, music, art and design, design and technology, physical education, religious education and geography in Key Stage 1. All pupils make generally sound progress in these subjects. However, in geography at the end of Key Stage 2 and in information and communication technology in both key stages, standards are below average. Insufficient progress is made by pupils in these two subject areas. In geography, pupils in Year 6 have a limited knowledge of world maps and have insecure understanding of the effects of pollution on peoples' lives. In information and communication technology, standards are below average in both key stages, because pupils have only recently had access to updated materials. The lack of a proper designated area for teaching specific skills has also handicapped pupils' development.
19. Appropriate standards have been maintained in non-core³ subjects at the end of Key Stage 1. In history, they have improved and, although they appear to have fallen in ICT, expectations are far higher in this subject now than they were at the last inspection. No direct comparison can be drawn with Key Stage 2 results, because of the change in the school's status from First School to Primary in 1999.

Pupils' attitudes, values and personal development

20. Pupils' attitudes to school, their behaviour and personal development are good and similar to those reported at the last inspection. Attendance is satisfactory and this represents an overall improvement since the previous inspection.
21. The extensive building works going on in the school during the inspection meant that regular routines were disrupted. Some classes were in temporary locations, such as the library. Facilities such as toilets, the hall and playground areas were limited and there was much distracting noise from builders' activities. In these circumstances, the good attitudes and good behaviour of the pupils have been maintained and this is particularly commendable.
22. Throughout all classes most pupils have a positive approach to learning and enjoy being in school. Almost all parents say that their children like coming to school. Levels of concentration are variable with some pupils finding it difficult to listen to their teacher for more than a few minutes, unless their interest is really aroused. This is particularly so after the lunchtime break. When fully involved, they show enthusiasm, are eager to answer questions and accept that others may have a different point of view. Almost all respond well to challenge and persevere when they find things difficult, learning from their mistakes. Most pupils can explain what they are doing and are keen to show their work. When working in groups, they co-operate effectively and share ideas and resources amicably.

³ The non-core subjects are information and communication technology, history, geography, art and design, design and technology, music, physical education and religious education.

23. In the Foundation Stage, children begin to establish relationships with adults and each other. In the nursery class, children are encouraged to tidy up at the end of each session and this they undertake sensibly and remarkably efficiently, considering their age. Generally, they are keen to learn. In the reception class children are polite and well behaved and quite confident when tackling new activities.
24. Pupils with special educational needs have positive attitudes towards their learning and demonstrate the same good behaviour as other pupils. Those with behavioural difficulties co-operate well with the other pupils, because of the good relationships which are developed with their class teachers and the close support provided by the classroom assistants.
25. Parents are pleased with the standard of behaviour and inspection judgements support these views. Pupils are well aware of the standards expected from them; they appreciate the rewards for good behaviour and understand the escalating system of sanctions applied for unsatisfactory behaviour. In most classes, pupils are polite to staff and visitors and usually to each other. There is some deterioration in behaviour in the dining room and in the Key Stage 2 playground at lunchtime. When instances of unacceptable behaviour occur in the classrooms, they are dealt with swiftly and effectively. Bullying and racism are taken very seriously and any instances are recorded in detail and dealt with appropriately. Exclusions have been used to reinforce the principle that bad behaviour will not be tolerated. Last year there were 8 fixed period exclusions, all boys, with some being repeat sanctions.
26. Relationships throughout the school are good, overall. The staff, teaching and non-teaching, are good role models and make every effort to form positive, helpful relationships with all pupils. Occasionally, there is some tension in the relationships between some of the lunchtime supervisors and a few pupils who frequently challenge their authority. There are some close friendships between pupils in classes and many pupils of different ages play well together in the break times. There are good opportunities for pupils to take responsibility and show initiative. There are prefects selected from Years 5 and 6 and there is a school council with elected representatives from each class from Years 2 to 6. The council is consulted regularly by the headteacher and presents pupils' views to the staff. The recent purchase of kit for the school cross-country team was the outcome of a request from pupils. The residential visit for older pupils provides experience of a different social environment and a variety of challenges, which contribute greatly to their personal development.
27. The level of attendance is satisfactory, although slightly below the national average. There is a significant amount of holidays taken during term time, despite the school's emphasis on the disruption this causes to pupils' education. There is strict, correct interpretation of what can be deemed to be authorised absence, with the result that, compared to national figures, the level of unauthorised absence is very high. There are a few persistent latecomers, but punctuality is generally good. Lessons start on time, which has a positive effect on pupils' learning.

HOW WELL ARE PUPILS TAUGHT?

28. The overall quality of teaching and learning throughout the school is judged to be sound. Of the lessons observed during the inspection, almost all were satisfactory or better. The small amount of unsatisfactory teaching was limited to two lessons. In these lessons, the management strategies employed by teachers were inappropriate and, as a result, interruptions by pupils damaged the flow of the lesson, causing the pace to slow and insufficient learning to be achieved in the time available. Just over half of all lessons observed were good and there were examples of very good and excellent teaching in all three stages⁴ of the school. In these lessons, teachers used imaginative methods to stimulate pupils' interest, set challenging tasks and had very good strategies for managing pupils, built on well developed relationships.
29. Teaching and learning are consistently good in those classes where there are permanent members of staff in place and where routines are well established.
30. The literacy, numeracy and science lessons are of generally good quality and this enables pupils to make good progress in their learning in these subjects. The national strategies in literacy and

⁴ Foundation Stage, Key Stage 1 and Key Stage 2

numeracy provide teachers with a good framework and ensure that they plan and teach the basic skills well. In the non-core subjects⁵, teaching and learning are more solidly sound. Most of these lessons are taught in the afternoon and pupils' concentration levels are not so sharp.

31. The most consistently good teaching is in Key Stage 1, where almost three quarters of teaching is judged to be good or better. In the Foundation Stage, teaching and learning is thoroughly sound and in Key Stage 2 it is also sound, but there is a much greater range in the quality, varying from excellent to unsatisfactory.
32. Since the last inspection, the quality of teaching has improved. The percentage of unsatisfactory teaching has fallen and the very good or excellent teaching has risen. Teachers' planning has improved; it is now well rooted in schemes of work which are based on national curriculum programmes of study. Learning objectives are clearly identified and shared with pupils to ensure that they know what is expected of them. Teachers' work is monitored more closely, especially by the headteacher and constructive advice is given on how improvements can be made in the quality of teachers' practice. All these factors are having a positive impact on the raising of standards in the school.
33. Teachers generally have an appropriate level of subject knowledge and provide pupils with accurate information on the various subjects, which extends pupils' own knowledge. In English and mathematics teachers enhance pupils' understanding by using the correct terminology. These terms are periodically reinforced and re-phrased to ensure that pupils have a proper understanding. As a result, pupils build up a good bank of accurate vocabulary.
34. Teachers plan appropriately, basing their work on national curriculum objectives. It is generally quite detailed and builds on pupils' previous learning. Teachers' expectations of what pupils are able to achieve are suitably high in most subjects. The criticism levelled at the school in the last inspection report has now largely been eradicated. Many pupils are attaining higher standards than might be normally expected. However, teachers do not always match their work appropriately for lower attaining pupils and they sometimes find it too difficult and become discouraged. Only the direct and positive intervention by well trained classroom assistants improves the situation. Their patient approach and use of well matched language gives help and encouragement to pupils, so that they know what is required and then go on to complete a reasonable amount of work in the time available.
35. Teachers use a good range of methods. Explanations and demonstrations are generally clear and questions well directed to different ability levels within the class, ensuring that everyone is involved. In some of the best lessons, teachers use novel and imaginative approaches so that pupils listen and concentrate. In Year 2, the teacher cleverly pretends to be ringing up the 'shape shop', giving a description of the properties of the quadrilateral she requires, without mentioning the name of the two-dimensional shape. This made the pupils think and reason for themselves.
36. Most pupils concentrate and listen well, especially when they are interested and aware of the teachers' expectations of behaviour. This was well illustrated in a Year 6 lesson in science when pupils identified features of small animals. Established routines are in place and the teacher uses praise regularly to boost pupils' self esteem and encourages them to produce an appropriate amount of work.
37. The pace of most lessons is sound and little time is wasted, except in those lessons where teachers' management strategies are weaker. Learning resources are generally used effectively in order to enliven lessons and to stimulate pupils' interest. However, information and communication technology resources are not used frequently enough to develop pupils' skills and they fail to add an additional dimension to lessons and to improve standards of work. There are few examples of inter-related work where ICT is used in conjunction with other subjects, either through research or processing of information gained in lessons. Classroom assistant support is of a high quality, especially with lower attaining groups. Support assistants also make a valuable contribution to class management, planning and assessment gathering.

⁵ Non-core subjects – information and communication technology, music, art and design, design and technology, history, geography, physical education and religious education.

38. During lessons, teachers monitor pupils' work well by circulating around the room and making informal assessment, whilst talking to pupils and viewing their work. This enables them to plan their work at the appropriate level to match pupils' understanding for the following lessons. Marking strategies are positive and give pupils encouragement to improve, using such rewards as merit stamps, stickers and favourable comments. However, teachers do not always give pupils sufficient advice on how they might improve. There are exceptions, as in Year 4, where the teacher writes down simple short term targets, indicating to pupils what they need to do to reach higher standards.
39. The school ensures that pupils with special educational needs are included in all activities and withdraws them only for specific language support where necessary. In doing so, the school organises the sessions away from the classroom, so that they do not miss a succession of lessons in one subject. There is very good provision of in-class support from learning support assistants who work closely with teachers and pupils in determining targets for learning and reviewing success. Teachers conscientiously maintain and refer to individual plans for the pupils' education, which have appropriate, achievable targets for literacy, numeracy and personal development. However, classteachers do not always plan different activities in non-core subjects and tend to rely on support assistants to help pupils keep up with work that is too difficult for them. Progress on these occasions tends to be just satisfactory.
40. The school provides pupils with an appropriate amount of homework, taking into account their age and capability. The main focus is on improving English and mathematics skills. The 'booster' sessions for these subjects taught to a small group of pupils in Year 6 have a very positive impact on raising standards.
41. During the period of the inspection, major building work was taking place which disrupted teachers' normal teaching routines. It limited the use of facilities and provided an unwelcome background noise to many lessons. Teachers and pupils coped well with these distractions, but, on balance, it had a negative impact on the quality of teaching and learning and limited pupils' progress.

