

INSPECTION REPORT

CARRWOOD PRIMARY SCHOOL

Bradford

LEA area: Bradford

Unique reference number: 107240

Headteacher: Mrs H Beards

Reporting inspector: Mrs C McBride
2810

Dates of inspection: 12th –15th March 2001

Inspection number: 196955

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Eversley Drive Holme Wood Bradford West Yorkshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Miss L Thomas
Date of previous inspection:	June 1998

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INFORMATION ABOUT THE INSPECTION TEAM

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2810	Mrs C McBride	Registered inspector	Art Religious education Special educational needs, including the Nurture Group English as an additional language	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Quality and range of opportunities for learning Leadership and management Key issues for action
8988	Dr J Cross	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
1065	Mr J Hagan	Team inspector	Mathematics Physical education Foundation stage	
18154	Mr P Nettleship	Team inspector	Science Geography History Music Equal opportunities	
23887	Mr S Rigby	Team inspector	English Design and technology Information and communication technology	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school was part of Bradford Local Education Authority's reorganisation and changed from a first school to a primary school in September 1999. It now admits pupils between 3 and 11 years. Carrwood is bigger than other primary schools with 270 pupils on roll. Of these, 30 are children who attend full time in the nursery and 12 who attend part-time. The school has a 'Nurture Group' with 8 full time pupils on roll and 1 part-time. The unit provides for infant age children with social and learning difficulties. They are integrated into a mainstream class at the start and end of each day and during assemblies and playtimes, but spend the rest of their time in a separate classroom, following a modified curriculum to develop their social and learning skills. A community building or 'Children's Centre' is on the same site as the school. It offers facilities for local children such as after school and holiday clubs, breakfast clubs and a crèche. Children in need of behavioural support are referred to the centre and taught there during the day. The centre also offers adult training opportunities to the community.

The area from which the school draws its pupils has high levels of social and economic need and there are three times the national average of pupils eligible for free school meals. The school has child protection concerns for approximately one third of its pupils. Over half the pupils at the school have special educational needs. Most of these are related to learning, emotional or behavioural difficulties. This is well above the national average, although the numbers of pupils with statements of need is average. Families constantly move in and out of the area and in the last academic year, over half the school's population either joined or left. There are no pupils learning English as an additional language but there are 5 traveller children on roll. The school has more or less equal numbers of boys and girls. Children's attainment on entry is generally very low, particularly in personal and social skills and in language development. The current headteacher took up post in September 1999. The school is part of the South Bradford education action zone.

HOW GOOD THE SCHOOL IS

This is an effective school, which works in very challenging circumstances. Although when compared to other schools its results are very low, the quality of teaching enables most pupils to achieve well and learn at a good pace in most subjects. The headteacher, governors and key staff are a strong team who are committed to the school's continuing improvement. The school gives satisfactory value for money.

What the school does well

- Pupils are well behaved; they have positive attitudes to school and to their work
- Provision for pupils in the Foundation Stage is good
- It is well led and managed; the headteacher, governors and key staff are a strong team
- Provision for pupils with special educational needs is very good
- The school takes good care of its pupils and makes sure that they are safe

What could be improved

- Standards in English, mathematics and science, particularly for higher attainers
- Standards in physical education, geography and music throughout the school; standards in religious education, design and technology at Key Stage 2
- The quality and range of the curriculum; its scope for developing pupils' skills and fostering their personal and cultural development
- Attendance; despite the school's concentrated efforts this remains very low

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

In September 1996, an inspection judged the school to require special measures. The school made sufficient improvement for a further inspection in June 1998 to judge that this was no longer the case. Although its results have fluctuated at the end of Key Stage 1, they have shown an upward trend and most pupils now achieve more. The school's circumstances are extremely challenging and this is likely to cause fluctuations in results in the future. Standards are now better in Information and Communication Technology (ICT), in religious education and art. Better quality work is also seen in design and technology. Pupils' behaviour has significantly improved and they show better attitudes to school. Teaching is of better quality and there are more good and very good lessons and less unsatisfactory ones taught than before. The leadership and management of the school has improved and the school manages its financial resources more efficiently. Teachers with responsibility for leading subject areas are more effective in identifying where there are weaknesses in their subjects and in taking action to remedy this. The school's accommodation has seen a dramatic improvement following a cash injection under the Department for Education and Employment 'New Deal for Schools' initiative in 1996. The issues identified in the last two inspection reports have mostly been addressed, and although there is still much to be done, the school has made good progress.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
Reading	E	E*	E*	E	well above average A above average B
Writing	E	E*	E*	E*	average C below average D
Mathematics	E*	E	E*	E*	well below average E

The table of National Curriculum test results shown is only for Key Stage 1 pupils at 7 years because this is the first year that there are 11-year-old pupils in the school.

Although these results are very low, and the most recent are in the lowest 5 per cent nationally, there are two factors which are not taken into account when they are calculated. One is the high numbers of pupils with special needs in each year group, which is, on

average, one half of the children. The other is that any one year, over half of the school's pupils either leave or join the school and this has a further depressing effect on the school's performance. Work seen during the inspection indicates that this is likely to be a repeating picture for the next few years at Carrwood for 7 and 11 year olds, although the school has set itself very challenging targets in English and mathematics.

Most pupils however, are achieving well in most subjects, except for higher attainers for whom the school's expectations are not yet high enough. Pupils' achievements in writing and science could also be higher throughout the school. Pupils are attaining expected levels in ICT, history and art. At 7, pupils are attaining what is expected for their age in religious education and design and technology. Pupils in the Foundation Stage start from a very low base. They achieve well overall, particularly in the development of their personal and social skills. Pupils do not achieve well enough in physical education and few attain the expected standards in swimming.

Pupils with special educational needs make good progress overall, particularly when they are working in small groups or with support assistants. Their individual work plans are detailed and up-to-date, and a careful eye is kept on their progress. Traveller children also achieve as well as others. The school's results over time show that boys do not achieve as well as girls. More boys experience problems with concentration and find it more difficult to record work than girls.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils enjoy coming to school and show positive attitudes to their work. They are eager to please and keen to have praise from their teachers and other adult support staff.
Behaviour, in and out of classrooms	Behaviour in lessons is good. Pupils are polite and friendly. Their behaviour when they move around the school is exemplary. This results in the school having a calm, orderly and welcoming atmosphere.
Personal development and relationships	Relationships between pupils are good. Children get on really well with their teachers and other adults. Pupils carry out any duties they are given sensibly but they have too little scope to show initiative, contribute their views and take responsibility.
Attendance	This is very low. Despite the school's efforts to encourage good attendance, too many pupils miss occasional days which affects their progress.

TEACHING AND LEARNING

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

Teaching has steadily improved over the last five years. In 55 per cent of lessons observed teaching was good or better with 23 per cent very good. Teaching was satisfactory in 38 per cent and in 8 per cent it was unsatisfactory. Overall, teaching quality is ensuring that most pupils achieve as well as they can. Teaching in the Foundation Stage and in Years 5 and 6 is

better than elsewhere in the school with more good and very lessons observed. Teaching in the Nurture Group and teaching for pupils with special educational needs who are withdrawn from class is also consistently very good. At Key Stage 1 and in the younger junior classes it is more satisfactory. Most teachers are good at using skilful questions to keep children on their toes and maintain their interest. They organise pupils carefully during lessons so that little time is wasted in moving around between different teaching areas. All teachers have good relationships with their class and the atmosphere in classrooms encourages quiet, orderly behaviour which helps pupils concentrate on their work. Classroom support assistants play a valuable part in ensuring that pupils with special educational needs maintain a good pace to their work by giving them as much individual attention as possible during lessons.

Teachers are sometimes unsure about what pupils need to learn next. Consequently, in some of the more ordinary and unsatisfactory teaching, work does not stretch higher attaining pupils far enough and they are capable of learning at a faster rate. Literacy teaching is sound overall, but in most lessons, writing is not taught well enough. Pupils make steady progress in numeracy but teachers do not make enough use of resources to ensure that all children are involved in the lesson and higher attainers are extended. In less good lessons, pupils do not develop skills in different subjects at a fast enough pace. This is because teachers do not build in enough activities that require them to apply what they know in investigating ideas and solving problems. Pupils' rate of learning is closely linked to the quality of teaching and in some lessons, when they are taught by teachers with strong subject expertise or in 'booster' groups, their rate of learning increases significantly.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The school is good at enabling pupils in the Foundation Stage, lower attaining pupils and those with special educational needs to achieve well. It is not rich enough in opportunities for pupils to solve problems or to carry out investigative work. Provision for swimming is unsatisfactory.
Provision for pupils with special educational needs	This is a strength of the school. The school is determined to offer equal opportunities and to include these pupils in mainstream schooling. This is reflected in the high quality of assessment of their needs and the sensitive, creative ways in which adults work with them.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Provision is satisfactory overall. Pupils study the values and beliefs of other people but older pupils do not have enough opportunities to reflect on these in relation to their own lives. The school gives pupils a good grounding in how to look after themselves but could do more to help them cope with feelings of aggression, conflict and life's more challenging situations.
How well the school cares for its pupils	Procedures for child protection are excellent. The school is good at ensuring children's welfare and safety. Arrangements for assessing how well individual pupils are progressing with their work require improvement.

The school has effective links with most parents who have a positive view of its work. There is a good range of initiatives to support families and parents but the contribution of many parents is unsatisfactory and too few are involved in the work of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The head gives a strong and energetic lead to the work of the school and sets a clear direction for its work. Teaching is closely monitored. Most teachers lead their subjects well.
How well the governors fulfil their responsibilities	Governors take an active interest and bring skills, which benefit the school in many ways. They are a committed group who question and debate the school's performance and are fully involved in taking decisions about its future.
The school's evaluation of its performance	Very good. The school analyses its results thoroughly. It sets targets and takes action to address weaknesses. It has a good knowledge of its strengths and areas for development
The strategic use of resources	Good. Financial planning is thorough and special grants and funds, such as those for special needs are spent wisely. The school's procedures for checking if it is getting best value for money are sound.

Although there are some shortages of equipment in some subject areas, overall the school has sufficient teachers, accommodation and learning resources to meet the needs of its pupils.

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 like coming to school • The school expects children to work hard • Children make good progress • Teaching is good 	<ul style="list-style-type: none"> • The range of after school activities • The amount of homework should be increased • Pupils' behaviour could be better

Parents have a generally good opinion of the school. The inspection team agrees that most children are happy and settled at school and overall, teaching quality ensures that most are achieving as well as they can.

