

INSPECTION REPORT

MARSHFIELD PRIMARY SCHOOL

Bradford

LEA area: Bradford

Unique reference number: 107215

Headteacher: Mrs H L Greaves

Reporting inspector: Mr Robert Robinson
21024

Dates of inspection: 9 - 12 July 2001

Inspection number: 194960

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:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Thornton Lane Bradford
Postcode:	BD5 9DS
Telephone number:	01275 573295
Fax number:	01275 503964
Appropriate authority:	The governing body
Name of chair of governors:	Mr D A Craven
Date of previous inspection:	15 May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21024	Robert Robinson	Registered inspector	Science Religious education	What sort of school is it? How high are standards? a) The school's results and achievements. What should the school do to improve further?
8922	Brenda McIntosh	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
19117	Margaret Handsley	Team inspector	English Equal opportunities English as an additional language	
19916	Debbie Kerr	Team inspector	Foundation Stage Special educational needs	How well are pupils taught?
21910	Gordon Langton	Team inspector	Geography History Physical education	How good are the curricular and other opportunities offered to pupils?
223801	Penny Parrish	Team inspector	Mathematics Design and technology	How well is the school led and managed?
20038	Geoffrey Watson	Team inspector	Information and communication technology Art Music	How high are standards? b) Pupils' attitudes, values and personal development.

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

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	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PROVISION FOR PUPILS LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE	21
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27
PART A: SUMMARY OF THE REPORT	

INFORMATION ABOUT THE SCHOOL

This is an above average-sized primary school for boys and girls aged three to eleven years that serves the local area of Marshfield near to the centre of Bradford. It has 307 full-time pupils: 169 boys and 138 girls. Forty children, 21 boys and 19 girls, attend the nursery each day either for the morning or afternoon session. Forty-five children, who are under the age of six, are taught in the reception classes. There is a very high proportion of pupils from minority ethnic backgrounds (96 per cent) and there are 64 pupils at an early stage of learning English as an additional language. Seventy-three pupils (22.8 per cent) are on the register of special educational needs, which is about average. A below average proportion of pupils have a Statement of Special Educational Needs. Children's attainment on entry to the nursery is very low. The proportion of pupils known to be eligible for free school meals is about 44 per cent, which is well above the national average. The school has changed significantly since the last inspection in May 1997. The age range has increased from three to nine years to three to eleven years and the number on roll has risen significantly following the reorganisation of schools in the local education authority. The pupils in Years 1 to 6 are now accommodated in a refurbished secondary school whilst the nursery and reception children remain in separate accommodation on the same site. Conversion and extension of the buildings on the same site to accommodate nursery and reception classes is taking place. The school is part of the local education authority's 'Excellence in Cities' project.

HOW GOOD THE SCHOOL IS

The school provides a sound education for its pupils and has succeeded recently in improving standards from a low level. Pupils enter the school at the age of three with very low levels of skills in language and mathematics; by the age of 11 they achieve well in relation to their prior attainment though their performance in English is well below average and in mathematics is below average. The quality of teaching is good overall and as a result pupils learn well. Pupils' attitudes to work and their personal development are good and they behave well. The leadership and management of the school are satisfactory. The school provides satisfactory value for money.

What the school does well

- Pupils' achievements relative to their prior attainments are good.
- Children are given an excellent start to their education in the nursery.
- The quality of teaching is good and as a result pupils learn well.
- Pupils' attitudes to school, their behaviour and personal development are good.
- The provision for spiritual, moral, social and cultural development is very good.
- Pupils are well cared for.

What could be improved

- Standards, by the age of 11, in English are well below the national average and in mathematics and in science are below average.
- Pupils' attendance is poor.
- The roles and responsibilities of senior managers and subject co-ordinators are underdeveloped.
- The school provides insufficient information to parents to help them assist their children's learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvements since the last inspection in May 1997. Standards of pupils' performance are well below average, though they have risen from a very low level at the time of the last inspection. Pupils' attitudes, behaviour and personal development remain good. The quality of teaching has improved and is now good overall.

The areas for improvement identified then have been addressed satisfactorily overall, as shown below:

- The curriculum guidance for teachers has been improved by the successful introduction of the National Literacy and Numeracy Strategies as well as the implementation of nationally recommended schemes of work. These initiatives are having a positive impact on pupils' learning resulting in a rising trend in standards.

- There has been a significant improvement in the quality of teaching; however, there is still some unsatisfactory teaching and the monitoring of the quality of teaching and learning remains unsatisfactory.
- Assessment procedures are now satisfactory, though the information gained from assessments is not used sufficiently to plan future work for individuals and groups of pupils.
- Pupils' attendance remains poor.
- The school now meets statutory requirements in all areas of its work.

STANDARDS

- This is the first year that pupils have taken the national tests for 11-year-olds because in previous years there were no pupils aged 11 at the school. The results of the 2001 national tests are not yet available. The performance of this year's group of pupils in Year 6 in English is well below the national average and below average in mathematics and science. No significant differences are apparent between the performance of boys compared to girls. Pupils reach the standards expected nationally in all other subjects, except for design and technology where standards are below national expectations.
- The results of the national tests for seven-year-olds in 2000 showed pupils' performance in reading, writing and mathematics to be well below both the national average and the average of pupils in similar schools. Pupils' attainments have been well below average since 1997, when standards were very low, (in the lowest five per cent nationally). Standards reached now in Year 2 remain well below average in reading and writing, although in line with the national average in mathematics. The improvements in mathematics reflect the improvement in the teaching of the subject. Pupils' attainment in science is below average and well below average in the skills of speaking and listening.
- Pupils learning English as an additional language and those pupils with special educational needs make good progress.
- By the end of the reception class children are well below expected standards in communication, language and literacy and below average in mathematical development and knowledge and understanding of the world. In personal, social and emotional development, physical development and creative development children achieve expected standards.
- Children enter the school with very low levels of language and mathematical skills. In the nursery they have an excellent start to their education, which is built on well in the reception classes. Pupils' achievements between the ages of six and eleven are good, relative to their prior attainments.
- The good quality of teaching in Year 6 places the school in a most favourable position to exceed its expected targets for 11-year-olds in 2001.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils are interested in their work and have a positive attitude to school.
Behaviour, in and out of classrooms	Good; pupils' behaviour is good and assists their learning.
Personal development and relationships	Good; pupils develop their personal skills well and they relate very well to each other and their teachers.
Attendance	Poor; attendance is poor and contributes significantly to the low attainment of some pupils. Poor attendance and unsatisfactory punctuality are key issues for the school to address in its efforts to improve standards of attainment.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	very good	good	good

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

- The teaching and learning were good or better in 69 per cent of lessons, in 20 per cent they were very good but in 5 per cent they were unsatisfactory.

- The quality of teaching and learning is good overall for six to 11-year olds. It is good in the reception classes, and in the nursery is of an extremely high standard. Teaching in the nursery and reception classes is based on a very good understanding of how the youngest children learn.
- The teaching and learning of pupils at an early stage of learning English as an additional language and of those pupils with special educational needs are good because they receive effective support from teachers and classroom assistants.
- The teaching and learning of literacy, numeracy and science are good for six to 11-year-olds, though the teaching of the skills of speaking is satisfactory. Too few opportunities are planned for the development of spoken English and teachers do not challenge pupils sufficiently to improve their skills.
- The teaching and learning of history, music and physical education are good. The teaching of information and communication technology is good and pupils are making rapid progress in their learning of skills of the use of computers. The teaching of religious education is satisfactory. No judgement is made on the teaching and learning of art and design, design and technology and geography as it was not possible to observe sufficient lessons during the inspection.
- Basic skills of reading, writing and number are taught well and developed appropriately in other subjects. Information and communication technology is used satisfactorily to assist learning in other subjects.
- Teachers manage pupils well and have high expectations of behaviour, resulting in a calm and productive learning environment. Teachers use a good range of methods to engage and interest pupils, which stimulates pupils to learn at a good pace. Teachers' planning is of variable quality and some is poor. Poor planning does not make clear what should be taught to pupils at different levels of attainment and in some of the poorly planned lessons pupils make unsatisfactory progress. Information gained from marking and assessment is not used well enough to plan the next step of learning for individuals and groups. The expertise of support teachers is not always used to best effect to speed up pupils' learning.
- Overall, the teaching meets effectively the needs of all pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum in the nursery and reception classes meets the recent national guidance well. The curriculum for pupils aged six to eleven is satisfactory and meets statutory requirements, although guidance for teaching religious education is unsatisfactory and elements of art and design and design and technology are not developed fully. The literacy and numeracy strategies have been implemented well and assist in the raising of standards. Links with the community are good and educational visits benefit pupils' learning. The length of the school day is below the national average.
Provision for pupils with special educational needs	Good; pupils are given full access to the curriculum and are supported well by classroom assistants.
Provision for pupils with English as an additional language	The school provides well for pupils who are at an early stage of learning English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides very well for the personal development of pupils, with especially strong provision for their social, moral and cultural development.
How well the school cares for its pupils	Care and concern for pupils are strong. Teachers know their pupils well. In the nursery teachers have very good procedures to monitor children's progress but the recording of pupils' progress is inconsistent in other classes, making it difficult to monitor pupils' attainments.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher and deputy headteacher are satisfactory. The quality of education is improving. Subject co-ordinators and other members of staff support the senior management team well with a strong commitment to raising standards. Management structures are not efficient; some members of staff have too much responsibility and others have insufficient opportunity to use their skills fully to raise standards further.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory responsibilities satisfactorily and its role in monitoring the work of the school is increasing.
The school's evaluation of its performance	Appropriate priorities for development are set and standards are rising, though, whilst the school development plan is focused on appropriate priorities, it lacks sufficient planning and review procedures.
The strategic use of resources	The staffing levels are good, although sometimes support teachers are deployed inefficiently. Spacious and attractive accommodation and facilities enhance pupils' learning; however, the school's playing field is underused to support learning in physical education. Financial planning is satisfactory. The school is careful to use funding appropriately with suitable emphasis upon obtaining the best value, for the benefit of pupils, for the money available.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy school and work hard. • The teaching is good. • The school has high expectations that their children will succeed. 	<ul style="list-style-type: none"> • The school does not work closely enough with parents. • Parents are not kept informed well enough about how well their children are progressing. • Homework is inappropriate. • The range of activities outside lessons is insufficient.

The inspectors agree with the positive views of the parents and with most of the points they would like to see improved. The school provides too little information to parents about their children's progress. There are too few opportunities for planned meetings between parents and teachers where they can work together to assist parents to help their children's learning at home. Homework is set inconsistently. The range of activities available outside lessons is satisfactory and is broadly similar to most primary schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Following the change of status from a first school to a primary school the first group of pupils took the national tests for 11-year-olds in May 2001. The results of the tests were not published at the time of the inspection but the levels obtained by individual pupils were available for English, mathematics and science. Comparing these results with the same pupils' test results at the age of seven showed that they had achieved well between the ages of seven and eleven. The evidence of inspection shows that:
 - in English pupils' performance by the age of 11 is well below the national average overall; reading is below average and the skills of speaking and listening and writing are well below average;
 - in mathematics and science pupils' performance by the age of 11 is below the national average;
 - there are no significant differences between the attainment of boys and girls;
 - standards are average in art and design, geography, history, information and communication technology, music, physical education and religious education but below average in design and technology as the curriculum taught is too narrow.
2. The 2000 National Curriculum tests and Teacher Assessments for seven-year-olds show that:
 - pupils' performance in reading, writing and mathematics was well below the national average and well below the average for schools with pupils from similar backgrounds;
 - in science pupils' performance was below the national average.
3. For current seven-year-olds standards in reading, in writing and in the skills of speaking and listening remain well below average, though standards are rising gradually over time from a very low level. In mathematics standards have risen sharply this year and are in line with the national average; this is because of the successful teaching of the National Numeracy Strategy and pupils' good attitudes to learning. Pupils' performance in science remains below average. Standards by the age of seven are about average in all other subjects.
4. Since the last inspection standards have risen consistently from a very low level but still remain overall below average.
5. Inspection judgements show that:
 - pupils' overall achievement is good relative to their prior attainment.
6. Pupils enter the nursery with very low levels of skills in language and mathematics. These children have an excellent start to their education as the quality of teaching is of a consistently high standard. They achieve very well in comparison to their prior attainment. In the reception classes the children build well on their learning in the nursery, though by the end of the reception they are still well below expected levels in communication, language and literacy, and below average in mathematical development and in knowledge and understanding of the world. Their attainment in personal, social and emotional development, in physical development and creative development is average. Children with special educational needs make very good progress as a result of the very effective help they receive from teachers and classroom assistants. The large proportion of children learning English as an additional language make very good progress. They work alongside other pupils very well and develop their language skills in English very effectively as they receive a high standard of support from experienced classroom assistants and teachers, as well as from specialist teachers and language support assistants.
7. Pupils' achievements in Years 1 to 6 are good in reading, writing, mathematics and science. The very good rate of progress pupils make in the nursery and reception classes in the skills of speaking and listening are extended satisfactorily. However, the limited monitoring of pupils' attainments in speaking and listening in Years 1 to 6 does not provide sufficient information to enable teachers to plan effectively in order to assist pupils to make better progress.
8. In information and communication technology pupils have achieved well since the introduction of specialist teaching and a computer suite. Information and communication technology supports

learning in other subjects satisfactorily. Literacy and numeracy skills are developed appropriately in other subjects.