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

42. The quality and range of the curriculum is sound. There has been an improvement since the last inspection, where there were several points to address as key issues. The school, generally, satisfies the requirements of the National Curriculum, except in information and communication technology, where a number of elements are still to be included in the scheme of work. At present, statutory requirements are not met in this subject. There is room for development in the use of computers across the subjects, especially in literacy and numeracy, to develop learning in these areas. The school is facing difficulties at present with construction work taking place both inside and outside the building. A number of displays are temporary and have been damaged due to the on-going building work. Each subject enjoys a proper subject allocation, although the time allocated to science is a little low. Pupils make a number of visits and welcome visitors to enrich the curriculum such as puppeteers in design and technology and a poet in English.
43. Provision for pupils with special educational needs is good. The school ensures that pupils are included in all activities and withdraws them only for specific language support where necessary. In doing so, the school makes sure that pupils do not miss a succession of lessons in one subject. There is very good provision of in-class support from learning support assistants who work closely with teachers and pupils in determining targets for learning and reviewing success. The school has allocated its budget astutely for these pupils in ways which support their learning and has gained an additional grant to give extra attention to pupils at risk of exclusion. Certain pupils receive special 'mentoring support'. In addition, the headteacher and deputy, who are at present acting as co-ordinators, have provided extra opportunities for pupils who have special talents in subjects such as art, where they are challenged to achieve more ambitious projects. Moreover, when pupils have demonstrated the necessary ability, they are helped to achieve very high levels in the national tests for science. Teachers conscientiously maintain and refer to individual plans for the pupils' education, which have appropriate, achievable targets for literacy, numeracy and personal development. This is associated with a thorough system of assessment and tracking progress. The school is suitably flexible in moving pupils from stage to stage, always with the appropriate aim of helping them to improve and eventually not need to be on the register for special needs.

Class teachers do not always plan different activities in certain subjects and tend to rely on support assistants to help them keep up with work that is too difficult for them.

44. The school's strategy for developing literacy and numeracy skills is good and well based on the national strategies. Pupils read regularly and systematically learn the associated skills. Teachers provide a satisfactory range of opportunities for writing, although expectations are often too low because written work lacks length and depth in content. Numeracy skills are soundly developed in lessons. Mental sessions are brisk and ensure that pupils make suitable calculations to find the answers to well worded and relevant questions. There is a thorough system for tracking pupils' progress, including that of pupils with special educational needs. This enables teachers to plan relevant lessons which include every pupil in their preparation. However, there is insufficient involvement of parents in supporting pupils' reading at home and this can slow the progress of some pupils.
45. The staff of the school ensure that there is a good level of opportunity for all pupils and this is reflected in the statement of the school aims. There is a rolling programme of withdrawal for pupils who need additional support and this ensures that they do not miss the same lesson or part of lesson each week. The good analysis of assessment results identifies pupils who may be underachieving and this good practice ensures that strategies are put into place to support these pupils. For example, there is a good programme for literacy, particularly for boys, to encourage reading by the purchase of suitable books. All pupils are included throughout the school. Pupils with special educational needs are well supported in the classroom by a good level of classroom assistant support, eliminating the need for withdrawal. The monitoring of attendance is good and very well organised, ensuring that attendance supports equal opportunities. The examples set by adults in the school are good and pupils are treated consistently and encouraged to work together, promoting equality of opportunity.
46. Provision of extra-curricular activities is very good. Inspection findings do not confirm parents' concerns in this area, although recent building works have caused all clubs to be temporarily suspended. The range of opportunities includes a wide variety of indoor and outdoor games and sports, gardening, juggling, computers, music, and more. These clubs have been very well attended and have provided opportunities for pupils to learn and socialise in relaxed surroundings.
47. The provision of personal, social, health and citizenship education (PSHCE) is good and covers sex education and drugs awareness. The whole-school approach is nurturing and caring and provides many opportunities for pupils to co-operate with one another, such as in design and technology, to produce a satisfying structure. Pupils discuss important issues that affect people personally. In the one lesson observed, the quality of teaching and learning was good, it allowed pupils the opportunity to consider how every one has talents which can be used. The work was carried out with enthusiasm, so that every pupil was included and the class recognised characteristics which made each person special. The policy and scheme of work are being suitably revised, with full reference to the viewpoints of parents and governors, for example regarding the matter of sex education. The school is well aware of the need for developing tolerance and understanding of people from different cultural backgrounds.
48. The school's links with the community, in order to enrich pupils' learning, are satisfactory. A historian brings items of interest from the Bronte Parsonage to give pupils first-hand evidence for their learning and the pupils make a visit. There are a few visits to local churches and other religious buildings and a residential visit for older pupils to North Yorkshire. Pupils have been involved in 'Children Challenging Industry' as part of their work in science, which has given them good insight into people's work. They have made a visit to a theatre to see a presentation about science and Bradford Bulls' have given useful talks about teamwork.
49. The school has made satisfactory links with the local secondary school which takes most pupils in Year 7, but there is room for further development. The schools liaise satisfactorily over the transition and ex-pupils visit Year 6 to help them prepare for the changes. One opportunity has been taken for the secondary specialist for physical education to teach pupils and discussions have taken place over dovetailing policies for literacy.

Spiritual, moral, social and cultural education

50. The school's provision for pupils' spiritual, moral, social and cultural development is good. This represents an improvement since the last inspection, when it was judged to be sound.
51. Pupils' spiritual development is promoted satisfactorily in daily acts of collective worship and through the teaching of the different curriculum subjects. There are regular opportunities to experience periods of quiet meditation through prayer and silent reflection in whole school and class assemblies. The presenters of collective worship draw pupils' attention to world events, such as the events of September 11th in New York and the bombing of Afghanistan, in order to heighten pupils' awareness of the feelings of world communities. There are planned moments when pupils marvel at treasured objects; the appearance of the Qu'ran in a religious education lesson in Year 6 or the presentation of the Rugby League Championship Cup displayed by visiting speakers from Bradford Bulls in a whole school assembly. In art, music, drama and dance there are ample opportunities for pupils to express their feelings of creativity through individual and collaborative work or appearing in school productions. The school meets statutory requirements in the provision of the daily act of collective worship.
52. The school provides pupils with a good moral framework to ensure that they have a clear understanding of the difference between right and wrong. There are well defined, appropriately displayed rules for codes of behaviour for pupils to follow and these are well understood. The school makes their aims clear in the school prospectus, 'fostering open-mindedness, tolerance and co-operation' and 'high expectations of behaviour'. Pupils are encouraged by the staff to care for others at playtimes, especially when minor incidents occur and use sensible mediation tactics when disagreements take place between pupils. Good behaviour is praised and reinforced by staff and merit awards are provided in celebration assemblies for those pupils who show mature attitudes. There are good systems in place to encourage pupils to develop initiative and gain a good understanding of the importance of working together for the benefit of the school community. In whole school assemblies, teachers promote teamwork as a means of achieving a harmonious, successful social ethos. The coach from Bradford Bulls explains to pupils the importance of thinking about the big 'WE' and not the small 'me' in team games.
53. In lessons, teachers encourage pupils to collaborate on many tasks which helps to strengthen their working relationships. In dance, pupils work together in small groups to create movements which emulate the growth of seed, battling against the elements of the weather. Older pupils take on responsibilities at lunchtime by helping younger pupils and by helping supervisors to supervise exits and clear away plates, cutlery and chairs. The school council, which represents pupils from each class, are having a growing impact on the day to day life of the school. Many of the suggestions they make are being incorporated into school procedures. The recent appointment of a learning mentor is also beginning to have positive effects on social education. Pupils who are experiencing difficulties in forming relationships are able to share their concerns with an adult and are being offered help in seeking a solution to their problems. The regular provision of 'circle time', a time for discussing social issues in the classroom, helps pupils to appreciate the need for an agreed approach.
54. The school presents pupils with a good range of opportunities to develop cultural understanding which widens pupils' perspective of the world around them. Visits are arranged to places of local interest in order to enlarge their understanding of the traditional British way of life, such as a trip to the pantomime, the seaside and residential trip to North Yorkshire. The school invites local artists, dancers and poets to demonstrate their work and to inspire pupils to be creative. Sound links have been formed with the local church and Christian fellowship groups to enhance pupils' understanding of the Christian philosophy. The school is careful to ensure that the diversity and richness of other cultures are not overlooked. Through the inclusive schooling programme the school has forged links with a Bradford school that caters for pupils with very different cultural backgrounds. Speakers who represent other non-Christian faiths are regular visitors to school and they give pupils an insight into the beliefs of followers of Islam, Judaism and Hinduism. In the past, class visits have been made to a good range of different places of worship.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

55. The safe, supportive and caring environment provided for the pupils is a strength of the school. Pupils are well known by staff and there is evident concern for their welfare and development. There are good procedures for the introduction of children into the nursery and the Reception class.

Teachers and learning support assistants know the pupils in their own class very well and strive constantly to create an environment in which each child feels valued. The supervision at lunchtime is not as effective as at other times and more could be done to ensure that pupils return to the classroom in a calmer manner. The good programme of personal, social, health and citizenship education provides the basis for the development of pupils' personal attributes. Personal development is well monitored and supported through detailed records by teachers and the presentation of awards, such as the best boy and girl in each class. These pupils are nominated weekly by the lunchtime supervisors. The recently appointed Learning Mentor – an Education Action Zone initiative – is already having a significant impact on the attitudes and attainment of some pupils.

56. Procedures for child protection are good and are regularly brought to the attention of classroom staff. The health and safety policy is satisfactory, as are the procedures for first aid and emergency evacuation and the routine servicing of fire, portable electrical and physical education equipment. The caretaker is very conscientious in checking and reporting any health and safety hazards, particularly during the extensive building work. There are good links with a range of professionals responsible for education and welfare.
57. The procedures for monitoring and improving attendance are very good. Registration is undertaken effectively and registers are completed in accordance with requirements. There is a dedicated "attendance line" which parents are encouraged to call if their child is not going to be at school. It is linked to an answer machine when a member of the administration staff is not available to take the call. Registers are checked by the Attendance Officer early in the morning and she then telephones the parents of any pupil whose absence is unexplained. There is a clear follow-up procedure of further telephone calls and letters and close liaison with the Education Social Welfare Officer. A written reason for the absence is required when a pupil returns to school, otherwise, the absence is recorded as unauthorised. Taking holidays in term time is very strongly discouraged. Detailed analysis is done of attendance over time. The very efficient efforts of the Attendance Officer have resulted in a great reduction of unjustified absences and enables a great number of pupils to receive a full education.
58. There are good procedures for the monitoring of discipline and encouraging positive behaviour. The behaviour policy is backed up by class rules that are clearly displayed and consistently applied. In personal, social, health and citizenship lessons and in assemblies, pupils are frequently encouraged to think about behaviour and the effect of unacceptable behaviour on others. Good behaviour is acknowledged by a cumulative scheme of rewards and there is an appropriate, escalating system of sanctions for unsatisfactory behaviour. There are effective procedures for dealing with any harassment or bullying. Staff have been given guidelines on the use of force to restrain pupils, ensuring that a consistent approach is applied. The headteacher keeps detailed records of any incidents or concerns about an individual pupil's conduct, so that accurate information can be used to determine a way forward.
59. There is a thorough system for assessment and the tracking of progress for pupils with special educational needs and this enables teachers to help pupils make good progress in their learning. As pupils pass through the school, there is the flexibility to move pupils from one stage to another, always with the appropriate aim of helping them to improve. Where the need is clear from assessments, pupils have individual plans for their education which are always at hand in the classroom. In addition, some pupils receive special 'mentoring support'. Teachers prepare individual plans themselves so that they can use their own professional judgement about what should be appropriate targets for learning. Pupils have the opportunity to participate in a wide variety of clubs, where they can develop their own skills and talents.
60. The procedures for assessment and monitoring pupils' progress and academic performance are good and these have improved since the last inspection. The school now has a clearer view of the standards of attainment being achieved by pupils and what they need to do to improve. Procedures for monitoring progress and assessing pupils in all subject areas are now in place and the use of this information in curriculum planning is satisfactory. The main focus of assessment is in the core subjects and this has been reflected in the achievement of the higher levels of attainment by the pupils. All pupils are tracked through the school, creating good, long-term assessment profiles, which clearly indicate progress and these records are used to identify pupils who may have additional needs. The accuracy of judgements made in assessing pupils' performance in English and mathematics are good and they are satisfactory in science. Other subjects are assessed

against National Curriculum attainment targets and records are kept of what the pupils experience, understand and remember in each subject area. This information proves beneficial in guiding teachers' curriculum planning. The school also uses a good range of additional assessment tools to identify any specific learning needs for identified individual pupils, which helps them with their learning.

