

INSPECTION REPORT

**ST. JOSEPH'S CATHOLIC PRIMARY
SCHOOL**

Bradford

LEA area: Bradford

Unique reference number: 107327

Headteacher: Mrs M Stichbury

Reporting inspector: Mr M Newell
10638

Dates of inspection: 17th – 20th September 2001

Inspection number: 193279

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge

to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and Junior

School category: Voluntary Aided

Age range of pupils: 3-11

Gender of pupils: Mixed

School address: Park Lane
Bradford
West Yorkshire

Postcode: BD5 0RB

Telephone number: 01274 727970

Fax number: 01274 393458

Appropriate authority: The Governing Body

Name of chair of governors: Mr S Barker

Date of previous inspection: 10 March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10638	Martin Newell	Registered inspector	Equal opportunities English as an additional language Mathematics	The school's results and pupils' achievements How well the pupils are taught What should the school do to improve further?
9981	Saleem Hussain	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
31862	Julia Coop	Team inspector	Foundation Stage Geography Music	
31807	David Carpenter	Team inspector	Art and design Information communication technology History	How good are the curricular and other opportunities offered to pupils?
3529	Graham Williams	Team inspector	Science Design and technology Physical education	
25441	April Dakin	Team inspector	Special educational needs English	How well is the school led and managed?

The inspection contractor was:

Lynrose Marketing Limited
Bungalow Farmhouse
Six Mile Bottom
Newmarket
Suffolk
CB8 0TU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway

London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	16
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	19
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	22
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	24
HOW WELL IS THE SCHOOL LED AND MANAGED?	25
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	29
PART C: SCHOOL DATA AND INDICATORS	31
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	35

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated close to the city centre of Bradford in West Yorkshire. It is a Catholic school and most of the pupils live close to the school. There are currently 333 pupils on roll and this includes 38 children that attend the nursery on a part-time basis. Assessment data shows that children's attainment levels when they start school are well below average overall, with a small percentage achieving above the expected level. Thirty per cent of pupils eligible for free school meals and this is above the national average. Almost 6% of pupils speak English as an additional language which is high when compared to other schools nationally. The school also has a small percentage of African Caribbean pupils. The school is involved in a Local Education Authority project which is monitoring the progress and achievement of these pupils. Approximately 30% of pupils in school are identified as having special educational needs, which is above the national average, whilst the percentage of pupils with a statement of special educational need, 0.5%, is below the national average. The school has a relatively high number of pupils that do not spend their full educational lives at the school.

HOW GOOD THE SCHOOL IS

This is a continually improving school with a number of strengths. The school is led very effectively by the headteacher who has played a pivotal role in improving the standards that pupils achieve. The school recently received an achievement award from the DfEE in recognition of the improvement in educational standards. Pupils achieve well in relation to their ability in most subjects by the time that they leave school. Teaching is consistently good in the Foundation Stage, often good in Years 1 and 2 and satisfactory with examples of good practice in Years 3 – 6. When teaching is of this quality it makes a significant contribution to the progress that pupils make. Good procedures are in place to assess pupils' attainment and progress in English, mathematics and science and the information is used most effectively to set targets for improvement and to guide and inform curriculum planning. This is a school where the welfare and well being of all pupils are nurtured very well alongside their academic development. Good provision is made overall for pupils' spiritual, moral and cultural development and the school provides a very good range of extra-curricular activities that brings an added dimension to pupils' learning. The school is providing good value for money.

What the school does well

- Pupils achieve well in relation to their ability in most subjects by the time they leave school.
- Teaching is consistently good in the nursery and reception classes and often good in Years 1 and 2. This makes a significant and important contribution to pupils' learning and progress.
- The provision that is made for children in the Foundation Stage is good. Good provision is made for pupils' spiritual moral and cultural development, with the school providing a very good range of extra-curricular activities.
- The school has established good links with the community and partner institutions that add to the quality of pupils' learning and educational experiences.
- Good procedures are in place to assess and then track pupils' progress in English, mathematics and science as they move through the school.
- Very good procedures are in place for ensuring pupils' welfare and well being.
- Support staff make a valuable contribution to pupils' learning.
- The headteacher provides very good leadership and has played a very important role in helping to raise standards. She is very well supported by the deputy headteacher

and the Governing Body.

What could be improved

- Standards in mathematics and geography for the older pupils in the school.
- Pupils' attitudes to learning.
- How pupils present their work.
- The rate of attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the previous inspection in March 1997. Standards have improved. The quality of teaching has significantly improved with a higher incidence of good and very good teaching and a great reduction in the incidence of unsatisfactory teaching. Leadership of the school is now more effective. In terms of the specific issues that were identified, pupils with special educational needs now receive their statutory rights, good systems are now in place to support the professional development and appraisal of staff and attainment in physical education and information and communication technology is at an expected level. The commitment shown by staff and governors to further improvement in standards indicates that the school is well placed to successfully continue its cycle of development and improvement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	D	C	B
mathematics	E	D	D	C
science	E	D	D	C

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

The above table shows the school's results at the end of Year 6 in the National Curriculum tests over a three-year period against all schools and similar schools. The data shows that the school's results have improved over the three-year period and at a faster rate than found nationally. In recognition of this the school has been presented with a national achievement award. The 2001 test results show that standards continue to improve with the school achieving its best ever test results. Inspection findings show that attainment at the end of Year 6 in English and science is at an average level with attainment in mathematics just below the expected level. Standards in reading and writing are stronger than speaking and listening, where standards are below average. Overall, pupils are achieving well given their attainment levels when they start school, with the higher attaining pupils exceeding the level expected of 11-year-olds in English, mathematics and science. The effective implementation of the National Literacy and Numeracy Strategies, the school's commitment to pushing up standards and the rigorous use of test and assessment data to set targets for improvement have all made a valuable contribution to the improvement in attainment. In light of this, the school is to review the targets that it has set

in literacy and numeracy for 2002 as it looks like these targets could be exceeded. Standards in art and design, design and technology, information and communication technology, geography, history, music and physical education are at an average level. Standards in geography are below average and this is mainly due to the fact that over time pupils have not covered the curriculum in sufficient depth.

Standards at the end of Year 2 are at an average level in reading, writing, mathematics and science. Standards in speaking and listening are below average. Teaching is often of a good standard at this key stage and this makes an important contribution to how well pupils of all abilities are achieving and to the good progress that they make. The difference in standards between the key stages in mathematics can be explained by the natural ability differences between groups of pupils and does not indicate a fall in standards. Standards in art and design, design and technology, information and communication technology, geography, history, music and physical education are at an average level.

When children start school attainment levels are well below average with just a small percentage of children achieving above the nationally expected level. The children get a good start to their educational lives in the Foundation Stage. Teaching is consistently good in both the nursery and reception classes. Children of all abilities make good progress in all areas of learning and achieve well, although by the time they enter Year 1 attainment in communication, language and literacy, mathematical development and personal, social and emotional development remains below average. Attainment in physical development is above average and at an average level in knowledge and understanding of the world and in creative development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Although many pupils are keen and eager workers, a significant minority holds less positive attitudes and despite the best efforts of teachers this impacts negatively on their learning.
Behaviour, in and out of classrooms	Satisfactory. Most pupils behave well in class and around the school. A small minority of pupils behaves in an inappropriate manner.
Personal development and relationships	Satisfactory. All staff are committed to developing strong and caring relationships with pupils. More opportunities could be provided for pupils to take initiative and responsibility for their own learning.
Attendance	The school continually promotes the importance of regular attendance and discourages parents taking holidays in term time. Despite these best efforts, the attendance rate is below the national average and is unsatisfactory.

TEACHING AND LEARNING

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

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

Teaching is consistently good in the nursery and reception classes and this makes a significant contribution to the good progress that children of all abilities make. A good balance is struck between learning opportunities that enable children to develop through practical and investigative activities and more formal activities. All activities have a specific learning focus and every opportunity is seized upon to develop children's literacy skills. Teaching in English and mathematics is good in Years 1 and 2 and satisfactory with some good practice in Years 3 to 6. Teaching is at its best in these year groups when the tasks that are set are challenging and pupils are provided with opportunities to learn through investigative and problem solving activities. The school has introduced the National Literacy and Numeracy Strategies in an effective manner and this is having an increasingly positive impact on the standards that are achieved. The school has introduced teaching by ability groups in English and mathematics in Years 3 to 6 and this initiative has proved successful because work is, on the whole, being closely targeted to the individual needs of the pupils. When teaching is less effective tasks are not challenging enough or the management of pupils is not of a high enough standard and pupils do not make the progress of which they are capable. Although there are some good examples of pupils' work being marked in such a way as to clearly outline what the pupils need to do to improve, this practice is not consistent across the school. As a result, pupils repeat mistakes or simply present their work in an unsatisfactory manner.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum in the Foundation Stage is good and provides a vibrant range of learning opportunities. The curriculum elsewhere in school is satisfactory. The school provides a very good range of extra-curricular opportunities that brings an added dimension to pupils' learning.
Provision for pupils with special educational needs	Satisfactory provision is made for pupils with special educational needs and this ensures that they make similar progress to their classmates.
Provision for pupils with English as an additional language	Good provision is made for pupils with English as an additional language and this helps to ensure that pupils take a full and active part in the curriculum and in the life of the school as a community.
Provision for pupils' personal, spiritual, moral, social and cultural development	The school makes good provision for the spiritual, moral and social development of pupils and satisfactory provision for their cultural development. This provision has a positive impact on pupils' personal development.
How well the school cares for its pupils	This is a caring and supportive school where the welfare and well being of pupils is given a high priority. Good procedures are in place to promote the importance of attendance and punctuality. Good procedures are in place to assess and track pupils' progress in English, mathematics and science, but these are less satisfactory for other subjects.
How well the school works in partnership with parents	The school has worked hard and effectively in developing a partnership with parents to support children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides very good and effective leadership. She is very well supported by the deputy headteacher and other key staff. All staff share a determination to improve standards.
How well the governors fulfil their responsibilities	Good. The governors fulfil their responsibilities well and show a good awareness of the school's strengths and the areas for further improvement.
The school's evaluation of its performance	Good. Test and assessment data are analysed well and accurate targets for improvement set. Good procedures are in place to monitor the quality of teaching and learning, particularly in literacy and numeracy. The school has a good understanding of its strengths and weaknesses.
The strategic use of resources	The school makes good use of all its available resources to help raise standards. The school applies the principles of best value well when purchasing goods and services.
Staffing, accommodation and learning resources	Satisfactory overall. The school has a good number of support staff who make a valuable and valued contribution to the quality of pupils' learning. Accommodation and resources are satisfactory although there is a shortage of library books.

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 fact that their child likes school. • The good progress that children make. • The quality of teaching. • The approachability of the school. • The expectations that the school sets. • How the school is led and managed. • How the school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • The amount of homework that is set. • Information about how their child is getting on. • Closer working links with parents. • A more interesting range of activities outside of lessons.

The majority of parents are happy with the quality of education that the school provides. Inspection findings generally support these positive views. A small percentage of parents are not happy with the information that is provided about how their child is progressing. Although inspection findings established that pupils' reports are of good quality, less information is available about the work that children are covering. The school has already identified this as an area for improvement which would promote an even stronger working relationship between home and school. The range of homework tasks that is set is good and contributes well to the quality of pupils' learning. The school provides a satisfactory range of visits to places of educational interest and provides a very good range of after school clubs that includes sporting activities, musical activities, a computer club and a homework club.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. This is an improving school. Results at the end of Year 6 have been improving for the past three years and at a faster rate than found nationally. The improvement in standards has been recognised by the DfEE and resulted in the school being presented with a school achievement award in 2000. On the basis of the 2001 test results attainment was average in English, below average in mathematics and science but above average in English, and average in science and mathematics when compared to similar schools. These results show the school achieving its best ever test results in terms of the percentage of pupils attaining the expected level for 11-year-olds and those exceeding this level.
2. Inspection findings show that attainment in English and science is at an average level with attainment in mathematics just below the expected level. Standards in reading and writing are stronger than speaking and listening where standards are below average. The difference in attainment between mathematics and the other subjects can be explained by the fact that, although pupils' number skills are at an expected level, their ability to utilise these skills in problematic and investigative activities are not as well developed. This prevents attainment from being stronger. Overall, pupils of all abilities are achieving well given their attainment levels when they start school, with the higher attaining pupils, on the whole, being provided with sufficiently challenging and demanding tasks in English, mathematics and science. The effective implementation of the National Literacy and Numeracy Strategies, the school's commitment to pushing up standards and the rigorous use of test and assessment data to set targets for improvement have all made a valuable contribution to the improvement in attainment. In light of this, the school is to review the targets that it has set in literacy and numeracy for 2002 as it looks like these targets could be exceeded. Test and assessment data shows that there are sometimes differences in attainment between boys and girls. The school is aware of this and carries out a thorough analysis of data and acts upon any pointers for improvement, for example in reading and writing. With this in mind the school has looked closely at the writing tasks that are set for boys and the range and variety of reading books. Early indications are that boys are responding in a more positive manner to the writing stimuli and to the books, which it is hoped will have a more positive impact on their attitudes to learning. There is a small but significant percentage of pupils, both boys and girls, that do not always show positive attitudes to learning. This is despite the concerted efforts of teachers. Where this is the case it has a negative impact on the progress that they make.
3. Many children start school with well below average attainment levels in communication, language and literacy. Inspection findings show that by the time pupils leave school they are achieving in line with national averages in reading and writing but standards in speaking and listening are not as good and are below average. The school has rightly identified the need to ensure that a wider range of discussions, debates, role play and drama activities is provided in order to improve pupils' speaking and listening skills and to reinforce the social conventions of listening to and respecting the spoken contributions of classmates. Reading standards by the end of Year 6 are at an average level. Most pupils read accurately and fluently with the higher attaining pupils reading and understanding beyond the literal level to

discover more about characters and events. Many pupils have an appropriate knowledge of famous authors, poets and playwrights but do not always read their texts with a high level of expression. The exception to this is the pupils who belong to the library club who read with high levels of enjoyment and expression. Writing standards for 11-year-olds are at an average level overall. Pupils have benefited from the school's focus on developing writing standards. Pupils write for a variety of audiences and purposes. Grammar, spelling and punctuation are taught in a systematic and progressive manner, which contributes to good standards in these aspects of English. Pupils are directly taught skills to improve their writing and are provided with good quality writing frameworks that support their writing in an effective manner and make an important contribution to the quality of pupils' learning and the progress that pupils make. The area of weakness is the standard of presentation. This is partly because not all teachers insist on high levels of presentation and partly because some pupils simply do not take enough pride in their work. Standards in mathematics are just below the expected level. The school has introduced the National Numeracy Strategy in an effective manner and this is helping to drive up standards. Given the relatively low starting point of pupils when they start school this represents good progress overall. Pupils are achieving well in their number work and in shape, space and measures. The areas of weakness are in handling data and in using and applying their number skills in problem solving and investigative activities. In science, standards are at an average level by the end of Year 6. Pupils have a secure level of scientific knowledge across all elements of the subject and have a satisfactory understanding of fair testing which they apply in different practical contexts. Few pupils, however, are confident in taking personal control of their work and on occasions rely too heavily on teacher direction rather than pursuing their own lines of enquiry and investigation.