9. Pupils with special educational needs are fully included in all the school's activities and make good progress towards the targets set for them. Their progress is particularly evident in lessons where they receive additional support from teachers and classroom assistants, notably in literacy and numeracy lessons. Progress is slower in lessons where teachers' planning does not take full account of their learning difficulties. Very good support is provided for pupils with behavioural, physical and medical disabilities, enabling them to achieve well and take a full part in school life.
10. Pupils learning English as an additional language make good progress. Most pupils by the age of 11 are fluent and confident in their use of English, though they find difficulty expressing themselves clearly in some subjects, such as science.
11. Higher attainers, pupils with special educational needs and those learning English as an additional language make good gains overall in skills, knowledge and understanding, although standards of pupils' performance remain overall below average and well below average in English. The school is on course to exceed its modest targets for the proportion of pupils to achieve the level expected of 11-year-olds in English and mathematics as a result of good teaching and the positive attitudes of pupils towards their work.

Pupils' attitudes, values and personal development

12. Pupils' attitudes and behaviour are good. This was the case at the time of the last inspection.
13. Pupils show good and, occasionally, very good attitudes to their work. When teaching includes well-planned activities with good levels of pupil management and the setting of challenging objectives, pupils respond with very positive attitudes and a keenness to contribute in lessons. They work enthusiastically and help each other. They discuss their work freely with others and are confident in seeking help and guidance. Pupils' behaviour out of lessons is good. They are welcoming and polite. Some parents expressed a concern about standards of behaviour during lunchtimes. This is not supported by evidence during the period of inspection. Pupils were observed playing together with small apparatus such as balls and skipping ropes whilst others played self-organised team games of cricket. Those not involved in activities associated quietly in small groups. The lunchtime supervisors are alert to any inappropriate behaviour and pupils are aware that it will not be tolerated. There were no exclusions during the last academic year.
14. Pupils' relationships with each other and with adults are very good. Pupils work frequently together in pairs and small groups; for instance, in information communication technology their work is planned in such a way that it requires pupils to give mutual support. Often the final result is dependent on several groups making their particular contribution to the overall task.
15. Personal development is good, as it was at the time of the last inspection. Pupils enter the nursery with personal and social skills that are below expected levels. As they progress through the school they take responsibilities increasingly. Pupils tidy away equipment at the end of lessons willingly and efficiently. Library monitors spend their own time managing the library. They search the Internet for information about children's books so as to advise the teachers of possible titles to enhance the library's stock. In an assembly about artefacts and customs of the Muslim faith, older pupils brought in personal and family items to enhance the understanding of others. They read out confidently their written contributions to the assembly's theme. Other pupils listened attentively, showing interest in, and respect for, the faith and customs of others. All of these strong aspects of pupils' development and experiences, along with the positive atmosphere of the school, prepare the pupils well for the next stage in their education and for life outside school.
16. The level of pupils' attendance at the school is poor and well below national figures. A number of absences are due to religious observance, when a significant number of the children are away from school. Too many children arrive at school late, and because the school is very strict about the closing of registers, this affects the attendance figures. The school has introduced recently a computerised registration system and members of staff are now becoming more aware of the useful data that this system can provide. A number of families, some of whom have two or more children at

school, seem to have little understanding of the impact that irregular attendance and late arrival have on their children's education. This is particularly the case among parents of younger children, who seem to think it is not important if they have time off school. Despite the continued efforts to promote good attendance, data analysis shows that there are a considerable number of pupils whose attendance falls below 90 per cent. Many of these children are under the age of seven. In addition, the number of pupils taking extended holidays to Pakistan doubled this year but none of these absences are reflected in the reported attendance figures because it is the school's practice to remove pupils from the register if they do not return to school by an agreed date. Poor attendance is an important issue for the school to address in its efforts to improve standards of attainment.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching and learning is good overall; it is very good for children in the nursery and reception classes and good in the rest of the school. The quality of teaching is good or better in 69 per cent of lessons and very good or better in 20 per cent. In 26 per cent of lessons the quality of teaching is satisfactory and in the remaining five per cent it is unsatisfactory. This represents a significant improvement since the last inspection. The improvements are as a result of several factors: some new teachers have been appointed to the school; the introduction of the Literacy and Numeracy Hours have led to improved teaching in these areas; senior teachers have begun to monitor lessons. The appointment of a new co-ordinator for Years 3 to 6 has also led to improvements which have raised the standard of teaching and learning for the older pupils.
18. The teaching and learning of English, mathematics, history, music and physical education are good throughout the school. The teaching and learning of science are satisfactory for pupils in Years 1 and 2, and good for pupils in Years 3 to 6. The teaching and learning of religious education are satisfactory throughout the school. It was not possible to make judgements about the teaching and learning of art and design, design and technology or geography. The teaching and learning of information and communication technology are good because a specialist teacher teaches most lessons. In subjects where teaching and learning are satisfactory rather than good, it is because teachers do not have a secure enough knowledge and understanding of the subject to teach it well.
19. The teaching is very good in the nursery and reception classes because the teachers and experienced nursery nurses have a very good understanding of how the youngest children learn. They provide a rich and practical curriculum based on all the areas of learning, which develops children's skills and knowledge in a systematic way, enabling them all to achieve very well as they move through the nursery and reception classes. The teaching in the nursery is of consistently very high standard because the teacher and nursery nurse work closely together to plan an exciting programme of work for the children and make very careful and regular assessments of each child's progress. This enables them to tailor activities for individual children's needs.
20. The teaching of information and communication technology is good because the specialist teacher has a good understanding of the subject. Her expertise, and the very positive relationships that she has established with the pupils, inspires confidence and enables them to learn at a fast pace. Lessons build systematically on what pupils have already learnt and tasks are challenging, ensuring high levels of interest and good levels of achievement.
21. Teachers teach the basic skills of reading, writing and number very effectively and make good use of work in other subjects to ensure that pupils practise and improve them. Teachers have received very good training for teaching literacy and are working hard to implement the Numeracy Hour effectively. The hard work invested in these areas is having a positive impact on learning. Teachers' expertise has improved and most plan these lessons carefully to take account of the different levels of attainment within the class. Classroom assistants work alongside teachers to provide good support for groups within the class.
22. In almost all lessons teachers and classroom assistants manage pupils well and have high expectations of behaviour. This results in calm and purposeful lessons in which pupils can apply themselves to their tasks without being distracted by others. Teachers use a good range of teaching methods to interest and involve pupils, including whole-class, group and individual teaching. In the best lessons, teachers use practical activities and group assignments as well as individual work to maintain pupils' interest. A very good example was seen in a geography lesson in Year 4 in which

pupils worked in pairs to prepare an argument for a debate on an environmental problem. The lesson moved at a fast pace, involved all pupils fully and developed a wide range of learning skills.

23. The teaching of pupils with special educational needs is good overall. Teachers plan tasks that take account of what pupils have already learnt in literacy and numeracy, and give extra support in many other lessons. Each pupil has an individual education plan drawn up by the co-ordinator for special needs and the class teacher. The targets set are precise and help teachers identify the next small step in learning. These pupils often receive additional help in lessons from classroom assistants, who adapt the work for them and make sure they keep up with the rest of the class.
24. The teaching of pupils learning English as an additional language is good overall. It is very good when pupils who have very limited understanding of English are taught by a bilingual peripatetic teacher in small groups. In these lessons the pupils make very good progress but when they are taught together with other pupils of similar age their progress slows, particularly in classes where teachers have insufficient knowledge and understanding of strategies to support these pupils.
25. In the small number of lessons where the quality of teaching and learning is unsatisfactory, it is because the teachers do not have a clear plan for how the lesson should develop. Teachers' planning is of variable quality and some is poor. The poor planning does not make clear what the objectives of the lesson are and what should be taught to pupils at different levels of attainment in the class. As a result the teacher is badly organised and pupils are confused about what they are supposed to do.
26. There are other weaknesses in teaching and learning that limit pupils' achievement in some lessons. Teachers mark pupils' work conscientiously but the information gained from marking and assessment is not used effectively to plan the next stage of learning for individuals or groups of pupils. In science particularly, not enough account is taken of what has been learnt in one lesson to plan work that is hard enough for the higher-attaining pupils in the next. Teachers in general do not do enough to help pupils improve their spoken English. Too few plan opportunities for pupils to speak, to discuss and to ask questions in lessons. They teach basic vocabulary well and write key words on the white boards to help with spelling but do not always take enough time to help pupils express themselves clearly.
27. Most parents consider rightly that the quality of teaching is good at the school.

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

28. The quality of the curriculum is satisfactory overall and statutory requirements are met. It promotes pupils' intellectual, physical, social and personal development and prepares them for the next stage of their education. The last inspection identified the need to provide policies and schemes of work for all subjects. Many of these are now in place and the remainder are due to be completed by the beginning of the new school year. The local education authority's syllabus for religious education has been published recently but is not yet used.
29. The curriculum for children in the nursery and reception classes is good. Teachers have introduced the new national curricular guidance for children in the nursery and reception classes well. The guidance for teachers provides very good opportunities for the children to develop their skills and knowledge in all areas of their learning.
30. All subjects of the National Curriculum are taught; however, the length of the school day is shorter than that found in most other schools nationally and this limits the time available for the teaching of the whole curriculum. The curriculum for information and communication technology has improved but some weaknesses remain in the teaching of modelling and control. Art and design and design and technology require further development to ensure that a balance of all aspects of the curriculum is taught. Since the last inspection, improvements have been made to the music curriculum and that for physical education.
31. The school received good support from the advisory staff of the local education authority to implement the National Literacy and Numeracy Strategies throughout the school, which are beginning to contribute to raising standards of attainment in English and mathematics.

32. All statutory requirements for the curriculum are met for pupils with special educational needs. They are supported satisfactorily and have access to the full National Curriculum. Individual education plans are available for all pupils with special educational needs and these indicate the support that the pupils need. The tasks set in lessons are usually well matched to the pupils' attainment. In classes where pupils have additional support this has a positive effect upon their learning. Pupils with English as an additional language receive effective support and make good progress in their learning.
33. A central feature of the school is equality of access and opportunity for all pupils. A strong emphasis is placed upon valuing pupils' contributions. Members of staff make strenuous efforts to encourage all pupils to be fully involved in all aspects of the school's work.
34. An interesting range of educational visits enriches and supports pupils' learning. These include visits to places of local interest such as other towns and museums. The visits are used well to add interest and increase pupils' understanding of the importance of lessons in history and geography. The residential visit arranged for older pupils provides them with an insight into an environment different from home or school. The provision for extra-curricular activities is satisfactory. Opportunities are available for training in tag rugby, football and rounders and there are games clubs, aerobics and a homework club.
35. The personal, social, health and citizenship education programme for pupils is satisfactory. During lessons and in assemblies pupils are introduced to a variety of ideas about how to develop themselves and deal with issues that arise in their young lives. 'Circle times' are valuable, when pupils sit quietly on the carpet and take turns, one-by-one, at explaining how some things are important to them. Pupils voice their ideas in a safe environment where every person's contribution is valued. Appropriate attention is given to drugs education through yearly planned visits from experts in this field of education. The governors are seeking actively parents' views on sex education.
36. The school has good community links. The mothers and toddlers group meets in the school twice a week, developing an important link between the school and families. Several governors have links with the community and the school receives good support from businesses. Links with secondary schools are satisfactory. Pupils spend some time at their new secondary school before the end of the summer term. These opportunities help the pupils to be prepared satisfactorily for the next stage of their education.
37. The school's provision for spiritual, moral, social and cultural development is very good overall and has improved since the last inspection.
38. The school makes good provision for pupils' spiritual development. Positive contributions are made through religious education, art and music lessons. Pupils are introduced to the wonders of the natural world; for example, pupils were filled with awe and wonder when a visitor from an animal rescue centre showed them two baby hedgehogs. They were fascinated by the hedgehogs' behaviour and enjoyed watching them roll over and lick themselves. Discussions in many subjects help pupils to understand and develop spiritual awareness and this helps their language development. Assemblies make a strong contribution to pupils' spiritual development, where pupils are encouraged to reflect on a theme.