61. In English and mathematics, a good range of assessment systems are used at regular intervals. In November and May each year, the results are carefully analysed. Where pupils' additional needs or lack of progress are identified, targets are set to support the pupils and additional help put in place. Targets, both class and individual are set from assessment results, the use of these to inform planning is satisfactory, but targets are not always reflected in the day to day planning and this is an area which could be improved by the school. There is a good marking policy that is displayed in the majority of classrooms. However, it is not always adhered to in every class and some marking is not detailed.
62. The regular monitoring of the use of the assessment procedures by the co-ordinator is good, as are the long-term records for each pupil. National testing at the end of each key stage is carried out in line with statutory requirements. Teachers' assessments closely match National Curriculum test results.
63. The school has improved the level of care provided for pupils since the last inspection. The procedures for monitoring and supporting attendance and the support and guidance given to pupils are now much stronger. This enables pupils to receive their full educational entitlement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

64. Overall, the school's partnership with parents is satisfactory, which is similar to the judgement of the last inspection.
65. Thirteen parents attended the pre-inspection meeting and 40 per cent of questionnaires were returned by parents. Almost all views supported what the school is doing. Parents spoken to during the inspection supported the positive statements. A very large majority of parents say that their children like school, they make good progress both academically and in personal development, behaviour is good, teaching is generally good with high expectations and the school deals properly with any questions or problems that parents may have. Inspection evidence strongly endorses these positive views.
66. A small number of parents are concerned about the range of extra-curricular activities and the degree to which the school works closely with parents. Inspection judgements do not support these concerns. Since the beginning of this term, almost all extra-curricular activities have been suspended because of the disruption caused by the building project. During normal times, extra-curricular activities are judged to be very good.
67. The staff makes considerable efforts to involve parents in the work of the school. Teachers are available to be seen by parents at the end of afternoon lessons and the headteacher is positioned around the entrance area at the start of the day. There is an appointments system for more formal discussions. Parents are quickly contacted if there are concerns about behaviour or attendance. Despite requests for assistance in the Parents' Handbook and in newsletters, only a few adults come in regularly to work alongside teachers in classes. Parents are invited to class weekly assemblies and to presentations on various subjects such as drugs awareness and the Education Action Zone initiative. The recent revision of the Personal, Social, Health and Citizenship Policy included parental discussion. Parents of pupils with special educational needs are consulted appropriately on the development of Individual Education Plans. There are many opportunities for parents to be involved with the work of the school, but the school feels that the response is disappointing when meetings are linked to curriculum issues.
68. The school involves parents of pupils with special educational needs in the regular reviews of their children's progress. In this way, parents are in a position to work with the school in supporting them.
69. Although a few parents consider that they get insufficient information on the progress their children are making, the quality of information provided for parents is satisfactory, overall. The parents'

handbook is an attractive, readable document to which updating sheets are issued annually. At the start of each term, each teacher sends out a letter detailing which areas will be covered and the topics to be studied. The eye-catching "Shirley Manor News", in a newspaper format, is sent out about every couple of months. Open evenings are held each term at which pupils' progress is discussed. A significant number of parents in some classes do not attend these meetings. Annual reports on pupils are unsatisfactory and do not meet statutory requirements, in that ticks in a grid of subjects against general descriptors do not fulfil the requirement for a separate comment on each subject and do not give parents sufficient information.

70. The "Friends of Shirley Manor School" play an important part in the life of the school. A variety of activities are organised by a hard working committee of just four parents – other parents are reluctant to serve on the committee, but several help willingly at functions. Although fund raising is the main aim, all the events have a social element and almost all involve the pupils. Besides raffles and fairs, the Friends provide a Christmas gift for each pupil, organise a disco for the Year 6 leavers and support the extra-curricular clubs, such as buying plants for the Gardening Club. Between £1000 and £1500 is raised each year. Major purchases have included an overhead projector and a digital camera.

HOW WELL IS THE SCHOOL LED AND MANAGED?

71. The headteacher gives the school very good leadership and ensures that the school has a clear direction for its future development. Her analytical and methodical approach has successfully guided the school through a difficult period, which has involved a change of status from a First school to a Primary school. The present difficulties arise from building contractors working on the site, in order to expand the accommodation. These have also been tackled with a resigned determination to make sure that, in the end, the school benefits from the outcome. The issues arising from the last inspection have been addressed very well and there are now only a small number of minor issues to be resolved. Good systems, which promote positive pupil attitudes and behaviour, have been maintained and improved upon. Standards of attainment in school have risen steadily under her leadership, culminating in some quite outstanding results at the end of Key Stage 2 in 2001, especially when compared to similar schools.
72. At present, the school is without a deputy headteacher, despite several attempts to appoint a suitably qualified teacher. In the meantime, the acting deputy headteacher is fulfilling the role well by giving the headteacher good support and by sharing some of the leadership and management responsibilities. Subject co-ordinators' roles are generally well developed, especially in English and mathematics; co-ordinators take responsibility for monitoring their subject through checking standards of teaching and learning and planning the future direction of their subjects. They are not completely empowered, for they do not have complete responsibility for the subject budget, but this is an area that the school plans to address in the future.
73. The school has allocated an appropriate budget for pupils with special educational needs in ways which support their learning and has gained an additional grant to give extra attention to pupils at risk of exclusion.
74. The headteacher and the acting deputy headteacher, who are at present managing the co-ordinator role for special educational needs, have provided extra opportunities for pupils who have special talents in subjects such as art, where they are challenged to achieve ambitious projects. Moreover, when pupils have demonstrated the necessary ability, they are helped to achieve very high levels in the national tests for science.
75. The school has explicit aims and values which it conveys to the school community on a daily basis. There is a broad, balanced curriculum which provides opportunities for pupils to reach their full potential. Links with parents are fostered and there is a good level of care shown to pupils. The school caters for individual pupils well, in a disciplined and stimulating environment. The school endeavours to ensure that all pupils receive their full curriculum entitlement and that pupils with special educational needs and those who are recognised as talented or gifted are catered for properly. Full educational inclusion is thoroughly in place. The detailed analysis of boys' results in national curriculum tests revealed to the school that many boys were underachieving. Early signs are that this is now being addressed successfully, because the 2001 results for boys show a marked improvement in their performance.

76. There is a very good, shared capacity to improve. Staff are consulted on major school issues and from this springs a shared approach to school improvement. Classroom assistants make a valuable contribution, not just by supporting pupils and teachers, but to the whole school caring ethos.
77. Generally, the governors fulfill their statutory duties and show a good level of commitment to the school. Policies prepared by the teaching staff are carefully scrutinised and properly sanctioned by the governors before they are put into practice. There is a solid committee structure in place which monitors the work of the school and reference is made to the full governing body before major decisions are made. The arrangements for headteacher's performance management have been properly implemented and the headteacher has defined objectives related to leadership and management and the development of pupils' progress. There is a good professional relationship between the headteacher and the Chair of Governors which ensures that the school progresses along agreed principles. The governors are consulted about the school improvement planning and make some suggestions for modification but in general, they rely too heavily on the headteacher to shape the direction of the school. Moreover, the governors do not meet all statutory requirements because information to parents in the pupils' annual reports is not detailed enough and the programmes for ICT do not cover all aspects of the National Curriculum.
78. There are a small number of governors who are employed in the school and in general they have an understanding of how the school functions and of its particular strengths and weaknesses. However, the majority of governors are not familiar with the daily workings of the school. There are no structured systems in place for governors to visit school and form a critical view for themselves. This is a weakness, because governors need to be familiar with all aspects of school life in order to make informed decisions based on their own knowledge.
79. There are good systems in place for the monitoring, evaluation and development of teaching. A standardised approach is adopted by the school, so that judgements on teaching and learning are made to an agreed formula. The headteacher and co-ordinators monitor lessons regularly and give constructive feedback to teachers on their performance. These systems have provided a good basis on which to build teachers' appraisal and performance management which is now operating successfully.
80. The senior staff have well developed systems for analysing school performance and, armed with this information, they identify the important priorities for school development. The focus on raising standards in English, mathematics and science has meant that other aspects of school life have benefited. It has proved to be the driving force behind whole school improvement. Curriculum provision has improved through the adoption of schemes of work for all subjects. The monitoring of teaching has improved and the quality of teachers' delivery. The introduction of assessment systems in all subjects to plot pupils' progress and the focus on improving attendance levels, so that all pupils receive a full education, have all added to the raising of standards. The school's recent involvement in the local education action zone is beginning to have a positive impact, too. The employment of a learning mentor has given the school flexibility to tackle social problems that detract from pupils' learning, without drawing teachers away from their teaching role. Funds provided for information and communication technology equipment are also beginning to benefit the school, although, in school, difficulties with accommodation has limited the amount of progress made.
81. Appropriate systems are in place for the induction of new staff. Newly qualified teachers receive their full entitlement for training and monitoring procedures are properly established.
82. School financial planning is effective and major projects are supported by the allocation of adequate funding. Day to day administration and financial management is efficient and allows the school to function smoothly. Specialist grants are used well to enhance school developments, a good example being the use of 'booster' funding and additional literacy support. Sensibly, the school has retained a good slice of its budget to refurbish areas of the school after the completion of major building work. The school is developing a good range of up to date technological equipment which increases the efficiency of management systems. However, its use could be further developed when staff have had more training and become more familiar with the technological potential available.