Pupils' behaviour is good and the school sets enough homework over the course of each week. Including those offered by the Children's Centre, the school offers a satisfactory range of out-of- school clubs and activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Although the school's results have remained stubbornly low over the past few years, there is ample evidence to show that most pupils achieve more than they did. The school's own records and analysis of results show that most pupils who remain at Carrwood from the reception class to Year 6 make good progress. Pupils enter the school with very low levels of attainment but the school helps them to overcome barriers to learning and most, with the exception of the school's small number of higher attainers, learn as much as they are capable of in most subjects.
2. The school's circumstances are very challenging and the disadvantage within the community it serves is significant and longstanding. When comparing its performance to other schools, the low results do not take into account all the factors of disadvantage, which are continually present and adversely affect pupils' learning. Over half of all pupils at Carrwood have special educational needs and there are few pupils of high ability. Far more pupils either leave or join the school in any given year than in most schools, causing disruption to their progress. It is therefore likely, that whilst most pupils achieve what they are capable of, far fewer will reach national standards at 7 and 11 years than in other schools. Results over time also show that boys do not achieve as well as girls. This is due to the higher proportion of boys who have educational behavioural difficulties and find it harder to concentrate and persevere with their work. Currently, there are five times more boys who experience these difficulties than girls. Although the school supports them well, they have a lot of ground to make up. This is a recurring and significant picture within the school. All the same, there are some areas in which the school could do better.
3. Children enter the Foundation Stage well below average in most areas of learning. The school places a high emphasis on developing their personal and social skills and their skills of speaking, listening, reading and writing because pupils are particularly weak in these areas. By the end of the Reception year, the majority of children reach the average expectations for 6 year olds in their personal and social development. In other areas of learning, although they have progressed well, most are still below average. They attain the average in physical and creative areas.
4. Throughout the rest of the school, pupils' achievements in different subjects vary. In some subjects, they achieve more in one area than another. Standards, for example, in English are well below average at both key stages but pupils achieve more in reading than in writing. Most children develop a good knowledge of how to break down words through recognising sounds; they gain enthusiasm for reading and progress steadily in understanding what they read. Too few read for pleasure and the limited amount of reading they do is reflected in the well below average standards seen in the current Year 6 group.
5. Standards in writing are also well below average, but pupils do not progress as well. Many find writing a chore and at 7 and 11 years, it is only the most able who write fluently and confidently. At Key Stage 2, the school's expectations for these pupils are not high enough. The work in lessons does not always motivate them to write, or call upon them to use and develop their skills sufficiently.

6. In mathematics, standards across all aspects of the subject are below average. Whilst pupils at both key stages make steady progress in adding, subtracting, dividing and multiplying numbers, they find difficulty in working with large numbers and their skills in solving problems are particularly weak. More able pupils do not achieve as well as they could because the work they do is not always challenging enough.
7. The school has set very high targets in English and mathematics. However, it is unlikely even despite the extra support being provided by the school, that most Year 6 pupils will attain these levels in national tests. The school has recognised, through its own analysis of annual test results, that some year groups have a higher proportion of more able pupils. These pupils, for example, those in Year 1, are taught with older pupils for literacy and they are achieving well.
8. Standards in science are very low compared to other schools and most pupils' do not achieve to their potential. Whilst they progress well in the Foundation Stage and in the last two years of Key Stage 2, elsewhere their rate of learning is not fast enough. Whilst most pupils gain a satisfactory grounding in scientific facts, their skills in investigating and experimenting are weak. More able pupils in particular, are not extended well enough to help them achieve higher levels.
9. In ICT, pupils reach average standards at the end of both key stages. All pupils achieve well throughout the school and most develop expected levels of skill in word processing and in using databases. Pupils develop a good understanding of how technology can be used to improve their lives.
10. In religious education, pupils in Year 2 attain the expectations of the locally agreed syllabus. In Year 6, inspection evidence shows that pupils' standards of work fall short of this. This is because the school had not been teaching the correct elements of the syllabus until recently. Consequently, junior pupils have gaps in their knowledge and understanding, which are slowly being made up.
11. Standards are close to the average for pupils at 7 and 11 years in history. Whilst their factual knowledge is secure, they do not have enough opportunity to practise searching for information and more able pupils do not progress beyond an average standard.
12. Pupils' attainment in geography is below average, but most pupils progress steadily. The school now approaches the teaching of geography in such a way that pupils gain a greater knowledge of geographical facts through visits to the local area and also further afield; they are also making sound progress in developing geographical skills
13. In design and technology, pupils make good progress and reach average standards at the end of Key Stage 1. This good start is not continued and in Key Stage 2, pupils do not have enough opportunity to develop their skills. This results in below average standards at 11 years.
14. Pupils reach average standards in art at 7 and 11 years. They have the chance to work with a good range of media and materials and to study the work of other artists.
15. Standards in swimming are particularly low and few pupils reach the national expectation of swimming 25 metres at 11 years. In other aspects, standards in physical education are below average and pupils do not develop the necessary levels of skill.

16. In music, pupils reach average standards in singing. Although in other aspects progress is now good because teaching is better, too much ground has still to be made up to reach the average.
17. Given their difficulties, pupils with special educational needs achieve well. They make up good ground, particularly in reading, writing and mathematics and in developing their personal and social skills. This group makes up 54 per cent of the school's pupils and together with lower and average attainers, they make better progress than the small number of higher attainers. The school quickly assesses the needs of pupils joining the school; this enables Traveller children and other new pupils to settle quickly and progress at the same rate as other groups.

Pupils' attitudes, values and personal development

18. This is an area where there has been significant improvement over the past few years. The school is now a calm, yet purposeful, orderly community that is conducive to learning. All aspects are now good except attendance, which is very low.
19. Pupils in the nursery and reception classes respond well to the welcoming, encouraging climate for learning that the school provides. They enjoy exploring their new surroundings, making friends and learning from the activities set for them. The trusting relationships that they establish with teachers, support staff and other children successfully enable them to feel safe and secure. Many are confident enough to talk to visitors and share books with them. They are well behaved and do their best to please the staff. For example, a group of ten pupils in the reception year waited very patiently for their turn to knock down and count skittles during a numeracy lesson. This very positive response from the pupils, many of whom have special educational needs, enabled all to concentrate and learn as others each took their turn.
20. Some pupils make tremendous improvements in their behaviour by learning to express themselves less through temper tantrums and by taking a pride in their achievements.
21. As pupils get older their attitudes remain positive. Inspection findings agree with the views held by almost all parents that their children like school and work hard. Pupils listen carefully and show interest during teachers' explanations. They work well individually and co-operatively, showing perseverance and enthusiasm. For example, in a mixed-age Year 5 and 6 class pupils collaborated very well throughout a design and technology lesson to make musical instruments from recycled materials. Those in the class who find learning more difficult remained fully involved in their work and contributed effectively to group ideas. Pupils of all ages respond particularly well to practical experiences like this and would benefit from more such opportunities.
22. In contradiction to the views of a minority of parents, pupils behave well in lessons and in assembly. Their good behaviour significantly aids their learning because teachers seldom have to break off from teaching to maintain order. Pupils' conduct as they move around the school is exemplary, helped by well-established routines of silence, other than common courtesy, and orderliness. In the playground behaviour is generally good and pupils play happily in friendship groups. During the inspection no pupil appeared isolated, there was no racist incident and very little anti-social behaviour. The school's detailed records show that such incidents do occur from time to time and suitable action is taken. There were eighteen fixed period exclusions involving just a small number of pupils last year. One pupil was eventually permanently excluded.

23. Relationships are good throughout the school. The pupils are open, friendly and sociable. They enjoy chatting to adults about themselves, their work and their school. The manner in which pupils of all ages instantly related to the inspection team, offered assistance, acknowledged their presence in passing and genuinely gave of their best was a credit to them and to the school. The pupils show care and consideration for one another and particular sensitivity towards their classmates with special needs. In a Year 2 physical education lesson, pupils were required to form groups and instinctively took action to include a child from the nurture unit who was momentarily left without partners. Pupils who transfer from other schools quickly conform to the high levels of respect for one another and tolerance. Pupils of all ages act maturely when given opportunities to take responsibility and show initiative. Last term, for instance, older pupils successfully took charge of running a small commercial operation, taking orders and purchasing small gifts for pupils to give friends and family at Christmas.
24. Attendance is very poor and pupils' learning suffers as a result. This is despite the ongoing considerable efforts of the school to bring about lasting improvement. Pupils who regularly miss school are unable to learn effectively because their work is disjointed. Their absence, to an extent, also affects those with better attendance. This is because teachers have to spend longer recapping on previous work at the expense of new learning. The rate of unauthorised absence is higher than found nationally in primary schools. Most of this is due to absence that parents condone, rather than truancy, such as days tagged onto weekends spent shopping, celebrating birthdays or attending travellers' horse fairs.
25. As a result of recent initiatives most pupils are now punctual in their arrival at school but there is still scope for further improvement. Whilst almost all pupils are in school by the close of registration, too many lack a sense of urgency about reaching their classroom on time for the very start of the school day. This means that they may miss important messages during registration or assembly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

26. Teaching has steadily improved. More lessons are now of better quality and far fewer are unsatisfactory. Overall, teaching enables most pupils, apart from higher attainers, to achieve well and make good and, at times, very good progress. However, the rate at which pupils learn is directly related to the quality of teaching in different classes and in different subjects, and there is still much to be done to improve the quality of lessons. The best and most consistently good teaching in the school is seen in the Foundation Stage and in Years 5 and 6, although there are occasional examples of good lessons in the other year groups and in most subjects.
27. In the nursery and reception classes children learn at a good, and often very good pace, because the teachers have a good understanding of their needs and plan activities, which will interest and motivate them. They are particularly good at developing their personal and social skills and helping children learn to co-operate with each other and concentrate on their work. Although all children progress a long way in their communication skills, they make more rapid progress in learning to read and write in the reception class. This is because the teaching quality here is consistently very good. The teacher works with a skilled support assistant and between them, they develop the children's awareness of sounds and recognition of letters with great success. This is done through enjoyable activities such as card games and puzzles and children are keen to join in. Higher attainers are brought on at a good pace in their writing skills. The teacher uses good quality resources, such as wipe clean boards and large felt pens. The children gain confidence in trying out their ideas and

attempting to write words and sentences, rubbing out mistakes and happily trying again until they get it right. Teaching in the Foundation Stage does much to give Carrwood children a very good start at school and to develop pupils' positive attitudes towards school and each other.