4. The end of Year 2 National Curriculum tests in 2001 show that pupils' attainment is above average in mathematics and at an average level in reading. Writing is below average overall but the percentage of pupils exceeding the level expected of 7-year-olds has increased. Teacher assessments in speaking and listening and science show standards to be at an average level. When compared to similar schools the school performs well, as attainment in reading is well above average, above average in mathematics but below average in writing. Inspection findings show that standards in reading, writing, mathematics and science are at an average level and below average in speaking and listening. Teaching is often of a good standard at this key stage and this makes a significant contribution to the quality of pupils' learning and to the good progress that they make. Pupils achieve well and the higher attaining pupils are usually provided with sufficiently challenging and demanding work. Any differences in results between Year 2 and Year 6 can be explained by natural ability differences in groups of pupils and pupil mobility and do not suggest a fall in standards.
5. Standards in reading by the age of seven are at an average level and this represents good progress from the starting point of many pupils. Teachers are effective in the way that they teach pupils a range of strategies to help them tackle unfamiliar words. This has a big impact on the quality of pupils' learning. In writing, pupils are taught how to sequence and structure stories and encouraged to use a wider vocabulary to help their stories come to life. Punctuation and spelling are well taught and higher attaining pupils spell a range of more difficult words accurately and use speech marks in their writing. Speaking and listening standards are below average. Despite the best efforts of teachers, not all pupils listen attentively and follow the accepted conventions for asking and answering questions. Many pupils have a limited

vocabulary and find it difficult to express their thoughts, views and opinions in an articulate manner. The school is already working on this as an area for development and is rightly continually stressing the importance of listening to classmates and of enhancing pupils' skills through role-play activities and structured discussions. In mathematics, pupils have secure number skills and attain satisfactory standards in shape, space and measures. Pupils have appropriate mental agility and are becoming increasingly competent in examining different strategies to solve problems. In science, pupils attain at a satisfactory level because they have satisfactory scientific knowledge across all elements of the subject. Pupils' skills in planning and carrying out investigations are satisfactory.

6. Standards in art and design, design and technology, history, information and communication technology, music and physical education are at an expected level by the end of Year 6. Teaching is satisfactory and on occasions good and this helps to ensure that pupils of all abilities make satisfactory progress across all these subjects. Standards in geography are unsatisfactory and are not at the nationally expected level for 11-year-olds. This is directly linked to the fact that pupils are not taught all elements of the subject in sufficient depth and as a result do not acquire geographical skills and knowledge at a satisfactory rate. By the age of seven, pupils are attaining satisfactory standards in art and design, design technology, geography, history, information and communication technology, music and physical education. At both key stages, computers are used in an effective manner to support pupils' learning in other areas of the curriculum. Good examples were seen in both key stages of pupils' literacy and numeracy skills being enhanced in other subjects such as history, science and religious education. This good practice is not as consistent across the school as it could be.
7. The attainment of children on entry to the nursery class is wide and varied but overall assessments show that the majority of children's levels of attainment are well below expected levels in the key areas of communication, language and literacy, mathematical skills and personal and social development. Children make consistently good and on occasions very good progress in the Foundation Stage. Children of all abilities are provided with stimulating and challenging tasks that ensure that they achieve well in relation to their ability. However, the low starting point of many children when they start in the nursery means that, by the end of the Foundation Stage, attainment in communication, language and literacy, mathematical development and personal, social and emotional development remains below average. Attainment in physical development is above average and at an average level in knowledge and understanding of the world and in creative development. Overall, the quality of the provision for children in the Foundation Stage is a strength of the school and provides a most effective and positive start to the children's educational lives.
8. The school provides for pupils with special educational needs in an appropriate manner and this has a positive impact on their progress and achievement. Pupils with special educational needs make good progress over time in literacy and numeracy but progress within individual lessons is sometimes satisfactory when the quality of teaching is satisfactory. Progress within individual lessons is often good for pupils in Year 2, for some of the pupils in Year 1 and for some of the older pupils in Years 3 to 6. The pupils are well supported by classroom assistants and by the programmes of work devised for them to meet literacy and numeracy needs. Pupils with emotional and behavioural difficulties make satisfactory progress overall in relation to their prior attainment. The school works hard to support these pupils through mentoring systems

and individual programmes to develop pupils' abilities to work in a group and to develop self-esteem. This impacts positively on their learning and the progress that they make. Good improvements in pupils' behaviour are noted when teachers have positively written strategies for dealing with behaviour, such as those in Year 6, for example. The arrangements for teaching literacy and numeracy in ability sets at Key Stage 2 are having a positive effect on pupils' progress because work is more easily set to meet their needs. The school is actively involved in a local project that monitors and tracks the achievements and progress of African Caribbean pupils. Careful detail is paid to resources, stimuli for learning, attitudes and the overall quality of teaching and learning. These pupils receive good levels of support and progress at a rate that is similar to their classmates. Appropriate support is also provided for pupils for whom English is an additional language and as a result these pupils again progress at a rate that is similar to their peers. A great strength of the school is the manner in which it addresses the issue of inclusion. Teaching, learning and provision ensure that all pupils regardless of ability or ethnicity take a full and active part in all elements of the curriculum and equally importantly make a valuable contribution to the life of the school as a community.

9. This is an improving school where the standards that pupils achieve are continuing to rise. The school has a very good awareness of the areas that need to be tackled to move the school on even further. Neither staff nor governors show any sense of complacency. Under the very effective leadership of the headteacher it is a school that has a commitment to improvement and is well placed to continue to improve the quality of education that it provides.

Pupils' attitudes, values and personal development

10. The attitudes that pupils show to school and work are satisfactory overall although there is variability between groups of pupils. This is a similar picture to the time of the last inspection although there have been improvements and the school is constantly examining ways to improve pupils' attitudes and behaviour. There are a majority of pupils who show considerable enthusiasm, interest and involvement in lessons and other school activities and this makes an important contribution to the pupils' quality of learning and the progress that they make. In many lessons pupils are keen to take part in question and answer sessions and are eager to share what they have learned or found out. Similarly, in an equal number of lessons many pupils show much effort and concentration and are keen to do well. In the after school homework club pupils show great enthusiasm when completing literacy and numeracy tasks that they have been set. However, a small but significant number of pupils, particularly in Years 3 to 6, show an indifference to learning. This is despite the best efforts of the teachers who put much effort into planning and teaching lessons that are often challenging and interesting. These pupils show a reluctance to complete tasks or to take a full and active part in lessons. The school has already identified the need to provide more opportunities for pupils to be involved in investigative activities and to take responsibility for or take part in activities that would make a valuable contribution to the life of the school as a community to try and improve pupils' attitudes to school and work in general.
11. Children in the Foundation Stage show good and positive attitudes to learning. They show high levels of interest and concentration in all the activities that they take part in and behave well. These factors, together with the consistently good standard of teaching, add much to the quality of children's learning.

12. Behaviour is generally satisfactory overall again with some variability between groups of pupils. Many pupils behave well in class and this makes a significant contribution to their progress. When lessons are challenging and provide pupils with opportunities to carry out investigations, problem-solving tasks or simply to use their initiative behaviour is on occasions very good. Pupils usually behave sensibly in classrooms, at break-times, assemblies and as they move around school. Lunchtime is a pleasant occasion where pupils enjoy their meals and talk in friendship groups. However, there is a minority of boys whose behaviour is occasionally disruptive. They find it difficult to listen and concentrate on their work or to follow the usual conventions of asking and answering questions and respecting the contributions of their classmates. When this occurs it has a negative impact on the learning environment within classes. The school has some excellent strategies in place to try and deal with this issue. A small number of pupils work with a learning mentor to help improve behaviour and attitudes, while a small number of other pupils work in groups with the deputy headteacher to help develop team work and self-esteem. A greater number of pupils would benefit from having access to these excellent sessions so that pupils' attitudes and behaviour generally could have an even greater impact on the quality of learning prevalent in the school. Discussions with pupils show that they are confident that should bullying occur it will be dealt with quickly and in an appropriate manner. The school rules are made clear to pupils and the majority of classes are involved in devising class rules at the start of each school year. These factors result in pupils having a sound understanding of the impact of their actions on others. One pupil was excluded for two temporary periods in the last academic year.
13. Pupils with special educational needs behave in a satisfactory manner. In some instances behaviour is good. Pupils pay attention in class. Behaviour in lessons is good where teaching assistants closely monitor pupils' behaviour and echo and rephrase questions for pupils so they can take a full part in whole class work. Teaching assistants help the more reticent pupils to be noticed and valued for their contributions. Pupils display good attitudes to work when work is set to meet their needs, and more challenging behaviour is managed well, so that they listen and participate. Pupils show growing self-esteem and confidence when their contributions to lessons are asked for, and valued, and when teachers and peers celebrate their small steps to success. This is particularly noticeable in behaviour conferences, for example. Not all pupils with special educational needs follow the class rules appropriately and this has a negative impact on their learning. Pupils for whom English is an additional language and African Caribbean pupils are provided with good support and are encouraged to take a full and active part in the curriculum and in the life of the school as a community.
14. The quality of personal development and relationships are satisfactory overall. In most instances pupils and staff forge effective relationships that add to the ethos for learning. Staff are always ready to help and guide pupils and many pupils appreciate this. A small number of pupils are less ready to accept guidance and support or to react positively to constructive criticism. In many instances pupils listen and respect the values and beliefs of their classmates. Pupils are ready to work in small groups and solve problems collectively when provided with the opportunity. Pupils are trustworthy and care for property. They respect their own property and that of others. Personal development is satisfactory. There are more opportunities for pupils to take responsibility than at the time of the last inspection. Pupils respond well to responsibilities they are given, such as monitorial duties, helping to set out and return equipment, getting the hall ready for assembly. The residential visit that older pupils in

the junior department take part in is another good example of the way in which the school seeks to advance pupils' personal as well as their academic development. Year 6 pupils are paired up with children in the Foundation Stage and they enjoy this supportive role towards younger children as they help them get used to their new class and routines. During discussions, Year 2 pupils described how much they enjoy their monitorial duties and it is evident that they carry them out with a great sense of maturity. Pupils show sound initiative in their learning. The School Council enables them to put forward suggestions for changes and improvements to the school. However, in the classroom, there are not enough opportunities for pupils to use their initiative and develop independent learning skills and this prevents learning from being even stronger.

15. Attendance is unsatisfactory since it is below the national average. This is detrimental to the learning of the pupils involved. Much of the absence is attributable to holidays taken during term time. Unauthorised absence is below the national average. Attendance has declined from satisfactory since the last inspection despite the best efforts of the school, which has good procedures in place to promote the importance of regular attendance. Punctuality is satisfactory.

HOW WELL ARE PUPILS TAUGHT?

16. During the week of inspection teaching in lessons was good or better in almost seven out of ten lessons, satisfactory in three out of ten lessons and only unsatisfactory in one lesson. Very good and excellent teaching was observed in approximately one in seven lessons. Evidence from lesson observations, teachers' planning and pupils' work shows that teaching is consistently good in the nursery and reception classes and this makes a significant contribution to the good progress that children of all abilities make. Teaching is often good in Years 1 and 2 and satisfactory with some good practice in Years 3 to 6. The quality of learning matches the quality of teaching and the pupils make the biggest strides in their learning when the tasks that are set are challenging and when pupils are provided with opportunities to learn through investigative and problem solving activities. The school has introduced the National Literacy and Numeracy Strategies in an effective manner and this is having an increasingly positive impact on the standards that are achieved. The school has introduced teaching by ability groups in English and mathematics in Years 3 to 6 and this initiative has proved successful because work is on the whole being closely targeted to the individual needs of the pupils and as a result pupils learn well. The teachers show a readiness to reflect critically on how they teach and this together with the improved procedures that are in place to monitor teaching and learning have made important contributions to the significant improvement in the quality of teaching since the time of the last inspection.
17. The school has a nursery and two reception classes in the Foundation Stage. A great strength of the provision at this stage is that there is a consistency in the quality of teaching between all the classes. Teaching is consistently good and helps to ensure that children get off to a flying start in their educational lives. A wide range of vibrant learning activities is planned that adds much to the quality of children's learning. Opportunities are consistently provided in all areas of learning for children to develop through investigative and practical activities as well as more formal ones. Every opportunity is seized upon to develop children's language and social skills. Assessment is used well to identify the individual needs of children and to guide and inform curriculum planning. All teaching and support staff have a good understanding

of the needs of young children and have high expectations of them. New staff are supported well to ensure a consistent approach to work is undertaken. There is an effective and professional team approach in the department, with learning support staff, nursery nurses and teachers working hard to settle younger children into the school, to develop the good quality provision and to ensure that children of all abilities make good strides in their learning.

18. The school has introduced and implemented the National Literacy Strategy in an appropriate manner and its impact is increasing in terms of the improving standards that the pupils achieve. Teaching is generally good in Years 1 and 2 and satisfactory with some good practice in Years 3 to 6. The strength of the teaching for the younger pupils in school is that reading and writing skills are taught in a direct, progressive and systematic manner. This enables pupils to tackle unfamiliar words using a range of strategies and to sequence stories and use words that help their story come to life. Punctuation and spelling are well taught which enables pupils to use and spell a range of more difficult words and to use speech marks in their writing. Teachers of Year 2 pupils select lively and interesting shared texts that enthuse the pupils and help to bring a sense of occasion to the lesson. Teachers of the older pupils in school provide many opportunities for pupils to read aloud in class. This not only helps to improve reading skills but also helps pupils' self-esteem and confidence. Grammar, spelling and punctuation continue to be taught systematically in Years 3 to 6 and this contributes significantly to the good standards in these aspects of writing. However, not all teaching consistently addresses the need for the systematic teaching of writing skills. Standards of handwriting and presentation are unsatisfactory in some classes. This is partly due to the lack of pride that some pupils take in their work and partly because the level of teacher expectation is too low. This occurs in other subjects besides English with graffiti in and on exercise books going unchecked. Where expectations are high the pupils respond well and produce work that is neat and legible. Not enough opportunities are provided for pupils to extend their speaking and listening skills in lessons and this restricts learning in this important area of the curriculum. However, a very good example was seen in a class for Years 3 and 4. Pupils were challenged in homework to devise a series of questions to ask the character in a book. Pupils then enthusiastically asked these pre-prepared questions to interrogate the teacher, who took on the dramatic role of the character. The result was that pupils' skills were significantly enhanced and the pupils thoroughly enjoyed themselves.
19. The school has been effective in the way that it has introduced the National Numeracy Strategy. This has resulted in the basic skills of numeracy generally being taught well across the school. The pupils have adapted well to the structure of the lesson, clearly enjoy their lessons and this linked to the good quality of teaching has led to an improvement in standards with every indication that standards are set to continue to rise. Lessons are usually well planned and the learning objectives are shared with the pupils. This makes pupils more aware of what they are learning and in turn increases their interest and motivation. Most lessons have an introductory warm up session where pupils' mental agility is put to the test. These sessions are often lively and full of challenging tasks for the pupils to take part in. In the best teaching, for example, for pupils in Year 2 and for the younger and older pupils at Key Stage 2, teachers encourage pupils to look at different strategies to solve numerical problems and to use their mathematical skills to solve a range of problem solving tasks. When teaching is not as effective it is because the tasks that are set are not challenging enough, too much time is spent on the introductory session leaving the

pupils with too little time to practice and extend new found skills or the skills to enable pupils to handle and interpret data are not taught in a direct and systematic manner.