83. The school management team has a sound understanding of best value principles and applies these properly to the use of financial resources. Careful comparison is made of the school in the context of the performance of similar schools. Educational activities outside school are sensibly budgeted, proper competitive tendering is undertaken and good levels of consultation take place with parents, staff and governors.
84. The overall effectiveness of the school is good, in spite of children's below average level of attainment on entry to the school. Pupils make good progress and achieve much higher standards than those pupils in similar schools. The school gives good value for money, even though expenditure per pupil is above average. This is due to the good quality of education provided for pupils. Taking into account the good attitudes and behaviour in school, the good standards of attainment in core subjects and the very good levels of school improvement.

Staffing, accommodation and learning resources

85. There are a good number of teachers and support staff to meet the demands of the curriculum. Teachers are suitably qualified and have appropriate knowledge and expertise, except in the subject area of ICT. Many of the teachers have been at the school for less than two years, but there is a good mix of experience and they have blended well into a dedicated team with the clear aim of raising standards. The part time teachers are fully integrated and their work is properly co-ordinated to ensure continuity in their classes. The teachers are well supported by a high number of Learning Support Assistants, most of whom have nationally recognised qualifications. The administrative and caretaking staffs contribute greatly to the smooth running of the school. There are no male staff in the school, but the staff try hard to make the curriculum suitable for boys and male adults visit the school quite frequently. The good quality of teaching and support is enhanced by attendance at a wide range of courses, both within the school and externally and there is a continuing commitment to professional development.
86. The extensive building work going on during the time of the inspection adversely affects pupils' learning. Classes and administration offices are held in temporary locations and there is a loss of space in corridors, the hall and playgrounds as well as facilities, such as toilets. The library is used as a classroom with many of the books dispersed to other classrooms. The noise of building work and equipment, such as generators, is ever present. Under the circumstances the school makes best use of what is available. A redecoration programme is planned once the alterations have been completed. There are some attractive displays, despite the upheaval and lack of space. The caretaker and her cleaner are to be commended for keeping the school in such a clean state under very difficult conditions.
87. The provision of learning resources is satisfactory, overall, with good provision in mathematics and history. There is a shortage of materials for art and provision for information and communication technology is unsatisfactory, with a lack of equipment in classrooms and insufficient software to meet the needs of the curriculum. An audit of most resources has been done in the last year and, hopefully, all will be found and stored appropriately when the building work has been completed.
88. There are elements of staffing which have improved since the last inspection. The number and quality of classroom assistants has improved, which has had a direct impact on the raising of pupils' standards of work. Learning resources have remained fairly similar. The accommodation remains inadequate, but the completion of building work should improve the situation.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Inspectors recognise the very good level of improvement that the school has made since the last inspection, but to improve standards and the leadership and management of the school further, the headteacher, staff and governors should:

- 1) Raise standards and the level of progress made by pupils in information and communication technology (ICT) by:
 - a) providing teachers with increased training opportunities in order to develop their expertise in the subject;
 - b) using ICT equipment more frequently in lessons, particularly in English and mathematics, so that pupils increase their level of skills;
 - c) ensuring that all elements of the National Curriculum programmes of study are planned and taught to pupils;
 - d) taking steps to improve resources and finding suitable accommodation in which pupils can be taught without disruption.

(Paragraphs 18, 37, 42, 80, 85, 87, 116, 123, 132, 144, 154, 157, 158, 159, 160, 161, 162, 167, 180)

- 2) Improve governors' understanding of the strengths and weaknesses of the school and to make them better informed about the daily life of the school by:
 - a) arranging a structured programme of visits when governors can form their own views of the standards being achieved by pupils and the quality of educational provision. Governors should also ensure that all statutory requirements are fully met;
 - b) in the delivery of the National Curriculum programmes of study for ICT and for the full provision of information in pupils' annual reports to parents.

(Paragraphs 42, 69, 77, 78, 162)

OTHER SPECIFIC FEATURES

In addition to the above issues, the following less important matters should be considered for inclusion in the school action plan.

- 1) Raise standards in geography by the end of Key Stage 2 (Paragraphs 18, 146, 149, 151).
- 2) Improve curriculum planning in the Foundation Stage, taking more detailed account of the 'stepping stones' which lead to the Early Learning Goals (Paragraph 91).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed (three not graded for teaching)

45

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

55

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	7	14	17	2	0	0
Percentage	5	17	33	40	5	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	19	193
Number of full-time pupils known to be eligible for free school meals	0	68

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	74

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data 2000-2001	4.96
National comparative data	5.6

Unauthorised absence

	%
School data	1.63
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	13	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	8	10
	Girls	13	12	13
	Total	20	20	23
Percentage of pupils at NC level 2 or above	School	83 (94)	83 (88)	96 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	11
	Girls	13	13	13
	Total	23	23	24
Percentage of pupils at NC level 2 or above	School	92 (94)	88 (94)	96 (94)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	10	16	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	10
	Girls	15	14	15
	Total	25	23	25
Percentage of pupils at NC level 4 or above	School	96 (-)	88 (-)	96 (-)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	10
	Girls	14	14	15
	Total	24	23	25
Percentage of pupils at NC level 4 or above	School	92 (-)	88 (-)	96 (-)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	162
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	8	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	23.4
Average class size	26.7

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	223

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	19
Total number of education support staff	1
Total aggregate hours worked per week	34
Number of pupils per FTE adult	9.5

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
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	£
Total income	509,532
Total expenditure	438,699
Expenditure per pupil	2,274
Balance brought forward from previous year	-16,021
Balance carried forward to next year	54,812

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	231
Number of questionnaires returned	81
Percentage of questionnaires returned	38

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	38	5	1	1
My child is making good progress in school.	44	48	6	0	1
Behaviour in the school is good.	31	60	4	1	4
My child gets the right amount of work to do at home.	41	48	4	2	4
The teaching is good.	46	51	1	0	2
I am kept well informed about how my child is getting on.	41	42	16	0	1
I would feel comfortable about approaching the school with questions or a problem.	53	42	4	0	1
The school expects my child to work hard and achieve his or her best.	57	38	1	0	4
The school works closely with parents.	33	46	14	2	5
The school is well led and managed.	36	51	2	5	6
The school is helping my child become mature and responsible.	44	49	2	2	1
The school provides an interesting range of activities outside lessons.	30	42	7	7	9

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

89. Provision for children in the foundation stage is satisfactory, overall, and in the reception class it is often good. Children make sound progress in their learning. The standards found in the last inspection have been maintained. The quality of teaching is never less than satisfactory and is frequently good in the reception class. Despite the considerable upheaval due to a building programme, children clearly feel secure and happy and have settled well into the school routines. There is adequate support for the one child in the nursery for whom English is an additional language. The school has maintained similar standards to those reported at the last inspection. Children's attainment and progress remain very similar to those outlined in the 1997 report.
90. Although attainment is variable, a significant number of children enter the nursery with poor skills in language and numeracy. Children make sound progress, although assessments indicate that attainment remains below average on entry to the reception class. A high proportion of more able children who attend the nursery from outside the school's catchment area do not transfer to the reception class. In the reception class, children continue to make sound and often good progress. Currently, the indications are that, by the time they are ready to start in Year 1, the majority of children will have achieved the early Learning Goals of the Foundation Stage in personal and social development, creative development and knowledge and understanding of the world. Standards in language, mathematical and physical development are below average.
91. The co-ordinator has been at the school for only a short period, but the foundation stage is efficiently managed and the curriculum is generally effectively planned to promote all six areas of learning. The nursery and reception teachers liaise frequently, ensuring that there is progression from the nursery to reception. This is having a positive impact on children's learning. However, there are some areas for development in the planning of provision, particularly in the nursery. For example, the teacher's planning does not take sufficient account of individual children's needs in relation to the stepping stones that lead to the Early Learning Goals. In addition, short term planning does not identify the specific skills to be developed within each activity. Assessment procedures are developing. The teachers are aware that there is no simple, formal record of children's progress over time in all the six recommended areas of learning. General assessment to identify children with special educational needs is due to take place in the Spring term.

Personal, social and emotional development

92. Children attain good standards of personal and social development. They make good progress and quickly become used to the class routines. In the nursery, children are beginning to establish relationships with adults and with each other. They all make their own choice of activity and most persevere until it is completed. In the reception class, children are well behaved and polite. They are keen to learn and are confident when trying out new activities. Children are learning to appreciate the differences in cultures and beliefs as, for example, they learn about the Hindu festival of Diwali.
93. The staff provide for the children's personal development well by giving useful opportunities for children to develop their independence. For example, in the nursery, children are expected to tidy up at the end of each session, which they do sensibly and efficiently for their young age. In both classes, children's opinions are valued and teachers take care to listen to pupils' views. Teachers and support staff work very well together to produce an atmosphere that successfully enhances learning. Effective measures have been established to support children on entry to the nursery and reception class.

Communication, language and literacy

94. Children are making sound progress in communication, language and literacy in the nursery. In the reception class, progress is good. However, at this early stage in the school year, the indications are that attainment will be below national expectations by the end of the Foundation Stage. Children listen well, but speaking skills are variable. More able children express themselves well, as

for example when a nursery child asks "please can I borrow your torch". However, a significant number of children do not speak clearly and are difficult to understand. In the reception class, many children demonstrate a limited vocabulary as, for example, they give single word responses to questions. In both the nursery and reception classes children enjoy listening to stories and will readily share books with adults. In the nursery, children are beginning to be aware of how stories are structured. As the teacher reads a class story, most are able to recall the words that are repeated on each page. The majority of reception children understand that print conveys meaning and are beginning to hear and say the initial sound in some words. More able children are beginning to read a few familiar words. In writing, nursery children enjoy mark making, while most reception children copy under adults' writing. Few are able to write words independently.

95. In the nursery the teaching of language is satisfactory, although there are some missed opportunities to extend learning, due to the lack of specifically planned objectives. In the reception class, teaching is good and children achieve well. The teacher talks constantly with the children, effectively developing their powers of expression. Elements of the literacy strategy are used well to develop knowledge and understanding and basic skills are effectively taught, through activities that are well matched to individual needs. In both classes, staff have established a good rapport with the children. Children are encouraged in their reading development by taking books home to share with their parents.

Mathematical development

96. Children make sound progress in their mathematical development, although attainment remains below expectations by the end of the Foundation Stage. In the nursery, children are beginning to recognise the difference between common two-dimensional shapes, although most are unable to identify them by name. All show an interest in numbers and counting, joining in with number rhymes and songs. In the reception class, most children can recognise number to ten. More able children can count one to one correctly and can order numbers to ten.
97. Staff use a range of resources and games effectively for the development of children's understanding of number, although in the nursery the lack of adult intervention in games, such as matching correct colours, sometimes limits progress in understanding. In most number activities, when children are closely supervised by adults, they learn well through the use of questions that are well tailored to their individual needs and the reinforcement of mathematical vocabulary. In the reception class, resources are used particularly well to extend learning. For example, as the teacher used a doll "Mrs Dutton" to tell a story about her buttons blowing off in the wind, the children were totally involved as they discussed how she had one button "less" and how she could get one "more". In both classes, children are well managed and positive relationships have been established, so children are keen to work hard and give of their best.