28. In Years 5 and 6, lessons move at a good pace. Teachers are good at explaining new work to pupils and in some cases setting ambitious tasks, which make them relish the challenge and absorb themselves in their work. This was seen for example, in a science lesson in a class with Year 5 and Year 6 pupils. The class used computers linked to the Internet to study the phases of the moon; they listened over headphones to information being narrated and noted important facts. They later constructed models to represent the orbits of the earth and moon and demonstrated these in the darkened staff room using illuminated bulbs. Science is not generally taught well throughout the school, but in this case an adventurous and challenging approach paid off in a good pace of learning for pupils.
29. In lessons that are less good, weaknesses occur because teachers spend too long introducing a lesson, use too many worksheets and do not allow pupils enough scope for learning from experimenting or trying things out for themselves. As a result, pupils' concentration lapses or they don't progress quickly enough in learning new skills. These are the main reasons why most pupils, but particularly those with higher ability, do not achieve as much as they should in science and physical education.
30. There are some good features of teaching which are present in most lessons. All teachers are good at using questioning to draw out pupils' ideas, keep them on their toes or make them offer explanations about how they have done something. In a mathematics lesson with Year 4 and 5 pupils, the teacher was showing pupils how to double numbers to assist their speed in calculating answers. As she demonstrated, she constantly questioned them by asking for example, 'Why am I doing 4's now?' or 'Why do you think I have done it that way?' As a result, when it came to working in pairs to calculate answers themselves, pupils were able to suggest to each other how they might go about this.
31. All teachers have good relationships with their class. This is a school where the staff give a high priority to creating a secure environment which enables pupils to develop self-esteem and confidence. The pupils' good behaviour is founded to a large extent on the firm but fair approach staff take with them. Good humour is often used to diffuse a tense situation and teachers show much respect for the children. Teachers cope well with the high proportion of boys with behavioural difficulties and support assistants also work effectively with them to help them concentrate and ignore distractions.
32. Most lessons are well organised and little time is spent in moving around unnecessarily or looking for resources. In many lessons, overhead projectors are used to show pupils illustrations or to share texts. In a Year 3 literacy lesson for example, the teacher shared the outline of a story plan with the class on an overhead projector. The class were all attentive and concentrated well because they all had a good view of the screen and did not need to spend time moving from their desks to the carpet area to read the same text together. In other lessons, which require pupils to undertake complicated tasks or where the class are divided into groups for different tasks, teachers prepare equipment beforehand. Most lessons therefore run well, with few problems.
33. Teaching for pupils with special educational needs is good and when they are withdrawn from class it is very good. Support staff play a significant part in lessons

and together with teachers, they ensure that pupils follow the targets set for them in their individual education plans, concentrate well and take an active part in all lessons. Pupils who are withdrawn to work in the Children's Centre or special needs base progress at a very good pace in these situations. They receive intensive but caring tuition and respond very positively to the acknowledgement and reward for their achievements.

34. The school's system for teaching literacy and numeracy to different groups of pupils according to their ability is working well overall. In these lessons, pupils make good progress because work is generally pitched at the right level for them and provides enough challenge. Even so, in some cases, higher attainers could still be stretched further than they are. Under half of literacy lessons are of good or better quality and whilst the remainder are mostly satisfactory, there is still room for much improvement, particularly in the teaching of writing. Most teachers do not give pupils enough chance to become familiar with the writing process, for example, by showing through their own writing, how stories are put together or how reports are written. Too little use is made of displays to show new words or ways of writing, so pupils do not have a constant reminder of what they have learned in lessons. This means that teachers have to spend a longer time than necessary going over work from the previous lesson before moving on, and as a result, the pace of learning slows.
35. The quality of teaching in numeracy is better than in literacy, with most of the high quality lessons being found in the older junior classes. Here, pupils achieve more in their skills of calculation than in other years because the teaching is aimed very much at developing their knowledge of different ways to do this. These lessons are also drawn together well at the end and teachers go over what has been learned. Towards the end of such a lesson in a mixed Year 4 and 5 class, the teacher asked if anyone could tell her how to add 95 and 66 quickly. Pupils had various ideas to offer, with one boy saying, ' I would treat 95 as 100, add 66 to it and take away 5 '.
36. There are weaknesses in the way teachers assess pupils' progress. The methods they currently use are not giving them an accurate enough picture of what pupils have learned or can already do. This leads to difficulties in planning work at the right level of challenge, particularly for the small numbers of higher ability pupils, with the result that in too many lessons, they do not learn at a fast enough rate. This is an issue, which has already been identified by the school, and work is currently underway to address the problem.

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

37. The school has rightly put most of its energies into developing pupils' skills in reading, writing and mathematics. Even though this is its highest priority, the other subjects of the curriculum are also covered in enough depth to give pupils a worthwhile experience. The school's curriculum meets the needs of most of its pupils, with the exception of the few higher attaining children, for whom there is not enough challenge overall. Although there is now a better quality curriculum in place than at the time of the previous report, some areas require more improvement.
38. The provision made for children in the Foundation Stage is a strength of the school. Due regard is paid to pupils' very low personal, social and language skills when they come to school, and the curriculum in the early years is planned to address these weaknesses. As a result, pupils make good and at times, very good progress in these areas of learning and develop positive attitudes to school.

39. The school's provision for pupils with special educational needs, who make up over half its population, is very good. Their individual needs are quickly identified, a special programme of work is planned for them and their progress is reviewed regularly. Provision for pupils with behavioural difficulties who might otherwise be excluded is outstanding. Arrangements are made for them to be educated in the Children's Centre and whilst they are helped to achieve better standards of work and behaviour, the school meets its prime aim of settling them back into their own class as soon as they have made enough progress.
40. The Nurture Group is another very successful feature of the school's provision for pupils with social and learning difficulties. In a separate class, children from Year 1 and Year 2 are given a strong boost at the start of their school life in learning to work with other children and adults. Although this provision is relatively new, early indications are that children are already making good progress and most will be able to rejoin their own year group within a year, having caught up enough in their social development.
41. The school has identified other groups of pupils in need of support and the quality of the curriculum is enriched by its provision for them. More able Year 1 pupils for example, join Year 2 groups for literacy lessons. Teachers run 'booster classes' after school for pupils who are close to, but not quite reaching national standards in Year 6. Additional support is also given to pupils who are below average in reading and writing when they leave Year 2. In a further attempt to raise standards, the school uses annual test results to split older junior pupils into groups according to ability. These groups are taught as separate sets for literacy and numeracy.
42. In some lessons, teachers who have specific training or expertise in different subjects also teach all pupils in Key Stage 2. The same teacher takes all classes for example, in geography and history. In most cases, this has a positive outcome and the quality of lessons and pupils' progress have improved over time. In other subjects, for example, in physical education, this is less successful and weaker teaching is leading to low achievement for junior pupils. Provision for swimming is unsatisfactory and too few pupils leave the school being proficient in this important life skill.
43. There is much scope for the school to improve the quality of its curriculum through providing more opportunities for pupils' personal and social development. At present, there are too few chances for children, especially the older ones, to evaluate their own work, take on responsibility or develop teamwork and leadership roles within the school. Taking into account the clubs run by the Children's Centre, the school's programme of extra-curricular activities is satisfactory and provides enough choice for pupils who wish to take part in sports or arts clubs.
44. The school does not do enough to promote the development of a wide enough range of skills. These include for example, skills of investigation and experimentation in science and problem solving in mathematics. In other instances also, there are too few opportunities for pupils to learn from first-hand experiences, although with more visits out of school, this is improving in some areas such as geography.
45. Provision for personal, social, health and citizenship education is generally satisfactory. The teacher with responsibility for this area has attended several relevant training courses in the short time that she has held this post. She is producing guidance for teachers, which builds on what they already do and this is now plugging gaps in the provision. Weekly lessons in the juniors include interesting visits to the Bradford Bulls study centre to learn about self-esteem and bullying, for example. Given

- the numbers of pupils in the school who experience behavioural and social difficulties, the school could do more to help pupils deal with feelings of aggression, conflict or how to respond to the challenging experiences of life. The school nurse plays an important part in teaching pupils about matters relating to health and personal relationships and pupils are given a sound grounding in how to keep themselves well and safe.
46. Satisfactory links are established with partner schools in the newly regrouped cluster, formed as a result of the reorganisation of Bradford schools. Teachers with special responsibility for leading subjects and senior managers are in the early stages of meeting to establish relationships, exchange information and discuss curriculum links. A taster day has sensibly been arranged for Year 6 pupils to visit their prospective high school.
 47. Improvements have been made in the promotion of pupils' moral and social development, which is now good. Provision for their spiritual and cultural development remains satisfactory, the multi-cultural dimension still being its main weakness.
 48. Music is used well during assembly and candles are sometimes lit to establish a special, reflective atmosphere for collective worship. A high priority is given to social and moral themes such as friendship, loyalty and trustworthiness. There are moments of quiet reflection when pupils are actively encouraged to think deeply about the messages and relate them to their own lives and experiences. Members of the local clergy lead the worship weekly when the whole school, including the nursery, draws together as a family. Pupils participate suitably; for example, by playing musical instruments or taking part in role-play or drama. During the worship and in religious education lessons pupils consider the importance of God in their own and others' lives. They are encouraged to treat the sacred books of Christians and other faith communities with respect. There are too few opportunities for pupils to discuss their own values, beliefs or special moments or for them to gain an understanding of their individual identity and their place in the world.
 49. Pupils are taught to distinguish right from wrong through a systematic, consistent reinforcement of well-established rules, rewards and consequences. They are suitably helped to consider moral issues and to show care and consideration for others, including those they do not personally know. They have 'changed clothes to help change lives' in countries such as Romania and Uganda by supporting an international children's charity. This successfully enabled the pupils to compare their own lives with those of children in other countries on issues such as feeling safe and cared for.
 50. Children are actively encouraged to relate positively to one another and taught how to behave in different circumstances. The social graces are taught effectively, at mealtimes for example, by showing pupils how to use cutlery properly and encouraging them to engage others in conversation around the dining table. The staff are good role models for the pupils, showing them mutual respect and apologising to them for their own mistakes. Educational visits, which include residential stays, successfully help pupils to make social contact with the wider community, and to get to know one another better by being in unfamiliar surroundings.
 51. Pupils are taught effectively about their own cultural heritage through history, for example. They have recently considered life in Tudor times, helped by visiting dramatists' re-enactment in full period costume. They are taught a little about other cultural traditions through geography, art and music, for instance. Educational visits take pupils to places of worship such as churches, the Gurdwara and mosque but a

number miss out because their parents exercise their right to withdraw them from certain religious education lessons. Pupils and visitors from several world faith communities are actively encouraged to share their knowledge and experiences with the children. Whilst pupils' knowledge of world faiths has improved over time, still not enough is being done to celebrate the richness of culture in the vicinity. For instance, displays around the school are unrepresentative of the multi-ethnic nature of Bradford and there are no inter-pupil links with a school of greater ethnic-mix. Too little is done by the school in this virtually all-white community in meeting the aim of its own very good anti-racism policy to increase awareness and understanding of richly diverse British society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