39. The provision for pupils' moral development is very good. There is a strong emphasis on good behaviour throughout the school. Members of staff create an orderly environment and help pupils to become responsible members of the community. Adults set a good example to pupils and encourage good relationships. Discussions during collective worship make a valuable contribution to pupils' moral development. Teachers have high expectations of good behaviour and treat any behavioural problems with firmness, patience and great sensitivity. Time is taken to listen to pupils and to explain why, when their behaviour falls short of expectations, it is wrong, giving pupils a clear understanding of the difference between right and wrong. Pupils respect each other and each other's property. Pupils discuss behaviour with their teacher at the beginning of the school year and agree a list of class rules, in order to encourage good behaviour during the year. The whole ethos of the school is to create an atmosphere for work and learning within a happy and caring environment. The contributions of pupils with special educational needs and those pupils learning English as an additional language are valued by the whole school community.
40. The school makes very good provision for pupils' social development. Members of staff ensure that all pupils are made welcome. Pupils are encouraged to work together in lessons and to share ideas; for example, in a history lesson in the Year 4 and 5 class, pupils worked very well in pairs to prepare a short conversation people might have had in Victorian times on the way home from work. Pupils are given responsibilities regularly; for example, to clear away equipment. The very good relationships between all members of staff and pupils help to create a positive atmosphere. At no time during the inspection was any adult heard to raise a voice when speaking to pupils. This respect, shown by adults to pupils, is reflected in the way pupils work together and welcome visitors to share in their activities. The residential visit provides pupils with further opportunities to develop their independence and personal and social skills through a range of challenging and exciting activities.
41. The school makes very good provision for pupils' cultural development. Opportunities exist for pupils to develop a good understanding of their own, local and national heritage through visits to places of local interest and through a residential visit for older pupils. Year 6, in particular, benefited from a visit to a museum and on their return produced presentations of a high standard. The school has a good link with friends in Trinidad. An excellent display of artefacts and other materials from the Caribbean enhances the entrance to the school and creates interest for the pupils. The cultural diversity of the community is well drawn upon as a resource; for example, in assemblies, pupils of the different faiths represented at the school spoke of some of the ceremonies and beliefs of their religions. Pupils listened with interest and great respect. The very good support and understanding of the parents are a strong influence in the provision for the pupils' cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school has established a calm, caring and supportive environment for its pupils. The provision for the welfare, health and safety of the pupils is good. The positive features of care for pupils' well-being found at the time of the last inspection have been maintained. The well-being of each individual is an important priority. Much has been done to create a harmonious community which makes an effective contribution to pupils' sense of well-being and supports their learning. Every opportunity is taken to interact positively with pupils to boost their self-esteem. Pupils say they like school.
43. The very good induction procedures help the children to settle quickly and happily into the routines of the nursery. Very good arrangements are made to support children and their parents before they start nursery. Home visits made by staff are very much appreciated by parents and help forge links between families and the school from an early stage. Members of staff show a high level of care and concern for children's welfare and give time willingly to talk to children and their families. The home-school liaison officer readily acts as an interpreter when this is necessary.
44. Members of staff, including lunchtime assistants, provide good supervision and carry out their duties in a caring way. The school has a policy for health and safety that follows local authority guidelines. Formal risk assessments of the premises are carried out regularly. It was brought to the attention of the governing body that there are no finger guards on any of the doors. Child protection procedures are firmly in place and members of staff are well aware of them. Members of staff are attentive and conscientious and look after the pupils well.

45. The school has good procedures for promoting discipline and good behaviour. The pupils' behaviour is good because members of staff are consistent in their approach throughout the school. The teachers are very good role models and expect high standards of behaviour in and out of the classrooms. Pupils duly respond and they have a clear understanding of what constitutes acceptable and unacceptable behaviour within the school community. The majority of pupils do not want to earn the displeasure of their teachers and they respond well to praise and encouragement. In the case of unacceptable behaviour the school imposes appropriate sanctions.
46. Improving attendance by devising effective strategies based on the analysis and monitoring of attendance data was a key issue for the school to address following the last inspection. Since then, strategies have been put into place to promote and reward regular attendance and punctuality.
47. The school has placed great emphasis on reminding parents about the adverse effects on their children's education if they do not attend regularly. It has established successfully a breakfast club, which is used by a number of children who attend the school. This facility provides pupils with a simple breakfast and the opportunity to develop language skills through the various activities on offer. It is a stimulus to come to school early and has had a positive effect in motivating the children and improving their attendance. The learning mentors who work in the breakfast club show care and concern for the pupils and have established good relationships with them. Members of staff, including the headteacher, learning mentors and home-school liaison officer, expend much effort on monitoring pupils' attendance. Parents are quite rightly contacted if their child fails to turn up without explanation within the first hour of the school day. This measure has helped reduce the number of days that children stay at home. It is made clear to parents that they must give reasons for their children's absence, including written explanations if they deem it necessary to take holidays in term time. Pupils taking extended holidays do not always receive work to support their learning whilst they are absent.
48. Procedures for promoting good attendance and raising awareness of the importance of good attendance are not having the desired effect, and attendance remains poor. The school does not make sufficient use of the attendance data available on the computerised system in order to target the poor attenders that have been highlighted. The school does not work closely enough with parents in order to increase the amount of time their children are in school.
49. Procedures for monitoring the pupils' personal development are satisfactory but rely on the class teachers' personal knowledge, rather than formal arrangements. Other than medical records and personal details there is no specific recording of pupils' personal development except details recorded on the annual progress report. The school places good emphasis on raising the pupils' self esteem whatever their level of attainment and this is achieved well through the regular celebration of individual success both in class and in assemblies. The care for pupils with special educational needs is good and they make good progress. Pupils are well supported in class by the support assistants, who ensure that they are receiving as much help as possible.
50. Overall, the procedures for assessing pupils' attainment and progress are satisfactory with some good features, and represent an improvement since the last inspection. There is good analysis of pupils' performance in national tests at the age of seven. Evaluation of this information is carried out to inform the school of general trends. The school makes good use of the optional national assessment materials and other nationally available tests to check pupils' progress from one year to the next. Furthermore, the records provide a useful tracking system of pupils' test performances so as to form an overall picture as they move through school. Information from analysis of tests is used to target specific pupils or groups of pupils who need extra support to raise their levels of attainment; for example, through booster classes for those pupils who are on the threshold of reaching a higher level of attainment in the national tests. Targets are set for individual pupils at the beginning of the year and compared with actual test scores at the end of the year to check if their progress has been good enough. In subjects other than English and mathematics, there are no formal or consistent systems to assess and record the acquisition of knowledge or skills. It is not an easy task to check what pupils have been taught and even more difficult to identify what individual pupils know, understand and can do in all subjects. Teachers lack this information when planning for new learning.

51. Very good systems for the assessment of children's attainments operate in the nursery. Members of staff record meticulously children's individual development in an ongoing assessment book. The information is used well to plan for the children's needs.
52. Procedures for recording academic progress are unsatisfactory. There is no systematic format for recording day-to-day assessments. Some teachers keep full and useful records but the absence of a common format for collating information makes it difficult to see what progress is being made by individuals or groups of pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. Overall, parents' views of the school are that it is satisfactory. A good proportion of parents have taken the opportunity to respond by completing the parents' questionnaire. Parents are supportive of the school and its work in a number of aspects. They feel that the teaching is good. Members of staff expect pupils to work hard and achieve their best and help them to enjoy school. Inspectors share parents' positive views of the school. There are a significant number of parents who are dissatisfied on a number of issues including homework, information on pupils' progress and the provision for extra-curricular activities. Some also feel that the school does not work closely with parents. Inspectors' judgements are that the range of extra-curricular activities offered to pupils are satisfactory. Homework is set inconsistently and there is insufficient information for parents about the policy and about parents' role in developing their children's learning at home.
54. The information the school provides for parents is unsatisfactory. The prospectus provides very brief details about the school and curriculum. There are no newsletters to involve parents in the life of the school or to give information about topics or work. Pupils' annual reports provide a good summary of their attainment and progress, highlighting their strengths and weaknesses and giving guidance on how improve in English and mathematics. Parents are welcome to talk to staff at any time if they have any concerns regarding their children. However, there are only two formal opportunities for parents to meet with teachers to discuss their children's progress, one at the beginning of the year and the second to discuss the annual progress report. Parents would understandably appreciate the opportunity to meet the teachers during the spring term to find out how their children are progressing and if any problems are arising. In contrast, the information for parents of children in the nursery is very good, allowing parents to get a clear picture of how their children are progressing. The members of staff in the nursery provide useful, well-presented newsletters regularly. They include information about the curriculum and suggest ways in which parents can support their children's learning at home.
55. Links with parents do not contribute sufficiently to pupils' learning or the work of the school. The home-school liaison officer is beginning to improve the home-school partnership. She is establishing good links with parents of the younger children through the mothers and toddlers group and the home visits before children start nursery. A good number of parents have recently attended a course held in school that gives them the knowledge on how to play and read with their children at home. The school does not encourage parents sufficiently to be involved in their children's learning. Parents of children in Years 1 to 6 find it difficult to support their children's learning at home because they are not given the information to do so. No parents help in school and there is no school fund-raising association.
56. The partnership with parents has not advanced since the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The leadership and management of the school are satisfactory overall, showing clear improvement since the unsatisfactory situation at the time of the last inspection. The headteacher, deputy headteacher and governors have acted upon shortcomings identified and, with the support of the local education authority, have established ways of securing improvements in the standards achieved.

58. Since the last inspection, the school has adapted successfully to primary status and its new responsibility in providing for pupils up to 11 years of age is helping to improve its performance. The school is now better aware of teaching and learning requirements for the older pupils. This is improving expectations for all pupils, but particularly for those over seven years of age, where provision was found to be weak at the time of the last inspection. Additional staff appointments have been successful and new members of staff are contributing well to the expertise available in the school. The aims of the school have been suitably updated and are now reflected more fully within its work. Its key aims - good achievement for pupils in relation to previous learning and good provision for the development of pupils' personal skills through their social, moral and cultural development - are now being achieved.
59. The senior managers of the school are increasingly aware of strengths to be maintained and weaker areas that require development. As required nationally, this work has focused most closely on the literacy and numeracy skills of pupils, with additional recent improvements in provision for information and communication technology. The school has rightly taken advice and support from specialist staff of the local education authority and this has supported improvements in the school effectively. However, the school is deriving benefit from this advice without creating its own efficient systems for future development. At present, the delegation of key responsibilities is neither balanced nor fully efficient. The management system for the three main age groups of the school is not clear enough and some responsibilities overlap. The deputy headteacher has many roles in the management of the school whilst subject co-ordinators are generally not given sufficient opportunities to carry out their responsibilities fully. The evident expertise of members of staff is not fully used to improve the school's provision for its pupils; for example, the co-ordinator for mathematics is not enabled to use her skills fully within the subject to develop the requirements of the National Numeracy Strategy through monitoring and improving the quality of teaching and learning throughout the school.
60. Nonetheless, the headteacher and deputy headteacher are clearly focused on the need to raise standards further in the school and the staff team and governing body share this commitment to improved success. The school has identified appropriate priorities for development in order to raise standards further. However, the school development plan is brief, providing an overview of intentions without a clear and rigorous plan for achieving them. Action to be taken is not set within a specified time scale that is clear to all staff, nor are costs identified and precise expectations of improvements in standards set which can be used as a review mechanism by senior staff and governors to judge the success of action taken.
61. The governing body has a strong commitment to the success of the school and is increasingly involved in shaping its direction. Governors show a suitable awareness of its strengths and of areas identified for development. Statutory responsibilities are fulfilled. Through the recent expansion of the school, newly appointed governors have brought a wider range of expertise to the governing body, improving its ability to identify the right tasks for the future. The chair of governors is a regular visitor and knows the school well. Financial management systems are efficient and, supported by good accountancy advice, governors have provided sensibly for the changed expenditure of the school. The school's administration officer works diligently to maintain appropriate and safeguarded office systems. Specific grants made available to the school are used appropriately for their intended purpose. However, the deployment of staff funded by the Ethnic Minority Achievement Grant does not always include an adequate focus on raising attainment through improving pupils' language skills. The school uses funding satisfactorily with suitable emphasis upon obtaining the best value, for the benefit of pupils.
62. The school is suitably staffed by an appropriately trained team of teachers and support assistants, whose commitment to improvement is resulting in rising standards for pupils. The transition to a primary school within a different building has been smooth and successful. The level of support staff is more generous than average and this is enhancing significantly the pupils' progress by reducing the size of teaching groups and increasing the provision for adult intervention in learning. The arrangements allow for lower-attaining pupils and those with special educational needs or English as an additional language to have extra support, and for pupils to receive specialist teaching in information and communication technology and music. Provision for students and newly qualified teachers working in the school is satisfactory and includes an appropriate support system. However, a staff handbook is not available to clarify procedures for established and new members of staff. A suitable performance management system is in place.