Knowledge and understanding of the world

98. Children make good progress in their knowledge and understanding of the world. The indications are that, by the time they are ready to start in Year 1, most will have achieved the Early Learning Goals in this area of learning. In both classes, children bring their knowledge of their own families and backgrounds to their imaginative play. In the reception class, when working with construction toys, most children design and make their own models. When using the computer, reception children use the mouse to direct the cursor to make patterns with different coloured lines.
99. Teaching is good. To successfully promote children's knowledge and understanding of the world about them the teachers in both classes prepare interesting and motivating practical activities. In the nursery, children are given good opportunity for exploratory play, as, for example, they see how torches give us light and examine the colours of the spectrum as they blow bubbles. There is a well-planned progression from the nursery to the reception class in this area of learning. For example, reception children continue the study of light as they conduct an investigation into which materials best keep light out.

Physical development

100. At the present time, there is no permanent secure outdoor area for children to develop their gross motor skills. This will be available when the building work is complete. However, children in both

classes develop their physical skills successfully by using sit and ride toys and during sessions in the school hall. However, they are below average in their physical skills and are unlikely to reach average levels by the end of the Foundation Stage. Children move confidently in a variety of ways, such as walking, running and jumping, but do not always change their direction or adjust their speed to avoid obstacles. In the classroom, children manipulate resources with limited dexterity. For example, many nursery children experienced difficulty in manoeuvring the shapes when trying to arrange sticky shapes into patterns, while a significant number of reception children could not use scissors effectively when cutting out pictures.

101. In physical education lessons, teachers' praise and encouragement result in positive improvement. Children are managed well and good adult support sensitively encourages all children to participate and ensures that children spend the majority of the lesson involved in physical activity. In class, children are provided with a good range of resources and plenty of opportunity to develop their fine motor skills.

Creative development

102. Children are in line to reach expectations in creative development by the end of the Foundation Stage. There are many opportunities provided to develop children's confidence and skills and they demonstrate increasing competency with a range of materials and media. In the nursery, children identify everyday sounds from tapes and pictures. In both classes, children experience a variety of percussion instruments and are familiar with the sounds they make. Opportunities for children to explore colour with paints are available in the nursery and reception children experiment with mixing colours, so that they understand well that red and yellow can be mixed to produce orange.
103. The provision of good resources allows children the opportunity for a wide range of experiences. Children are managed well and respond well to adult's instructions. In both classes teachers plan innovative activities so that children are well motivated to improve their skills. Effective teaching is successfully raising the standard of children's skills in the creative arts.

ENGLISH

104. By the end of Key Stage 1, pupils' overall attainment is average. This represents a good level of improvement since the last inspection, and follows four years of continuous progress by the school. On the basis of inspection evidence pupils' reading is average, writing average and speaking and listening above average. All pupils, including those with special educational needs, make good progress.
105. In reading, results of the 2001 national tests for seven-year-olds in the last academic year were above average for all schools and well above the average for those for schools with a similar intake. This follows a trend of steadily rising standards.
106. In writing, results of the 2001 national tests for seven-year-olds in the last academic year were average for all schools and above average for schools with a similar intake. This also follows a rising trend in standards.
107. By the end of Key Stage 2, pupils in the current Year 6 are attaining below average standards. The proportion of pupils with special educational needs is high. Nevertheless, the previous Year 6 pupils made good progress, achieved above average standards and compared very well with schools with a similar intake. Moreover, there had been a trend of improving results. Current standards in Year 6 cannot be compared with those at the previous inspection, because the school was a 3 to 9 First School until 1999. The current Year 6's standards in reading and writing are below average and speaking and listening above average. Pupils with special educational needs make the same good progress as other pupils.
108. In English, results of the 2001 national tests for eleven-year-olds were above average for schools nationally and for those for schools with a similar intake. This showed very good progress from their results at the age of seven.

Speaking and listening

109. By the end of Key Stage 1, pupils' skills in speaking and listening are above average. They speak confidently and give detailed answers about the instructions that are necessary for making a puppet. In class discussions about a book, for example, pupils in Year 1 listen attentively when the teacher talks about her personal experiences and take turns to make helpful comments about vocabulary. Although they talk in brief sentences, they speak audibly.
110. By the end of Key Stage 2, pupils' skills in speaking and listening are above average. In music, for example, pupils are confident to discuss the merits or otherwise of song lyrics. They also discuss with maturity the kind of language used by newspapers in their headlines, showing a clear understanding of bias and persuasive language. In collaborative group work, pupils share ideas as they come to decisions, for example, about how to write their own newspaper article. Pupils steadily develop their oral skills through Years 3 to 6. In Year 3, pupils discuss why people marry and why Henry VIII had problems. In Year 4, their explanations and descriptions of personal talents are well above average, while in Year 5, they make analytical comments about pictures of nineteenth century Bradford.

Reading

111. By the end of Key Stage 1, pupils' reading skills are average. The evidence is taken from a sample of the current Year 2 pupils. Less able pupils are hesitant with simple text and have not developed any strategies for working out what the words say. They do not yet express any response to books and cannot find a non-fiction book for themselves. Pupils with average ability are still a little hesitant, but read known text quite fluently. They are less confident with unknown text, but sometimes with prompting build words for themselves. These pupils are beginning to say what they like or dislike about the story they are reading. They, too have difficulties with their library skills. Pupils with above average ability read simple, unfamiliar text with a high degree of accuracy and fluency. They are beginning to develop expression. When faced with words they cannot read, they use a wide variety of strategies as they search for meaning. These pupils give a brief account of a story's plot and describe the characters.
112. By the end of Key Stage 2, pupils' reading skills are also below average. Again, the evidence is taken from the current Year 6 class, whose overall abilities in English are not as well developed as those of pupils in the previous year. Less able and average pupils read a wide range of narratives independently. They have developed strategies for tackling unfamiliar text and always check what they read aloud to see if it makes sense. Less able pupils identify and give opinions about the personalities of the main characters and readily comment about what they like or dislike about the book. They cannot locate a specific subject for study in the non-fiction library. Pupils with average ability are beginning to reflect on the characters of a story in some detail and show empathy for them. They generalise about the kind of stories they like and dislike and comment on authors. More able pupils do the same, but in more depth and distinguish between different genres. They, and pupils with average ability, locate a specific subject in a book both from their knowledge of how the library is organised and from using the contents or index.

Writing

113. By the end of Key Stage 1, pupils' writing is average. Pupils of average or above average ability retell stories in a logically connected sequence, but are not using punctuation reliably. They use appropriate words in their accounts and their handwriting is almost consistent. Simple words are spelt correctly or plausibly. However, their writing is not very extended when producing narrative work.
114. By the end of Key Stage 2, pupils' writing is below average. Pupils write short articles for newspapers, but find it difficult to translate what they say orally into an appropriate style of writing. The exception to this is when they describe a personal experience. One pupil wrote a particularly vivid account of her experience of gangsters raiding her hotel. When rewriting chapter openings for a 'Harry Potter' story, pupils write accurately, but not at length and without paragraphs. Written English is constructed accurately, but it often lacks adventure. It is simple in content, with a limited number of ways of building sentences and pupils choose short words, which they spell easily. Handwriting varies, but presentation is neat.

115. The quality of teaching is very good in the infant classes and good in the junior classes. Only one unsatisfactory lesson was observed. In infant classes, teachers make good use of the literacy hour. Their introductory sessions are well used to recall previous learning, such as the correct vocabulary to use when talking about books. This prepares pupils well for their main tasks. Where possible, teachers link new learning to work in other subjects, such as writing instructions for making a sandwich or a puppet. Lessons are well paced and balance direct teaching with the opportunity for group activity. This leads to very good attitudes to work and equally good behaviour. At the end of lessons, teachers sometimes use imaginative ways to reinforce what pupils have learnt. An example is singing a song about the sounds made by putting h with w, s or t, which creates a feeling that learning is fun. Teachers in the junior classes take good advantage of the older pupils' ability to discuss the subtleties of language, such as using more interesting vocabulary when writing stories. They also plan their lessons well and organise group tasks, so that pupils work at their own level. During these, teachers move about in order to pose questions to make pupils think, but also give an opportunity for them to work increasingly independently. End-of-lesson sessions are well used to share good work, which sometimes leads to spontaneous applause. There are low expectations of length and depth of writing, and, although work is marked, pupils do not often use teachers' comments to improve themselves.
116. The co-ordinator provides good leadership of the subject. All the issues from the previous inspection have been tackled, so that there has been overall improvement in pupils' work. Both the headteacher and the co-ordinator evaluate the quality of teaching and learning on a regular basis. This, in conjunction with thorough assessment of standards through testing, provides a sound basis for feedback to teachers, so that they can plan to include all pupils' needs. The classroom assistants provide very good, unobtrusive support for pupils with special educational needs. They and teachers work together to provide these pupils with targets for learning. These are reviewed thoroughly and ensure that pupils become successful. Time during and after registration is very well used to practise writing skills. There is scope for more use of computers to extend ways to communicate.

MATHEMATICS

117. Inspection evidence shows that pupils are reaching average standards in mathematics by the end of Key Stage 1. Although the majority of pupils in Year 6 are reaching average standards, there is a high percentage of pupils with special educational needs in this present Year 6 class, which has the effect of depressing the overall level of attainment for the whole year group. Standards at the end of Key Stage 2, are therefore, judged to be below average. The national curriculum test results for 2001 largely support this judgement. Pupils achieved average levels at the end of both key stages. There were fewer pupils in Year 6, last year, with special educational needs and this accounts for the better standards achieved in mathematics. Compared with other schools where pupils are drawn from similar backgrounds, test results are very good at the end of Key Stage 1 and good at the end of Key Stage 2.
118. All pupils, including those who are identified as gifted and talented or those having special educational needs, make good progress through both key stages. The school ensures that the most capable pupils receive challenging work. Lower attaining pupils are well supported by classroom assistants, who work closely with these pupils during lessons.
119. The school was last inspected in 1997 as a First school, educating pupils aged from 3 to 9. In the last two years it has changed status to a primary school with the first class of Year 6 pupils leaving in July 2001. Test results for pupils at the end of Key Stage 1 show a good level of improvement. There has been a steady increase in the percentage of pupils reaching average and above average standards in mathematics. The introduction of the National Numeracy Strategy, the improved quality of teaching and learning, the well developed assessment systems and the good leadership by the mathematics co-ordinator have all made a positive impact on the raising of standards year on year. The school also analyses test results thoroughly and modifies the mathematics curriculum in the light of the weaknesses found in pupils' performance.
120. Pupils in Year 2 count in tens up to 100 at the start of mental sessions. They understand that the unit digit remains the same when the teacher asks them to count in tens starting from 4. Most pupils in the class understand the difference between odd and even numbers and recognise them on a number grid. The higher and average attaining pupils know the number bonds up to 20 and add

three separate numbers together to make a total of 20. Lower attaining pupils recognise and name many regular two dimensional shapes. They compare the length of sides and size of angles, realising that a square has four equal sides and four equal angles. Higher attaining pupils have developed a good knowledge of three dimensional shapes and identify cylinders, cones, spheres and pyramids in the context of packages used in people's daily lives. Pupils of this age know how to tell the time, on the hour and half past the hour.