20. The school has introduced the initiative of teaching literacy and numeracy by ability groups in Years 3 to 6. On the whole, this initiative is proving successful and has contributed to the rise in standards. Where teaching is strongest the needs of individual pupils are being met well and the teaching takes full account of the small but important differences in ability between individual pupils. Conversely when teaching is not as effective it does not match work accurately enough to the needs of pupils. On some occasions this leads to restlessness and a loss of concentration that impact negatively on the learning of all pupils in the class. There are good examples throughout the school of pupils' literacy and numeracy skills being enhanced in other subjects of the curriculum. Older pupils write extended accounts in history, and use their mathematical skills to help build large three-dimensional pyramidal structures as part of their study of Egypt. Younger pupils combine, for example, a series of simple sentences with graphics, to write a scientific report about light or use their knowledge of shape and symmetry to help make spinning wheels in design and technology. This good practice is not always as consistent as it could be and some good opportunities are missed when, for example, there is an over reliance on completing simple worksheets rather than enhancing pupils' writing skills. Similarly, good examples were seen of computers being used to support pupils' learning in subjects such as English to draft and edit work, in history to carry out research tasks and in mathematics to consolidate and extend pupils' mental agility.
21. The quality of teaching and learning of pupils with special educational needs is satisfactory overall with some good and very good practice. Most teachers have a good understanding of how to set work to meet lower attaining pupils' needs. Basic skills of phonics and spelling are taught well for the most part, although teachers are not always clear how to teach these skills to pupils with more specific learning difficulties who need a more multi-sensory approach. Praise and rewards and non-confrontational methods are used very well by the best teachers to manage behaviour, increase pupils' self-esteem, ability to work in a team, and self-confidence, and also to extend effort. This is particularly effective in the well-planned behaviour conferences held with pupils with emotional and behavioural difficulties and when the deputy headteacher withdraws pupils for literacy support and team building exercises. These sessions are of a very good standard because pupils make big strides in their learning and develop a far deeper understanding of what constitutes acceptable behaviour. A larger number of pupils would benefit from these sessions which could well lead to more positive attitudes being shown by an even greater number of pupils within whole class teaching situations, as a small number of teachers have trouble managing pupils with behavioural difficulties. Support staff make a good contribution to pupils' learning in literacy and numeracy lessons, particularly during whole class teaching, and often in group work where they monitor and support pupils well. However, teachers do not always ensure that classroom assistants are clear about the methods and activities to be used for the groups they teach. Teaching for pupils for whom English is an additional language and for pupils of Afro Caribbean heritage is often of a good standard. Teaching ensures that pupils are fully involved in question and answer sessions and that pupils are fully included in all aspects of the curriculum and in the life of the school as a community. Good procedures are in place to assess and track pupils' progress and additional support is targeted for pupils when appropriate. All these factors help to ensure that pupils make similar progress to their classmates.

22. At both key stages teachers generally have secure subject knowledge across most areas of the curriculum. Teachers use their subject knowledge in subjects, such as history and art, to help to enthuse the pupils and to keep their levels of interest and concentration at an appropriate level. The school is quick to spot where there are weaknesses in subject knowledge and expertise. A good example is in information and communication technology where many staff have undertaken good quality in-service training which has led to improvements in the quality of pupils' learning and the standards that they achieve. The school recognises that there is a need to increase teachers' knowledge and confidence in the teaching of music in order to have an even greater impact on learning. The unsatisfactory standards in geography by the end of Year 6 are not directly linked to a lack of teacher knowledge but to the fact that all elements of the subject have not been taught in sufficient depth over time.
23. The quality of relationships between pupils and with staff is satisfactory and at times good and very good. When relationships are at their strongest they bring an added dimension to the quality of pupils' learning and pupils show a readiness to "have a go." Such examples are seen in the infant and junior departments and are often present where pupils are provided with opportunities to learn through investigative and problem solving activities or pupils are simply given the responsibility to find things out for themselves. When pupils are provided with such opportunities they respond with enthusiasm and invariably rise to the challenge.
24. Teachers often provide verbal support for pupils within lessons and handle any misconceptions skilfully and sensitively. There are some good examples of pupils' work being marked in a very constructive manner which leads to an improvement in pupils' work and in the level of presentation. However, there are too many instances of badly presented work going unchecked or cursory marking where little guidance is given as to what a pupil needs to do to improve. This is unsatisfactory practice as it impacts negatively on pupils' learning and sets too low an expectation of how work should be presented. Over 90% of parents who responded to the questionnaire felt teaching to be of a good standard and that their child was making good progress. About a quarter of parents were not happy with the amount of work that their children were expected to complete at home. Inspection findings show that the setting of homework is never less than satisfactory and by the time that pupils leave school the range and amount of tasks are better than found in the majority of primary schools. The homework tasks add to the quality of pupils' learning.

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

25. The school has continued to offer the broadly based and relevant curriculum that existed at the time of the previous inspection in 1997. The curriculum meets the statutory requirements for Key Stages 1 and 2 and all subjects in the National Curriculum and religious education are taught on a regular basis. Good quality policy documents and schemes of work are in place for all subjects and these effectively support and enhance pupils' learning. The school has implemented the National Literacy and Numeracy Strategies in an effective manner and this has had a positive impact on the quality of pupils' learning and the improvement in standards. Where pupils are provided with opportunities to use their literacy and numeracy skills in other areas of the curriculum or to learn through investigative and problem solving tasks learning is significantly enhanced. This very good practice is not as widespread across the school as it could be.

26. The curriculum in the Foundation Stage is of a good standard and is a strength of the school. Activities are carefully planned around the key areas of learning and many opportunities are provided for children to learn through investigative, practical and open-ended tasks as well as more formal ones. Activities have specific learning objectives and every opportunity is seized upon to enhance children's communication skills. The school has three classes in the Foundation Stage and the consistency in the quality is a strength of the provision made for the children. Curriculum planning is good for English, mathematics and science. Lessons have clear learning objectives and these are often shared with pupils and form part of their evaluation of their own achievements and progress. In the foundation subjects, recently produced national guidelines are being followed and implemented and are having an increasing impact on pupils' learning and the progress that they make. The school has put a great emphasis on raising standards in English, mathematics and science and as a result geography, has not, over time, been taught in sufficient depth. Teachers in parallel classes plan their work jointly to ensure that pupils in each year group receive similar learning experiences. The provision for information and communication technology has improved with the installation of a computer suite where larger groups of pupils can be directly taught specific skills that enhance their achievement in this area of the curriculum. A number of new computers has been purchased and will be installed in classrooms. This is appropriate, as it will provide more opportunities for computers to be used to support pupils' work in other areas of the curriculum on an ongoing basis. The school has an appropriate Equal Opportunities policy in place and addresses the question of educational inclusion in an effective manner. No major issues arise concerning gender differences in progress or attainment and good procedures are in place to monitor the learning and achievement of African Caribbean pupils and pupils for whom English is an additional language. These pupils take a full and active part in all areas of the curriculum and have full access to all learning opportunities.
27. The provision for pupils with special educational needs is satisfactory overall. Pupils are often organised by ability in literacy and numeracy lessons and this is helping teachers to more easily plan work to meet a range of needs. In foundation subjects, and in science, pupils are more often organised into mixed ability groups. This allows pupils to integrate with their peers and be included in class work. Pupils are occasionally withdrawn for special help, but this does not unduly affect their access to the curriculum. Targets within pupils' individual educational plans for literacy are improving, and are now on the whole specific, measurable, attainable, relevant and time related, although they are not always used to inform teachers' planning in subjects other than English. Teachers write their own targets for pupils and review them regularly with key staff. The school satisfactorily meets individual needs identified in statements of special educational need. Very good procedures are in place to support pupils who display challenging behaviour or show very reluctant attitudes to learning. These procedures include a learning mentor and working in small groups on team building exercises. More pupils would benefit from access to these initiatives.
28. The school's provision for extra-curricular activities is very good. The provision makes a highly significant contribution to learning and represents very good improvement from the very little provision found at the last inspection. Many clubs and after school activities take place regularly. These include lace making, keep fit, arts and craft, dance, instrumental tuition, library club, computer club and homework club. Pupils are encouraged to take part in inter-school and other competitions and enjoy considerable success. A residential opportunity is available for Year 5 pupils for a

week at Ingleborough Hall. This allows pupils to develop a sense of independence, and to take part in outdoor pursuits, such as orienteering. A number of excursions and school trips are arranged each year, and this positively enhances pupils' studies and topic work. For example, trips are regularly organised to the Eureka Museum and also the National Film and Photography Museum.

29. The school makes satisfactory provision for pupils' personal, social and health education. It is a coherent scheme involving specific time in the timetable, as well as being integrated throughout the curriculum in both key stages. Opportunities are provided for pupils to understand the concept of a healthy life style and the importance of a good diet and plenty of exercise. The value of regular exercise is also reinforced in physical education lessons. Drug misuse, is incorporated in the curriculum for older pupils and pupils show a good awareness of the possible dangers. Sex education is incorporated within the wider context of personal relationships and taught as part of the personal, social and religious education curriculum.
30. Overall the school makes good provision for the spiritual, moral, social and cultural development of pupils and this makes an important contribution to pupils' personal development. The stronger elements are within the spiritual, moral and social development. The Catholic faith is clearly the basis for spiritual development and awareness throughout the school. Opportunities are provided for the younger pupils to reflect on aspects of their own lives and the world around them when, for example, they look at how a seed grows into a flower or at the life cycle of an animal. Personal and social education lessons are used effectively to explore feelings and emotions and how these may differ at different stages of peoples' lives. Although not all teachers provide opportunities for reflection within lessons, there are areas inside and outside of the school where pupils can sit quietly in contemplation if they wish. Pupils were seen using this opportunity whilst their peers left them undisturbed.
31. The provision that the school makes for the moral and social development of pupils is good overall, but the response of all pupils does not always match the quality of the provision. Teachers work hard to promote the moral development of their pupils but their efforts are not always appreciated or responded to by their pupils. Most staff set a consistently high expectation of good behaviour. Staff constantly seek to develop in pupils a good understanding of the difference between right and wrong and the impact of how pupils' actions can affect the well being and happiness of others and this is appropriately reinforced through the curriculum. Stories in class and in assemblies are often ones that highlight moral dilemmas and teachers are quick to grasp the opportunity to enhance pupils' moral development. Discussions, such as those in the history lessons in Years 5 and 6 where pupils addressed the morality of the exploitation of child labour in Victorian Britain, help to promote a sense of morality. The school regards the promotion of pupils' social development as important and is successful in its provision. There is a school council that meets each half term where pupils' thoughts and views are given serious consideration. Suggestions made by the pupils regarding the school environment have been acted upon. Bullying boxes have also been devised to help those pupils who feel they are the victims. Older pupils are given a range of responsibilities, such as monitorial duties and looking after younger pupils at breaktimes. A "buddies scheme" has been implemented whereby pupils from Year 6 can be paired with new pupils in the reception class as part of their settling-in experience. Pupils are encouraged to play co-operatively and to be sensitive to the needs of others. Merit certificates are awarded at special assemblies and will often reflect social and personal achievements. Despite the good efforts of the school there are a small number of pupils that do not respond positively to these

initiatives and as a result their personal and social development is not enhanced to the same high level as that of their classmates.

32. The provision that the school makes for pupils' cultural development is satisfactory. Satisfactory use is made of visits and visitors to enhance pupils' awareness of their own culture. Awareness of the work of famous artists and musicians is promoted through the curriculum. The pupils have less knowledge and awareness of the diversity of other faiths and cultures although recently two parents came into give a talks and presentations on the Caribbean way of life and on Judaism. The school is involved in a project to raise the aspirations and achievement of African Caribbean pupils. Pupil 'mentors' from the African Caribbean Achievement Project are playing an important role in raising aspirations and supporting the school's efforts to raise standards amongst these pupils. During the inspection a very effective session was observed where pupils considered the achievements of Madame C J Walker, and then planned, and wrote about what they wanted for themselves in the future. Such sessions could also be shared with white ethnic pupils to give them a better knowledge and awareness of the achievements and talents of African Caribbean and other ethnic minority people.
33. Links with the community continue to be a strength as they were at the last inspection. The community makes a good contribution to pupils' learning. The parish priest conducts frequent services at St. Joseph's Church, and also leads assemblies in school each term. These arrangements make a good contribution to pupils' spiritual and moral development through hymn singing and the discussion of Biblical stories. The school also has a link with a local Methodist Church that organises an annual Bible reading event. The school has a number of sporting links. For example, staff from Bradford FC and Bradford Bulls Rugby Club coach pupils regularly and this is an important factor in pupils' physical development. Bradford FC also gives talks to pupils about healthy lifestyles. School trips in the community are well planned. For example, Key Stage 2 pupils recently paid a timely visit to the Bolling Hall as part of their 'Tudors' topic. Venues, such as Cartwright Hall and The Colour Museum, are regularly visited to enrich learning in art.
34. The school has highly constructive relationships with universities, colleges and schools. Teaching practice students and trainees from care occupations are providing pupils with many additional learning experiences. The school worked very closely with Bradford College in delivering the Family Literacy Project for parents in the last academic year. Links with the City Technical College allow some pupils to receive 'master class' support in science, information technology and design technology. Most pupils transfer to one of three local comprehensive schools. There is a high level of co-operation between staff at these schools regarding induction arrangements and transfer.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school has made improvements to a number of provisions in this area of school life since the last inspection. It remains a caring, supportive and secure environment for all pupils. The educational and personal support and advice given to pupils is good. These factors contribute significantly to the caring and family ethos of the school.