63. The provision for pupils with special educational needs is managed well by the special needs co-ordinator. She ensures that the recommendations of the Code of Practice are fully implemented and that all the necessary paperwork is in place. Statutory requirements with regard to Statements of Special Educational Needs are met. The co-ordinator provides valuable support to teachers, and manages very effectively the liaison with specialist teachers, classroom assistants and outside agencies. Funding for special needs is used well to give pupils good quality support. The co-ordinator's specialist knowledge is not always used to best effect in lessons where she is used as a support teacher.
64. The school's new accommodation is of good quality and offers valuable opportunities to benefit the pupils through enhancement of the curriculum. A new computer suite provides much improved opportunities to extend the pupils' skills in information and communication technology, and the newly formed library is an asset to the school. Recent alterations to the building to accommodate primary school pupils have been successful; however, the school's playing field is not used sufficiently to support teaching and learning in physical education. The building is well maintained, in very clean condition and enhanced by colourful displays of pupils' work. Learning resources are adequate, overall, to provide for the statutory curriculum, and good for the children in the nursery class.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. The school should take the following measures:
- Raise standards, by the age of 11, in English, mathematics and science through the following measures:
 - improving lesson planning to focus more clearly on what is to be taught to pupils at different levels of attainment;
 - monitoring the progress of pupils in the acquisition of the skills of speaking and listening;
 - assessing what pupils have learnt in lessons and making better use of the information to determine future learning;
 - setting targets for individuals and groups of pupils and monitoring progress towards these regularly;
 - providing additional training of staff in the teaching of pupils with English as an additional language;
 - using support teachers more productively;
 - eliminating unsatisfactory teaching;
 - using homework more effectively.
(paragraphs: 1,2,10,24,25,26,50,52,53,55,61,63,72,73,76,87,96,97,98,100,101,105,108,113,120,123,125,132)
 - Improve pupils' attendance and punctuality through the following measures:
 - stressing to parents the importance of good attendance and punctuality of their children;
 - making efficient use of data and staff available to target an increased number of pupils with poor attendance.
(paragraphs: 16,48)
 - Develop the roles and responsibilities of the senior managers and subject co-ordinators through the following measures:
 - improving the balance in the distribution of key management responsibilities;
 - reviewing the job descriptions of subject co-ordinators to ensure their expertise is used to best effect;
 - providing additional training in the leadership and management of each subject;
 - creating opportunities for subject co-ordinators to monitor pupils' work and the quality of teaching and learning in each subject;
 - establishing clear and detailed action plans to support priorities identified for development.
(paragraphs: 59,60,80,122,132,136,142,149,180)

- Involve parents more in their children's learning at school through the following measures:
 - providing regular information to parents in newsletters;
 - providing more information about the curriculum and what their children are learning;
 - improving the prospectus to include more information about the curriculum;
 - increasing the number of opportunities for parents to discuss their children's progress and next steps of learning with teachers;
 - providing guidance for parents on how to support their children's learning at home.
(paragraphs: 53,54,55,75)

In addition to the key issues above the following less important weaknesses should be included in the action plan:

- Review the curriculum for religious education and provide training for staff in its implementation.
(paragraphs 28 and 180)
- Implement fully the curriculum for art and design and design and technology. (paragraphs: 1,30,133 137,142)
- Develop the use of the school's playing field to support further learning in physical education.
(paragraphs: 30,64,175)
- Increase the length of the school day to be at least in line with the average of similar schools.
(paragraph 30)

OTHER SPECIFIED FEATURES

PROVISION FOR PUPILS LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE

66. The provision for pupils learning English as an additional language is good overall.
67. Almost 96 per cent of the school's pupils are learning English as an additional language. Of these, seven are in the early stages of acquiring English and 64 require additional specialist support. The others are more fluent users of English but nevertheless require support in English to gain the full benefit of the National Curriculum.
68. Children enter nursery with very little skill in English. Most pupils have Pakistani heritage, some Bangladeshi heritage, a few have Indian heritage and a small number Chinese. The excellent nursery provision helps them to settle down quickly, gain confidence and extend their language skills. The home-school liaison officer spends part of her time in the nursery, speaking to parents and making them feel at home as well as helping children who share her first language to understand basic concepts such as number and colour. Children make rapid progress in nursery and reception, giving them an overall very good start in their education.
69. Pupils in Years 1 and 2 make good progress overall. An analysis of the assessment tests for seven-year-olds shows that girls do better than boys. The school is particularly aware of this as boys outnumber girls considerably in Years 1 to 3. The teachers have addressed this by choosing resources to appeal to boys, by providing positive male images and by favouring activity-based learning.
70. Pupils in Years 3 to 6 also make good progress. By the time they leave the school, they are fluent and confident in their use of English. However, they still require support to gain the breadth of language skills required to succeed in the various subjects of the National Curriculum.

71. The quality of teaching for the small number of pupils who are new to English is very good. The bilingual peripatetic teacher forms a very good relationship with newly arrived pupils and successfully enables them to make sense of their new surroundings. She sets them challenging work and supports them very well in learning the initial stages of English. She forms very good relationships with parents, who support the teacher by making sure that pupils do their homework. When pupils work individually and in small groups with this teacher, they make very good progress.
72. Class teachers do not always have sufficient knowledge and understanding of strategies to support pupils' learning in English as an additional language. When pupils who are new to English are working in the classroom, teachers encourage other pupils to communicate with them in their first language so that they understand what is happening in the lesson. However, pupils do not always understand the work that is set for them and this holds them back. Classroom support assistants work with them in some lessons.
73. Pupils who have progressed beyond the early stages of learning English as an additional language are supported in class by specialist support teachers. Where the specialist support teachers work in partnership with class teachers, sharing lesson planning, organisation and assessment of pupils' learning, they have a direct impact on the quality of lessons, and the provision for pupils learning English as an additional language is very good; for example, in a Year 4 geography lesson appropriate emphasis was put on good quality spoken language in a well-organised debate. However, this is not consistently the case. Where specialist support staff are inefficiently deployed, they support small groups of pupils during lessons but have little impact on the quality of the lesson as a whole. The teaching of pupils in the more advanced stages of learning English as an additional language is carried out by the class teachers. When the class teacher has a good knowledge and understanding of the language needs of these pupils, they make good progress in learning English at the same time as making good progress in the National Curriculum. However, this is not always the case; some class teachers concentrate more on the content of the National Curriculum and give less emphasis to the language skills required in order to make the most of the learning.
74. The school provides a broad and balanced curriculum which is relevant to the pupils' experience; for example, a trip to museum gave pupils in Year 6 a shared experience on which to build their learning in history. The curricular provision draws on a range of cultural backgrounds, such as African-Caribbean, when studying geography, or Islamic culture, when studying the Hajj in religious education. Visitors from different backgrounds, parents and the pupils themselves contribute to a culturally rich curriculum. The school library contains a good range of high quality books representing diverse cultural backgrounds. The curricular provision in the classroom is generally suited to the pupils' interests and experience, except in the case of pupils who are new to English, who do not always understand their work.
75. Communication with parents of nursery children is good. The home-school liaison officer meets parents of the younger children at the start of day and spends some time visiting homes. However, communication with parents is generally underdeveloped, particularly with parents who do not speak English. Parents do not consider themselves to be well enough informed about their children's progress. Attendance continues to be poor, with a high percentage of pupils taking extended holidays in term time, which holds them back in their learning.
76. The funding provided by the Ethnic Minority Achievement Grant is used to employ specialist support teachers, learning support assistants and the home-school liaison officer. These are effectively deployed on the whole, although the deployment of one support teacher is inefficient. The home-school liaison officer has made great strides in establishing relationships with parents, setting up a mothers and toddlers group, for example. As yet, this has made little difference to patterns of attendance. The school could make more of the provision by sharing expertise in the school through partnerships between class teachers and specialist support teachers.
77. The contribution made by the staff funded by the Ethnic Minority Achievement Grant can be measured in the good progress made by pupils targeted for this provision.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	87
Number of discussions with staff, governors, other adults and pupils	56

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	20%	49%	26%	5%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	307
Number of full-time pupils known to be eligible for free school meals	0	134

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	2	73

English as an additional language	No of pupils
Number of pupils with English as an additional language	296

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	34

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	5.6	School data	0.9
National comparative data	5.2	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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	30	17	47

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	20	25
	Girls	14	14	16
	Total	33	34	41
Percentage of pupils at NC level 2 or above	School	70 (63)	72 (63)	87 (80)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	26	26
	Girls	14	16	14
	Total	34	42	40
Percentage of pupils at NC level 2 or above	School	72 (65)	89 (83)	85 (70)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	8
Pakistani	208
Bangladeshi	16
Chinese	1
White	26
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14.5
Number of pupils per qualified teacher	21.2
Average class size	25.6

Education support staff: YR – Y6

Total number of education support staff	18
Total aggregate hours worked per week	418

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20

Total number of education support staff	1
Total aggregate hours worked per week	28

Number of pupils per FTE adult	10
--------------------------------	----

FTE means full-time equivalent.

Financial information

Financial year	2000
	£
Total income	719,757
Total expenditure	654,696
Expenditure per pupil	2,197
Balance brought forward from previous year	-2,173
Balance carried forward to next year	62 888

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	327
Number of questionnaires returned	165

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	28	4	1	1
My child is making good progress in school.	42	43	5	2	8
Behaviour in the school is good.	46	36	6	2	11
My child gets the right amount of work to do at home.	32	40	14	7	7
The teaching is good.	54	35	4	2	6
I am kept well informed about how my child is getting on.	40	32	15	6	7
I would feel comfortable about approaching the school with questions or a problem.	45	40	6	2	8
The school expects my child to work hard and achieve his or her best.	56	30	5	1	8
The school works closely with parents.	40	35	12	5	8
The school is well led and managed.	44	37	2	2	15
The school is helping my child become mature and responsible.	43	40	5	2	10
The school provides an interesting range of activities outside lessons.	34	33	14	7	14

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

78. Children's attainment on entry to the nursery is well below the national average. Very few of the children joining the nursery speak English at home and so their command of the language is poor. This is reflected in other areas of learning where language is important, such as mathematical development and knowledge and understanding of the world. Consequently, their attainment on entry is very low in these areas also. It is better in physical development, personal and social development and creative development, but still below the levels expected for their age.
79. Children enter the nursery when they are three and attend for either the morning or the afternoon session. They move on to one of the two reception classes where they attend full time. The quality of teaching in the nursery and reception is very good overall. It is outstanding in the nursery and good overall in reception. This is an improvement since the last inspection, when it was good in the nursery and sound in reception. All the nursery and reception staff, including the nursery nurses, have a very good understanding of how the youngest children learn. They provide a rich and practical curriculum based on all the areas of learning, which develops children's skills and knowledge in a systematic way, enabling them all to achieve very well as they move through the nursery and reception classes.
80. The teaching in the nursery is of a consistently very high standard because the teacher and nursery nurse work closely together to plan an exciting programme of work for the children and make very careful and regular assessments of each child's progress. This enables them to tailor activities to individual children's needs. The planning and assessment in reception are not always as detailed and the reception teachers and nursery nurses do not work as closely together to ensure that pupils have similar experiences in the two classes. One of the reasons for this is because the present arrangements for the management of the nursery and reception classes are unsatisfactory. The role is shared between two teachers but their responsibilities are unclear, both to them and to the rest of the school.
81. The present accommodation for the nursery is barely satisfactory. The room is very small and, although the teachers do the very best they can with it, the lack of space limits what children can achieve. There is no fenced outdoor play area for the reception classes. They are timetabled for a weekly outdoor play session with the nursery equipment but in general children in the reception classes do not have enough regular opportunities to learn through outdoor play. Work to address the weaknesses in the accommodation has commenced already.
82. The nursery and reception classes are staffed appropriately with qualified teachers and nursery nurses, whose expertise with the youngest children makes a significant contribution to their learning.

Personal, social and emotional development

83. There is very good provision for this area of learning and by the time they leave the reception classes, children have attained the expected levels in personal, social and emotional development. Children achieve very well in nursery and reception as a result of very good teaching.
84. The very good arrangements for entry put in place by the nursery teacher ensure that children are well prepared for school. Strong links with home are established and children and parents are made welcome at the start of the session. The nursery is particularly well organised to develop children's independence, and routines are very well established. Children feel secure in them and very quickly learn to select activities, play sensibly with each other, work at a task until they have finished it and tidy things away when asked. When playing together, for example when selling tickets at the 'travel agents' office', they take turns and show consideration to children who want to join them at play. The teacher and nursery nurse support children's play very effectively by taking on a role, for example as a passenger on the plane, and encouraging the children to feel confident about what they are doing. In the reception classes teachers have high expectations of behaviour. Children receive clear guidance about how they should behave towards one another; they learn to sit quietly and

concentrate in lessons and play sensibly alongside each other when given the opportunity. As a result, children are very well prepared for their next stage of learning. They understand what is right and wrong, and are ready for the more formal routines of the next class.

85. Teachers make very good provision for children with special educational needs and ensure that any behavioural problems are sensitively managed. The monitoring of children's personal development is good, although it is better in the nursery than in reception because records of individual progress are more detailed.