52. The staff and governors care deeply about the pupils and provide an excellent support network to ensure their welfare. As a body they have a very good knowledge of the needs and sensitivities of the pupils, their family circumstances and relevant outside support agencies. Several factors are key to this success. The designated teacher with responsibility for child protection concerns has long established trusting relationships with most families through her dual role, as special education needs coordinator. The school nurse and education social worker are both governors, and the pupil and family support worker is experienced in foster care. This wealth of expertise is harnessed and shared very effectively to provide very good personal support and guidance for the pupils within a safe and secure environment, and helps families, many of whom are under stress, to receive appropriate support.
53. The school has fewer pupils with statements of need than might be expected, given the high proportion of its population with learning difficulties. It is careful to provide pupils experiencing high levels of difficulty with a good level of support through its own funding. In lessons, for example, support assistants who are assigned to pupils with statements of need will often also work with others as part of a small group.
54. In their determination to raise academic standards, staff and governors are also highly committed to reducing absence. Considerable time and effort is being put into bringing about improvement, helped by education action zone funding. A very close eye is kept on individual, class and whole-school attendance using a computerised system. This enables patterns of absence to be checked more easily and generates letters to parents requesting explanations. An excellent rewards scheme for attendance enables every single pupil to gain a degree of success. Class achievement is spurred on by weekly and annual celebrations of best attendance. The pupil and family support worker, education social worker and Children's Centre manager are very actively involved in contacting families where there are concerns about absence or lateness. Parents and carers are telephoned the morning their child fails to arrive in school if there has been no prior notification. Families are frequently visited at home regarding concerns and court action is taken where necessary. There are some signs of success in improving the attendance of individuals in the short term, and in reducing lateness, but lasting impact upon whole-school attendance is proving more difficult.
55. The school has very good methods for monitoring and promoting good behaviour through consistent implementation of its positive behaviour policy by all staff. Incidents of racism and bullying are tackled well through this system. The school has a very good anti-racism policy with clear procedures for action but parents, particularly those who expressed concerns about racism, are insufficiently aware of this. Rules, rewards and consequences are prominently displayed around the school in simple, child-friendly language. As with attendance, rewards are suitably stepped for good conduct

to enable all pupils to achieve success at some level. Unacceptable behaviour is dealt with calmly, firmly and fairly, sometimes by removing the pupil concerned from a lesson or the playground for an appropriate 'time out'. This system effectively ensures that the learning or play of others is not affected. The headteacher plays a large part in moderating poor behaviour by discussing with pupils the underlying causes, the impact of their actions upon others and by developing helpful special plans and contracts.

56. Although the school has a good knowledge of the strengths and weaknesses of each year group of pupils, its procedures for checking the progress of individuals require improvement. The result of this is that in some lessons, work is not matched well enough to pupils' needs. This affects the small numbers of higher attainers more than others and they are not always challenged to do better. The school has identified this issue itself and has already outlined plans to improve these procedures.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

57. Since the last inspection, the school has maintained effective links with the parents and their views about it remain generally positive. They feel that the school provides well for their children's needs. Much good information is provided for them, and considerable time and effort is invested by the school in various initiatives to get them more involved in their children's learning. So far the success of these has been modest, the best response being for events that involve all the family.
58. Good arrangements are made for families to attend open days before their children start in the nursery and reception classes. Parents are successfully informed about everyday routines and expectations by word of mouth through such occasions. This is particularly important for parents who have less well developed literacy skills. Support assistants are used effectively throughout the school to link between teachers and parents and carers at the beginning and end of each day. They successfully enable important information to be exchanged whilst teachers deal with children.
59. Monthly newsletters inform parents effectively about what is happening in school and weekly assemblies inform them about pupils' achievements. Information for parents about what is being taught is satisfactory. A family workshop organised by the nursery and reception staff last term was very successful in attracting a large, appreciative audience. They saw for themselves how literacy, numeracy and information technology are taught, for example, and picked up ideas about things to do at home to help young children learn. Concerts and nativities are also well supported.
60. Across in the Children's Centre adult education classes are available for parents and the local community. The manager is the school's home and school partnership co-ordinator who does much of the visiting of families at home, along with the pupil and family support worker and education social worker. He has built up trust over the years within the parent community who now often use him as an effective go-between for both home and school if there are problems. A parents' group meets weekly in the Centre, attended by a small core who are very active in discussing issues that concern their children, such as head lice, bullying and the curriculum. Childcare facilities before and after school and during holidays offer an invaluable service to parents. Funding by the Education Action Zone is having a positive impact in supporting families and forging strong bonds between parents and the school.
61. Information for parents about their child's progress in the written annual reports is satisfactory overall but does not tell them enough about what their child needs to do next to improve. Twice yearly parents evenings about progress are poorly attended but

staff communicate this information well more informally; for example through home visits.

62. The school communicates well with parents of pupils with special educational needs who have trust and confidence in the staff with special responsibility for this area. They are kept well informed of their child's progress and are involved in reviews of provision. The school is often able to give them tips and guidance about dealing with specific problems and also lends a supportive ear for parents who seek reassurance.
63. The contribution that parents make to their children's learning at home and at school is unsatisfactory despite all the efforts made by the school. A very small but enthusiastic number of parents offer to assist voluntarily in lessons and a minority regularly support their children with homework.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. The quality of leadership and management has improved significantly over the time since the school was judged to require special measures. It is now strong and effective in creating a continually improving school, which responds well to the challenges of the area in which it works. The headteacher, governors and key staff do not use the school's circumstances as an excuse for low standards and have pressed ahead with setting high expectations. These are reflected for example, in the high standards of pupils' behaviour and the orderly, purposeful atmosphere in the school.
65. The governors are a keen, knowledgeable group who contribute much to the school by way of using their skills to benefit children and their families. Members of the governing body include an educational social worker, the manager of the Children's Centre, the school nurse and vicar of the local church. They question the school about its progress in bringing about improvement, and thoroughly debate future plans. Whilst governors are mindful of the school's difficult circumstances, they are keen to set their sights high. This is reflected in the targets they have agreed for the school's performance and the headteacher's leadership objectives. Governors have a very accurate view of the school's strengths and areas for improvement. This is rooted in their own first hand knowledge about how things are going and also in the detailed information they receive from the headteacher and key staff at their regular meetings.
66. The headteacher gives a firm steer to the work of the school and together with key staff has done much to improve the quality of teaching. Arrangements for managing staff performance are secure and there has been a high level of monitoring since the last inspection. Teachers are regularly observed and receive feedback after their lessons. Clear expectations have been set out as to what is good quality teaching and overall, more lessons are of better quality. A strong programme of staff development has also been implemented and this commitment to training has resulted in the school recently achieving the nationally recognised 'Investors in People' award.
67. The school's senior management team are highly effective in analysing the school's performance through end of key stage and annual tests. As a result, information is used to modify teaching to meet the needs of particular groups of pupils. For example, it was noted that the present Year 3 pupils had particularly weak comprehension skills. This aspect of their reading is now the focus for increased attention from their teacher during the year. Information is also used to spot trends and patterns in pupils' achievements and to set targets for year groups based on pupils' previous attainment.

68. Most teachers with special responsibility for leading subjects lead and manage their areas well. In several cases, there is ample evidence of improvements in standards as a result of their work. In religious education for example, the subject leader monitored pupils' work and recognised that some older classes were duplicating the work of younger ones. This was rectified and older pupils are now covering appropriate work and achieving more. The subject leader for ICT has led the staff exceptionally well in training them and increasing their confidence to teach the subject. From a position of well below average attainment five years ago, the majority of pupils are now reaching national standards in Year 6, and all pupils throughout the school are achieving well.
69. Leadership in science, design and technology and physical education is unsatisfactory. Insufficient action has been taken to monitor the quality of pupils' work and address weaknesses. As a result, pupils do not achieve what they are capable of in these areas.
70. The school's provision for special educational needs has improved greatly and is now managed particularly well. The size of the school's special needs population presents a huge task, but the teacher with responsibility for the area organises it skilfully. She pulls all the strands of work together through very strong communication with everyone involved. She ensures that all adults understand exactly what each child needs and keeps a close eye on pupils' progress. For many pupils, their sense of self-esteem and inclusion as learners has been a valuable outcome of their statement of need.
71. Provision for pupils in the Foundation Stage is led and managed well. Assessment of pupils' attainment on entry to school has led to the school organising nursery and reception classes in such a way that the very highest priority is given to developing areas where pupils' skills are particularly weak. As a result, pupils' achieve well in personal and social skills and in their language development.
72. The governors and headteacher have tackled the school's weak financial position very effectively. Resources are now managed carefully and from a point five years ago when it had a deficit in excess of £200,000, the school is now within sight of balancing its budget in the next two years. Even in the light of this serious position, resources have been managed well enough to improve the school's computer provision significantly. In some subject areas, the school is still short of resources, which are needed to improve the quality of lessons. In history for example, there are too few artefacts and posters to stimulate pupils' interest.
73. The school is good at securing grants from other sources and funds obtained in this way are used to good effect. The impact of funds from the education action zone is positively reflected in the progress made by pupils in the 'Nurture Unit' and the improved links with families through the family and pupil support worker.
74. Good use is made of the staff's expertise and experience to improve the quality of subject teaching. Subjects such as geography and history are taught by staff who have expertise in the area. As a result, lessons for pupils in Key Stage 2 have improved in quality overall, with one or two exceptions, for example, those in physical education.
75. Support staff make a significant contribution to the work of the school. In the Foundation Stage for example, work of the support assistant with lower ability groups results in them making very good progress in increasing their phonic skills by learning initial letter sounds. In other instances, support staff play a vital role in helping pupils with special needs maintain their concentration, keep up with work in class and develop their confidence and social skills.