36. There are very good arrangements to induct new pupils to school. Prospective pupils to the Foundation Stage classes have the benefit of many well-planned sessions to meet staff and experience class routines. This gives the children confidence to begin school life.
37. Procedures to monitor and support personal development are good. Much monitoring takes place through personal, social and health education lessons and the school's good quality recording procedures are used to check the individual progress of pupils' personal development. The quality of these procedures ensure that pupils are targeted for additional support from the Learning Mentors, deputy headteacher or headteacher where necessary and the quality of support and guidance that is provided adds to pupils' learning and progress.
38. Arrangements for Child Protection are good. The designated officer is appropriately trained and deals with issues effectively. Much written information and guidance are given to staff about the school's policy and practice. The staff show high levels of care and vigilance at all times. There are effective partnerships with the Educational Welfare Service and external support agencies.
39. Procedures to ensure pupils' welfare are very good overall. There are very good arrangements to identify and remedy potential hazards to health and safety. The site manager carries out frequent checks around the premises and reports concerns to the headteacher. Full risk assessments are carried out each term, and reports are then distributed to governors and fully discussed at full Governing Body meetings. Arrangements are made to ensure that all equipment and appliances are regularly tested. Fire drills are carried out regularly and are appropriately recorded. There are three trained and qualified staff to administer first aid.
40. The school works very closely with external agencies in raising awareness of health and safety matters. A 'health week' for the whole school is particularly well planned, involving many agencies, such as the emergency services and the road safety unit. In addition, Year 6 pupils attend health and safety awareness activities for a day at Keighley College. These arrangements enable pupils to gain an appreciation of basic issues and what to do in some emergencies. The school nurse attends the school very frequently and gives talks for pupils on topics such as hygiene. Very good use is made of a mobile drugs education unit that includes activities designed to raise awareness amongst all pupils.
41. Procedures to monitor and improve attendance are good. The headteacher monitors attendance using a computer-based system of information. Individual cases are referred to the deputy headteacher and Learning Mentors who provide pupils with good, focused support. The Educational Welfare Officer is well involved when it is necessary. Records are kept giving details of why pupils are late. Parents are given frequent reminders about the importance of good attendance and punctuality in newsletters. Rewards and treats are given to pupils for good and improving rates of attendance including certificates and prizes.
42. Procedures for monitoring and promoting good behaviour are good. Detailed records are kept of any incidents of bad behaviour. This allows the school to identify any negative patterns and trends. A proforma is well used to monitor improvements in individual cases. Again, the deputy headteacher and Learning Mentors play a highly significant role in giving support to pupils. The strategies used to support pupils could be disseminated or used with a wider range of pupils so that the behaviour and

attitudes of pupils could be improved even further. Good use is made of a wide variety of rewards and sanctions. For instance, attractive certificates are awarded in Merit Assemblies and many pupils respond positively to these.

43. Procedures for assessing pupils' academic performance in English, mathematics and science are good. Pupils are formally assessed using standardised tests in most year groups as well as at the end of Year 2 and Year 6. Reading tests and other ongoing assessments provide the school with a good amount of data to be able to effectively monitor the progress that pupils are making. Clear targets are set and pupils are given additional support where necessary. Good procedures are in place to assess children's attainment both when they start in the nursery and when they start in reception. Teachers make effective use of this baseline assessment data and skilfully use it to guide and inform curriculum planning, to identify children with special educational needs and to set individual targets for improvement. The staff in the Foundation Stage carefully monitor children's responses to activities and this enables them to assess and track children's personal as well as their academic progress in a most effective manner.
44. The school analyses in detail the end of Year 2 and Year 6 test and assessment results. This has enabled weaknesses in teaching and learning to be identified and provides the school with a powerful tool for setting individual targets, groups of pupils and year groups. This has played an important part in helping to raise standards. The school is also effective in how it monitors attainment by gender and ethnicity and for pupils with special educational needs. The teachers and the special needs co-ordinator monitor the progress of pupils in literacy and numeracy effectively. Pupils with special needs are identified early through the analysis of baseline assessments and assessment of individual needs usually guides and informs targets that are set at review meetings or for individual education plans. The school's involvement in a project monitoring the achievement of African Caribbean pupils has provided further information, which it has used effectively to promote pupils' attainment. The school picks up quickly on issues regarding any differences in attainment between boys and girls and in response has purchased reading materials and provided writing stimuli that has a greater appeal to boys. The area of weakness in this aspect of school life is that procedures for assessing and tracking pupils' progress in the foundation subjects are not as strong or effective as those for core subjects. The school is well aware of this and has started to address the issue.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Parents have positive views of the school and this is a similar picture to that at the time of the last inspection. Although there was a low response to the inspection questionnaire, and only 10 parents attended the parents meeting, the great majority of responses were positive. Parents have confidence in the school and its staff. They are highly supportive of the school's work. On several occasions during the inspection the warmth in relationships and problem sharing between staff and parents was observed as parents dropped their children off at school. All parents replying to the questionnaire said that the school expects their children to work hard and achieve their best. The vast majority are pleased about: the fact that their children liked school; their children's progress; the approachability of staff regarding any problems; leadership and management; teaching; behaviour; and the way the school helps their children become mature and responsible. Inspection findings support many of these views.

46. The least positive response received was in respect of arrangements for homework. This is often a concern for parents in primary schools. However, inspection evidence indicates that the school has a clear policy for homework and that it is well used to support learning. A few parents are concerned at how closely the school works with them. However, this dissatisfaction is not at a high level and the school does much to build relationships and to work effectively with parents to ensure that their children receive a good education.
47. The quality of information to parents, especially about pupils' progress is good. Parental consultation sessions give parents a good opportunity to find out about their children's progress. Pupils' annual reports are good: they provide a helpful picture of their academic, personal and social development. They contain much detail about what pupils know, can do and understand. Clear statements are given about how pupils compare to national standards for their age group, and targets for improvement are clearly expressed. The school prospectus is well written and presented. Governors' annual reports are appropriately detailed. Helpful and informative newsletters are issued weekly. There is a weatherproof notice board in the playground that gives prompt notice about events, meetings and issues. The school organises information sessions from time to time, on topics which have included literacy, numeracy and national testing. There are now plans to write to parents at the start of each term to give details of forthcoming work in the curriculum for each year group. This is good practice. Appropriate information is provided for parents of children with special educational needs. Parents are actively involved in annual reviews of their child's progress and their contributions are often used as a basis for discussion and setting of future targets. Detailed information about pupils' progress is given to parents of children with a statement of special educational need.
48. Links with parents are effective, and parents' involvement has a good impact on the work of the school. The contribution of parents to children's learning, at school and at home, is sound. Some parents took advantage of the Family Literacy Project during the last year. This is an intensive, certified course of activities that enables parents to give good quality support to their children and brings an added dimension to their learning. Evidence shows that many parents give considerable support in listening to their children read and helping with homework tasks. However, not all parents are as supportive of their child's learning as this and, in some instances, positive attitudes to school are not actively promoted, which impacts negatively on pupils' learning
49. The Parents, Teachers and Friends Association supports the school well by organising many successful social and fundraising events. The group has recently developed the courtyard for the community and made good financial contributions to buy computer equipment for the school. A number of parents help with school activities, such as classroom support, listening to readers and also with extra-curricular activities. Occasionally, parents give talks for pupils and this contributes well to their learning. For example, one parent recently gave a talk about life in the Caribbean, and another on Judaism.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The school is very well led by a committed and strong headteacher who has played a pivotal role in school improvement and in raising standards. She is very well supported by an enthusiastic and most capable deputy whose skills are used in an

effective manner to enhance pupils' learning and to help manage the school. She is further supported by an extended management team. The headteacher has been most successful in setting a clear educational direction for the school. This is formalised in the school development plan, which identifies priority issues based on clear analysis of data so that it is focused on improving standards. The headteacher has ensured that there is a real commitment to raising standards and improving the quality of the education that the school provides. This is shown by the rigorous, yet sensitive, monitoring of teaching and learning that has taken place. There is a good team spirit evident in the school and staff are working towards the same aim. This is because the headteacher involves all people with key responsibilities in school development planning and in evaluating the progress that has been made.

51. Good quality procedures are in place to monitor the quality of teaching and learning in the core subjects. Regular lesson observations are already embedded in school practice and have been for quite some time. The headteacher, deputy headteacher, co-ordinators and LEA advisors have all been actively involved in this process. Written feedback is provided for staff and any weaknesses in teaching are then set as targets for development and progress checked at the next observation. The co-ordinators monitor colleagues' planning on a regular basis and pupils' work has been monitored. The school has rightly identified the need for more regular scrutiny of pupils' work and for co-ordinators in the foundation subjects to take a more active role in monitoring teaching and learning in the subjects for which they are responsible. It is clear, however, that the good procedures that the school has used in the core subjects have made an important contribution to improving teaching and, in turn, standards. The manner in which the school analyses test and assessment data is of a good standard. The information is used to set a range of challenging targets or to identify areas for curriculum improvement and this has played an important role in helping to improve standards. The school sets itself appropriately challenging targets in literacy and numeracy but these are to be reviewed in light of the improving results in English and mathematics in 2001. This is appropriate.
52. The school development plan is a good quality and effective document. The plan outlines appropriate priorities, clear and concise success criteria, allocation of finances, procedures to monitor progress and time scales for completion. This ensures that everyone is aware of what needs to be accomplished and shares responsibility for the outcomes. The school development plan is a working document, to which staff and governors are provided with the opportunity to contribute and is seen by all as the vehicle by which the school is to raise standards. The school development plan matches many of the findings of this inspection and illustrates the fact that this is a school that not only knows its strengths but also knows the areas it needs to tackle in order to improve further.
53. The school has made good progress since the previous inspection in March 1997. Standards have improved. The quality of teaching has significantly improved with a higher incidence of good and very good teaching and a great reduction in the incidence of unsatisfactory teaching. In terms of the specific issues that were identified, pupils with special educational needs now receive their statutory rights, good systems are now in place to support the professional development and appraisal of staff and pupils' attainment in physical education and information and communication technology is at an expected level. The commitment shown by staff and governors to make further improvements in standards indicates that the school is well placed to successfully continue its cycle of development and improvement.

54. The school has responded well to the national initiatives for performance management and has been accredited with the Investors in People award. All staff, including support staff, have annual discussions with the headteacher and identify areas they wish to develop. These are closely linked to the school's priorities and individual training then follows. This often leads to an improvement in teachers' knowledge and understanding that impacts positively on pupils' learning. A good example of this has been the improvement in teachers' confidence and expertise in the teaching of information and communication technology. A good programme of induction and support for new and newly qualified staff is in place which staff appreciate. They feel able to fulfil their roles quickly after appointment. The school is successful in providing initial teacher training, in partnership with Trinity and All Saints College.
55. The Governing Body plays an active and effective part in the management of the school. Governors have a good grasp of the strengths and weaknesses of the school and fulfil their statutory duties well. Governors attend training courses and meet regularly, both as a full body and in committees. There are named governors for a range of responsibilities and a number of governors have visited school on a regular basis and have seen lessons or have had an opportunity to see how the school operates on a daily basis. Governors are actively involved in school development planning and in setting targets for literacy and numeracy. The individual and professional skills of governors are used well in financial and pastoral matters. The school has begun to pair governors with subject co-ordinators in order to make the curriculum committee and the Governing Body as a whole even more effective in holding the school to account for the quality of education it provides.
56. The management of special needs provision is effective and helps to ensure that pupils make the progress of which they are capable. The school found it difficult to appoint an experienced special needs co-ordinator and therefore appointed a main scale teacher. The school, however, has made good provision for her induction and for her to attend training. In a short time the co-ordinator has drawn up a good quality long-term action plan, which rightly includes policy review, updating of paperwork as well as training and resource needs. The management of support for pupils for whom English is an additional language and for African Caribbean pupils is also effective and ensures that support is well targeted and that the progress and achievement of these pupils is well monitored.
57. The school has established an effective plan to carefully appraise all new initiatives in relation to likely costs and implications for the school. The budget is firmly linked to development planning and reflects well the educational needs of the pupils. There are close links to planning and resourcing. The wide range of specific grants received by the school is used efficiently and wisely for their intended purposes, such as supporting African Caribbean pupils. Financial control and administration by the school bursar and chair of the finance committee are good. Records of financial decisions are clear and detailed. The audit report confirms the good quality of practice evident in the school. The change in nursery provision funding put a tremendous pressure on the school finances, resulting in a deficit budget. The school has had to implement redundancy procedures for all nursery staff as a result of the re-siting of the nursery and subsequent reduction in pupil numbers. The school has also had to lose a teacher. Spending on resources was also curtailed for a time. However, through very careful financial control this situation has now been rectified. The sensitive and professional way redundancies were dealt meant that staff morale did not suffer. The school is currently carrying forward 1.3% of its budget to develop staff training and improve resources.

58. The school applies the principal of best value well. Staff and governors increasingly carefully analyse performance and use data well to evaluate standards that pupils are achieving and target where improvements are needed. This has resulted in an overall improvement in achievement in national curriculum tests at age 7 and 11. The school always seeks to obtain good value for money when purchasing goods and services. Information systems are increasingly being used to support the work of the school and good procedures are in place to measure the cost effectiveness of major spending decisions on items, such as computers or additional support staff. Taking all factors into account and the relatively low level of expenditure, the school is providing good value for money.
59. The adequacy of teaching and support staff is satisfactory and the individual skills of teachers are well matched to curriculum areas for which they are responsible. The support staff make a valuable and valued contribution to the quality of pupils' learning and this is a strength of the school. Support is often sensitive to the needs of individual pupils, questioning incisive and liaison with the teachers good. These are all factors that help to ensure that the pupils with whom support staff work, make good progress. The accommodation is satisfactory with some good features and some less satisfactory. For example, there are difficulties caused by the three-storey building in the junior department and a lack of a suitable grassed playing area. However, because of the 'Trident New Deal' initiative in the area, the school will soon benefit from an all-purpose playing surface in the playground. In addition, funds are being raised to provide sheltered areas for pupils and to further improve the appearance of the playing area. Good provision is found in the recently opened nursery, which provides an attractive learning environment for the younger children. Although the move from the larger but separate building has meant existing climbing frames could not be re-sited, the area surrounding the new nursery is being well developed to provide an interesting outside learning environment that is shared with the reception classes. The closer proximity to the school is also more accessible and beneficial for parents and children. In the junior department, the computer suite is a positive development and a large space is also available for music, art and creative work.
60. Levels of resources are just satisfactory overall and the school is seeking to improve these further after a period of limited spending. These are needed in many subject areas to enable teachers to further enhance their lessons to ensure that pupils are motivated and interested. There is a need, for example, to further improve the range of fiction and non-fiction books available in the library to develop pupils' interest in reading and to provide opportunities for independent research. Although there is an adequate number of computers available, some, including the interactive whiteboard, are not working and require servicing. This is impacting on pupils' progress.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order to improve the quality of education that the school provides, the Governing Body, headteacher and staff should:

1) improve standards in mathematics by the end of Year 6 by:

- improving pupils' ability to handle and interpret data (*paragraphs 19 and 88*);
- ensuring that opportunities are consistently provided for pupils to use and apply their mathematical skills in investigative and problem solving activities and in other subjects (*paragraphs 2, 3, 25, 88, 90, 93*);
- making sure that tasks that are set are sufficiently challenging and demanding (*paragraphs 19 and 90*).