Communication, language and literacy

86. Children in nursery and reception make very good progress in this area of learning and achieve very well. Nevertheless, because so few have any understanding of English when they enter school, their attainment when they leave reception is still well below the levels expected for their age. Teaching is very good in the nursery and good in the reception classes. In both nursery and reception children receive some very good support from a teacher who understands their home language but would benefit from more support, particularly when they first enter the school.
87. Children are given plenty of informal opportunities to develop their speaking and listening skills in the nursery through the many well-structured play opportunities that the teacher and nursery nurse provide. The adults support children in their tasks and take time to talk to them about what they are doing, encouraging them to explain and describe their work. Few children can speak more than one or two words in response to questions, although most of them understand what the adult is asking. In both nursery and reception classes children enjoy listening to stories and develop an enjoyment of books which stays with them as they move up the school. The youngest children know that the words and pictures in a book carry meaning and use books to find out information about their work. The children in the nursery had made good use of pictures in books to help them construct their models of buses, space rockets and boats. The older children in reception study books more formally in literacy lessons. They can discuss the story by using clues in the illustrations and read simple sentences as a class. Writing is developed systematically in both nursery and reception. In the nursery there are regular opportunities for children to begin to communicate through mark making, an example being the writing of booking forms in the travel agency. In the reception class children begin to write independently and with increasing confidence. By the time they leave reception the higher attainers can write complete sentences independently, some with capital letters and full stops used correctly. In both reception classes teachers do not do enough to improve children's language skills by modelling and reinforcing good spoken English and by structuring some of the group activities in literacy lessons more carefully to build on what children have already learnt.

Mathematical development

88. Children make very good progress with their mathematical development and their attainment by the time they leave reception is below average. Their progress in this aspect is limited only by their English language skills and consequently by their understanding of mathematical language. Teaching is very good. Teachers and nursery nurses create many opportunities to practise counting and develop mathematical vocabulary within a range of nursery and reception activities, and basic skills are very well taught; children in reception regularly count how many are having school lunches, for example. In a very good lesson in reception, children played outside with blocks, boxes and bottles on activities planned to develop their understanding of number and shape. The careful planning and very good relationships between the children and the adults ensured that learning was fun, and children responded with enthusiasm and interest.
89. Teachers in both nursery and reception make regular assessments of what children have learnt and provide a programme of teaching that enables them to make systematic progress. As a result children are confident with their work in this area. In one lesson observed a lower ability group working with the nursery nurse were counting to five by lacing beads, adding one more each time, and all successfully achieved the task. Higher-attaining children in the same lesson were working in books adding numbers to ten. In the nursery the outdoor play area is used very effectively to develop children's mathematical skills but in reception these opportunities are more limited.

Knowledge and understanding of the world

90. In knowledge and understanding of the world most children make very good progress because of the very good teaching in this area. By the time they leave reception their attainment is still below average. Children develop an increasing awareness of the world in which they live through a broad range of direct experiences, and adults support children very well in investigating their surroundings. In the nursery the topic on transport had provided a stimulus for a wide range of activities. One child, proudly showing his model of a space rocket, understood that a rocket travelled a long way into space and that it might go past the moon on its journey. Other children playing at going on holiday knew that they had to pay for a ticket and wait in a special place for the bus to arrive. In the reception class children demonstrate a very good knowledge of the life cycle of a butterfly as a result of studying the butterfly's development first hand. They discussed their work enthusiastically when asked to talk about what they had learnt. They could name different parts of the insect including the antennae and knew that there were many different kinds of butterflies. Their knowledge is very good in the areas they have studied but their poor language skills limit what they can understand in some lessons. The 'hedgehog lady', for example, enthralled children in reception with her two baby hedgehogs. Children asked lots of questions, demonstrating high levels of interest, but did not always understand what she was saying. Children have opportunities to use the computer and the nursery children observed understood how to type letters onto the screen, copying their names from name cards.

Physical development

91. Teaching is very good in the nursery and satisfactory in reception. As a result of the very good start, children achieve well and reach the standard expected of them by the time they leave reception.
92. Children's physical development is very good in the nursery. Their skills and confidence increase as they participate in a well-planned range of practical activities which help them develop fine movements; for example, children observed working with malleable materials could manipulate, roll and cut the dough into recognisable biscuit shapes. They are given plenty of opportunity to develop cutting, colouring and pasting skills through a good range of activities. There are regular opportunities for outdoor play using a good range of wheeled toys, prams and small apparatus such as bats and balls. The teacher and the nursery nurse work with the children to help them increase their confidence and try new ideas. Children can climb steps, take turns appropriately on the climbing equipment and find different ways of moving safely down the slide. Their behaviour is very good and they are enthusiastic and interested in their play. It is not possible for children to achieve as well in this area of development in the reception class. Children continue to develop their fine movements well in reception but the provision for outdoor play is unsatisfactory because the school does not have a secure area for children to play in and there is no outdoor play equipment. Children have one opportunity a week to use the nursery play area and teachers plan for some play activities to take place on the main school playground. In the one PE lesson observed during the inspection, children demonstrated that they could move around the hall in a safe and controlled way, although they did not make the best use of the space available to them and the noise levels were higher than they should be.

Creative development

93. This area of development is very well provided for in the nursery and reception and teaching is very good. As a result, children's attainment at the end of reception is broadly at the level expected. Through a variety of activities the children explore the properties and effects of colour and texture in paint and collage and their work is attractively displayed on the walls. Children in both the nursery and reception make recognisable three-dimensional models out of card, containers and plastic lids, choosing their materials carefully for best effect. Children in the nursery select instruments from a music table independently and enjoy singing and playing quietly to themselves on occasions. In reception they recognise simple patterns in sound and sing simple songs from memory. Adults support and extend role-play well by taking on characters and playing with the children to enthuse and encourage them. In dance the children in reception respond appropriately to music, trying hard to move like the wild animals they have been studying. Children set about their activities with interest and enthusiasm. They concentrate on their work for extended periods and take great pride in it.

94. Children's positive attitudes and willingness to learn are a very positive feature of lessons in both nursery and reception.

ENGLISH

95. Provision for English shows significant improvement since the last inspection and overall standards of attainment have risen. Pupils achieve well throughout the school. The reasons for this are the effective implementation of the National Literacy Strategy, the improved quality of teaching and the improved monitoring of teaching and learning in the subject.
96. In the national tests for seven-year-olds, 2000, pupils' performance in reading and writing was well below the national average. When compared to schools with similar intakes, pupils' performance in reading and writing was below average. Although the results of the last four years put together are well below the national average, standards of attainment are rising steadily from a very low starting point.
97. The present Year 2 shows a wide range of attainment in English. Most pupils are learning English as an additional language and a small number are at the very early stages. There is also a significant proportion of low attaining pupils. Inspection evidence shows that pupils' overall performance in reading and writing is well below that expected for their age. Pupils' attainment in speaking and listening is also well below that expected for their age.
98. The school changed from a first school into a primary school two years ago. Therefore this year, 2001, is the first time 11-year-olds have taken the national assessment tests. The national results had not been published at the time of the inspection. The great majority of pupils in Year 6 are at the later stages of learning English as an additional language. Inspection evidence shows that pupils' overall performance is below that expected for their age in reading, and well below in writing. Comparison of pupils' present results with their results when they were seven shows that they have made good progress from seven to eleven.
99. The quality of teaching and learning is good. Teachers have good knowledge and understanding of the subject and are thorough in their approach to teaching literacy, so pupils make good progress in their knowledge and understanding of texts. Lesson planning is in line with the National Literacy Strategy, so pupils are tackling work at the right level for their age.
100. Teachers provide opportunities in lessons for speaking and listening, in response to pupils' needs. However, these are not always utilised fully. A good example was seen when Year 2 pupils prepared for writing by discussion and role-play. The teacher encouraged pupils successfully to extend and develop their speech and, by doing so, develop their ideas. By the age of seven, most pupils listen for a long enough period of time, in lesson introductions, for example, but their replies show that they do not always have a firm grasp of what has been said. Most pupils express opinions about favourite stories, such as Roald Dahl's version of 'Little Red Riding Hood', but they need help to extend and develop their replies to an appropriate level. The majority of pupils, although developing an understanding of a wider vocabulary, use a very restricted vocabulary in their own speech.
101. By the age of 11, most pupils listen carefully in lessons and show understanding of the main points, demonstrated in a discussion about wartime evacuees, for example. They speak confidently in lessons, showing awareness of the needs of listeners and adding relevant details. However, few pupils use Standard English. Most pupils do not speak clearly enough to enable the listener to understand easily.

102. Teachers provide good quality activities which pupils find attractive and motivating. Pupils in Year 2 enjoy the shared texts, such as 'Down in the Hollow', which are carefully selected to be at the right level for them. By the age of seven, pupils know how to go about reading new words by using their knowledge of letter sounds and blends, looking at pictures, and using the context of the story and their knowledge of how language works. However, pupils do not always use the full range of strategies, preferring to rely more heavily on their knowledge of letter sounds. They show interest in stories and most can talk about the main characters and can sequence events but their comprehension skills are underdeveloped. Pupils know the difference between fiction and non-fiction and most can find information by using the contents and index pages.
103. By the age of 11, most pupils read a wider range of texts and talk readily about their favourite books, such as 'Goosebumps' stories. The higher attainers show some understanding of characters' motivation and behaviour. They are developing an understanding of elements such as theme, setting, and character. However, teachers' use of guided reading to develop comprehension is variable and pupils' comprehension skills are underdeveloped for their age. In the best reading sessions, the teacher chooses a text at the right level for the pupils' ability and allows them to read independently, listening to each pupil in turn without interrupting them. Then she skilfully questions pupils to promote their thinking about the text, and draws on pupils' existing knowledge and experience to promote discussion that extends their comprehension. Often, teachers put too much emphasis on pupils reading together and not enough emphasis on asking the right questions and reinforcing the appropriate language, to enable the pupils to gain a deeper understanding of the text. The majority of pupils have insufficient opportunities to use libraries with a classified index to research information at the right level for their age, although many are well practised in searching the Internet.
104. Teachers plan activities that are well matched to pupils' needs so that most pupils work productively, although many work too slowly in writing. By the age of seven, most pupils structure sentences properly, although they do not always punctuate them correctly. Standards of spelling are sound. Most pupils write sentences in a logical sequence but many do not extend their work well enough. The higher attainers develop and extend their work well, choosing words for interest and effect. Teachers provide opportunities for different types of writing in a range of subjects, such as geography and history. Most pupils' handwriting is legible and consistently formed.
105. By the age of 11, the higher-attaining pupils write with interest, developing and sustaining their ideas through the text. They use a range of punctuation, such as commas and speech marks, in story writing. However, many pupils do not reach a level of attainment appropriate for their age. Pupils' spelling is sound but handwriting is variable. The majority of pupils' writing is consistent and fluent in style but some pupils' writing is inconsistently joined. Teachers throughout the school do not always use the school style themselves and present inappropriate models. Teachers make use of homework in reading and spelling to reinforce pupils' learning.
106. Teachers keep a brisk pace to their lessons so pupils are involved and responsive. Pupils generally enjoy the lessons and are confident to take part. They behave well, in response to the teachers' good behaviour management, and form very good relationships with adults and with each other. Pupils with special educational needs respond well to adult support in the classroom, enabling them to make good progress towards their targets. Pupils who are new to English receive very good individual and small group tuition from a specialist bilingual teacher. This helps them to make very good progress in learning the first stages of English. Pupils who are learning English as an additional language receive well-targeted support from specialist support staff. This enables them to understand the lessons and make good progress overall.
107. The subject co-ordinator has worked very hard to implement the National Literacy Strategy, which is now well established and taught consistently through the school. The literacy consultant from the local education authority works very closely with the school and provides invaluable help and support to the subject co-ordinator and to the staff as a whole.
108. Class teachers have received up-to-date training to improve their skills in teaching literacy but their knowledge and understanding of strategies for teaching English as an additional language is variable. Where the specialist support teachers work in partnership with class teachers, sharing lesson planning, organisation and assessment of pupils' learning, they have a direct impact on the quality of

lessons, and the provision for pupils learning English as an additional language is very good. However, this is not consistently the case. One member of the specialist support staff is inefficiently deployed, supporting small groups of pupils during lessons but having little impact on the quality of the lesson as a whole.

109. The Additional Literacy Strategy and the use of booster groups have proved to be successful in raising standards reached by lower-attaining pupils. A learning mentor, funded by the 'Excellence in Cities' project, supports successfully a small number of pupils who are in danger of falling behind and becoming disaffected. These pupils demonstrate an improved attitude to learning. Procedures for assessing pupils' work are sound and teachers' knowledge and understanding of pupils' learning is thorough. Assessment information is not used well enough to plan the next steps of learning.
110. The school has a good stock of attractive, up-to-date books, which supports the good quality teaching and learning. The library is well stocked with a comprehensive collection of books covering a wide range of subjects. Teachers make good use of this to encourage interest in reading. However, it is not classified in enough detail for the older pupils to learn library research skills at the right level for their age.