121. In Year 6 there is a wide range of ability. Higher attaining pupils have a good understanding of multiplication tables and use their skills successfully to find square numbers and to solve problems such as 257×9 . Lower attaining pupils multiply by 2, 3, 5 and 10, but struggle with more difficult calculations. These pupils are only just becoming secure with the mental addition of numbers up to 20. The majority of pupils manipulate improper fractions and convert these to a mixed number. They also realise that there are families of equivalent fractions that can be found by doubling and halving the denominator. When asked to find the mode and range in a group of numbers most pupils grasp the concept readily, but lower attainers are unsure how to find the range, especially when the numbers increase in size. Generally, pupils develop a good knowledge of mathematical vocabulary, because teachers constantly use the correct terminology in their lessons.
122. The overall quality of teaching and learning is good in both key stages. There are examples of very good teaching especially when teachers use imaginative ways of presenting the topics to be covered in lessons. Teachers plan thoroughly, using the National Numeracy Strategy. Learning objectives are introduced and reinforced in the end of the lessons during the plenary session. They ensure that they present accurate information and use the correct terms for processes when speaking to pupils. This enlarges pupils' own knowledge and deepens their understanding. The mental sessions at the start of lessons are relevant and well matched to pupils' interest and ability. In some lessons, for instance a bingo session based on number calculations is used to speed pupils' mental processes. Some teachers make the lessons interesting by adopting a novel approach, as in Year 2 when the teacher earmarks a pupil to be the manager of the 'shape shop' and simulates a telephone conversation requesting a particular shape by describing its properties, but not mentioning it by name. There is a good working atmosphere in classes because teachers build up a good rapport with pupils and use good management strategies to keep pupils on task and retain their interest. For instance in a very good Year 4 lesson, the teacher awards marbles as a reward to pupils for thoughtful, well reasoned answers. This increases pupils' confidence and self esteem in their own ability. Learning resources are used effectively to improve pupils' skills. In a very good Year 5 lesson the teacher provides pupils with whiteboards, felt pens and a ruler and asks them to experiment by drawing isosceles and equilateral triangles. Pupils are not afraid to make mistakes because they know they can rub out and try again if the proportions are not right.
123. Pupils are given good quality support by classroom assistants, especially the lower attaining groups which often contain pupils with special educational needs. It is because of this well targeted support that these pupils make good progress. However, there are times when teachers do not match the work for these groups carefully enough, pupils become discouraged and they struggle to complete tasks which are basically too difficult. The skills of numeracy and literacy are taught well. In problem solving activities, pupils draw on their literacy and numeracy skills to unravel key information from the text. In introductory explanations teachers involve pupils in speaking and listening by asking well worded questions that require reasoned answers. However, information and technology skills are not taught frequently enough. This is a weakness and is particularly detrimental in the development of pupils' data handling skills.
124. Pupils work well together in lessons. They share information sensibly and generally settle well to their tasks with a good degree of concentration. Their behaviour is good, especially when the lesson content is interesting and challenging.
125. The co-ordinator leads the subject very well and has been a key figure in improving standards throughout the school. Astute monitoring of teaching and learning and good analysis of test results has given her a clear picture of the quality of work in school and what is required to improve standards further. Good strategies have been applied to raise pupils' performance, especially boys', who have been identified as underachieving. The 'booster' sessions, targeted for Year 6 pupils, are taught by the co-ordinator before the start of the school day. These additional sessions have contributed to pupils' good level of achievement. Good assessment procedures are in place which allow teachers to monitor pupils' performance closely. Targets for improvement are set, but there is some variation in approach by teachers and a more standardised approach would be beneficial.

The subject has a high profile in the school and the enthusiasm and good staff team spirit help to keep the subject buoyant.

126. The school has made good progress since the last inspection. Pupils' standards of work and levels of achievement have improved. The quality of teaching and learning is now much better.

SCIENCE

127. By the end of Key Stage 1, pupils achieve standards that are above average for their age. By the end of Key Stage 2, standards are broadly average with national levels. Evidence from this inspection shows that the standards of 7 Year olds are above expectations in knowledge and understanding. Work seen from pupils in Year 3 to 6 is broadly average with national levels in scientific knowledge and understanding. Pupils' skills of scientific enquiry are less well developed. Pupils' ability to carry out investigations and fair tests is below average at the end of both key stages, due to the very limited opportunities provided. Generally, all pupils make good progress through the school.
128. In 2001, assessments by teachers of pupils at age 7, showed that all pupils achieved the expected level of attainment and almost half achieved the higher level. In the national tests at age 11, more than half the pupils exceeded the expected level. Currently, standards of pupils in Year 6 are not as high as last Year. This is due to a high proportion of pupils with special educational needs. In addition, learning for these pupils was disrupted by having several changes of teacher during the previous school year.
129. Since the last inspection, the school has been successful in raising standards at the end of Key Stage 1, due to improved teaching and curriculum provision. As the school was at that time a First school, no comparisons can be made with standards at the end of Key Stage 2.
130. Pupils in Key Stage 1 work on healthy eating and the life cycle of animals is planned to ensure suitable progress in pupils' knowledge and understanding. Appropriate use is made of their literacy and numeracy skills as they record diaries of bean growth and measure the increasing length of their beans. All pupils recognise and label the different parts of a plant and know that they need water and light for survival. However, the vast majority produce similar work and there is insufficient range of matched work to pupils' levels of capability.
131. In the lessons observed in Years 3 to 6, pupils were appropriately challenged. However, scrutiny of work indicates that, as in Years 1 and 2, many of the pupils produce similar work and, overall, there is insufficient range of expectation based on what pupils already know. Pupils in Year 3 develop their understanding of healthy eating as they plan a healthy meal. They produce labelled diagrams of teeth and understand their different functions. In Year 4, pupils' skills of scientific enquiry are progressing well. They are developing, with good guidance, a systematic method of working. Using well-prepared resources they use thermometers to test water temperature. Pupils form a hypothesis before carrying out their test and reach realistic conclusions. They plot the results accurately as a bar graph and demonstrate good understanding of what makes a fair test. Standards of attainment are currently below average in Year 5. In a lesson on plant reproduction, pupils demonstrated limited knowledge of the parts of a plant and their functions and few understood the principles of fair testing. Pupils in Year 6 use keys accurately to identify small animals. Higher attaining pupils devise their own set of keys with which to classify the animals.
132. Science contributes to literacy through, for example, Year 6 pupils using reference books to find and select information. Pupils' speaking and listening skills are improving and new scientific vocabulary is being developed consistently. Mathematical skills are seen in the use of measurement and graphs. However, links with information and communication technology are not sufficiently developed to make an impact on pupils' learning. Pupils with special educational needs are assisted well by the teacher and support staff and make good progress in most lessons. All pupils are fully included in lessons.
133. Teaching is mostly good and in one lesson it was outstanding. No unsatisfactory teaching in science was observed during the inspection. Teachers have secure knowledge of the subject. Lively introductions build well on previous learning, so that pupils are well motivated from the start. In the

better lessons, learning targets are made clear, so that pupils know what is expected of them and can judge for themselves whether they have achieved the objective by the end of the lesson. A strength of the teaching throughout the school is the good management of pupils' behaviour and the positive relationships between adults and pupils. Pupils are treated with respect and their opinions are valued. Teachers consistently offer praise and encouragement. As a result, pupils' self esteem is high and they mostly strive to give of their best, concentrating well, working collaboratively and using equipment sensibly. In several of the lessons seen, a recurring weakness is the lack of planning for given tasks to more accurately reflect the different skills that pupils' need to develop, according to their varying abilities. In addition, teachers' marking is not consistently used to give pupils constructive feedback about their work and improve standards. Where teaching is outstanding there is excellent use of questioning to extend knowledge, as for example, when pupils are asked, "how do you know if it's freezing?" This lesson is extremely well planned, with activities that excite the pupils and are suitably challenging for pupils of all abilities. The teacher has high expectations of work standards and behaviour. A brisk pace is maintained throughout the lesson, so that pupils are constantly moved on to the next stage of their learning.

134. The subject is effectively managed. Teachers' planning and pupils' work are monitored properly to improve standards. The subject co-ordinator is knowledgeable and enthusiastic. Although in role for only a short time she has already identified areas for development and has begun to initiate improvements. For example, through effective monitoring, she has identified the need for more investigative work and is currently considering ways to improve this provision.

ART AND DESIGN

135. It was possible to observe only two art and design lessons during the inspection period because of the structure of the timetable. However, evidence from teachers' planning, the scrutiny of pupils' work and the discussions held with Year 6 pupils support the judgement that at the end of both key stages standards are average and are similar to those reported at the last inspection. All pupils in both key stages make satisfactory progress, including those with special educational needs. Less time is now allocated to the teaching of art and design since the last inspection and this is due to the main emphasis given by the school to raising pupils' attainment in English and mathematics.
136. Pupils in Key Stage 1 develop observational drawing skills and the more talented artists among them make good use of perspective in detailed drawings. The younger pupils are beginning to draw carefully after looking at an object or face and there are examples of good, detailed drawings used to illustrate the life cycle of a frog in Year 2. Pupils in Year 3 use line and shape with more confidence and embellish work with colour tones satisfactorily. Older pupils in Key Stage 2 study still-life drawings and paintings illustrating fruit and seeds to link with the science topic. A group of talented and gifted artists from all classes across the school are given specialist help to develop skills by a well qualified teacher and this enables them to make good progress.
137. Discussion with pupils at the end of Key Stage 2 demonstrated that they understand the work of some famous artists, for example, Monet, Michelangelo and Lowry. In discussing Lowry they showed a very good understanding of the background environment of the artists' painting and the details of the use of 'matchstick' men. The older pupils use sketchbooks to design articles prior to making them, for example, hats. The older pupils understand the need to use pencils of differing density and hardness for specific tasks and describe how to use papier-mâché to design and make heads by placing the material over inflated balloons.
138. It is not possible to make an overall judgement on the teaching and learning in art and design because only two lessons were observed, one at each key stage. The younger pupils are managed effectively and concentrate well during a carefully ordered introduction about drawing faces. Lessons are well paced and give pupils time to complete each element of the drawing before looking at the next. The older pupils work on designs which they have created and the teachers' high expectations of pupils' behaviour, trust and humour in the teaching enable the pupils to learn and consolidate skills well. The teachers' planning indicates that all aspects of the art curriculum are included.
139. The curriculum is planned in line with the QCA (Qualifications and Curriculum Authority) scheme of work and each class works within these guidelines. Assessment procedures are satisfactory and matched against the National Curriculum attainment targets.