2) improve standards in geography by the end of Year 6 by:

- ensuring that all elements of the curriculum are taught in sufficient depth so that pupils experience the full range of geographical skills and knowledge that are outlined in the school's scheme of work (*paragraphs 6, 22, 26, 115*).

3) improve pupils' attitudes to learning by:

- providing more opportunities for pupils to take part in discussions, debates and drama activities in order to raise speaking and listening standards and to more readily listen to, respect and value the contributions of classmates (*paragraph 3*);
- providing more opportunities for pupils to undertake personal study and research and to take part in problem solving and investigative activities (*paragraphs 3, 10, 60*);
- encouraging them to take a greater responsibility and initiative for their own learning and providing more opportunities for them to organise, take responsibility for or take part in activities that would make a valuable contribution to the life of the school as a community (*paragraphs 10, 14, 23, 93*);
- making the excellent learning and behaviour initiatives that currently run in the school available for a wider number of pupils (*paragraphs 12, 21, 27*).

4) improve how pupils present their work by:

- ensuring that teachers set high expectations of how work is to be set out and presented and that this high level of expectation is consistently applied (*paragraphs 3, 18, 81, 94, 102, 123*);
- encouraging pupils to take greater pride in their work (*paragraphs 3 and 18*);
- ensuring that the marking of pupils' work is used as an opportunity to clearly outline to pupils what is and is not an acceptable level of presentation and where applicable what needs to be done to improve (*paragraphs 24, 94, 102*).

5) seek to improve attendance rates at the school and in turn improve pupils' rate of learning and standards of attainment by:

- ensuring that the good procedures that the school has devised to address this issue continue to be rigorously implemented and followed and progress towards an improved attendance rate carefully monitored (*paragraphs 15 and 41*).

In addition the school should consider the following less important weaknesses in the action plan:

- develop appropriate procedures to assess and track pupils' progress in the foundation subjects (*paragraphs 44 and 51*).
- improve the level of resources, where they are inadequate, to improve the quality of pupils' learning (*paragraphs 60, 109, 128, 132*).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	65
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	35	20	1	0	0
Percentage	2	12	54	31	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	38	333
Number of full-time pupils known to be eligible for free school meals		100

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	7	100

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	6.3
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	10	35	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	2	9
	Girls	33	32	34
	Total	37	34	43
Percentage of pupils at NC level 2 or above	School	(82) 90	76 (93)	96 (95)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	9	7
	Girls	34	34	34
	Total	38	43	41
Percentage of pupils at NC level 2 or above	School	83 (93)	95 (93)	95 (95)
	National	85 (84)	89(88)	89(88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	24	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	11	13
	Girls	20	13	24
	Total	33	24	37
Percentage of pupils at NC level 4 or above	School	85 (74)	62 (64)	95 (83)
	National	75 (75)	71(72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	12
	Girls	17	9	22
	Total	27	18	34
Percentage of pupils at NC level 4 or above	School	69 (74)	46 (62)	87 (83)
	National	72(70)	72 (69)	82(79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	19
Black – African heritage	2
Black – other	30
Indian	2
Pakistani	2
Bangladeshi	
Chinese	
White	189
Any other minority ethnic group	8

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	24.8
Average class size	26.5

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	250

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	27
Number of pupils per FTE adult	9.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	
Other minority ethnic groups		

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

Financial information

Financial year	1999/2000
	£
Total income	700751
Total expenditure	663184
Expenditure per pupil	1679
Balance brought forward from previous year	-31985
Balance carried forward to next year	5382

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	378
Number of questionnaires returned	27

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	44	0	4	0
My child is making good progress in school.	70	26	4	0	0
Behaviour in the school is good.	52	36	4	4	4
My child gets the right amount of work to do at home.	30	44	11	15	0
The teaching is good.	59	33	4	0	4
I am kept well informed about how my child is getting on.	52	37	4	7	0
I would feel comfortable about approaching the school with questions or a problem.	74	22	0	4	0
The school expects my child to work hard and achieve his or her best.	67	33	0	0	0
The school works closely with parents.	48	33	11	4	4
The school is well led and managed.	56	36	4	4	0
The school is helping my child become mature and responsible.	48	44	4	0	4
The school provides an interesting range of activities outside lessons.	56	26	7	4	7

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

62. The provision for children in the nursery class is good and has been maintained since the last inspection. The provision for children in the reception classes has improved and is now also good. The children's attainment on entry to the nursery is wide and varied but, overall, assessments show that the majority of children's levels of attainment are well below the expected levels in the key areas of communication, language and literacy, mathematical skills and personal and social development. A varied and interesting range of learning experiences, together with the positive relationships between staff and children, and effective teaching, provide a stimulating learning environment. Staff work well together to ensure that the good start made in the nursery is consolidated and built upon in the reception classes. As a result, by the time children leave the reception classes and start in Year 1, although attaining standards below those expected in many areas, children have made good and sometimes very good progress and achieve well in relation to their abilities on entry. Overall, the quality of the provision for children in the Foundation Stage is strength of the school and provides an effective and positive start to the children's early education
63. Since the last inspection, the nursery class is no longer sited away from the main building, but is now part of the infant building. Although space is much reduced, the move has benefited staff in terms of providing a closer-working environment, which more effectively supports a continuum of planning across the age range. Children too have benefited with a new and exciting range of learning resources and closer links to the main school. As a result of the change in location, the number of places available for children in the nursery has been reduced and full time provision is no longer available. Currently the nursery has places for 26 children to attend part time during morning and afternoon sessions. At the time of the inspection, only half of the children had started because of appropriately planned, staggered entry arrangements, which ensure a smooth transition and settling in period. In addition, half of the children currently attending the nursery class have transferred from the old building and have already attended for two terms. Children transfer to the school's two reception classes in the September following their fourth birthday. Teaching staff in the reception classes are new, both to the school and to the teaching profession. They have, however, been actively involved in planning and have been effectively supported by the Foundation Stage co-ordinator and learning support staff. As a result of their commitment, they are making a positive contribution to the overall good quality of the provision.
64. Staff work hard and develop effective links with parents. The record keeping system is clear and manageable. It gives staff a well-informed basis from which to plan work. On entry to the nursery, simple but effective assessments provide clear indications of children's attainment. These are also used to identify children who may require additional support. In the reception class, assessments are also used to inform planning of group work matched to ability. These assessments are also closely analysed in order to set targets and track progress. Ongoing assessments take place every five weeks and are closely linked to the stepping stones of learning. Children's responses to different activities are also closely monitored and recorded and provide an invaluable, additional source of information with which to monitor children's progress. Children who are a cause of concern are appropriately placed on the

special needs register, relevant advice is sought and, as a result, these children benefit from additional support and make good progress as do children with English as an additional language.

65. The quality of teaching is consistently good throughout the Foundation Stage. Staff have a good understanding of the needs of young children and high expectations of them. New staff are supported well to ensure a consistent approach to work is undertaken. There is an effective and professional team approach in the department, with learning support staff, nursery nurses and teachers working hard to settle younger children into the school and develop the good quality provision. A dedicated and experienced professional, who has a clear understanding of the needs of young children, leads the team in a very effective manner. She has welcomed and supported new staff and has a clear and relevant action plan to develop and enhance the new provision further.

Personal, social and emotional development.

66. Children start in the nursery class with levels of personal and social development well below expected levels. Because of the positive and supporting environment, children make good progress and become confident and increasingly independent when, for example, changing their shoes and putting on pumps at the start of teaching sessions. Teaching is consistently good. Staff provide good role models as they treat the children politely, courteously and with warmth. As a result of this caring and supportive approach, children enjoy coming to nursery; they follow the routines and join in activities with enthusiasm. Older children, who have attended the nursery class for some time, in particular, play quite confidently alongside their friends, help tidy up, and take pride in their efforts. This is achieved because of the very good relationships between staff and children, with staff encouraging children to share and take turns. Younger children, who have recently started in the nursery, are more reluctant to join in activities. They often take time to settle but, because of high levels of care, support and encouragement from staff, they too are beginning to enjoy the range of experiences on offer and with support go into the school hall, for example, to take part in a simple assembly.
67. In the reception classes, teaching is also consistently good and children continue to make good progress. Many increasingly show an awareness to follow classroom routines and do not over rely on adult help. Again, children who are more unsettled are ably supported and encouraged to join in activities. Teachers use every opportunity to develop this area of learning. Milk time and registration periods are happy social occasions, and rewards are used to encourage appropriate behaviour and develop good attitudes to learning. As a result, all children continue to make good progress and become increasingly independent. However, although some children will have attained the early learning goals in this area of development by the time they start school in Year 1, the majority of children will not yet have achieved this level.

Communication, language and literacy.

68. Children start in the nursery class with levels of ability well below those expected for this age. By the time they start in Year 1, the majority still do not attain the early learning goals in speaking and listening, reading and writing. However, progress is good and sometimes very good. This is due to the consistently good teaching in both the nursery and reception classes, which provides an interesting range of learning activities that motivate and interest young children.

69. Staff are aware of the very low levels of ability and because of careful assessments, spend much time, talking, questioning and interacting with children in all of their activities. There is a wealth of learning activities that support children's communication and literacy skills. Every activity is used fully. For example, when painting children are helped to learn the colours and talk in simple terms about their pictures. Staff join in imaginative play while children pretend to care for the baby, supporting and extending their spoken language. When looking at books children are helped to increase their understanding of simple words. In this way, children make good progress and, although many younger children are reluctant to talk, older children increasingly begin to use simple words and sentences when talking to staff and each other.
70. In the reception classes more able children are beginning to recognise some simple words and sounds through a wide range of activities, such as making words with magnetic letters. They talk about favourite stories with growing confidence. Opportunities to take 'Travelling Ted' or 'Lucy Ladybird' home each night encourage young children to talk about what happened. In addition, this forges an effective link with parents. Circle games and traditional rhymes also develop confidence and an enjoyment of language. Younger and less able children are less confident but again, because of a variety of well-planned activities, are beginning to experiment with language although, despite the best efforts of staff, they find it more difficult to listen for prolonged periods of time.

Mathematical development.

71. There is good provision for this area of learning in both the nursery and reception classes. Teaching is good in both year groups. One of the strengths is the way in which staff promote mathematical skills through a structured programme of work and play. This includes the use of conversation and positive interaction that supports every day activities. When telling the story of "The Hungry Caterpillar", for example, staff in the nursery class encourage children to count the pictures. When making models children are encouraged to make longer or taller shapes. Every day activities, such as cutting and sticking, sand and water play, are also used effectively to develop an understanding of concepts of size and shape, bigger and smaller, and consequently children make good progress in developing their understanding of basic mathematical language.
72. This good progress is continued in the reception classes where well-planned, varied activities again support learning well. During these activities, such as when waiting to see which shape is pulled out of a 'magic bag', children concentrate intently and eagerly respond to the teachers' questioning which effectively develops an awareness of the properties of different shapes. Number rhymes and games also motivate children, who learn well through 'fun' activities. In the water trays, staff encourage children to compare the different sizes of containers through filling and emptying them. While in the construction corner they are directed to make big and little models. As a result of these activities, although the majority of children will not attain the early learning goals in this area of learning, they still make good progress from the very low levels of attainment on entry to the nursery.

Knowledge and understanding of the world.

73. Well-planned activities in both the nursery and reception classes encourage children to use all their senses to introduce them to a world of meaningful experiences, which they enjoy immensely and from which they learn well. For instance, through the topic on 'Beginnings', reception children are learning to care for babies and begin to recognise the special people who help them in school. They sit enthralled when a baby is brought to assembly. Later, through observation and talking about their own baby photos, they begin to understand the stages of growth. When planting seeds they learn about the beginning of plant growth and can recognise the leaf and flower. Simple Bible stories are used to develop caring attitudes. All staff in both the nursery and reception classes are readily involved in these well planned experiences. Teaching is consistently good and this ensures that children are interested, motivated and challenged and make good progress from the below average attainment on entry to the nursery. The majority of children will have attained the early learning goals by the time they start school in Year 1.

Physical development.

74. The new outdoor play area in the nursery class, with a wide variety of equipment, effectively supports the youngest children's physical development. Children move confidently and safely around the area. They show an appropriate awareness of space and control bicycles and wheeled toys effectively. Construction kits and varied activities, such as cutting and sticking, help develop children's hand co-ordination. Teaching is good and the sensitive support by staff encourages reluctant children to explore the spaces and use all the equipment to improve their physical skills. In the reception classes, the staff make the best use of the nursery outdoor area to develop physical skills. In addition, the school hall is used effectively to support physical development. Teaching is imaginative so that children 'going on a bear hunt' in the hall eagerly explore the spaces, respond to music with imagination and move with growing control and an awareness of others. A particular strength is the use of assessment to monitor children's physical development. Planned activities, such as the balancing beam, are used well to gain an awareness of children's skills and plan additional activities. In this way, children make good progress and the majority are already achieving the early learning goals in this area and are in line to exceed them by the time they start school in Year 1.

Creative development.

75. Children's creative development is promoted very well through art, music and role-play activities. Sensitive encouragement by staff in both the nursery and reception classes increases children's confidence to explore a range of different activities with teaching again consistently good. This leads to children growing in confidence to 'try' different experiences. In the nursery, children are encouraged to explore mixing colours to make 'hungry caterpillars'. Sensitive support encourages them to look closely at the pictures, to choose and then mix the matching colours. At the end of the day children enjoy 'joining in' simple nursery rhymes, using body actions. More able children sing quietly when singing about 'baby small'.
76. These experiences are developed well in the reception classes with staff taking every opportunity to encourage children's creativity. When making a 'Bear Hunt collage', for example, children sit engrossed exploring the different textures available and discussing these also effectively develops their language skills. Other children begin to name different musical instruments as they are pulled out of a bag and begin to play them, with appropriate control and care, to accompany the 'music man' song. In

each classroom, home corners are used effectively to develop imagination and to encourage co-operative play. The baby shop was seen being run by two little boys who eagerly sold nappies to the children. Children who start in the nursery with below average levels of attainment in this area make good progress because of high expectations and level of challenge. As a result, the majority are in line to achieve the early learning goals in this area when they leave the reception classes.