MATHEMATICS

111. Standards for seven-year-olds show good improvement since the last inspection, and national test results indicate that standards are rising year on year. For 11-year-olds, this is the first year that the school has admitted this age group and comparisons with previous results cannot therefore be made for the oldest pupils.
112. Inspection evidence indicates that standards in mathematics are broadly average for seven-year-olds. This is a significant improvement on the test results for 2000, which were well below average when compared both to schools nationally and to schools with a similar background. Preliminary results of 2001 tests show that more pupils are now reaching higher levels of attainment. The pace of improvement over the past four years exceeds the national trend.
113. For 11-year-olds, standards are below average when compared to schools nationally but preliminary results in the recent national tests show a much better than average improvement when compared to those of the same group of pupils at the age of seven. The appropriate targets set for the year group have been exceeded.
114. The main factor in the improvement in standards since the last inspection has been the implementation of the National Numeracy Strategy, including good support and guidance from the local education authority. In addition, the school has adopted a published scheme of work to support planning for teaching and learning. This has been a benefit overall, although sometimes teachers adhere too closely to its recommendations and this narrows the experience for pupils when compared to methods advocated by the National Strategy. Pupils are now allocated generally to different classes according to their learning needs and, overall, this makes teaching more efficient. However, the system is not as flexible as if classes were set according to need specifically for numeracy lessons.
115. The quality of teaching and learning is good overall, representing an improvement in the provision for pupils of over seven years since the last inspection. The good teaching results in the good achievement from pupils' low starting point on entry to the nursery. Standards are rising steadily through the school. Pupils enjoy their work and apply themselves well to extending their learning. The atmosphere for learning is good in most lessons and teachers generally set a good pace which encourages pupils to remain interested and enables them to cover a good amount of work.
116. The basic skills of counting and calculation are taught well, and pupils benefit from the regular practice provided by the daily mental arithmetic sessions which begin each lesson throughout the school; for example, the six-year-old pupils in Year 1 count readily in ones to 100 and use the numbers made available within a wall display to count forward and backwards in tens. Higher-attaining pupils count in twos, fives and tens as they calculate totals of coins. In Year 2, pupils consolidate their understanding of multiplication and can prove, using cubes or coloured squares, that

three fours equal four threes. They are clear on which are odd and even numbers, and one pupil noted that, when doubling numbers, the answer is always even. By the end of Year 3, pupils add a two-digit number to a three-digit number mentally, for example $410 + 21$, and lower-attaining pupils are able to add on whole hundreds, such as $357 + 200$. In Year 4, pupils subtract using three-digit numbers, showing an understanding of the need to 'swap' a ten into single units. Pupils in Year 5 divide four-digit numbers by 50, checking answers with a calculator and understanding a quarter, a half and three-quarters as decimals. By the end of Year 6, pupils recognise 'square' numbers (a number multiplied by itself) as far as 12×12 , and can calculate larger numbers quickly, such as 80×80 . They can find the 'square root' of a number using a division calculation, checked through multiplication. Multiplication tables are given close attention and appropriate progress is evident through the school.

117. Most teachers present a variety of methods of calculation to pupils, as advocated by the National Numeracy Strategy, and encourage pupils to feel confident in choosing their own methods and devising new ways; for example, pupils in Year 3 learn to find the answers to subtraction calculations by 'counting on' from the smaller number. Teachers of the younger pupils encourage a good understanding of the relationship between different numbers. In Year 1, a 'star' number is chosen daily for pupils to find out about, both at school and at home. One pupil was very excited to show what he had managed to find out about 25 at home the previous evening. In Year 2, pupils complete grids that enable them to describe numbers; for example, 'It is more than 4, but less than 7, and it is an even number'. Pupils in both Year 3 and Year 6 are engaged by their teachers in lively sessions which encourage them to really stretch their understanding of numbers. In Year 3, the teacher reminded the pupils of their 'mathematical tool box', that is, methods or facts learnt previously which would be useful to apply to this calculation. Jottings are encouraged as pupils seek a solution to given calculations. However, sometimes opportunities are missed to engage more pupils in class sessions which enable participation by all pupils and a quick review of results by teachers. In some classes, pupils move routinely to daily written practice, consisting of pages of calculations, using the same method. Too little variety of calculations is planned and too little problem solving is set, with few opportunities of using mathematics within every day life.
118. Lessons are generally well managed and work is planned to meet the needs of pupils of varying levels of attainment, enabling all to make progress to a suitable level. Higher-attaining pupils are challenged further through the use of much higher numbers, and lower-attaining pupils, those with special educational needs and those in the early stages of using English as an additional language are supported by learning support assistants and make good progress. In classes which include a mixed age range, such as the mixed Year 4/5 class, the teacher plans meticulously for both age groups and streamlines her teaching to allow both age groups to be taught according to their need. During whole-class work, the teacher provides quick practice with different calculations, and direct teaching to the different groups is dovetailed so that, over the week, each group has a fair share of her time. In other classes, direct teaching of groups within the class is not always so well organised, and in one lesson teaching was unsatisfactory when lower-attaining pupils in Year 2 were not adequately taught the means of calculating doubles of numbers beyond ten. They struggled with individual work for too long, and the teacher did not intervene effectively until the final minutes of the lesson when there was too little time for consolidating understanding through further practice.
119. The best lessons are well organised, interesting and lively. Pupils share their teacher's interest and enthusiasm and challenge themselves to reach higher levels. In a very good lesson in Year 6, the atmosphere of investigation and innovation fostered great interest in finding solutions to calculations. The work moved at a good pace, enabling a rapid escalation of skills for pupils of all abilities, and included different calculations for different groups of pupils. A language support teacher helped a small group of pupils with special educational needs to stay on task.
120. Teachers ensure that the pupils' progress is tracked through marking work promptly and making assessments each half term, with optional national tests used at the end of each year. However, the half-termly assessments are not recorded and analysed fully in order to provide a basis for future teaching plans. Homework varies in quantity and quality between the classes and pupils complete work at home to practise their skills and support their work in class. Pupils with special educational needs are supported well, by both teachers and classroom assistants, and make good progress. Most pupils are learning English as an additional language, and teachers are careful to explain and practise specific vocabulary. However, opportunities to engage in problem solving and to use discussion as a

basis for solving problems are limited. Test results indicate that there is no significant difference between the attainment of boys and girls.

121. Useful links are made with other subjects such as information and communication technology, history and geography. Computer programs are used daily in Year 2 to extend pupils' calculation skills over a wide range of the subject. The regular use of these programs is contributing very well to the pupils' progress. Time lines are included within most classes for older pupils, adding to the pupils' understanding of numbers, and in geography pupils devise graphs to compare differing average temperatures and rainfall.
122. The subject co-ordinator has a suitable awareness of the requirements of the National Numeracy Strategy and works hard to promote good practice through informal discussions with colleagues. However, it is not her responsibility to observe teaching and learning in classrooms and this limits her view of the strengths and weaknesses in the subject. She has reviewed recently samples of work throughout the school and this has helped her to develop an overview of standards. She has recently started setting individual targets for pupils in her class, but much work is still to be done on enabling the co-ordinator to take standards forward further in the subject. Resources for teaching and learning are adequate and the co-ordinator encourages their use through helpful displays for staff in the resource base.

SCIENCE

123. Pupils' performance is below the national average by the age of 11. Inspection evidence confirms teachers' assessment that pupils' attainment by the age of seven is below the national average. No significant differences between the attainment of boys and girls are apparent. Pupils, including those with special educational needs, achieve well relative to their prior attainments. The present group of pupils' preliminary results in the 2001 national tests for 11-year-olds and Teachers' Assessments of the work of the same pupils at the age of seven shows that these pupils have made good progress. The answers given by pupils in the 2001 national tests for 11-year-olds show that, although pupils, particularly those learning English as an additional language, clearly understand the science, they experience difficulties in expressing answers in correct scientific terms.
124. The quality of teaching and learning is good overall; it is satisfactory for six to seven-year-olds and good for seven to eleven-year-olds. This is an improvement since the last inspection when the teaching of pupils between the ages of seven and nine was unsatisfactory. Pupils' attitudes to work and their behaviour and personal development are good.
125. The teaching of younger pupils between the ages of six and seven observed was satisfactory overall though there were significant weaknesses in the teaching in one lesson. The teacher was organised insufficiently and time was lost at the start of the lesson as some pupils arrived late and unsettled other members of the class. The planning of the lesson was poor and there were no clear objectives of what was to be taught; this resulted in a lack of focus for pupils' learning and few opportunities for pupils' involvement in appropriate activities suited to their levels of attainment. Questioning was not directed precisely to individuals and resulted in boisterous calling out. The classroom assistant assisted pupils learning English as an additional language well and modelled sentences for them to repeat in order to take part in discussions.
126. Where teaching for six and seven-year-olds is satisfactory, teachers provide sound opportunities for pupils to use scientific equipment, such as a magnifier to observe a frog. The planning links satisfactorily to the nationally recommended scheme of work, though there is limited planning for pupils of differing levels of attainment. Pupils enjoy lessons; they described enthusiastically the life cycle of a butterfly, for example. Occasionally, support teachers are not used efficiently; for example, in a lesson when two classes were combined, the support teacher took no active part in the class discussions. Teachers' questioning is good, allowing time for pupils to think and then to explain their views. Teachers have high expectations of good behaviour and pupils are encouraged to raise their hands for permission to speak in whole-class discussions. This good management of pupils contributes to learning. All pupils are keen to answer sensibly and lessons move at a good pace. Teachers give responsibility to pupils to explain instructions to others who are at an early stage of learning English as an additional language but who share the same home language to enable these

pupils to take a full part in the lesson.

127. Pupils' work in Year 1 shows good progress in investigations of parts of plants. Pupils record well what they want to find out and represent pictorially what they did and what happens. They make detailed observational drawings and name the parts of a plant correctly – roots, soil, leaf, stem, bud, petal. During an educational visit they found out more about the forces of 'push' and 'pull' and developed a better understanding of language such as 'forwards' and 'backwards' whilst studying playground equipment. Pupils in Year 2 extend their learning of plants and animals well by studying the plants and small creatures found in the local environment. They recorded effectively in tabular form the results of their investigations, studied carefully the seeds of fruits and examined objects on the nature table, such as an owl pellet.
128. The teaching of seven to eleven-year-olds is good overall. Lessons contribute effectively to the development of the understanding of scientific language. Teachers encourage pupils to express their views in discussions, which they do willingly and confidently. In Year 3 discussions between teachers and pupils recap effectively previous learning with good reminders of previous scientific language, such as 'attract' and 'repel'. Pupils investigate the properties using a range of challenging work cards to develop their understanding of magnetism. They investigate successfully the components of samples of soils using a sieve and write up their experimental method and findings carefully. They produce block graphs to show the results of surveys of pupils' favourite types of bread.
129. In Year 4 very good help-sheets assist lower-attaining pupils to practise correct language during their investigations; for example, pupils gained a better understanding of the scientific language and names of different types of paper whilst investigating the absorbency of a range of papers. Most pupils in Year 4 have a reasonable understanding of 'fair' testing and are able to explain their methods to ensure a 'fair' test. Pupils understand the difference between absorbent and non-absorbent. They are able to state correctly articles that are made from wood, plastic and metal.
130. In Year 6 the planning of lessons is effective in practice, though daily plans lack detail of planning for pupils of different levels of attainment. Learning objectives are shared with pupils at the beginning of lessons, which focuses pupils' attention. Teachers use pupils well to demonstrate activities which enable pupils to understand clearly what they have to do and sources of help available in books. Explanations are clear and pupils set about their tasks quickly and with tremendous enthusiasm. They work well in groups and make good progress. This happened when pupils were given good opportunities to investigate the reflection of light from a surface. The teachers' instructions gave pupils confidence to overcome difficulties in their experimentation. Most pupils, including lower attainers were able to set up the apparatus correctly and found out that light beams change direction when reflected from surfaces. Higher attainers, with some support from the teacher, realised that the angle of incidence of a beam of light is equal to the angle of reflection.
131. In an investigation in Year 6 to find the best conditions for the growth of yeast, pupils deepened their understanding of 'fair' testing and, following a rather inconclusive experiment, were able to suggest ways to improve the methods used in order to obtain valid results. Higher-attaining pupils reported that they had gained a higher than expected level in the national tests because of the investigations carried out during the year with books to assist their revision of scientific knowledge together with the very helpful explanations and advice given by the teacher. Lower attainers were given good support and challenged to improve.
132. The leadership and management of the subject are unsatisfactory. The policy for science is out of date and provides limited information to guide teachers' lesson plans and their monitoring of pupils' progress. In practice, some teachers are using the nationally recommended scheme of work whilst others are using a commercial scheme which provides more detailed information about activities and ways to check pupils' attainments. The subject co-ordinator has no opportunities to monitor the quality of teaching and does not monitor lesson plans. Limited monitoring of pupils' work by senior managers takes place.