76. Carrwood is a much more effective school than it was and is showing a steady trend of improvement. It currently receives more per pupil in funding than most schools, but uses these resources wisely to raise pupils' achievement and gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

77. Although the school has already achieved many improvements, much still remains to be done. Following the inspection, the headteacher, staff and governors should now continue to strive for the following further improvements:

- (1) Raise standards in English, mathematics and science, particularly for higher attainers by:
- pinpointing more accurately what pupils already know and can do
 - using this information to plan for the next stages of their learning
 - providing more opportunities for pupils to develop their own ideas through experimentation, investigation and problem solving activities
 - improve leadership and management in science

(paragraph : 8,36,44,56,123,136,141,144)

- (2) Raise standards in physical education, geography and music throughout the school and in religious education and design and technology at Key Stage 2 by:
- paying more attention to developing pupils' skills including more opportunities for them to practise skills during lessons
 - improve the quality of teaching in physical education
 - improve the quality of provision in swimming
 - improve leadership and management in physical education and design and technology

(paragraphs 11,13,15,42,43,44,48,51,141,153,162,179)

- (3) Improve the quality and range of the curriculum by:
- giving pupils more opportunities to evaluate their own work, take on responsibility and develop teamwork and leadership roles within the school
 - doing more to support pupils in dealing with feelings of aggression, conflict and ways of responding to the challenging experiences of life
 - increasing pupils' awareness and understanding of the diversity of British society and the values and traditions of other cultures

(paragraphs 43,44,48,51)

- (4) Build on the good work already going on to improve attendance by:
- implementing the school's current plan of action to address this

(paragraphs 24,54)

The following issues, whilst not as important should also be considered by governors for inclusion in the post inspection action plan:

- find ways of encouraging parents to hear pupils read at home
(paragraph 63,118)
- make better use of displays and teachers' own writing to develop pupils' writing skills

(paragraph 34,120,121)

OTHER SPECIFIED FEATURES

The Nurture Group

78. The unit is part of the school's provision for pupils with special educational needs and is funded partly by the local education authority and partly by the education action zone. The purpose of the unit is to provide on-going assessment and support over a period of roughly four terms, for infant age children showing signs of emotional stress and behavioural difficulties. It aims to enable each child to access the curriculum and participate fully in school life. Currently there are 8 children from Years 1 and 2 attending full-time and 1 who attends part-time. The group is staffed by two adults, one a full-time teacher and the other a support assistant. The group, known as the 'Sunflower Class', is accommodated in a classroom with a home-like atmosphere. Children are on the register of their mainstream class and join this class for some activities such as physical education, story times and playtimes.
79. Pupils in the group are mostly well below average in most aspects of their learning. At the time of the inspection, when they had been in the class for a term and a half, there was ample evidence to show the majority had made very good progress, particularly in their personal and social development and in their communication and language skills. Most children are now much more settled and happy at school and are better at co-operating with adults and each other. The records of their progress show that they are developing communication and language skills at a good pace and are beginning to make up some ground in reading, writing and number work.
80. This progress owes much to the skilled, high quality work of the teacher and support assistant. The quality of teaching for these children is consistently very good. There are clearly planned programmes of work for the group that take into account the special needs of each child. The children are motivated and keen to join in with all activities. This is because the teacher and assistant give them a high level of practical tasks and children are continually involved in trying out things for themselves. Children understand clearly what they have to do and set about their work purposefully. Each child is also aware of its own specific targets for improvement and takes great pride in achieving success with them.
81. Reading, writing and number are taught in ways that give the children enjoyment and fun. In a reading lesson with four of the group for example, the teacher was helping the children to break down words and identify letter sounds. She hung a small washing line across the room and asked the children to select letters and hang them together to make words. They became thoroughly absorbed, concentrated well and succeeded in making several words. In number work, the adults involve the children in practical tasks and work is very purposeful. In learning how to count and sequence numbers and perform addition, the children made lists of food to purchase at the supermarket. They then visited the shops to purchase the items on the list. During their daily breakfast session, children count out cutlery and pieces of food for each other.
82. In addition to these successful teaching methods, adults use a firm, consistent but caring approach to discipline. Children are aware of the class rules and when necessary that they have to 'take time out' if they do not co-operate or become too disruptive. These clear parameters give the children a good sense of what is, and what is not acceptable social behaviour.
83. Both adults keep a careful note of children's progress on a day-by-day basis and undertake regular discussions about each child's reactions and achievements.

Progress is also reviewed against the targets set out in their individual education plans and in this way, fresh targets are set and incorporated into plans for future work.

84. The curriculum for these children is of good quality and is carefully planned to fill the gaps in their early personal and social experiences. The result of this is that the school provides an excellent means of supporting children who are likely to be unable to cope in a mainstream class, or who might otherwise quickly become disaffected and eventually excluded. The children receive the same broad curriculum as all other pupils at Carrwood and have equal access to the same opportunities.
85. Communication between the staff and other agencies is very good. Help and extra support for the children is drawn from the widest range available. Staff have developed a good network of other professionals with whom they can discuss problems or seek advice. Parents are consulted and attend regular reviews about their child's progress; they also receive advice as to how they can best support their child at home.
86. Although it is in the early stages of implementation, this group is already a significant and valuable part of the school's special needs provision. There is much to commend about the way it is well led and managed. In the way its aims and purpose for example, have been made clear to teachers, parents and the community. The aims it has set itself are prominent in the daily life of the group, and for example, with the children currently attending, it is successful in helping them to 'improve their self-esteem and develop confidence, through close, trusting relationships with the adults and children '.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	23	32	38	8	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)	30	270
Number of full-time pupils known to be eligible for free school meals	30	154

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	11	108

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	69
Pupils who left the school other than at the usual time of leaving	76

Attendance

Authorised absence	%
School data	7.8
National comparative data	5.2

Unauthorised absence	%
School data	1.4
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	22	19	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	8	7
	Girls	11	11	9
	Total	23	19	16
Percentage of pupils at NC level 2 or above	School	56 (63)	46 (49)	39 (59)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	9	6
	Girls	8	11	7
	Total	17	20	13
Percentage of pupils at NC level 2 or above	School	41 (61)	40 (68)	32 (61)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	269
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	18	1
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11.6
Number of pupils per qualified teacher	26
Average class size	24

Education support staff: YR– Y6

Total number of education support staff	14
Total aggregate hours worked per week	292.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	27

Total number of education support staff	4
Total aggregate hours worked per week	110.5

Number of pupils per FTE adult	5
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	514,216
Total expenditure	496,401
Expenditure per pupil	1839
Balance brought forward from previous year	-102,465
Balance carried forward to next year	-84,650

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	270
Number of questionnaires returned	64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	23	5	3	0
My child is making good progress in school.	53	34	6	0	6
Behaviour in the school is good.	39	28	22	3	8
My child gets the right amount of work to do at home.	33	17	34	6	9
The teaching is good.	63	23	6	0	8
I am kept well informed about how my child is getting on.	36	41	16	3	5
I would feel comfortable about approaching the school with questions or a problem.	64	19	8	3	6
The school expects my child to work hard and achieve his or her best.	61	30	3	0	6
The school works closely with parents.	45	27	14	2	13
The school is well led and managed.	58	19	13	2	9
The school is helping my child become mature and responsible.	55	28	9	2	6
The school provides an interesting range of activities outside lessons.	19	41	16	8	17

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

87. The Nursery has 30 children who attend full time and 12 who attend part-time either mornings or afternoons only. There are two children of reception age in the nursery and both have special educational needs. Children are admitted into the nursery either in September or January. Therefore some children spend 5 terms in the nursery whilst others complete 3 terms. There is one reception class with 30 children.
88. The quality of provision for children in the nursery and reception, which was noted as good at the time of the last inspection, has been maintained.
89. Children are assessed on entry to both the nursery and reception classes. On entry to the nursery their attainment is very low compared to that of other children their age. Particular weaknesses are evident in their personal and social development, speaking and listening skills and knowledge and understanding of the world. They are assessed using a different test when they enter reception and whilst they have achieved well during their time in the nursery they are still well below or below average in all areas of learning.
90. Children with special educational needs achieve well in relation to their difficulties because they are very well supported in both small and whole group situations.
91. The school has effective procedures for admitting children into both the nursery and reception classes. Home visits are made prior to the children starting in the nursery. Parents are invited to spend a day in the nursery with their children in the term before they start so that their child can get used to the environment. The children in the nursery who are moving into reception spend a day with their new teacher in the term before they transfer. Children from the nursery have some lessons, for example singing, with the reception class and both classes are involved in infant only and whole school assemblies. As a result of these opportunities children settle quickly into both the nursery and reception. They are happy, secure and settled in their environment and are forming good relationships with the adults because of the good quality teaching and curriculum for this age group.
92. Relationships with staff and parents are good. Parents are very pleased with the education their children receive in the Foundation Stage. They are given opportunities to learn how they can best support their child's learning through for example the 'Early Years Family Workshop,' During this session staff explain to parents how and what children learn through the activities they are given. They are shown how they can continue this learning on at home. This is a very effective way of involving the parents in their child's education and helping them to realise the importance of play in supporting children's learning.

Personal, social and emotional development

93. This is recognised by the staff as a key area of focus for their work. The strong emphasis given by the staff to this area of learning really pays off. All the children make very good progress throughout the Foundation Stage, and it is likely that by the time they leave reception most of the children will achieve the expectations for children aged 6.

94. The quality of teaching in both the nursery and reception is good and at times very good. Children are given plenty of appropriate opportunities to develop their personal and social skills.
95. Pupils quickly settle into the routines and are happy and secure in the nursery. Children are encouraged to work together and are developing the ability to sit and listen to instructions and stories. This is because all the adults working in both the nursery and reception class spend a lot of time interacting with the children and talking with and listening to them. This good quality adult intervention continues in reception and pupils begin to hold conversations for much longer periods of time.
96. Teachers have very effective relationships with their pupils and this helps children to become confident. This confidence can be seen in the way they approach adults and talk to them. Children are learning to cooperate with one another well. There is little evidence of disagreement and in the nursery they are beginning to understand that they should take turns and share with one another. By reception they are good at helping each other and sharing things fairly.
97. Whilst they are improving their skills of concentration, in the nursery, many find it difficult to stay on task for a sustained period of time, for example when playing in the sand, unless there is an adult working with them. Staff in the nursery place lots of emphasis on improving children's concentration and this is eventually rewarded as children persevere long enough to complete small jigsaws or shape puzzles. When it comes to tidy up time some make a good effort whilst others are more reluctant to do so.
98. All adults working in the nursery have high expectations for children's behaviour, and because of this there is a very positive atmosphere for learning.

Communication, language and literacy

99. Children enter nursery with very low levels of attainment for their age. Good attention is paid to developing their speaking, listening, and early reading and writing skills. As a result of this strong attention, all children make good progress. A small number of them will exceed the expectations for children by the age of 6, but with the majority still below average in their speaking skills.
100. The staff have high expectations and challenge the children really well. In the nursery children are taught to recognise letters and their sounds. Some of them are already beginning to identify some of the key words they are expected to know by the time they leave reception. This helps children's confidence and enables them to get off to a good start in their reception year. The teaching in reception is consistently good and at times very good. Children are taught in small groups and the adults are skilled at making sure they build on what has been done in the nursery and in ensuring that the work is at the right level of challenge for every child. As a result of this, all children achieve well. Children in the lower ability group for example, are learning to match pictures with rhyming words and sounds; the middle ability group are recognising some key words, whilst the higher ability groups are able to read many of the key words that they are expected to know by the time they are aged 6.
101. The staff are good at telling and reading stories and because of this children's interest and imagination in books is aroused. However, on some occasions in the nursery when the whole group listen to the story, opportunities for children to participate fully in the activity are reduced because the group is too large. In reception, children listen to

stories in much smaller groups and this enables them to be very involved in the story. These sessions help them to develop a positive approach and interest for reading. This is shown in the way children in the reception class like to share books with adults.