ENGLISH

77. Standards in reading and writing are improving and pupils are achieving well in relation to their ability levels when they started school. The overall picture of attainment in English from 2001 test results for 11-year-olds shows that attainment in English was at an average level nationally and above average when compared to similar schools. The school achieved its best results to date and the school exceeded its targets. Boys and girls performed at a similar level. The trend of improvement over the last three years was faster than the national trend and this was recognised by the school gaining a national school achievement award. The school has used its assessment information well to identify underachievement and to provide additional help for those pupils who need it. Setting arrangements are making it easier for teachers to meet the wide range of needs at the school. Family Literacy Funds have been used effectively to improve adult literacy and involve parents in their children's learning. In addition, pupils identified as under achieving have successfully been supported through this funding. Inspection evidence indicates that the attainment of pupils is in line with national averages in reading and writing and below in speaking and listening. Pupils of all abilities, including those with special educational needs, are making good progress overall, although girls are making better progress than boys are in reading. The school has started to address the issue by purchasing reading materials and providing writing stimuli that provide more of an interest for boys. Pupils could make better progress in speaking and listening and in handwriting. Additional support for African Caribbean pupils and for pupils for whom English is an additional language has ensured that these pupils are now making the same progress as their classmates.
78. In the National Curriculum tests in 2001 for 7-year-olds, the number reaching the expected Level 2 or higher in reading was in line with national averages. In writing, the percentage of pupils reaching the expected level was below the national average but the percentage achieving the next higher level (Level 3) was well above the national average. When compared to similar schools, attainment in reading is well above average and slightly below average in writing. Inspection evidence indicates that the attainment of pupils in the present Year 2 is below average in speaking and listening and in line with national averages in reading and writing. There is no significant difference in the overall standards achieved by boys and girls, although boys are more reluctant to join in shared reading tasks.
79. The teaching of English is good overall for pupils in Years 1 and 2 and satisfactory with some good practice for pupils in Years 3 to 6. Teaching is much improved since the last inspection when about a quarter of teaching was unsatisfactory. A strength of the teaching in Key Stage 1 is in teachers' knowledge of how to teach pupils strategies for reading new words. The mechanics of reading are taught well and progress is supported by a reading scheme, widening to include books from other sources as confidence develops. Teachers for the most part read shared texts in a lively manner, at a good pace and, consequently, by the end of Year 2 pupils read accurately and high attaining pupils read with expression. All pupils develop a satisfactory understanding of the books they read. Many pupils by the end of Year 2 are reading key words and confidently recall stories with the help of the pictures and are developing their knowledge of phonics. However, they find it difficult to discuss why they like their favourite books or to talk about different types of books.
80. Pupils in Years 3 and 4 build on their reading skills and read a wider range of books, including poetry and non-fiction. Teachers of older pupils give good opportunities for

pupils to read aloud to the class and most read accurately and fluently and sometimes with expression, although this is not a significant feature of all pupils' reading. By Year 6, higher attaining pupils are beginning to understand underlying meanings in what they read in order to discover more about characters or events. However, in discussions with individual pupils, boys in particular showed a lack of enthusiasm for reading and had little understanding of different genres. Pupils who are members of the Library Club and those who have taken part in "Better Reading" support groups show much more positive attitudes, and talk enthusiastically about the books, poetry and plays they have read. These pupils showed far more expression when reading aloud. Many pupils commented on how they had enjoyed "World Book Day" and the discussion and review of books they had taken part in. The co-ordinator and other teachers have recognised that some of the prior good practice for reading has not been happening because of the push on standards of writing. In response, they are developing new ways to bring back the idea of a 'good read' through the development of the library facilities. The school library has been audited by the Library Services and re-organised as a result. A computer has been ordered, and stock is being added to now that the finance deficits have been met. Parents are developing bags of books and toys on various topics to encourage pupils to borrow books to take home. However, the library still needs a more interesting and wider stock of books and other reading matter, such as magazines, leaflets and newspapers, to engage reluctant readers. Not all of the older children are yet familiar with how to use the new system of coding to find information books. Although most know the mechanics of how to use dictionaries, glossaries and indexes, pupils are given too few opportunities to use them to find out information in English and in other subjects.

81. Standards of handwriting and presentation are generally unsatisfactory for pupils in Years 3 to 6 with some good practice in some classes. Presentation is also on occasions unsatisfactory for some pupils in Year 1. Pupils in all year groups at both key stages now have regular practice, but there is not a high enough expectation that pupils will write in a joined style or keep their work neat and tidy. Much of the writing by pupils in Key Stage 1 is in the form of personal accounts, although the highest attaining pupils write for a wider range of purposes. Teachers question pupils well to help pupils to remember to sequence stories and to use time words to make stories more interesting. By the end of Year 2, high attaining pupils engage the reader through the use of humour, and stories have clear ideas and structure. Punctuation and spelling is well taught and higher attaining pupils spell a range of more difficult words and use speech marks in their writing. Average attaining pupils are well supported by word banks and storyboards and are developing structure in their writing.
82. By the end of Key Stage 2, pupils engage in a wider range of writing, including stories, poetry, letters and argument. Grammar, spelling and punctuation continue to be systematically taught resulting in overall good standards in these aspects of writing. There are some good examples of pupils using interesting and imaginative vocabulary, particularly in stories and poetry, but not all work is finished in the time allowed or ideas peter out towards the end. Marking is variable and tends to concentrate on grammar, spelling and punctuation, rather than imaginative content. Pupils' best efforts are in formal writing rather than in more creative forms. Here, structure is secure and work is organised into paragraphs and there are some good examples of reasoned argument for and against road development in the local area, for example.

83. The use of information and communication technology to support writing is well planned. All pupils have opportunities to develop their writing and information and communication technology skills on a regular basis. Work is well matched to individual needs in these lessons. Higher attaining pupils in Year 2 learn to use comma and full stop keys to punctuate stories and accounts, and lower attaining pupils learn to use the return key, to make lists of animals, for example. Higher attaining pupils in Year 6 learn to write extended accounts and paragraph their work, although spelling aids are not always used well enough. Lower attaining pupils learn to combine a series of simple sentences with graphics, in a scientific report about light, for example. Good examples were seen in both key stages of pupils' literacy skills in other subjects, such as history and religious education, but this good practice is not as consistent across the school as it could be.
84. A weakness in the teaching is that not all teachers plan opportunities to develop speaking and listening skills. Teachers ensure all pupils have satisfactory opportunities to take part in question and answer sessions at the beginning of lessons, but do not always have high enough expectations of pupils to listen carefully to questions or other pupils' answers. Not enough teachers expect pupils to extend their answers in order to give detail or to use specific technical vocabulary. As a result, pupils of all ages are confident in answering questions in class, but not all pupils listen to the teacher and one other. Pupils' answers to questions are rarely extended to give detail and, although their writing shows development in grammar and the use of interesting words, pupils do not always use this vocabulary in extended sentences when they are speaking. Where good practice is seen, teachers plan effectively to ensure all aspects of English are developed in lessons. For example, in a lesson for higher attaining pupils in Year 3 and 4, pupils were challenged in homework to devise a series of questions to ask the character in a book. Pupils then enthusiastically asked these pre-prepared questions to interrogate the teacher, who took on the dramatic role of the character. Pupils were given clear guidance, which helped them to take turns to ask questions politely and to listen carefully to the answers to all the questions posed. The highest attaining pupils empathetically offered suggestions to help the character solve his problem. In addition, they learnt to write notes and 'quotes' quickly to support the writing of a newspaper article at a later date. The pupils thoroughly enjoyed the experience, were very involved and learning was of a high standard.
85. Pupils' attitudes to English work and their behaviour in lessons are satisfactory overall with many pupils being well behaved and showing an eagerness to do well. However, there are a small number of pupils that do not reach this standard. They do not listen carefully to the teachers and distract others from working hard. Learning mentors and individual behaviour conferences are being used effectively to address individual problems and this is helping to improve attitudes and behaviour.
86. Leadership of the subject is good overall. The co-ordinator has ensured that standards are improving year on year through rigorous monitoring of teaching and learning. Good assessment procedures and careful analysis of results have helped the school make good use of grants to provide support for underachieving and disaffected pupils. The National Literacy Strategy has been implemented well. The co-ordinator is aware that more guidance needs to be given to ensure a better balance is provided between provision for writing, and speaking and listening and reading and plans are already in hand to address this issue.

MATHEMATICS

87. The results of the 2001 National Curriculum tests at the end of Year 6 show that attainment in mathematics is below the national average and at a similar level to that found in similar schools. Test results in the same year for pupils in Year 2 showed attainment to be above the national average and above average when compared to similar schools. The attainment levels that pupils achieve have improved significantly over the last four years and the rate of improvement has been at a much faster rate than found nationally. Inspection findings show that attainment is at an average level at Year 2 and just below average at Year 6, although pupils' number skills are at an average level. In both year groups the percentage of pupils that are on track to exceed the nationally expected level is higher than in previous years. The different attainment levels between year groups and from year to year can be explained by the fluctuating number of pupils with special educational needs and the level of pupil mobility that is a feature of this school.
88. Given the low starting point of many pupils when they start school, pupils of all abilities are achieving well and make good progress over time with progress within individual lessons being better in some classes than others. Additional support that is provided for pupils for whom English is an additional language and for African Caribbean pupils has ensured that these pupils are making the same progress as classmates. The effective implementation of the National Numeracy Strategy, effective procedures for monitoring teaching and learning, good procedures to assess and track pupils' progress and evidence of good and sometimes very good teaching are all factors that have made a significant contribution to the improvement in standards since the time of the last inspection. The school recognises that to continue this trend of improvement it needs to ensure that pupils, particularly but not exclusively those in Key Stage 2, are consistently provided with opportunities to put their mathematical skills to the test in problem solving and investigative activities and handling and interpreting data.
89. By the end of Year 2 many pupils have a secure understanding of number, shape, space and measures. A very good feature of most teaching in Years 1 and 2 is the way in which pupils are encouraged to explore the different ways to solve problems by using different methods and strategies. This is deepening pupils' understanding that there are different ways to find answers to the challenging problems that are set. Their attainment in this area of mathematics is satisfactory with the higher attaining pupils using and applying their mathematical skills and knowledge well when asked to answer worded money or measuring problems. Pupils are increasingly speeding up their mental calculations through their regular participation in the mental agility activities that are a feature of all lessons. Pupils are often quick to recognise patterns and sequences connecting the numbers they use in their calculations. This is particularly good when incisive questioning from the teacher plants the seed of exploration and the pupils look for extended patterns with high levels of interest, motivation and fun. Pupils name common two-dimensional shapes and most recognise distinguishing properties, such as the number of sides or edges and surfaces. Through investigational activities pupils realise that many shapes both regular and irregular can be made by joining similar two-dimensional shapes. Pupils' awareness of mathematics in the wider world is enhanced and enriched when teachers invite pupils to explore the shapes that are all around them. Pupils are adept at recording data, such as eye or hair colour of pupils in the class, but are less secure in interpreting the data. This is due in part to the fact that pupils do not have a strong mathematical vocabulary and some find difficulty in explaining their work.

90. By the end of Year 6 standards are just below the national average, although pupils' number skills are at an average level. The National Numeracy Strategy is having a positive effect on standards and they are continuing to rise. The school has adopted the policy of setting pupils by ability for the teaching of numeracy. This is generally proving effective particularly when work is accurately matched to the ability of the pupils. Occasionally this is not the case for both higher and lower attaining pupils and as a result pupils do not make the progress of which they are capable. Many opportunities are provided for pupils to develop their mental arithmetic skills through a wide range of tasks that start off many lessons. Teaching ensures that pupils tackle such tasks at speed and examine different ways of arriving at the correct answer. This helps pupils to attain average standards with the higher attaining pupils achieving beyond this with quick fire answers to quite complex calculations. Pupils' knowledge of place value is secure and they have a sound understanding of fractions and percentages. Pupils' knowledge of shape and probability is satisfactory. Their areas of weakness are in gathering and interpreting data and in using their mathematical skills to solve problems. This is mainly because opportunities have not consistently been provided over time for pupils to collect and interpret data or to take part in challenging investigative and problem solving tasks and activities. The presentation of work by some pupils is unsatisfactory. This results in inaccurate measuring and drawing of, for example, shapes and angles. At other times it leads to incorrect answers because calculations have not been set out correctly or it is difficult to follow how an answer has been worked out. The school is to be commended on the fact that it is well aware of the areas for development within the subject and procedures are already in place to address these shortcomings.
91. The quality of teaching is generally good with some very good features for pupils in Years 1 and 2 and satisfactory with some good features for pupils in Years 3 to 6. Throughout the school, lessons are characterised by a structure that includes a whole class mental activity, group work and a summary session. This works effectively and is at its best when the opening session has lots of pace, challenging activities and when pupils are asked to explore and then share the different strategies they have used to solve the problems that have been set. The learning of all the class is enhanced as a consequence of this approach. Teachers throughout the school make pupils fully aware of what they are to learn in lessons and these are revisited at the end of lessons so that teachers and pupils alike are aware if the objectives have been met. In the best teaching the results of this summary session are used to guide and inform future lesson planning.
92. In Years 1 and 2 teaching is often good and on occasions very good. In two very good lessons on shape observed during the inspection, incisive teacher questioning, a high level of expectation and a very good use of appropriate mathematical vocabulary resulted in pupils making big strides in their learning. In both lessons, the teachers carefully matched work to the pupils' differing ability levels. In this way a very good balance was struck between the introductory activity and the time provided for pupils to explore for themselves the properties of shapes and the wide and the varied shapes that they themselves could construct. The pupils learned much through the investigative and open-ended tasks that they were set. When teaching is not as effective it is because the tasks that are set are not challenging enough or the teacher does not gain the full attention of the pupils when making pertinent teaching points. This impacts negatively on pupils' learning.

93. In Years 3 to 6 teaching over time has been satisfactory with clear evidence that the National Numeracy Strategy is helping to improve the structure and quality of teaching. The setting of pupils by ability is proving effective particularly when teaching takes account of the small but important difference in ability levels of individual pupils. Teaching is more effective when time deadlines are set during the lesson. Pupils often respond well to this and work at a faster rate. Successful and effective teaching is often characterised by a good balance being struck between direct teaching of specific skills and opportunities for pupils to seek out answers for themselves through investigative and problem solving tasks. Examples of this were seen for the younger and older pupils but the practice is not as consistent as it should be to continually enhance pupils' learning. When pupils are working in groups, teachers often provide good direct teaching points and handle any pupil's misconceptions well, on occasions drawing the whole class's attention to a common error or misunderstanding. Small groups of pupils are withdrawn for "Springboard" lessons. The teaching in these groups is of a high standard. High expectations are set in terms of achievement and behaviour, the questioning is sharp and pupils are expected to take a responsibility for their own learning. These factors help to ensure that pupils' academic and social development is enhanced. The management of pupils throughout the school varies from unsatisfactory to very good and there is a need to ensure that the very good practice that exists is disseminated across the school. In most instances support staff are used in an effective manner and make a valued and valuable contribution to pupils' learning. They are supportive, show sensitivity to the individual needs of pupils and ask incisive and accurate questions that further pupils' mathematical understanding. Computers are used in a satisfactory manner to support pupils' learning with some good examples of numeracy skills being enhanced through use in other subjects, such as science and design and technology. The amount and range of homework tasks that are set are never less than satisfactory and are good by the time that pupils leave the school. Tasks are relevant and challenging and add to the quality of pupils' learning.
94. The pupils' attitudes to learning, although satisfactory overall, vary between groups of pupils. In some lessons, despite the good quality of teaching, there is a small but significant number of pupils that shows an indifferent response to learning. They are reluctant to listen and so disturb the learning of others. Pupils do not always follow the conventions of asking and answering questions in a socially acceptable manner and much time has to be spent on reminding pupils of this. Procedures operate in the school where a small number of pupils work with a learning mentor or in small groups to improve their self discipline and esteem. A greater number of pupils would benefit from having access to these very good and effective sessions. On the other hand there are many pupils that behave well, have positive attitudes to learning and are clearly keen to work and achieve well. Where this is the case it adds significantly to the quality of the learning environment. However, not enough pupils take pride in how they present their work and this is not helped by the level of expectation shown by some teachers. The content of the work is often spoiled by the quality of presentation. There are some very good examples of the marking of pupils' work being used to clearly outline what pupils need to do to improve the content or presentation. However, this very good practice is not consistent across the school and, as a result, some pupils continue to repeat the same mistakes or their presentational skills do not improve.
95. The subject is led well by a knowledgeable and enthusiastic co-ordinator who has a very good grasp of the areas that need to be tackled to help improve standards. The co-ordinator has carried out formal lesson observations and has provided formal

feedback with pointers for improvement. She has been assisted in this process by the headteacher and the LEA advisor. This strategy has played an important role in helping to improve standards and the quality of teaching since the time of the last inspection. The co-ordinator monitors teachers' planning in an effective manner and is to increase the regularity of scrutinising pupils' work. This is appropriate. Test and assessment results are analysed well and this, together with on-going assessments, is used to set targets and identify areas for improvement. Good procedures are in place to track pupils' progress as they move through the school. Resources to support teaching and learning in the subject are satisfactory. The emphasis that the school has on raising standards and the effective leadership of the co-ordinator indicate that the school is well placed to continue its upward trend of improvement in this area of the curriculum.