140. The co-ordinator of art and design is new to the school and has yet to become fully confident in the co-ordinating role. However, some observations have been made of the teaching in art and design and this is a promising beginning. The displays around the school are of sound quality, but have been severely disrupted by the building work taking place at present. Resources for art are unsatisfactory. They are limited at present, partly because of the lack of storage space. However, the resources that are available are not catalogued, making access to them difficult for teachers. The range of resources available to all pupils is limited; only the older pupils have sketchbooks and suitably graded pencils. The range of paints and pastels is limited, as is the variety of paper for use in different styles of drawing and painting. Some of the younger pupils are having to use unsuitable resources, for example, hard pencils and photocopying paper for drawing and there are insufficient resources for modelling in clay. The situation at present is unsatisfactory and needs to be addressed in order to enable the pupils to produce high quality work.

DESIGN AND TECHNOLOGY

141. Opportunities to see lessons during the inspection were limited, but additional evidence was gained from discussion with pupils and viewing teachers' planning documents. The scrutiny of work completed by Year 2 pupils this term indicates that standards of work are similar to those found in most schools. For Year 6 pupils, attainment is also at this level. All pupils, including those with special educational needs achieve satisfactorily. Similar standards have been maintained since the last inspection. However, the level of pupils' independence in designing has improved considerably.
142. By the end of Key Stage 1, pupils are representing their intentions with drawings. They make simple but effective puppets, using a variety of materials and glue. They also create patterns with threads, using basic stitching techniques. There are signs of individuality in designing, because puppets vary considerably.
143. By the end of Key Stage 2, pupils are maintaining a book for planning designs. This again demonstrates development of independence. One example of work is a design for a shelter, using rolled up newspaper. The plans set out clearly the description of the task, a diagram and what resources are needed. Pupils' evaluations of their work are short and undeveloped and sometimes unsatisfactorily presented.
144. On the basis of the small number of lessons seen, teachers' plans and the standards pupils achieve, it is possible to judge the quality of teaching only in the junior classes, where it is very good. Teachers prepare pupils for their tasks with very clear explanations about what they have to do, the need to co-operate and what they will learn. They have an excellent rapport with their respective classes, which enables the pupils to speak confidently and in a mature fashion about their intentions. This generates a high level of interest and a very good level of involvement once group work begins, so that pupils collaborate very well. In Year 4, following an excellent demonstration, pupils set about their designs for an owl with moving wings, knowing exactly what they were going to do and how to work safely. This work was very good preparation for a subsequent design which involved more individual projects. In Year 6, the atmosphere of purposeful thinking and the sense of challenge provided by the teacher stimulated very good collaboration. Pupils successfully produce a variety of solutions for making a structure, which would house a member of the group, using only limited resources. Teachers prepare very well by setting up resources to avoid time wasting. They expect pupils to plan in steps, so that they work methodically, and they move about groups conscientiously in order to support them. There is scope for more use of English and computers at different stages of work, so that pupils develop their literacy and technology skills through this subject. Teachers maintain good records of pupils' progress in their work, such as how well they evaluate their plans and their own success, so that all pupils are included in assessment and follow-up.
145. The very recently appointed co-ordinator is working to ensure that there is progression in pupils' learning by a revision of the policy and scheme of work. There are intentions that she should directly observe teaching and provide feedback to teachers about the quality of their work. She has consulted teachers appropriately about the resources they need and provided good support for them in interpreting the expectations of the National Curriculum. There is, however, a need for further in-service training. Accommodation for practical work is unsatisfactory, especially for the older pupils based in small classrooms.

GEOGRAPHY

146. It was not possible to observe any teaching of geography during the inspection due to the structure of the timetable and the system of alternating between history and geography on a half-termly basis. However, further evidence was gained from viewing teachers' planning, scrutinising school displays, examining pupils' previous work and interviewing a group of Year 6 pupils. Standards in geography are average at the end of Key Stage 1 which is an improvement since the last inspection, but at the end of Year 6 pupils reach levels which are below those expected nationally. The majority of pupils in Year 6 do not reach average standards because too little curriculum time is allocated to the subject and the recent introduction of the QCA scheme of work, has yet to be embedded into the curriculum. Pupils in Key Stage 1 make sound progress, but in Key Stage 2 progress is unsatisfactory for all pupils, including those with special educational needs. The development of geographical skills, knowledge and understanding is hampered by the infrequency with which the subject is taught in Key Stage 2. There is a need for pupils to have work reinforced on a regular basis to enable them to learn and remember what has been taught.
147. The introduction of the QCA scheme of work has meant that there has been improvement in the curriculum provision since the last inspection. The assessment of pupils' work and planning within the curriculum is also satisfactory and has improved since the last inspection. Teachers' planning now clearly identifies learning objectives and the local environment is used effectively to enlarge pupils' knowledge, particularly in Key Stage 1. ICT is not sufficiently used to support geography. There is a lack of availability of Internet access which limits research opportunities for pupils, especially at Key Stage 2.
148. Pupils in Year 1 study their local environment, recognising and drawing important features, which are familiar to them in their daily lives. They draw school buildings and other features, in the immediate environment and follow the adventures of Barnaby Bear in their work on journeys. Pupils in Year 2 draw maps about their journeys to school and the more able pupils show the development of representations of roads, houses and vehicles. By the end of Year 2, pupils are beginning to develop their geographical vocabulary in order to describe different environments, such as an island home, during their work in a study of a fictitious Scottish island.
149. Pupils in Year 6 do not have a sound understanding of the damage that can be caused to air quality by vehicles and industrial sites. They readily identify fumes from car exhausts and smoke from chimneys as sources of pollution, but they are less secure on other causes and the resultant effects, such as the links to breathing difficulties, especially to asthma sufferers. Their knowledge of British Isles, European and World maps is very limited and below what is normally expected at this age. Even higher attaining pupils have difficulty in naming the continents of the World and in locating these on a map. Average and lower attaining pupils find it difficult to locate Scotland and Wales on a map of the British Isles, but most have a reasonable idea about where they live in the context of a map of the British Isles. These pupils also have little understanding of physical features. Although pupils know basic river features such as waterfalls and streams, they have an underdeveloped understanding of other river features such as meanders, estuaries and tributaries. Standards are below average because there is a higher than usual percentage of pupils with special educational needs in the Year 6 class. Their recall of information and their depth of understanding is weaker and this depresses the overall level of attainment.
150. It is not possible to make an overall judgement on the quality of teaching and learning because of a lack of evidence.
151. The curriculum is satisfactorily planned, using the QCA schemes of work, and teachers identify clear learning outcomes for pupils to achieve. They also record what the pupils experience, know, understand and remember. The co-ordination of the subject is generally satisfactory. There is a suitable policy in place and the co-ordinator monitors the planning each term, but has not had the opportunity to observe the teaching and learning in the school in order to judge the quality of work. Learning resources are satisfactory, although there are insufficient globes available for one per class and this limits pupils' opportunities to gain knowledge and understanding of world maps. There are some geography displays in the classroom, but, because some classes are only just beginning to teach geography this half term, these are rather sparse.

HISTORY

152. No lessons or work were available for inspection in the classes in Key Stage 1. It is, therefore, not possible to judge the quality of teaching or learning. A representative number of pupils were interviewed and their answers indicate that their attainment is average. Pupil's attainment at the end of Key Stage 2 is also average and most pupils achieve at a similar level to those in other schools. All pupils, including those who have special educational needs, achieve satisfactorily.
153. In their interview, pupils in Year 2 satisfactorily recalled knowledge from their recent work, for example about Samuel Pepys and details about his diary. They had a sound understanding of chronology and knew, for example, that Samuel Pepys and his times succeeded Queen Elizabeth the First. Pupils were beginning to compare modern life with past times, and distinguish the clothes worn by rich and poor people.
154. In Year 6, pupils have a satisfactory recall of some of the different eras they have studied and can put them in chronological order. They remember their recent work on Tudor times in good detail. Pupils explain changes that have taken place in clothing, use of punishment, transport and buildings, and can list one or two sources of primary evidence as opposed to second hand information. In the two lessons observed, pupils progressed satisfactorily in learning factual information, such as information about Henry VIII's wives or the life style of ordinary citizens in Ancient Egypt. Pupils use sensible reasoning in Year 3 when they can discuss issues related to marriage. The scrutiny of work indicates, however, a limited ability for independent research and to use the written word or computers to communicate.
155. The quality of teaching in Key Stage 2 is satisfactory, although there was an example of unsatisfactory teaching. Teachers prepare lessons beginning with appropriate questions which focus pupils' thinking and learning. The way the information is conveyed, together with the illustrative resources, stimulates pupils' enthusiasm and interest. When pupils are invited to learn a ditty about Henry and his wives, pupils' enjoyment reinforces their learning. The interest and involvement spills over into group work, so that pupils work together satisfactorily, if a little noisily. Unsatisfactory teaching arises where pupils are not well managed and the lesson is not tightly organised. Expectations of written work are not high enough. Written work is too short and does not display thinking. Moreover, pupils do not follow up teachers' comments so that they learn to use accurate English and to develop their questioning powers.
156. The co-ordinator is fully aware of strengths of the subject and areas that need development. She has devised a good action plan which will tackle priorities. She has worked well with the staff to ensure that the scheme of work matches the needs of pupils in the school as well as meeting the expectations of the National Curriculum. The co-ordinator has ensured that teachers' plans address the matter of including all pupils' different needs, which was raised at the last inspection. Consequently, this has improved and pupils such as those with special educational needs are progressing much better. She has also ensured that teachers have access to in-service training. The co-ordinator looks at coverage of the expected programme of work, and liaises well with staff over their needs. Pupils make appropriate visits to places such as the Bronte Parsonage and Victorian buildings to provide first hand evidence for their learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

157. It was possible to observe only two information and communication technology (ICT) lessons during the inspection period because of the structure of the timetable and the availability and use of computers in other subjects throughout the school. Standards of attainment are below average at the end of both key stages and below the standards judged in the last inspection. Standards are adversely affected because access to computers is very limited and they are not used sufficiently to support other subjects, particularly in English and mathematics. The school has lap top computers on two trolleys, which are moved into the classrooms for the timetabled slot. However, mobility is a major problem because corridors have been narrowed for building work so lessons are now taught in the corridor. There are no classrooms with up- to-date computers available for use on a full time basis, which is a limiting factor on pupils' learning. There is no computer suite available for the pupils to work on networked and Internet linked computers. This is needed for pupils to learn the appropriate skills needed in order to reach the expected levels and to make proper progress. The recently purchased interactive white board cannot be used, because there is nowhere suitable to place it in order to undertake a whole class lesson.