102. In both the nursery and reception classes, children are given plenty of opportunities to develop their listening skills; for example through using story tapes and headphones. Children in the nursery enjoy this, although on some occasions the quality of the experience is not as good because too many children are involved at one time. In reception children are less likely to interrupt those who are listening to a story and therefore the quality of the experience is better. In both classes the quality of relationships between adults and their pupils is good. This helps the children to become more confident to speak out and have a go although overall speaking skills remain below average at the end of the Foundation Stage.
103. In reception, pupils are given plenty of practice at writing letters and words. Those of higher ability begin to attempt to put words together in a sentence and are confident to try out their writing skills. The constant reassurance of the adults in the class makes them unafraid to make mistakes.

Mathematical development

104. Although the majority of children are likely to be below the average at the age of 6, all of them achieve well given the very low starting point on entry to the nursery. Some, albeit a minority, make such good progress that by the time they leave reception, they are likely to exceed the expectations for their age.
105. The teaching in the nursery is at least satisfactory and at times good. Children are made aware of numbers and through well-planned activities they are learning to recognise simple shapes, name colours and count to 10.
106. They are well taught in the reception class and make good progress in reading, writing and ordering numbers. A strength of this teaching is seen in the way that the staff explain to the children what is they are going to learn. The way in which the activities set are matched to the aim of the lesson also supports their learning. In one lesson for example, the teacher told them they were going to learn 'to take one away from a number'. The teacher used ten small teddy bears to help them see what happened each time one was taken away. Children are given opportunities to learn through relevant practical activities. In another mathematics session for example, the children were using weighing balances to try to balance a book by adding cubes to the other pan to help. Through this interesting task, children made good progress in understanding how weight is measured. One child remarked with great excitement, 'look I have made mine balance.'

Knowledge and understanding of the world

107. Despite the very low starting point children make good progress. However, most of them will not achieve the levels expected for children aged 6.
108. Teaching is good. Activities are very well planned to ensure children learn through practical experiences. In the reception class for example, children were given opportunities to fill pots, plant seeds and water them. Through good questioning by teacher, children developed their understanding of what plants needed to live and grow. The activity was also used effectively by the teacher to develop their speaking and listening skills through talking about what they were doing and why. No children

- were observed using the computer in the nursery although teacher's planning indicates they do have opportunities to use it.
109. During activities all the adults take opportunities to help children improve their knowledge and understanding of the world. In one session in the nursery for example, the teacher sat with a group completing jigsaws. She talked to the children about the pictures of the frogs and tadpoles on the jigsaw pieces and helped them to develop an understanding of the relationships between them. In the reception class, the teacher made very good use of a creative activity to support children's understanding of growth and develop their language skills. They were encouraged to observe some caterpillars closely and the teacher talked to them about the creatures. She described how the caterpillars would turn into butterflies and she used words such as 'cocoon' and 'thread', with which the children had been previously unfamiliar.

Physical development

110. By the time they are 6, the majority of children are likely to meet the expectations for their age. From the time they enter nursery, children are given plenty of opportunities to develop their awareness of space. They can move around their classroom and outdoor area sensibly showing awareness for one another. The older children in reception are confident when they are required to work in larger spaces, such as the school hall for physical education.
111. The provision for outdoor play is satisfactory. All the nursery children go out for the daily session together. They are well supported by the adults and encouraged to practise skills such as steering wheeled vehicles. However, the number of children involved in an activity can be too large and this reduces the overall quality of the experience. When using the climbing frames for example, children's movements can be restricted because they have to wait too long for a turn.
112. Teachers are good at setting up activities that enable children to practise and improve their manipulative skills. They experience a variety of tools, equipment and materials. The nursery children for example, used tools successfully to shape clay when making hedgehogs, and in reception they had made and moulded papier-mache to make sculptures.

Creative development

113. Most of the children are in line to meet the expectations for their age at 6 years. Their achievements are better in art and design than in music.
114. A very positive feature of this area of learning is the way the staff provide opportunities for children to observe things closely and record what they see. Children are provided with many, appropriate art activities that enable them to develop these skills. As a result of this they make good progress and produce drawings with good detail. In the nursery for example, children had used safety mirrors to study themselves and draw self-portraits. In another nursery session, the teacher had told the children the story of the 'Enormous Turnip,' which had aroused their imagination. She then set them the task of completing paintings of turnips, which they did with great enthusiasm. The teacher had painted some turnips, which were pinned up on the wall. She encouraged the children to look at these paintings as a way of improving their observation skills. When asked what they were doing a number of the children pointed to their teachers' work and said, ' I am painting a turnip like that one.' Children's observational skills are built on well in reception. In one instance, the teacher sat with a group of children who were making and painting models of caterpillars. She had brought some caterpillars

into class and she used these really well to encourage the children to observe them carefully. Through good questioning and encouragement the children were looking very closely at the features of the caterpillars and this was evident in the way they went on to develop their own models. All the staff are good at using opportunities such as these to engage the children in conversation and helping them to develop their skills of speaking and listening.

115. The provision for the musical element of this area of learning is not as good. Children are developing their singing skills in the nursery and they are beginning to join in with songs and are singing with the help of their teacher. In reception they are able to sing a few songs from memory. However, because of a lack of resources children do not have access to enough good quality instruments. This reduces opportunities for them to experience and experiment with music making.

ENGLISH

116. The school's results in national tests have remained persistently very low and for many years, most pupils have not attained national standards at 7 years. This is the first year in which the school has had pupils in Year 6, and inspection findings are that standards are well below the national average at 11 years. There are several reasons why standards are so depressed, this being the case for boys in particular whose attainment is overall, approximately a year behind the average. Although there is still much to be done to raise standards, there is evidence in the school's own records to show that overall, pupils are achieving more than they did, particularly since the introduction of the national literacy strategy. Pupils who remain at the school for the majority of the infant and junior years are achieving as much as they can, except in writing, where most pupils could achieve more. Pupils with higher ability could also reach better standards.
117. There are now more opportunities for pupils to develop their skills in speaking and listening and as a result, their rate of progress has increased. In most lessons now, pupils are involved in group and whole class discussion with their teacher and fellow pupils. These discussions are supported well by teachers who prompt the children by asking lively, open-ended questions that encourage them to participate and offer further explanations. Pupils at both key stages listen well to each other's contributions and add their own ideas or comments.
118. During the inspection, discussions with pupils showed that they had a positive attitude towards reading and could name their favourite stories. Children at both key stages have a structured reading scheme book with the higher attaining, independent readers selecting fiction books from the school library. Younger pupils, and those with learning difficulties especially, have numerous opportunities to practise reading during the course of the school day. Children read individually, in pairs or in groups, either being guided by the teacher or sharing reading with the rest of the class. Most pupils have a reading bag and reading diary to take home although a large number of books are lost between school and home. The parents of some children record comments in the diary, which show their own involvement in listening to their children read. There is still room for improvement in the way the school and its parents work together to promote pupils' reading skills.
119. By the end of Key Stage 1, the most able pupils can use alphabetical order to find a word in a dictionary. They understand how to use an index and contents page to help them search for information. However, the majority of children struggle to use a dictionary and have poor reference skills. By the end of Key Stage 2, all pupils are able

to use alphabetical order to find words in dictionaries. Children's library skills are under-developed and many have little understanding of how to go about finding information books in the library. Few children are members of a local library and the recent building work and reorganising of the school library have further reduced their opportunities to develop and practise these skills in the last year or so.

120. Writing in the school is the weakest area overall. Although pupils will suggest good ideas and make a spoken contribution, their progress frequently slows when they transfer their learning to a written record. This is particularly true of the minority of boys who experience problems with concentration. By the end of Key Stage 1, pupils are beginning to write in sentences and can spell simple words correctly. By Key Stage 2, only the most able can write fluently and with confidence using appropriate vocabulary in a range of forms. This is partly because the older pupils in the school have not always attended since reception and for many, their education has been disrupted by these movements. Another reason is that although the quality of teaching in the school has improved over time, the results of this have not yet worked through to affect the standards of older pupils who have many gaps in their knowledge and skills and are still catching up on these. Satisfactory progress is made in grammar work and punctuation skills are systematically practised throughout the school. In addition, weekly spellings and spelling tests are given in both key stages. There are good examples of pupils writing for different purposes and audiences. In Key Stage 1 for example, pupils retell traditional nursery rhymes and can write instructions for a baking recipe. Year 6 pupils write play scripts as well as reporting on the visit of the school nurse. There is strong evidence that pupils go back to their work, check it over and improve it. They make good use of computers to do this, often showing competent word processing skills to create the finished piece. Pupils are given some chances to develop their writing skills in other subjects. There are some good examples of this around the school; for example, in history where junior aged pupils have done some factual writing on Egyptians and their society. This type of work allows the most able pupils to write with confidence but frequently they are not sufficiently extended by challenging work and this needs to be addressed.
121. One of the main weaknesses in the teaching of writing is that teachers do not make the most of work done in one lesson to lay the foundations for the next. Before beginning to write, teachers will often note the class's ideas down on the board or they will show a plan of the way the writing task should be put together. The class works with this during the lesson, but afterwards the teacher rubs the work off the board. This leaves no reminder for children to look at between lessons and it also means that more time has to be spent on recapping ideas at the start of the next lesson. In a Year 4 lesson for example, the class worked hard with the teacher to think of the plural terms for a long list of nouns. Together, they achieved a good range of words, some of which were unfamiliar to the class. Instead of recording this on a large sheet, which could be displayed, the teacher used the board but rubbed the list off at the end of the lesson. Chances for the class to look at, and commit the words to memory to improve their spelling were lost, as was the chance to reinforce the new words with them. Although there are some good examples, most teachers do not use their own writing as a model for the class to follow.
122. The school has made a conscious decision to teach a joined style of handwriting throughout the school. There is some evidence that a number of pupils have responded positively to the challenge and a common style is developing. However, presentation of work does not always benefit from this initiative, as untidiness is not consistently corrected and this is leading to some poorly organised and presented work. All teachers do not always consistently apply the school's marking scheme

carefully enough. As a result, feedback to pupils about how well they have done or how they might improve their work varies in quality.