ART AND DESIGN

133. There were insufficient opportunities to observe the teaching of art and therefore no judgement is made on the quality of teaching and learning. Discussions with pupils and the scrutiny of their work indicate that pupils' attainment throughout the school is in line with national expectations. At the time of the last inspection, standards were above expectations. The reasons for the lowering of standards include the quality of planning and the very recent extension of the school age range to include Year 6. The scheme of work adopted has been found inadequate for the school's needs. The co-ordinator and colleagues are addressing this by adapting the scheme of work to give more emphasis to specific skills.
134. By the end of Year 2, pupils use a good range of materials in the forms of collage and montage. They collect natural plant material of a variety of colours. These are dried and assembled in the form of an artist's palette. When pupils produced masks in the Trinidad carnival tradition, they used a wide variety of materials of different texture and finish. Pupils record their observations using line and colour well. When they paint, they know that colours combine to form additional colours. Pupils can describe their use of pencil shading, including lines, smudge and dots to make objects appear as three-dimensional. They describe accurately the addition of black or white to darken or lighten a paint shade. Year 6 pupils use chalk to create Greek-style designs on terracotta-coloured paper. They recognise the relevance of this work to their history topic. They are able to recall a satisfactory range of tools, media and techniques, including pencils, pastels, fabric, clay and paints. Older pupils have had limited access to paints.
135. Older pupils use computers to design and produce covers for their history folders, such as for work on Britain since 1930. They studied the abstract work of a well-known local artist at a local gallery. They captured images of each other and combined them in pairs using a digital camera. Each pair becomes the basis of a piece of work in the artist's style. This work is of high quality and demonstrates thought and imagination in the use of abstract design to convey their interests. Pupils in Years 1 to 6 have limited knowledge of well-known artists and their work. The use of sketchbooks by older pupils is also underdeveloped.
136. The role of the co-ordinator is under review as the school acknowledges it is underdeveloped. The monitoring of teaching and of pupils' work is unsatisfactory.

DESIGN AND TECHNOLOGY

137. For seven-year-olds, standards of attainment are in line with those expected nationally, as they were at the time of the last inspection. For 11-year-olds, standards are not fully meeting the national expectation because the curriculum taught is too narrow. This is mainly due to the priority appropriately given by the school to raising standards in literacy and numeracy and the recent addition to the school of Years 5 and 6. In part it is due to the teachers' lack of confidence in teaching the full range of the subject.
138. No lessons in the subject were observed for pupils aged five to seven and judgements are based on a review of previous work and discussions with teachers and pupils. For this age group, the curriculum covers a balance of activities. Teachers choose relevant projects that lead to high levels of interest and promote pupils' knowledge and understanding suitably. In Year 1, one of the projects is linked to geography, and pupils use commercially made construction materials to build models of houses following a review of pictures illustrating a variety of styles. Through making puppets and other models from recycled materials, pupils learn different methods of joining and find out that some methods of joining, such as the use of certain paper clips or string, allow movement in a joint. This work is built upon in Year 2, where pupils design and make glove puppets of characters in stories, reviewing suitable joining methods; for example, pupils found that staples joined the fabric used for the glove successfully but in use were uncomfortable and, sometimes, dangerous. Pupils recalled making buns to develop food technology skills and were clear about the planning and preparation necessary to achieve successful results. The work the pupils in Year 2 are most proud of are the trucks and buses, made with a partner, which developed an understanding of mechanisms through designing, making and reviewing wheels and axles until the models could be moved successfully. This work was supported by the opportunity to view a real truck on the school playground. The models were finished to a good standard, using paint mixed with glue to add a sheen, and decorated

with carefully drawn logos or posters, such as were noted on trucks and buses observed in the neighbourhood.

139. This good start to designing and making mechanisms is not built upon in the classes for older pupils and this is a significant weakness in the curriculum at present. Nonetheless, there are examples of work which extend pupils' skills suitably in other aspects of the subject. All pupils in Year 3 have designed picture frames to be made out of card, but only one of the two classes actually made them. In this class, pupils learned to cut card to a specified measurement and line up materials before joining appropriately and decorating according to individual designs. Linking with history, pupils in Year 3 designed and made jewellery and shields in clay, in the style of Vikings and Anglo-Saxons. This work gave experience of working with a contrasting, malleable material. In Year 4, pupils designed and made their own sandwiches and a label for the sandwich container. This work was enhanced significantly by the visit to the school of a professional graphic designer, who explained her working process to the pupils. Pupils went on to review professionally made sandwiches according to specific criteria, such as their taste, texture and appearance. These pupils also made small bowls or picture plaques in clay, finished with paint and varnish. Other pupils in Year 4 have started work on making boxes, some from a cut-out card pattern for a cuboid which is then assembled and decorated, and some have begun with a wooden framework, glued together using triangular card joints. Pupils in the Year 5/6 class have also made card boxes for valuables, as well as musical instruments for use by younger pupils. These involved making small containers from recycled materials, which were filled with dried materials or sand and finished to a high standard in painted tissue paper. In Year 6, pupils have designed slippers but not completed the project by making them. This involved them in looking at a variety of types of slipper from different cultures, deciding what qualities comfortable slippers had and deconstructing a slipper to see how it was made. The pupils' evaluations of their own and other pupils' designs were sensible and showed an understanding of what makes a useable slipper. Pupils in Year 5 and Year 6 have been involved in researching different varieties and shapes of bread before designing their own and creating plans to make it. Pupils discuss their projects with interest and are clear on the main design features.
140. No overall judgements can be made on teaching and learning in the subject due to the limited range of lessons observed. None were observed for pupils of five to seven years, and those observed for older pupils included only food technology. In the lessons observed, the quality of teaching was satisfactory in Years 3 to 5, and very good in Year 6. In all lessons, classes were well managed, with due attention to health and safety. Teachers took trouble to provide a range of examples, such as bought sandwiches and different breads, which successfully enabled pupils to evaluate a good variety of products and clarify their ideas in order to inform their own decisions on design. Suitable categories were established to aid their analysis but opportunities were sometimes missed to extend the pupils' skills in English and thus to improve the quality of their subsequent judgements. This is exemplified in the analysis of sandwiches in Year 4, where adequate preparation was made for the category of texture, and pupils came up with clear descriptions, such as 'crunchy', 'chewy' or 'soggy'. For the categories of smell, taste and appearance, preparation was insufficient, and most pupils resorted to general terms of limited analytic value, such as 'nice' or 'not nice'. Sometimes key questions were missed within the teaching, such as in Year 5, 'What will the bread be used for?' This meant that pupils would not be able to make a judgement on the significant quality of fitness for purpose. Teachers' planning for lessons is generally too brief and does not always include important features of the teaching, such as the key questions to be answered or a sufficient range of vocabulary to be included. These are particularly important features of the teaching and learning in this school, with its high percentage of the pupils learning English as an additional language.
141. In the very good lesson in Year 6, the teacher used her skills as a specialist in food technology to good effect, with her very good subject knowledge contributing much to the learning process. Her communication skills inspired the pupils' interest and provided a rich teaching dialogue. The lesson gave a very clear demonstration of the method of making bread, and incorporated skills from other subjects to expand the pupils' learning; for example, pupils learned more about the qualities of yeast through a scientific investigation to enhance their understanding of the action of the yeast within the bread making process. Pupils extended their writing skills through the opportunity to practise taking notes for a purpose, which was to help them to remember important points in a method they were to use themselves in the next lesson. Very good teaching was also observed within a small group of three pupils within a design and technology lesson, where a specialist support teacher helped three

pupils in the early stages of learning English as an additional language to improve their learning through providing a very good opportunity for dialogue to extend their learning.

142. The subject contributes to pupils' skills in literacy, numeracy and science, but limited use is made as yet of information and communication technology. The management of the subject is weak. The co-ordinator is not confident or knowledgeable enough to take the subject forward in the school and has received little training to develop her skills. There is no system in place to establish a review of teaching and learning in the subject in order to identify areas for improvement. Selected projects from the national scheme of work provide the basis for the curriculum but plans for lessons do not provide sufficient detail to ensure good teaching. No system for assessment beyond annual reports to parents is in place. For older pupils the full breadth of the curriculum is not yet fully established. Resources are adequate and the pupils benefit from the availability of a specialised room for art, design and technology. This enables tools and materials to be centrally stored and to be accessible in lessons. Cooking equipment, however, is situated in a classroom, and this occasionally causes organisational problems.

GEOGRAPHY

143. It was not possible to make a judgement on the quality of teaching and learning as there were too few opportunities to observe teaching. Analysis of pupils' work indicates that pupils are making good progress in their learning throughout the school. Standards of attainment have been maintained since the last inspection and are in line with those expected for pupils aged seven and eleven. Pupils have good general geographical knowledge, are able to use maps and atlases confidently and can compare cultural life and geographical features of other areas with their own locality.
144. By the age of seven pupils know the school address and where they live. In Year 2 teachers make very good use of a visit to the seaside, which is a new experience for many pupils. From excellent photographs taken during the visit pupils begin to understand geographical terms. Teachers make good links with history by thinking about holidays now and long ago. Pupils in Year 1 and 2 are keen to talk about the school teddy bear, which goes on holiday with some of the teachers to different countries and cities of the world. Teachers recall the bear's adventures on their return; this is a most popular activity and helps the pupils to become aware of the geography of other areas as well as their own.
145. Years 3 and 4 study their own locality, finding out what there is to see and do in and around Bradford. They study maps of the British Isles identifying the position of Bradford and many other towns and cities. Year 5/6 study the water cycle, making an important link with their science course.
146. A very good lesson was observed in Year 4. The teacher made excellent plans to study a real life situation, very topical in Bradford and well known to many of the pupils. The class was required to discuss whether the local rugby team's ground should be closed. From an excellent display of newspaper articles, letters to the local press and maps of the local area pupils, working in pairs, researched facts to help the class to come to a sensible decision. Each pair of pupils took a different point of view; for example, as a member of the local council, a player, a resident living near the ground and a lifelong supporter. Pupils took their tasks very seriously and made good gains in their research skills. Armed with a set of searching questions pupils worked very well to prepare their answers. The teacher devised a novel way of developing the lesson by pretending to be a radio reporter asking for the point of view of the various parties represented and pupils were expected to speak into the microphone as though they were on local radio. This captured pupils' interest and made the lesson exciting and realistic. The lesson gave pupils opportunities to improve their language skills and pupils with English as an additional language and those with special educational needs were given very effective support and made very good progress in their learning.
147. Year 6 completed a detailed study of Africa, which provided pupils with very effective opportunities for independent research. The teacher identified 17 areas for study and pupils completed their tasks well according to their prior attainment. Very good progress in mapping skills is evident, with higher-attaining pupils producing high standards of work. Good links are made with mathematics as pupils plot temperatures and annual rainfall on different types of graphs. Using a variety of resources, pupils study the lives of people in the African bush and compare them with their own.

148. Pupils enjoy geography and they work very well with each other. Most take pride in their work and use both literacy and numeracy skills appropriately. The school is beginning to make better use of information and communication technology to support learning and this is adding interest to lessons. The teaching observed was at least good and in one lesson in Year 4 it was very good. Evidence of pupils' written work shows that activities are planned appropriately to match the age and prior attainment of the pupils to allow them to make good progress. Work is marked satisfactorily: good use is made of comments to praise and encourage pupils. Teachers make very good use of visits, visitors, maps and books to stir up interest; for example, the link with friends in Trinidad provided an excellent display of artefacts, which interested the pupils.
149. The co-ordinator is knowledgeable and enthusiastic about her work. Resources have been improved since the last inspection and the move to the new premises has given teachers better opportunities and much more space to develop geography through good displays and improved resources, which pupils appreciate and use carefully. The scheme of work is proving very helpful to all teachers and improving the standard of geography teaching throughout the school. The co-ordinator is aware that the monitoring and assessment of pupils' work are unsatisfactory.