SCIENCE

96. The results of the teachers' assessments in 2001 show that, by the age of 7, pupils' attainment in science is in line with the national average and above the average found in similar schools. At the age of 11, National Curriculum test results in 2001 show that pupils' attainment is below the national average but in line with the average for similar schools. The 2001 test results for pupils in Year 6 show the school achieving the best results that it has achieved in recent years, with 95% of pupils achieving the expected level. The school's results are suppressed by the lower percentage of pupils reaching the next higher level (Level 5). The rate and trend of improvement over the last three years has been at a faster rate than found nationally. Inspection findings show that pupils' attainment is at an average level for 7- and 11-year-olds and that pupils are achieving well in relation to their ability. Differences between inspection findings and teacher assessments for 7-year-olds can be explained by natural ability differences in different groups of pupils. The progress that pupils make in developing skills, knowledge and understanding in science over time has been satisfactory but there are occasions when pupils are now making good progress within lessons when the quality of teaching is good. Pupils with special educational needs, pupils with English as a second language and African Caribbean pupils are making progress at a similar rate to their classmates. Inspection findings show that some aspects of the subject have improved since the time of the last inspection while strengths have been maintained. Pupils are achieving well overall given their ability levels when they started school.
97. By the age of 7 pupils' skills in planning and carrying out investigations are satisfactory. Most pupils have acquired the basic skills of handling simple equipment and materials. They demonstrate interest in their work and ask pertinent questions. The majority make satisfactory observations, record results and the more able pupils understand well how these results can be represented in the form of a simple graph. When they are given the opportunity to make choices, for example, in simple investigations, they are confident about steps they should take. They describe the features of a fair test. These pupils are familiar with the life cycle of plants and animals and know the factors that are needed to help them thrive. They classify plants and animals by using simple attributes. In Year 2, pupils classify materials as either man made or naturally occurring. The majority of pupils satisfactorily explain why a particular material is chosen to make a specific object, for instance, why glass is chosen to make a window and not a book. Pupils explore their five senses and know the names and functions of the major body parts. Pupils show a developing and satisfactory knowledge of forces and the effect of gravity on falling objects. They have investigated how objects are made to move and the distance model cars travel under different conditions.
98. Key Stage 2 pupils continue to develop their skills of investigational science. However, in most of these classes there is little use made of scientific diagrams or careful and accurate representational drawings. Pupils continue to make use of graphs to represent the data they have collected in a more meaningful form. For instance, pupils in Year 3 collected information about the length of shadows formed by the sun at different times of the day and then produced a graph of the results to make the data more meaningful. Their knowledge and understanding of forces are satisfactory and consolidated through the study of objects that float and sink.
99. Older pupils extend their knowledge of fair testing, the control of variables, predicting and then testing their predictions under the direction of the classteacher. There is

some limited evidence of pupils taking personal control of their work, for example, during an investigation into the way materials can be separated. The oldest pupils talk in a satisfactory manner about the way in which a mixture of solids can be separated by dissolving, filtering and evaporating. Pupils identify the major bones in the body and explain their purpose and they know about the structure and function of the eye. Pupils know how a circuit works and the conducting and insulating properties of materials. They know that gravitational forces acting on objects pull them towards the earth and that friction slows down the movement of objects. Overall, pupils have a secure and satisfactory scientific knowledge.

100. It is evident that over time pupils have made good gains in their scientific knowledge in relation to their ability. The area of weakness for pupils in Years 3 to 6 is that not enough opportunities have been consistently provided for pupils to carry out investigative or open-ended experiments where they have to make decisions for themselves or to use their scientific knowledge to make accurate predictions or hypotheses. In some instances, this is because investigative work is too teacher directed and pupils are not given the opportunity to take responsibility for their learning or simply find things out for themselves. In other instances an over reliance on commercially produced worksheets restricts investigative work, particularly for the higher attaining pupils.
101. The attitudes of the majority of pupils in the school towards their science lessons are satisfactory and at times good. A number of pupils, however, lack the skills of speaking and listening with care. They are sometimes too quick to speak out of turn and are not prepared to do justice to the views of their fellow pupils. Most pupils are motivated and show curiosity in the subject. When they are given practical explorations and investigations to carry out they do so with pleasure and interest and clearly gain enjoyment from the work they do. During these lessons, the quality of the learning experience is much higher than in lessons where the work is over-directed. Most pupils display satisfactory, and in a number of classes, good standards of behaviour. However, there is a minority of pupils who lack concentration and show disruptive behaviour. This adversely affects the learning opportunities of their classmates and hinders progress.
102. Teaching is satisfactory overall with some good practice. Teachers demonstrate secure knowledge and understanding of the subject. They provide effective explanations and are able to develop pupils' understanding of scientific ideas and concepts. They show awareness of pupils' common misconceptions and take care to ensure they are dealt with accordingly. Teaching for the younger pupils in the school is sometimes good within lessons because an emphasis is placed on investigative work as well as on the development of pupils' scientific knowledge. As a result of this good quality of teaching within lessons, pupils of all abilities are making good progress. In Years 3 to 6, teaching is satisfactory. It is at its best when open-ended questioning is used to extend pupils' thinking, scientific knowledge is built on in a progressive manner and when the pupils are then expected to use this to help them explain and understand why things happen as they do. The weaker elements are that not all teachers have high enough expectations as to how pupils set out and present their work, marking does not indicate targets for development as outlined in the school's recently adopted marking policy or simply there is not enough investigative work.
103. There is an effective policy for the subject and the school has adopted a national guidance scheme, which if rigorously followed will enhance and support pupils'

learning. The procedures for assessing pupils' work are systematic and well developed. The information gathered from these assessments is used well to set targets for pupils each term and to help pupils to make gains in their knowledge and understanding.

104. Resources for teaching and learning of science are adequate and the use of information and communication technology to support scientific work and provide reference material is developing well. The school makes appropriate use of museums and centres for interactive learning experiences in its locality. The co-ordinator for the subject is well informed and has a secure grasp of the areas that need to be addressed to improve provision still further. She has a commitment to raising standards. Although she monitors teachers' planning, little opportunity has been provided for her to carry out lesson observations or to scrutinise pupils' work on a regular basis. Inspection evidence shows that when the subject is identified as a priority area on the school development plan then time will be provided, as the school is determined to continue to improve the quality of teaching and learning in the subject

ART AND DESIGN

105. Standards in art and design are in line with national expectations at the end of Years 2 and 6. The previous inspection report made no judgements on standards in art and design. All pupils, including those with special educational needs, pupils for whom English is not their first language and African Caribbean pupils, have made satisfactory progress over time in the subject.. The good quality of teaching observed during the inspection indicates that within lessons progress is now good and the school looks set to further improve standards in this subject. However, insufficient use has been made of the possibilities for enhancing pupils' appreciation of art through visits to local galleries and museums. The school is aware of this and plans are in hand to address the issue.
106. By the age of 7, the majority of pupils have acquired a satisfactory range of drawing and painting skills and they make reasonably accurate observational drawings and brave attempts to produce portraits based, for example, on their study of the self-portraits of Frieda Kahlo. Although clearly unaware of the deeper psychological significance of Kahlo's paintings, pupils in Year 2 were much engaged by the beauty and depth of her work. At this stage, pupils' work is attractively displayed and labelled by the teachers and pupils take pride in sharing their work with others. Pupils are aware that careful mixing can create different colours and shades and they know how to lighten and darken colours. Opportunities are provided over time for pupils to make three-dimensional pieces of work using different materials and media and the finished products are often of a satisfactory standard.
107. By the age of 11, pupils have made further progress in drawing, painting and printing skills. They have had the opportunity to transfer their skills to other areas of the curriculum, such as design and technology and history, where the quality of models has been enhanced by the use of skills in decoration. Through their studies of the work of famous artists, mainly in the European tradition, they have come to recognise that methods and styles have changed over time. In discussions, their recall is often limited and a good deal of prompting is required for the majority of older pupils before they can discuss the work of individual artists, such as Picasso. Often their knowledge is focused on one aspect of the work of famous artists and they do not

always realise that many of them worked through a variety of media and genre, such as sculpture and ceramics. Pupils in Year 6 are presently engaged with the problem of representing movement in two dimensions and this is taxing their drawing skills to the limit. In both lessons seen in which this was the main activity teachers were very encouraging of individual skills and talents but some pupils are inhibited in the free expression of drawing techniques. As they progress through the key stage, pupils show a good level of appreciation of the work and varying style of artists, such as Kandinsky, Hopper and Van Gogh. An increasing range of computer based resources is to be purchased which will provide the pupils with more opportunities to explore artistic output in a variety of fields. This, together with the recent purchase of a set of digital cameras, will provide further scope for experimenting with new forms in art.

108. In the lessons seen, the quality of the teaching was good and teachers worked hard to present activities in ways which were engaging for the pupils. Over time, the planning shows that pupils experience the full range of artistic experiences that add to their knowledge, understanding and skills. A strength of the teaching is the way that teachers directly teach the skills of painting, printing or designing techniques that pupils then put to good use in their own compositions. Many pupils show good attitudes to the subject and are keen to do well. They listen to instructions and work together well. The behaviour and attitudes of the majority of pupils make an important contribution to the quality of the learning environment. A small minority of pupils in Years 3 to 6 do not behave at the same level and on occasions disrupt the learning of their classmates. The teachers often deal with this well. Better use is made of sketchbooks at this stage so that pupils are able to experiment with and practise their skills.
109. The co-ordinator has only recently been appointed to post and has not yet had sufficient time to have the biggest possible impact on the quality of teaching and learning in the subject. However, indications are that the co-ordinator is enthusiastic and keen to improve provision and standards. The school has identified the need to put in place better monitoring procedures and for procedures to be developed to help assess the progress that pupils make as they move through the school. These are appropriate areas for development. Resources, including those using computer technology, are generally good but there is a shortage for use in the area of modelling in three dimensions.

DESIGN AND TECHNOLOGY

110. Pupils' attainment is in line with national expectations at the end of Years 2 and 6. Pupils of all abilities and pupils for whom English is not their first language and African Caribbean pupils make satisfactory progress as they move through the school. These findings are similar to those reported at the time of the last inspection.
111. Pupils develop a sound understanding of the "design, make and evaluate" processes outlined in the National Curriculum in both the infant and junior departments. Throughout the school, the use of design and technology is carefully linked to a range of other subjects as well as the specific skills being taught and developed within design and technology lessons. This strategy helps to develop and strengthen teaching and pupils' learning across many areas of the curriculum.
112. Pupils across the school are provided with opportunities to investigate a range of materials before they make their choices, testing them to check whether they are

suitable for their intended purpose. Pupils work with a variety of materials and have satisfactory skills of joining materials together using different methods. Pupils in Key Stage 1 have designed, created and then decorated spinning wheels to show the seasons of the year. These finished products are of a satisfactory standard. Evidence indicates that sufficient attention is paid to designing and evaluating as well as making but pupils have a limited technical vocabulary. The same pupils have made fruit salads and sandwiches as part of their study of a healthy diet in science and this extended their design knowledge as well as their scientific knowledge. Pupils understand the need for presenting attractive and appetising food as well as a balanced diet. This skill development continues as pupils move up through the school. Pupils continue to work with a wide range of different materials and develop more complex joining mechanisms. In order to help generate their own ideas, pupils in Year 6 examine different slipper styles before designing and making their own. The finished products are satisfactory and show an appropriate degree of originality. In history they have created a range of masks drawing their inspiration from the Greek Myths. A highly successful project for the oldest pupils was the making of pyramidal structures as a part of their study of Egypt. They planned and then built large three-dimensional models of the ancient pyramids, some of which were of a good standard.

113. Scrutiny of teachers' planning and pupils' work shows that teaching in the subject is satisfactory. This is supported by the lessons that were observed during the inspection. The teachers show secure subject knowledge. Pupils in a Year 4 class were able to see how a number of different games based on the use of magnets could be created. Pupils were encouraged to share their ideas with the rest of the class, evaluate their designs and suggest ways of improving them. In another lesson, the pupils examined objects that were dependent on the triangle for stability and then tested the strength of simple triangular structures before deciding how to make the most effective use of them. Pupils are encouraged to examine how their work could be better next time and they then use this information in future projects. The quality of learning in the subject is satisfactory. The majority of pupils show interest and commitment to their activities. They work with enthusiasm and achieve satisfactory progress in design and technology lessons. There is a small number of pupils whose negative attitudes and behaviour disrupt the smooth flow of lessons and hinder the progress of their classmates. Teachers have to spend a disproportionate amount of their time in managing these pupils but deal with the inappropriate behaviour well.
114. The subject is led in an appropriate manner. The subject has not been a focus on the school development plan but, when it is, time is to be made available for monitoring the quality of teaching and learning across the school. Teachers make good use of assessment and recording systems to evaluate their pupils' progress and set targets for future development. They record the progress of their pupils and use the information to plan carefully and effectively for future lessons. This is good practice.

GEOGRAPHY

115. Standards in geography for pupils at the end of Year 2 are broadly in line with national expectations. Pupils of all abilities and pupils for whom English is not their first language and African Caribbean pupils make satisfactory progress. This is similar to the findings of the last inspection. Inspection evidence indicates that attainment at Year 6 is below the nationally expected level. The great emphasis that the school has placed on improving standards in the core subjects of English, mathematics and science has meant that not all elements of the geography curriculum have been

taught in sufficient depth. All pupils have therefore made unsatisfactory progress towards the required level of attainment. This is a decline in standards seen in the last inspection.