123. There are examples of good teaching in Years 1 and 2 but the quality of teaching in the key stage is satisfactory overall with areas of weakness which affect pupils' progress. Some lessons lack pace and children begin to flag and lose interest, as the teacher talks too much and does not involve them in activity. In other instances, the lesson is disjointed and for example, having looked at grammar or punctuation in one part of the lesson, the class do not practise these skills in a follow-up activity but move on to something else. The most able pupils are not extended because too often, teachers plan work at the level of the average attainers. This is a difficulty that the school has recognised. Work is currently underway to improve the school's systems of checking on pupils' progress. A much more accurate picture of each child's achievements is needed for teachers to be able to plan work which will build on what pupils can already do and challenge then further.
124. No unsatisfactory lessons were observed in Key Stage 2 with over two thirds of lessons observed being good or better. In the best lessons, teachers have good control and create opportunities for children to exercise choice and take responsibilities for their work. In a Year 4 reading lesson for example, the teacher and the class read part of a book together. The teacher gave the class chance to give their views about the characters and the story and they responded by showing interest and enthusiasm and building well on each other's answers to offer further suggestions. They were then able to choose books from the class library and read them alone. This approach towards teaching is not widespread enough throughout the school, and therefore the most able pupils do not get into the habit of developing their own ideas. Support staff work very effectively in lessons, providing good support with reading and writing tasks, particularly for lower attaining pupils and those with special educational needs.
125. The subject is well led and managed. Through careful monitoring, weaknesses in the school's approach to teaching literacy have been identified. A clear plan of action has been drawn up which reflects many of the schools needs and is focused strongly on raising standards. The teacher with responsibility for leading the subject is also bringing about improvements in the quality of lessons. She observes teachers at work and gives written feedback to them. Over time this is raising the quality of teaching. A good range of ways for boosting children's achievement has been developed. These involve teaching children of the same ability together or offering extra lessons after school for those who are close to, but not quite achieving average standards. Whilst some parents are keen for these initiatives and note an improvement in their child's work, others refuse to allow their children to stay after school.

MATHEMATICS

126. The standards attained by children aged 7 in the national tests taken in the Year 2000 were very low when compared with all schools and those of a similar type. As this is the first year the school has had pupils aged 11 (Year 6), there are no national test results available for comparison.
127. There has been some improvement evident in standards for 7 year olds, but results have tended to fluctuate over time. For example in 1999, they were better than they were in 2000. Inspection findings indicate that the school is likely to achieve a higher proportion of children reaching the average Level 2 in the national tests than was the

case last year. Fluctuations are partly due to the numbers of pupils with special educational needs, which varies from year to year, but is generally around half of pupils in each class. Also, many children either leave or join the school at different times throughout the year and this is evident in each age group. The impact of this can be seen, for example, in Year 6 where only 21 out of the 42 pupils have spent all their 7 years from the age of 4 at Carrwood.

128. Standards are likely to be well below average for both the current Year 2 and Year 6. As with previous years, there are not enough pupils likely to achieve the higher levels at age 7 and 11 respectively.
129. Inspection findings are that standards across all aspects of mathematics are well below average. Whilst pupils make progress in their ability to add, subtract, multiply and divide numbers they do not have instant recall of their tables or number bonds. They have a reasonable understanding of place value but the older pupils in both the infants and juniors are less secure when dealing with larger numbers. Children in Years 5 and 6 for example, find it very difficult when working with numbers beyond a thousand or with those involving decimal places.
130. A significant weakness evident throughout the school is seen when pupils are required to solve problems. They find it difficult to apply what they know to work out a problem. Pupils in Years 5 and 6 can work out the area and perimeter of simple shapes, but they cannot apply this knowledge and understanding to work out for example, how much carpet is needed to cover the classroom floor.
131. Scrutiny of pupils' work, records and discussions with them indicate that many of them achieve well during their time in the school. This is particularly so for those on the register for special needs and lower and middle attaining pupils. Higher attainers however, do not achieve as well because their rate of learning is more variable. The rate of pupils' learning is directly affected by the quality of teaching. There are inconsistencies in the teaching quality and it ranges from very good to unsatisfactory. The best teaching is in the upper juniors where it is consistently good or better. In Key Stage 1 and lower juniors, it is satisfactory overall.
132. Teaching quality, and consequently pupils' rate of learning, is affected by weaknesses in the way the school keeps a check on pupils' progress. This causes problems because teachers do not have a clear enough picture of what children know and the small steps they need to take next. Their ideas for what they are going to teach in some lessons are therefore too broad, and teachers do not identify clearly enough what they expect all pupils to learn by the end of the lesson. As a result of this, work is often pitched at the right level for lower and middle attainers but is not sufficiently challenging for the higher attainers in the class. In a mixed Year 3 and 4 class, the teacher wanted the children, 'to understand the equivalence of fractions.' The activity involved the children in cutting out shapes so that they could see one whole was equal to 2 halves or 3 thirds. Some of the higher attainers already knew this and could work out that $\frac{2}{3}$ was the same as $\frac{4}{6}$. In this lesson the higher attainers were marking time and not learning at a fast enough rate.
133. Whilst there are some shortcomings still evident, there have been a number of improvements in teaching since the last inspection. Teachers now have good control and relationships with their pupils and this has enabled a more positive atmosphere for learning. The introduction of the numeracy strategy in each class has helped teachers to organise their mathematics' lessons better than they were doing. There is more

good teaching now and it is particularly good in the reception class and classes that have Year 5 and 6 pupils in them.

134. In the best lessons, teachers make effective use of the time, for example at the end of the sessions, to reinforce the most important points from the lesson or to check what pupils have learned. At the end of one lesson the teacher asked the pupils to tell her what they had learned. One boy said, 'I have learned different ways of working out in my head how to add numbers together.' The teacher then asked, 'Can you give me examples of two new ways you have learned?' The pupil was able to do so.
135. Another feature of the really good lessons is seen in the approach to teaching and developing pupils' mental arithmetic skills. Where it is good, children are developing their confidence and understanding. This is because specific ways of doing this are taught well and children are given the opportunity to learn from one another as they explain how they got their answers.
136. In the better lessons teachers ensure that all the children in the class are actively involved in the learning. They do this through using resources well. In a Year 6 lesson for example, the teacher gave each child a whiteboard and marker pen and asked them to use these resources to quickly record their answers to her questions about angles. She showed them a diagram of an angle and asked them to identify what type of angle it was. They thoroughly enjoyed the activity. They were all involved in the learning process and having a go. Added to this, because they held up their boards with the answers on, the teacher was able to quickly find out who understood and who didn't. This activity helped them to improve their knowledge of angles and by the end of lesson they had progressed well and could identify both reflex and obtuse angles.
137. Information technology is being used well to support learning in handling data in mathematics in the junior classes. There are a number of very good examples of children collecting information using computers to produce graphs and then interpreting the information to give them an answer to what they were trying to find out. A Year 5 / 6 mixed age class for example, collected information and produced graphs to help them decide if boys were taller than girls.
138. The school has set itself a very challenging target for its Year 6 pupils in the national tests this year and whilst it is unlikely to achieve it, there is no doubt about the school's commitment in trying to do so. Staff are teaching pupils in groups according to their ability and are giving them the chance to attend booster classes in an attempt to further their achievements.
139. The subject leader has only had responsibility for mathematics since last September. Already she is demonstrating good leadership and management. She observes teachers at work and talks to them about what is going well, how they could make other parts of their teaching better. She scrutinises samples of pupils' work and identifies both strengths and weaknesses in the subject. This is giving her a clear understanding of what needs to be done and she has drawn up a plan of action to improve the shortcomings. She has for example, recently devised a system that will enable teachers to identify where each child has reached in their knowledge and understanding of mathematics and to check how well they are progressing from year to year.

SCIENCE

140. By the ages of seven and eleven, pupils' standards in science are well below the national average. However, during their time at the school, most children make sound progress overall. In most classes, boys and girls perform to similar standards. Last year, teachers assessed the percentage of seven-year-olds reaching average (or above) standards to be very low, both in comparison to schools nationally as well as to those schools similar to Carrwood. Evidence from this inspection indicates that standards have risen slightly since then. This is due to new guidance for teachers on what to teach. This ensures that most areas of the subject are well covered. These include living things, physical science and materials. Slower workers are well supported. This enables them to make good progress with their work. They are helped to learn new skills and to develop their understanding through extra discussions with adults. Those who work at an average pace make satisfactory progress, on tasks well matched to their abilities. However, faster workers are not sufficiently challenged to extend their thinking or their skills in scientific enquiry. As a result, they do not achieve as much as they could.
141. Standards in the subject are similar to those seen during the previous inspection in 1998. Pupils continue to make good progress in the early years (to the end of reception). They also make good progress in their final two years at the school. Here, pupils receive good teaching. This enables them to extend their knowledge and understanding of scientific information. In one key area of science, however, pupils' standards fall below those seen elsewhere in the subject. Although they are taught the facts of science well, they do not develop a good enough understanding of exactly how to carry out a scientific investigation. Throughout the school, too few opportunities are given for pupils to develop their own ideas or to work independently. Work in their books is often copied from the board. It is often based on discussions, but it is not related to their own ideas and does not indicate their individual levels of understanding. Older pupils are beginning to understand how to set up and carry out a fair test. They are less sure of how to make predictions about possible outcomes or how to draw conclusions from the available evidence. This is because, too often, they are not set these challenges.
142. No unsatisfactory lessons were observed during inspection, but teaching is not generally of a high enough quality to raise standards fast enough or to ensure that pupils of higher ability achieve as much as they should. The main weaknesses in lessons occur because all pupils are regularly set exactly the same work, regardless of their ability. The teacher provides much of this work, rather than drawing it from the pupils' own ideas. Faster, more able workers are not given extended challenges, such as finding things out for themselves or undertaking investigations, which would enable them to reach higher than average levels
143. There are good examples of teaching, particularly in the junior classes, which provides a model for other teachers to follow. Children in Year 4 for example, studied how some powders flow like liquids. The teacher encouraged them to analyse what they had learnt during the investigation. Their writing was their own and clearly indicated their levels of understanding. Pupils were excited with the work because it gave them the opportunity to do something for themselves and they were also being challenged to think hard. A good feature of the teaching in a lesson with a mixed Year 5 and 6 class about the Moon's phases, was the range of experiences packed into a half day devoted to science. Pupils benefited from high levels of teacher instruction. They also worked in pairs on Internet research and experienced a good, practical demonstration of the Moon's phases in the darkened staff room. The pace of the activities and the quality of the challenges presented stimulated high levels of interest in the work. However, much work in the pupils' books, produced since September, lacks the challenge and

excitement evident in these lessons. This is because this type of lesson is only just beginning to take hold in the school as teachers start to use the new guidance given to them.