158. Pupils in Key Stage 1 have very limited experience of the use of computers. They enter information into a database under a teacher's instructions and produce a graph. However, it is not possible for them to print it out once it is complete. A scrutiny of the pupils' work indicates limited work on information gathering, word processing and drafting and modifying text. There is no evidence of the use of text and tables, images and sound, use of the Internet, floor turtle or screen turtle to make sufficient progress in control technology. There are no opportunities for pupils to experience or make progress in experimenting and exploring, for example, adventure games or simulations. Indications are that pupils do not modify or evaluate their work. They do not have a range of information technology tools available to them, such as simple word processing packages or control technology. The provision of resources is unsatisfactory.
159. Pupils in Key Stage 2 combine text and graphics and can interrogate a simple database with help from the teacher. Attainment and progress are unsatisfactory because the opportunities to access resources limits the range of their skills, which are below those expected at all ages in Key Stage 2. There is a lack of access to the Internet and to simulations. The opportunity to explore models and spreadsheets and use desktop publishing facilities is lacking. The use of the computer as a design tool and for accessing a variety of information sources and information technology tools is also absent and has a negative impact on progress. The school does not have the resources to use ICT to support work in other subjects, with the result that pupils do not develop research skills adequately or the ability to draft, modify and print high quality work.
160. It is not possible to make an overall judgement on the quality of teaching and learning because only two lessons were observed during the inspection, one in each key stage. The quality of teaching in both these lessons was satisfactory. The pupils are managed effectively in difficult circumstances, because they use laptops in a confined space. The demonstration of skills and the monitoring of pupils' work is difficult to carry out. They learn to input and begin to interrogate data. The pupils are enthusiastic about using the computers and work well in pairs. In one lesson an interactive CD-ROM about Bradford in the nineteenth century was used well to support census data that the pupils had been interrogating.
161. The curriculum for ICT is based on the QCA scheme of work, but it does not meet statutory requirements. Planning does not cover all the areas prescribed sufficiently, because there are only limited resources available to the school. The teaching of very specific skills is limited by a lack of space. Assessment is in place and pupils' achievements are suitably recorded against the National Curriculum attainment targets at the end of each key stage.
162. The co-ordination of the subject is sound and there is a policy in place although it is out-of-date and does not meet the statutory requirements for the subject. There is an action plan which is properly constructed and sets out the needs of the school. The co-ordinator is aware of the need for staff training and the lack of breadth of the curriculum, which is compounded by insufficient resources and the unsuitable accommodation for ICT.

MUSIC

163. Only two lessons were observed during the inspection, one in each key stage. Judgements are supported by conversations with pupils and teachers and videos of pupils' performance. Standards in music at the end of both key stages are average compared with those usually found in most schools for pupils of this age and have been maintained since the previous inspection. In Year 6, standards in singing exceed expectations. This is a particular strength of the school, in view of the fact that there is no trained musician on the school staff.
164. At the end of Key Stage 1, pupils show good attention to pitch as they warm up their voices. They demonstrate a good awareness of beat as they walk and clap in time to the pulse while listening to music. Pupils listen to music and effectively determine whether it is fast or slow and identify how many beats are in a bar. All pupils can beat a drum in time to a given phrase. This was evident in a lesson where 6 and 7 year old pupils took turns to beat a drum in time to symbols connected to the story of The Hungry Caterpillar. The quality of teaching in this lesson was very good. The teacher quickly captured the interest of the pupils by her lively introduction. Pupils were managed very well and a brisk pace was maintained throughout the lesson, so that pupils made very good progress in their learning. They were very well motivated by the innovative activities and clear explanations

ensured that they understood well what was required of them. All participated in the lesson with great enthusiasm.

165. In Year 6, pupils understand how lyrics can be generated and organised to best effect. They give considered replies as they analyse the lyrics of familiar songs and make useful suggestions on the structure. In assemblies, pupils sing well. In Year 6, they hold notes evenly and with volume and are able to maintain a 2 part round. The school mounts regular musical productions and in these the older pupils perform significant parts, demonstrating a good awareness of their own contribution, such as when they perform a solo or sing in harmonious accompaniment.
166. The regular music lessons ensure that the majority of pupils, including those with special educational needs make sound progress in singing and performing as they move through the school. Pupils learn to compose by developing their ideas of musical structures, but are given few opportunities to record their compositions by using symbols or notes to represent sounds. There are frequent opportunities for pupils to record their feelings while listening to music, but pupils in Year 6 are unfamiliar with the names or works of the most famous composers. The school places a high priority on providing opportunity for pupils to benefit from tuition in playing musical instruments. Recently, the school received a teaching award and this money was used to provide musical instruments for those pupils who would otherwise be unable to afford the cost of hiring them. As a result, learning in music is enhanced for a significant number of pupils and, overall, approximately 25 pupils benefit from tuition in stringed instruments from a visiting teacher. Learning is further enhanced through extra-curricular provision of performing arts, guitar and keyboard clubs.
167. Information and communication technology is insufficiently used to support learning in music. Although there are programmes available in school, staff have yet to receive training in their implementation. The subject co-ordinator is new to the role and needs further support to ensure that music continues to be developed successfully throughout the school.

PHYSICAL EDUCATION

168. Pupils reach broadly average standards in physical education at the end of both key stages. It was possible to observe only a small number of lessons, but discussions with pupils and teachers and the scrutiny of planning and assessment records confirm these judgements. All pupils, including those with special educational needs, make sound progress as they mature through the school.
169. Year 2 pupils explore basic skills in dance lessons, communicating their ideas through a variety of movements and the expression of feelings. They use space well in warm up activities and become fully involved in energetic exercise. Pupils describe their feelings and make simple evaluations of the movements of other pupils in the class. When dancing to music they show a sound sense of rhythm. Pupils are beginning to use their own imagination to interpret the music.
170. Year 6 pupils have a clear understanding of how to build a sequence in gymnastic lessons. They are familiar with appraisal techniques and evaluate the work of others in lessons and give suggestions for improvement. Pupils understand the importance of warm up activities to tone up muscles before becoming involved in energetic exercise. Almost all pupils in the year group can swim unaided at least 25 metres, using a competent style of front crawl. Approximately forty per cent of pupils, are more advanced swimmers and swim distances beyond 800 metres. Pupils have a sound understanding of water safety. Higher attaining pupils are developing good skills in personal survival techniques.
171. No overall judgement can be made on the quality of teaching and learning because only a small number of lessons were observed. In the lessons seen, teaching and learning are at least satisfactory. In a good Year 2 lesson the teacher uses video film to give pupils a model on which to build their own movements. The teacher's lively and enthusiastic approach encourages the pupils to be creative and to experiment with different actions and expressions. Similarly, in a Year 5 dance lesson, the teacher uses resources well to stimulate interest and encourage collaboration and evaluation techniques amongst groups of pupils. By circulating around the hall and looking at each group activity the teacher gives further suggestions for improvement, such as refining skills and matching actions more closely to the mood of the music. Pupils' attitudes are generally good and they enjoy participating in physical education lessons. However, some older boys are reluctant to

express themselves in lessons and do not participate fully in imaginative dance. Teachers have to work hard, using persuasive techniques and presenting exciting tasks to gain their full co-operation.

172. At present, the school is working under difficult circumstances. Building work to enhance classroom provision is taking place and, as a result, playground space has been reduced significantly; part of the school hall has been partitioned off and the lower field is unusable because building contractors are occupying the area. Some lessons in the hall take place to a background noise of drilling and banging. The good range of extra curricular activities has largely been suspended because of the reduction in facilities. The school is developing a good reputation locally for the standard of pupils' cross country running.
173. The co-ordinator is new to the post, but already has had opportunities to monitor teaching and learning. In line with the school policy an audit of school resources has been completed and an annual action plan produced to develop the quality of work in the subject.
174. The school has made good progress since the last inspection. A solid scheme of work is now in place and teachers operate a sound assessment system for monitoring pupils' achievements in line with national targets. Pupils receive a full curriculum entitlement and are dressed properly when undertaking physical education activities. An annual residential trip also gives older pupils an opportunity to experience outdoor adventurous activities in the setting of North Yorkshire.

RELIGIOUS EDUCATION

175. Two lessons were observed, both in Key Stage 2. Judgements are supported by evidence from pupils' work and discussions with pupils. Pupils are achieving as they should be and attainment at the end of both key stages meets the requirements of the locally agreed syllabus.
176. All pupils, including those with special educational needs make sound progress as they develop their awareness about religion and also what can be learnt from religion. Much emphasis is given to relating pupils' knowledge to their own lives and this promotes a sound understanding of the principles of faith. The school has maintained similar standards to those reported in the last inspection.
177. Year 2 pupils consider the importance of themselves and their family, special festivals and celebrations. They are aware of special times in family life, such as christenings and weddings. They are beginning to understand the importance of major religious figures, such as when they consider why Jesus is special. Pupils are suitably introduced to other faiths and beliefs; for example they know that the Holy book of Muslims is the Qur'an. Pupils are beginning to recognise that there are differences between their own religious customs and those of other faiths.
178. Year 6 pupils' knowledge of Christianity is satisfactory. They have a sound knowledge of stories from the Old and New Testament. Their knowledge of interesting religious items and symbols of the Christian church are satisfactory. By Year 6, pupils have a sound knowledge of the beliefs and customs associated with a range of faiths, such as Islam and Hinduism. They handle religious objects from these religions with great respect and learn about the symbols associated with each of the faiths they study. They understand that religious beliefs affect the way that people live.
179. Religious education contributes well to pupils' spiritual development. For example, pupils described how, in the light of recent terrorist attacks in The United States Of America, they found it cathartic to reflect on their feelings while listening to music. Religious education also makes an effective contribution to pupils' moral and cultural development as they are encouraged to learn about faith traditions and gain insight into ways of life and belief systems different from their own.
180. In the two lessons observed, the quality of teaching was satisfactory. Teachers display good subject knowledge of world faith, for example telling the story of Rama and Sita in a lively manner, which captures pupils' interest and effectively enhances their understanding of Hinduism. Pupils' knowledge and understanding is effectively enhanced with good use of questioning. Through the teachers' example, pupils learn tolerance and respect for others' beliefs. For example, in Year 6, pupils listened intently as the teacher explained the importance of handling Holy books with reverence and watched in respectful silence as she carefully washed her hands before opening a copy of the Qur'an. In both lessons the pace of learning was slowed by the poor behaviour of a

small minority of pupils, although the teachers used effective strategies to regain their attention. There is little evidence of the use of Information and communication technology in lessons.

181. The co-ordinator has been in the role only since the beginning of term, but has a clear overview of the subject within the school. She regularly checks that knowledge, skills and understanding are developed throughout the school in line with the locally agreed syllabus which is supplemented by a nationally agreed scheme of work. Some use is made of visits and visitors to enable pupils to have first hand experiences.