116. By the end of Year 2, pupils' knowledge and understanding of the topics covered are satisfactory. Teaching overall is satisfactory with some good features. A strength, is the way staff have used the local area to good effect with an interesting range of activities planned that stimulate pupils' growing sense of enquiry. This has ensured that pupils are interested and gain a satisfactory understanding of the features of their locality. Photographs and walks enable pupils to create simple maps of their route and compare the features of different buildings. One pupil, for example, in Year 1 explained that she preferred the church building because it was 'pretty' inside while the flats were 'old and dirty'. More able pupils in Year 2 are able to use a simple 'key' to identify features on their maps.
117. In Key Stage 2, not all elements of the subject have been covered in depth over time so as to develop pupils' geographical knowledge or to stimulate and develop pupils' interest or sense of enquiry from a geographical perspective. Pupils have an unsatisfactory knowledge of the wider world and are not conversant with geographical features or how to locate places or landmarks on maps. This has not been helped by the shortage of atlases and globes over a period of time although new atlases have recently been purchased. Pupils' ability to draw plans and maps is at a basic level. When asked, pupils could recall very little detail about topics they had covered last year. When asked about the Indian village they had studied, pupils could not remember any significant details and when prompted said 'it was hot there'. In addition, links to other subjects, such as comparing temperatures and rainfall graphs, that could develop pupils' interest are insufficiently developed.
118. The quality of teaching observed during the inspection was good in Years 1 and 2 and satisfactory in Years 3 to 6. Over time, teaching has been satisfactory in Key Stage 1 and unsatisfactory in Key Stage 2. The good use of the local environment, good coverage of the different elements of the curriculum, high expectations and well planned activities are all features that make for effective teaching for pupils in Years 1 and 2. The teaching motivates the pupils and produces good levels of interest in the subject. Pupils behave well and are keen to locate places both nationally and further afield. In Years 3 to 6 not enough emphasis is placed in some classes on good presentation of work or on how much work pupils are expected to complete in a lesson and over time. Although some teachers' planning is satisfactory and expectation is high, this is not consistent across the year groups. A lack of depth in coverage, unsatisfactory marking in some classes and an inappropriate level of expectation make teaching over time unsatisfactory. The majority of pupils listen and behave well and show positive attitudes to the subject, but there is a small number of pupils who show less than positive attitudes to the subject and whose behaviour is inappropriate. The teachers usually manage pupils well.
119. Although teachers in the infant department follow a national scheme of work, this is not as yet sufficiently embedded in practice in Years 3 to 6 to be having its biggest possible impact on raising standards. The co-ordinator is well aware of the weaknesses in the subject and has identified as a priority the need to ensure that in all classes, topics are taught in sufficient depth to promote continuity and progression in pupils' knowledge and understanding. Assessment procedures are currently being developed and if rigorously followed should provide teachers with a good indicator as to the attainment levels of pupils and clearly identify areas for development. The

school has correctly identified the need for the co-ordinator to monitor the quality of teaching and learning across the school in order to have a bigger impact on raising standards and improving the quality of provision in the subject.

HISTORY

120. Standards of attainment in history are in line with national expectations at the end of Years 2 and 6. In this subject, the school has maintained the standards identified during the previous inspection. Pupils have a satisfactory knowledge of the past and all pupils, including those with special educational needs and pupils for whom English is not their first language and African Caribbean pupils make satisfactory progress. This represents a good level of achievement given pupils' ability when they start school.
121. By the age of seven, pupils have a satisfactory grasp of linear chronology, can distinguish old from new and are aware of some of the significant changes that have taken place in their own environment. History has been promoted through recording simple facts concerning changes in the family. Pupils have also looked at events, such as the Great Fire of London, that have made an indelible mark on history. The lives of famous people have been taught but it is apparent that not all pupils realise that famous people were real and some at least think of them as storybook characters. Most of the work done by pupils in Years 1 and 2 is a little prescriptive and does not always provide opportunities for the development of individual research skills. At the present time pupils have few opportunities for experiencing fieldwork to enhance their initial studies in history.
122. By the age of eleven, pupils have increased their awareness of history and are able to discuss their ideas with others in a satisfactory manner. Pupils need quite a degree of prompting to recall or retell the periods of history that they have studied. During the course of the inspection, pupils in Years 5 and 6 were engaged in a study of aspects of life in Victorian times. In discussions they were able to express forthright views concerning the morality of the exploitation of child labour, for example, but they showed more reluctance to record their findings and opinions in appropriate detail. Increasing use is being made of computer based resources for the study of history and pupils can access and evaluate the material available. They do not always relate their findings directly to the city in which they live and are not always sufficiently aware of the significance of Bradford in the social and industrial history of Britain. By the time they are in Year 6, however, pupils have experienced a good mixture of topics in history and have a satisfactory grasp of the links between the study of history and the understanding of the present day. They also show a satisfactory understanding of the fact that events in history might be portrayed differently depending on your point of view.
123. The quality of teaching observed during the course of the inspection was good overall. Teachers make good use of the resources available to them, including those available through the computer suite. The curriculum covered is appropriate and teaching is at its best when pupils are asked to carry out historical research, find things out for themselves or explain why things happened in the past as they did. Teaching is also effective when the subject is used as a vehicle for developing pupils' literacy skills and pupils are not asked to fill in simple and uninspiring worksheets. Although there are some good examples of pupils' work being marked in a way that clearly outlines what is needed to improve, this good practice is not as prevalent as it

could be. Many pupils enjoy the subject and take a keen and active interest in the past. Many are ready to ask questions to extend their knowledge and understanding. A small minority of pupils show a more indifferent attitude to learning despite the good quality of teaching. This sometimes shows itself in the pride they take in their work and manner in which they present it. At times, this is not helped by the fact that some teachers set too low a level of expectation as to how pupils are to set out and present their work. At the present time insufficient use is made of the immediate environment in the teaching of history and budgetary constraints have recently curtailed the opportunities available for properly constituted fieldwork in the subject. The co-ordinator leads the subject in an effective manner. The co-ordinator keeps detailed records of the coverage of the history curriculum but has had limited time for the monitoring of teaching and learning in the classroom. The school is to rectify this situation when the subject is a priority focus on the school development plan. The school lacks a coherent scheme for the assessment of performance in history and is rightly considering the use of the system recommended by the Qualifications and Curriculum Authority.

INFORMATION AND COMMUNICATION TECHNOLOGY

124. Pupils' attainment is in line with national expectations at the end of Years 2 and 6. The school has made a great deal of improvement since the previous inspection when attainment in the subject was judged to be unsatisfactory at the end of these year groups. The problem of inadequate resources has been addressed by opening a dedicated computer suite that is large enough for whole class lessons. Pupils of all ages and abilities, and pupils from different ethnic minorities are now making satisfactory gains in their learning and this represents considerable improvement since the time of the last inspection.
125. By the age of seven, most pupils use a word-processing programme to create simple stories or to record information from the work in the classroom. The majority can save and print work by using the command menus on the computer screen. By accessing drawing and painting programmes they are also able to produce simple artwork and repeating and non-repeating patterns. Pupils have a satisfactory understanding of how computers are used in the wider world although they only have a basic grasp of computer terminology and vocabulary. Pupils show a sound awareness of the fact that computers can be used to present information in a variety of formats.
126. Pupils in Years 3 to 6 continue to make progress as they make more frequent use of the computers in the suite. At the time of the inspection pupils did not have access to computers in the classroom although the installation of new machines is imminent. This has led to many pupils viewing computers and computing as a subject taught in the suite and they have not been using computer technology to support their learning in the classroom. However, the majority of pupils are confident in accessing the Internet as a source of information and during the course of the inspection pupils in Year 6 were interrogating databases for information to support their studies of the Victorians. By the age of eleven, the majority of pupils have developed a range of skills that allows them to identify, evaluate and retrieve information but they are less secure in the understanding of data handling and the use of devices, such as spreadsheets, to record information. Pupils have a satisfactory level of understanding of how computers are used in society at large and an increasing awareness of the full potential of the Internet and electronic mail. Good use is made of the computer suite during the timetabled lessons and by the computer club but pupils do not have

sufficient access at other times in order to use the equipment to support learning across all subjects. This has already been identified as an area for development in the action plan for the subject.

127. The quality of teaching and learning in both key stages is satisfactory and at times good. Where teaching is good it is helping to ensure that pupils make good progress. The computer suite has made a significant difference to the teaching of information and communication technology throughout the school. This situation is enhanced by the links with the local Technology College where older pupils can attend master classes and which supplies technical help and advice to the school. Lessons are generally well planned although the issue of separate passwords to each pupil causes confusion amongst younger pupils when they are working in paired situations. Teaching has improved because now pupils are directly being taught specific skills in all elements of the subject. Pupils are then given the opportunity to practise and refine their skills in interesting and well-planned activities. Some of the lesson planning fails to differentiate the need for higher attaining pupils to move on to higher levels of challenge, although they are used effectively in paired situations when helping lower attaining peers. Many pupils clearly enjoy working on the computers. They listen attentively to instructions and work together well, often helping one another rather than relying too heavily on adult support. Behaviour in lessons is often good and this, together with the positive attitudes that the majority of pupils show, adds to the quality of learning.
128. The subject is well led. The recently appointed co-ordinator for the subject is very well informed and has a sense of vision for the future development of the subject. As yet the school lacks a coherent plan for the assessment of progress in information and communication technology and the co-ordinator has not been provided with sufficient time to monitor the quality of teaching and learning across the school. This is to be addressed when the subject is a priority focus on the school development plan. Resources are generally good, with the exception of resources for the development of control technology, and have been enhanced by the recent purchase of some digital cameras.

MUSIC

129. Standards are at an expected level at the end of Years 2 and 6. Pupils of all abilities, including those with special educational needs have made satisfactory progress over time in the subject. The same situation applies for pupils for whom English is not their first language and for African Caribbean pupils. This is a similar position to the one found at the time of the last inspection.
130. In Years 1 and 2, pupils sing in tune and compose simple rhythms using a variety of untuned percussion instruments. Pupils can recall a selection of songs from memory. Pupils distinguish between slow and fast and know that some instruments are made of wood and others of metal. Pupils enjoy their music sessions but are a little too enthusiastic and firm class management is required to ensure that all pupils benefit from the opportunity. Although pupils of all abilities perform their compositions appropriately, some pupils find it difficult to listen and appreciate the compositions and performances of their friends. As they move through the school, pupils make satisfactory progress. Pupils in Years 3 to 6 sing well in two parts, and use notation to record their compositions. Older pupils recognise and play increasingly complex rhythms, performing reasonably well and keeping a steady pulse with a drum. Singing

in assemblies, however, is sometimes less than enthusiastic. Opportunities are sometimes provided for pupils to listen to, appraise and appreciate music from different composers as they enter and leave assemblies. This is good practice as it introduces pupils to a wider range of music, but such good practice is not always as consistent as it could be. Pupils do have opportunities to perform and a choir is formed for special occasions throughout the year. Singing on these occasions is joyful and tuneful.

131. Teaching is satisfactory overall with some good features. Teachers use the scheme of work appropriately to plan lessons and are beginning to plan an increasingly interesting variety of activities. The scheme provides an increased range of activities but has only very recently been purchased and it is therefore too soon for it to be fully embedded in practice and have an even greater impact on helping to raise standards. Planning shows that teachers plan for all different elements of the subject and pupils are given the opportunity to compose, perform and appraise different forms of music. Teaching is at its best when the teachers' own expertise and enjoyment is used to enthuse the pupils. On occasions, however, despite the good quality of teaching, a small number of pupils do not behave in an appropriate manner and their behaviour distracts and disturbs the learning of their classmates. The majority of pupils, however, behave well and show a positive attitude to learning. Some staff lack confidence in teaching music and the school has already identified the need for further staff training in this area of the curriculum.
132. The co-ordinator has recently taken over the management of the subject. A music specialist, she has already worked hard to improve resources, which are satisfactory. She has appropriate plans to support non-specialist staff and to raise the profile of the subject. When the subject is identified as an area for development on the school development plan, time will be allocated for this. Assessment procedures are beginning to be developed in order to track progress. There is a need to further develop the variety of instruments available in order to motivate pupils further and to better support teaching.

PHYSICAL EDUCATION

133. Only lessons in games and in gymnastics were observed during the inspection. Photographic records and discussion with pupils confirm that all pupils are making satisfactory progress in all aspects physical education and that pupils by the end of Years 2 and 6 are now achieving standards that are at an expected level. This represents good progress from the last inspection when they were judged to be unsatisfactory.
134. By the age of 7, pupils have good awareness and use of space. In gymnastics, pupils respond to the mood of the music and use their bodies to demonstrate a range of movements and shapes. The shapes are linked to the letters of the alphabet and this helps to reinforce their previous work in literacy lessons. They initially work alone and then link actions together when working with a partner or in small groups. A few show good levels of imagination in their choice of movements and make good use of space. When pupils listen carefully they are able to follow instructions and show creativity in their responses. However, some individuals lack the levels of self-discipline, normally expected at this age, to listen with sufficient care to their teacher.

135. The pupils build up, increase and refine their skills as they move through the school. Their work in games lessons is more challenging and the pupils make good gains in developing passing, attacking and defending skills. Pupils quickly and effectively put these skills into practice in a small game situation. The majority of the pupils listen to the teachers' instructions and work well throughout the lesson. A small minority sometimes lack sufficient concentration. The pupils make good progress in their learning in outdoor sports activities. Their skills are enhanced through the very good range of extra-curricular sports activities, including netball, football, rugby as well as athletics. Local sports clubs and colleges contribute their expertise to these activities.
136. The quality of teaching overall is at least satisfactory with some good features. The teachers dress suitably and set a similar standard for their pupils. Lessons are well-planned and structured, with warm-up and cool-down sessions. Good links were made between pupils' work in science and the effect of warm-up and cool-down activities on muscles and pulse rates. The teachers keep up a good pace, give clear instructions and manage the pupils firmly. Year 6 pupils were left in no doubt of the consequences of not following the rules when practising their basketball skills. The teachers highlight and praise pupils' good achievement and, as a result, the pupils try hard to improve what they do. Their teacher's comments and insistence on pupils playing as part of a team helped Year 6 pupils to quickly improve their ball passing and receiving skills.
137. The majority of pupils respond with enthusiasm and concentration. The pupils are given opportunities to evaluate their own and others' performances through watching pupils as good role models in demonstration. There is a minority of pupils whose attitude and behaviour are less than satisfactory and their misbehaviour means the classteachers have to spend a disproportionate amount of time in managing these pupils. The majority of pupils, however, are well behaved and tackle their activities with enthusiasm. The role of the co-ordinator has been developed since the last inspection. She has carried out an audit of strengths and areas for development for all staff and provided in-service training and is a good role model for her colleagues. Future developments include the provision of time for the co-ordinator to more actively monitor the quality of teaching and learning across the school and to improve assessment procedures. These are appropriate areas for development.