HISTORY

150. Pupils' attainments, by the age of seven and eleven, are similar to those expected for their ages and they achieve well relative to their prior attainments. Standards since the last inspection have been maintained. The quality of teaching and learning is good. Pupils' attitudes to work and their behaviour and personal development are positive.
151. Teachers plan lessons appropriate to the age and prior attainment of the pupils, including pupils with special educational needs and those with English as an additional language, to allow them to make good progress. Work is marked satisfactorily and good use is made of comments to praise and encourage pupils. There are good links with geography through the study of maps and with religious education through the study of the lives of famous reformers such as Mary Seacole and Florence Nightingale.
152. Teachers present the subject in interesting ways and make good use of artefacts, books and videos to stir pupils' enthusiasm. A good example is the video of *The Diaries of a Lady from Her Childhood*, as part of the series of lessons about *The Victorians*. Teachers make good use of educational visits to develop pupils' understanding and interest; for example, pupils in Year 2 benefited from their visit to Scarborough whilst investigating souvenirs. They discussed the souvenirs from the visit and compared it to other visits to such places as Blackpool and Pakistan. They thought about the things people used to bring back from holidays at the beginning of the last century and this helped them to understand the passage of time.
153. Pupils have a positive attitude to the subject and contribute enthusiastically in lessons. They sustain their concentration during lessons, sharing resources and discussing their findings in a very friendly manner. Pupils in Year 2 study photographs enthusiastically of people they know, taken many years ago, and contrast the clothes they were wearing with those worn now. They remember vividly their visit to a museum in Halifax when they saw how people used to clean their homes in Victorian times. Pupils examined an interesting collection of artefacts from the past and compared them with present-day machines, for example, a flat iron contrasted with a modern steam iron and a dolly tub compared to an electric washer. As a result of the teaching pupils grouped many drawings of artefacts satisfactorily and knew to which era they belonged.
154. Pupils in Year 3 study the Vikings. They make attractive models of Viking ships, thus creating a link with their design and technology lessons. Pupils enjoyed their visit to a local industrial museum, contrasting Bradford now with what it was like in 1880. Very good use is made in Year 4/5 of research of life into Victorian times. Working in pairs, pupils planned conversations that might have taken place between people as they returned home from work. At the end of the lesson the class listened to the conversations, which showed how effective the research had been; for example, pupils took the parts of two young girls who were discussing an accident one of them had had while cleaning a vase and how scared they were of losing their jobs. Written work illustrates the depth of knowledge

gained by pupils in Year 6 about Ancient Greece. Many pupils produce work of a high standard whilst investigating Greek Gods, the Olympic games, the Greek alphabet and how people lived. Pupils enjoy their visits to museums. At one museum they studied the war years and looked at typical homes in those days as well as problems people faced in the war. Pupils took the part of evacuees writing to their parents to tell them how they were getting on in their temporary homes. This helped to develop the pupils' literacy skills.

155. The recently appointed co-ordinator is improving the range of resources and has made a start on developing the scheme of work. Plans for a satisfactory system of assessment are well advanced.

INFORMATION AND COMMUNICATION TECHNOLOGY

156. Pupils' attainments by the age of seven and eleven are in line with the national expectations. This is an improvement compared with the findings of the last inspection when standards of the oldest pupils were below average. The quality of teaching and learning is good and as a result pupils achieve well in relation to their prior attainment.
157. Following the recent establishment of a computer suite, the subject co-ordinator, who has good expertise, works alongside teachers in Years 1 to 6. This arrangement ensures progress and continuity in pupils' learning. The class teachers take on more responsibility as their confidence grows. The organisation of lessons is good. Resources are used well and lessons frequently involve pupils working in pairs and in small groups. As a result of the many positive aspects of teaching and learning, the standard of behaviour is very good.
158. Teachers have good relationships with the pupils, who are confident in seeking help and guidance. By the age of seven, pupils use computers with confidence. They log on to the network and access programs themselves. They program a robot with a sequence of instructions to make it move in various directions. Pupils use a graphics programme to develop their ideas, using colour and line to produce pictures. In one lesson, they had a number of questions that could be answered by retrieving information from the computer. Using the 'mouse' they navigated efficiently through the available screens and sections to identify the appropriate area that might hold the information required. Teachers provide opportunities for pupils in Year 3 to send electronic-mail messages with attached files to pupils of other schools. In Year 4, pupils are beginning to use databases to handle information they have collected.
159. Lessons move at a brisk pace, which improves pupils' progress and the quality of their learning. By the age of 11 pupils develop an understanding of the use of multimedia to present information about the school. This involves pupils working on images, text and navigation buttons to enable the user to move to information about different aspects of the school; this demands good subject skills. Each group is dependent on others for their contributions. Pupils worked well within and between groups.
160. Whilst much of the work develops pupils' skills in the subject, it also supports their learning in other subjects satisfactorily; for instance, use of spreadsheets in mathematics, simulating the work of modern artists and using graphics packages and the digital camera in art. Pupils use the word processing capabilities of the computers frequently, developing writing and presentation skills.
161. The leadership and management of the subject are good. Whilst the resources and the accommodation are good, the co-ordinator is aware of the need for additional equipment to provide better opportunities in specific areas of the subject, for example, equipment for sensing, monitoring and editing sound.

MUSIC

162. Pupils' attainments by the age of seven and eleven are in line with national expectations, as was the case at the time of the last inspection. Teaching is good throughout the school. The co-ordinator teaches music together with the class teachers, who contribute according to their levels of confidence and growing expertise. This strategic use of the co-ordinator's subject skills ensures that there is progression throughout the school and pupils achieve well.

163. By the age of seven, pupils listen carefully to a range of recorded sounds. In a lesson in Year 2, pupils identified possible origins of the sounds and soon realised that they were all related to their field trip to the seashore. They responded to the non-musical starting points and proceeded to select instruments to represent them as sound effects. Their decisions were based on their knowledge of the tone and capabilities of the instruments. They used them alone and in combination.
164. Pupils in Year 4 composed work involving several tuned and untuned instruments. Their theme was taken from their topic of space and their compositions reflected their thoughts about conditions and experiences one might encounter in outer space. They used their instruments appropriately in sequences and combinations of simple patterns. Other groups worked with the class teacher in another room, producing compositions of nouns, adjectives, verbs and adverbs chanted in repeating patterns according to their syllable structure. They joined in and stopped at pre-determined points in order to alter the texture of the piece. When pupils from Years 1 to 6 sing together, they pay attention to their physical stance and the need for controlled breathing in order to produce a phrase. They sing tunefully, occasionally singing in rounds, especially the older pupils, to emulate the effect of singing in harmonic parts.
165. Year 6 pupils worked on music from the Second World War. This was planned to add breadth to their history topic. They understand some key differences between the music of that era and that of the present day, including the instruments and styles. The teaching related effectively the meaning of some of the lyrics with the circumstances of wartime. Through practical activity pupils understand that a combination of notes of different pitch, when played together, produce a chord and that chords can be pleasant or discordant.
166. Pupils throughout the school respond to the teachers' use of praise by maintaining good levels of effort. This was seen in the Year 4 lesson in composition on a space theme. Their learning benefits from the good teacher-pupil relations that are fostered. Pupils feel secure in making their contributions by answering questions, playing or singing. When a group are playing their instruments, others pay attention. Pupils throughout the school were observed working in groups. They generally worked well together; however, in one lesson the quality of learning was spoilt when too much time was devoted to an undemanding task. This did not challenge them and resulted in loss of pace and concentration.
167. The co-ordinator is aware of the need to develop further the pupils' use of classroom percussion instruments, particularly the tuned instruments. The use of information and communication technology in pupils' compositions is limited and provides no opportunities for pupils to record, edit and refine their work. Good use is made of the music room and resources; however, the number, range and quality of tuned percussion instruments are unsatisfactory.
168. Pupils' learning benefits from visiting specialists. One such visitor played, and introduced the pupils to, a wide variety of instruments from around the world, within the topic of the rainforest. Local small ensembles visit the school and add further to the pupils' experiences of different instruments and performed music. Pupils use their musical skills to perform before a variety of audiences, most notably during the naming ceremony of the hall when they performed to a mixed audience including local dignitaries.

PHYSICAL EDUCATION

169. Pupils' attainments are in line with the national expectations by the age of seven and eleven and they achieve well. It was only possible to observe the teaching of gymnastics and games; however, the full range of physical activity is undertaken over the year and pupils have some opportunities to engage in more adventurous activities on their residential visit. The quality of teaching and learning is good. Pupils' attitudes to work and their behaviour are good.
170. Pupils take part in swimming lessons, which is an improvement since the last inspection when swimming was not provided. Pupils with special educational needs and pupils learning English as an additional language make good progress. Standards have improved since the last inspection due to improved teaching and the move to the new premises where the large hall provides greater opportunities for physical activities than the old building. Since the recent appointment of a co-

ordinator for physical education the provision of out-of-school sporting activities has increased, adding to the pupils' interest and enthusiasm.

171. In most lessons teachers have high expectations of pupils' behaviour and performance. Pupils change quickly and quietly without any fuss. They clearly enjoy the opportunity to engage in physical activity and they behave well, even when they have to sit still, listening to the teacher or waiting their turn to demonstrate. They co-operate sensibly with one another in pairs and in small groups. They use their initiative and imagination creatively.
172. Teachers have a secure knowledge and understanding of the requirements of the curriculum and demand constant effort from pupils in order to extend their movements and skills beyond a satisfactory level. Teachers have good management skills and very good rapport with their pupils and this makes pupils want to co-operate and do their best, resulting in good progress being made in lessons. This was particularly noticeable in a Year 3 games lesson when pupils made very good progress in throwing and hitting the ball.
173. Year 1 pupils feel for their heart beat after their warm-up exercises and understand the need for regular exercise. They make different shapes using different parts of their bodies. Pupils know good routines, which have been firmly established; for example, when helping each other to set out the apparatus they carefully observe safety rules but feel very pleased when they have managed to complete the task successfully. In a games lesson pupils learned to bounce the balls when standing still and travelling round the hall in a variety of ways, walking, skipping, jumping and hopping.
174. In a games lesson pupils in Year 3 practised their ball skills. Working in pairs they threw and hit the ball with the racquet back to their partner, stimulated by the recent national tennis tournament. Pupils hit balls well in a game of cricket and kept a careful score in their matches, thus adding to their obvious interest as well as improving their considerable skills. Older pupils practise their skills in the tag game. They are very keen and have good skills, as illustrated when they took part in the city's festival of rugby when teams from the school were successful in winning many games and in getting a great deal of enjoyment out of the day. Pupils in Year 6 learned co-operation and the importance of team work when working with a parachute. After agreeing the rules, pupils started slowly, gradually building up the speed and complexity of movements of the parachute. Pupils enjoyed the various challenges set by the teacher and made good progress.
175. The leadership and management of the subject are satisfactory. Learning resources are good and are easily accessible by the pupils, who take great care of them. There is no formal system of assessment in place but pupils' progress is reported to parents in their annual reports. The school's playing field is not used sufficiently because of its distance from the school and the dangers of crossing a very busy road.

RELIGIOUS EDUCATION

176. Pupils, including those with special educational needs, achieve well in relation to their prior attainments and the majority of pupils meet the standards expected of seven and eleven-year-olds. The quality of teaching observed was satisfactory overall; it was good in Years 2 and 6 but unsatisfactory in Years 3 and 5. The subject makes a very strong contribution to pupils' spiritual, moral, social and cultural development. Pupils' behaviour, personal development and attitudes to work are good. The understanding and tolerance of others from different cultural backgrounds are apparent throughout the school. Standards have improved since the last inspection. Good teaching in Year 6 enables pupils to make rapid progress in forming thoughtful views on religious issues and the understanding of the distinctive features of major world faiths.
177. In the best teaching of six to seven-year-olds, teachers tell the stories well, such as Moses leading the Children of Israel out of Egypt. The pupils showed interest, responding enthusiastically to the teachers' probing questioning. They discussed and understood the emotions of sadness, anger and joy. Books and the dramatic telling of stories enliven lessons and assist pupils to understand more clearly stories from different faiths. Teachers expect pupils to answer in turns and this enables all pupils to be given opportunities to respond and to develop their understanding. In these lessons teachers develop pupils' skills in speaking and listening and ensure that pupils increase their knowledge of the meaning of unfamiliar vocabulary.
178. Where teaching is good for seven to eleven-year-olds, effective discussion takes place with pupils; for example, about why the Hajj is important to Muslims and why the Ganges is sacred and is important to Hindus. Pupils respect the importance of others' beliefs and teachers emphasise this through discussions. Pupils understand the notion of 'sacred' and 'special' and know that sacred things need to be respected. Teachers of the older pupils use stories, such as 'Buddha and the angry elephant', well to seek pupils' views and to extend their understanding of feelings such as jealousy. Pupils reflect on times when they felt jealous and share their experiences with the teacher and other pupils. Pupils enjoy religious education and want to learn more about other major faiths. Higher attainers of different faiths stated that 'it doesn't matter that we are of different religions, what matters is what we are like as individuals' - 'understanding of others' faiths stops racism'.
179. When teaching is unsatisfactory, teachers have insufficient knowledge and understanding of the subject and the planning of lessons is poor, resulting in pupils making insufficient progress in learning. This happened when pupils contributed keenly their understanding of Sikhism but the discussion was not extended sufficiently by the teacher and so little new learning took place. Too much time was spent labelling a drawing and completing a worksheet and there were missed opportunities to discuss the symbolism of artefacts with the class. In such lessons planning is poor; for example, the planning for seven-year-olds gave no information about what pupils were expected to learn or about activities, merely stating briefly, 'important journeys – continuation of pilgrimages'. In practice, the lack of detailed planning resulted in the teacher asking pupils, following a discussion, 'to write about it' and pupils became confused as there was so little guidance on the purpose of the writing.
180. The leadership of the subject has changed recently. The new co-ordinator is aware already of the weaknesses in the curricular guidance for teachers. There is no policy for the subject and the school is awaiting details of the revised syllabus from the local education authority. The co-ordinator has no opportunities to monitor the quality of teaching. There are no assessment records to help monitor pupils' progress, and lesson planning and pupils' work are not scrutinised.