144. Leadership in the subject is unsatisfactory and key issues from the previous inspection have not been sufficiently addressed. Standards of work by more capable children have not been sufficiently raised because pupils are not being given opportunities to develop their own ideas or use their skills. Recently, matters have started to improve and the school now has a better awareness of the actions that need to be taken to improve levels of achievement. An initiative to develop the pupils' ability to devise their own experiments has recently been introduced to the staff. Pupils are gaining a broader knowledge of scientific language as it is introduced through each topic. Skills learned in mathematics are being increasingly used in the science work. Graphs and pie charts for example, are used in Year 6 investigations into foods. Displays of science, in classrooms and in corridors, raise pupils' interest in the subject. However, the school is not yet monitoring standards in either teaching or pupils' work in different classes. There are currently no satisfactory ways of assessing pupils' knowledge and understanding on a regular or annual basis. These shortcomings are leading to low achievement because weaker areas of teaching are not being identified and appropriately addressed; the progress of individuals or groups is not being monitored, to ensure that teaching is building on what pupils already know and can do. Individual and group targets are not being established to enable the right challenges to be set for pupils of all abilities
145. The school has rightly identified the raising of standards in science as a priority in its latest action plan. The initiatives proposed are the right ones for the school to improve both the teaching, as well as the learning opportunities for all pupils.

ART AND DESIGN

146. Standards in art and design are better than they were. This is mainly because pupils at both key stages now have more opportunities to use a greater range of tools and materials. Evidence from the inspection shows that standards are now average at the end of both key stages but that pupils achieve more in Key Stage 2 because they are given a wider range of experiences including more three-dimensional work.
147. Pupils in Key Stage 1 develop their skills in observational drawing at a satisfactory rate. In drawing self-portraits for example, they show a good eye for detail and the proportion of their own features. Year 2 work in drawing buses from different angles demonstrates some sharp observation on their part and a developing ability to show perspective. Pupils also use different media and techniques to communicate their ideas. When drawing buildings for example, they rub crayons over cloth to represent bricks. They experience some work in printing, but overall the range of what they do is too limited and there is little work of a larger scale or in model making and sculpture. There are too few opportunities for them to comment in differences in their own and other's work and to evaluate and improve their own.
148. At Key Stage 2, pupils produce pieces of work in the style of other artists and attempt to employ similar techniques as used by Monet and Matisse for example. They are exploring ideas and collecting pictures and photographs to help them develop their own work. Year 4 pupils, for example, study photographs of birds and then produce their own paintings paying good attention to the detail of feathers and colour. There are good examples of collage and montage work done by older pupils in the style of Hockney. In

this key stage, pupils are beginning to develop their skills in three-dimensional work by working with clay and papier-mache.

149. Teaching quality is mainly satisfactory, but has better features in the junior classes. Teachers here are paying more attention to the guidance provided by the teacher with responsibility for the subject and are more adventurous in what they ask pupils to do. The tasks they give their classes are setting pupils a greater level of challenge and offering more interest and motivation.
150. Leadership and management of the subject is good. The teacher with special responsibility for the area is monitoring pupils' work and has correctly identified the greater degree of achievement by pupils in Key Stage 2. To address this issue, children's work is being collected and shared between teachers to show the range and quality of work that the school expects from pupils in each key stage.

DESIGN AND TECHNOLOGY

151. During the inspection, it was possible to observe only one lesson in design and technology. However, evidence from pupils' work, teachers' planning records and discussion with the teacher responsible for leading the subject, confirms that attainment is satisfactory at the end of Key Stage 1.
152. Infant pupils are given a range of experiences and opportunities in the subject. They use a variety of materials to model, weave, mould, bake and construct. Although standards are satisfactory, there is more scope for pupils to assemble and combine a wider range of three-dimensional structures. Younger pupils draft designs, evaluate, and further modify finished articles. Their work on pneumatic monsters for example, had plans in place before construction began.
153. Attainment is below average for pupils in Key Stage 2 with limited opportunities and experiences being offered. Pupils have few opportunities to develop skills working with softwood construction materials that would enable them to design, modify and construct three-dimensional models. Food technology is also an area that pupils have not been afforded the opportunity to develop further in Key Stage 2 although older pupils do remember enjoying the experience of baking when infants.
154. Progress over time for most junior age pupils is unsatisfactory with skill levels under developed. Pupils in Key Stage 1 make satisfactory progress being able to paper weave and construct movable vehicles using paper-engineering skills but these skills are not developed further in Key Stage 2. By Year 6 for example, pupils are unable to use a saw correctly and having little regard to their own safety. In addition, whilst they have a sound knowledge of the properties of various materials they have few ideas as how to join them together other than with tape, glue or nails. Although the lesson observed during the inspection was of satisfactory quality, teaching overall in Key Stage 2 is weak. Work undertaken reflects pupils' lack of experience and low levels of skills for their age. Design and technology is occasionally used to enhance pupils' learning in the other subjects of the curriculum. In science for example, work on electricity in the juniors had been enhanced by cardboard modelling techniques such as making a vehicle with a lighting system.
155. Since the last inspection, progress has been unsatisfactory. The management of the subject lacks rigour. The development of staff's expertise and confidence is not dealt with systematically, and the monitoring of the subject is weak, with lesson observations and scrutiny of teachers' planning rarely taking place. Owing to weak

assessment, pupils' progress is not checked closely enough. The annual budget is small and insufficient to make any major impact on the low level of resourcing in the subject.

GEOGRAPHY

156. Although standards in geography are below average, they are rising in the subject and most pupils are now making good progress overall during their time at the school. This is an improved picture compared to that at the time of the last inspection. The factors that enable this progress to be achieved are: the introduction of better guidelines for teachers, which tell them what to teach; one teacher with good subject knowledge is now doing most of the teaching in the school; the imaginative use of the local environment and of trips further afield, which are helping to in broaden pupils' horizons.
157. By the end of Key Stage 1, pupils are beginning to develop a greater understanding of their locality. Their visits to the local area help to bring the subject alive and support their learning about maps and different features of the area.
158. Good use is made of displays, such as those based on the travels of a school mascot, Barnaby Bear. These reinforce pupils' learning and develop a good, basic geographical awareness. Trips to Clapham and Filey enable younger children to draw contrasts with very different locations to their own. Year 4 pupils, use sources of evidence to answer their own geographical questions in their studies about St Lucia. Older pupils consider the advantages of closing the High Street to traffic. A traffic census and interviews with shoppers, provide much useful data. Older pupils also benefit from a short residential visit to Staithes. Although the visit is rich in experiences, opportunities to develop geographical work from the trip are missed.
159. Teaching in the subject is satisfactory overall. In most lessons all children undertake the same work, regardless of their abilities. More able pupils produce work of a higher standard than the others. However, they are not given sufficient challenges to extend their skills beyond the average level.
160. Leadership of the subject is satisfactory. The school is better at keeping a check on pupils' progress than it was. This improvement enables the subject manager to monitor the progress of pupils and identifies those areas in need of development. Resources have been purchased to support the new scheme of work. However, there are insufficient videos, CD-ROMs, and textbooks to enable pupils to extend their geographical skills by searching for information.

HISTORY

161. At the end of both key stages, standards are rapidly approaching those seen in most schools. Many pupils reach average levels but none exceed them. Most pupils make very good progress in history during their time at the school. The only exceptions are the more able pupils who could make better progress. Standards in the subject have improved over recent years. This is largely due to the high quality teaching, undertaken by the teacher with responsibility for leading the subject throughout the school.
162. By the age of 7, pupils develop a good understanding of how inventions can change our lives. For example, in studies about the influence of Alexander Graham Bell, they are very aware of the advantages of mobile phones... 'You don't have to go round to your friends!', commented one pupil. The work is successful because the teacher has much experience in the subject. New information is presented in a structured and

interesting way. Questions are well selected to extend the pupils' thinking. This approach is well developed in Key Stage 2. By the age of 11, pupils discuss different periods that they have studied. They have a good sense of chronology to sequence most of these periods correctly. With lessons restricted to one hour per week, there is insufficient time for pupils to develop research skills, either from books or on the computers. Pupils who work at a slow or average pace are given good challenges that stretch them well. However, more able pupils are rarely given work that extends them beyond the average standard.

163. This apart, the teaching is good throughout the school. Lessons are packed with a range of different learning experiences that stimulate pupils well. A lack of resources in some areas results in pupils using too many worksheets to record their responses and this restricts their means of communicating their ideas or expanding them. Good use is made of visiting speakers. They breathe life into the work, either through personal reminiscences or through drama and role-play activities. Victorian studies for example, are enriched by encounters with four enacted characters from that period. These prompt sympathetic responses as pupils consider issues of gender, class and culture in areas such as child-labour and life in the workhouse. Good links are made with literacy. Prompt sheets are well used to give structure and pace to the writing. Classroom assistants provide very good support for lower attaining pupils in many of these lessons and this frees the teacher to circulate between the groups and check on overall progress.
164. Leadership in the subject is very good. Guidelines for the teaching of the subject are being closely followed throughout the school. This is resulting in fewer gaps arising in pupils' knowledge and understanding. The school's plan for developing history identifies key areas for improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

165. Pupil's attainment at the end of both key stages is satisfactory with the majority of pupils reaching the appropriate standards. The school has made significant progress in the subject since the last inspection. There is ample evidence through a range of subjects that children use their word processing skills to enhance their work. At both key stages, for example, pupils can input text, change font and introduce colour. This was evident in displays of their work that show they know how to use colour and different letter sizes to create impact.
166. The quality of teaching in lessons is very good. The subject manager, who teaches all information technology lessons in Key Stage 2, has a strong knowledge and understanding of the subject. Lessons are therefore led at a good pace. She uses questioning well to maintain pupils' interest and make them explain their ideas more fully. All children are keen to contribute to the lively question and answer sessions.
167. The quality of learning within the school is good. Pupils work on a broad range of activities that develop their collaborative skills. They have a very positive attitude towards the subject and enjoy using computers, interactive whiteboards and CD ROMs. Key Stage 1 pupils enjoy communicating their ideas. They draw pictures on the computer for example, for Christmas or birthday cards. They have had limited use of equipment to develop their understanding of control technology, although they can describe how to programme forward and backward movement.
168. Pupils in both key stages demonstrate poor skills when working on the keyboard. This slows their progress and more practice is needed. All pupils in Key Stage 2 are making

good progress in understanding how to collect information, store it in the computer and retrieve it later. Pupils with special educational needs for example, are supported during lessons by assistants who help them with data input and the naming of their databases. The most able pupils are extended by being required to enlarge their database and increasing the number of entries and the complexity of the data they hold. Pupils in Key Stage 2 have a firm grasp of the use of e-mails and the Internet. They were able to express some understanding as to the impact microprocessors have had on improving their lives. They identified televisions, telephones, laptops and W.A.P. phones as items of equipment that are used in modern communications systems.

169. The management of the subject is very good. The teacher with special responsibility for the subject is an enthusiastic and strong leader who is skilled at motivating both staff and pupils. This has built up enthusiasm for using computers and a strong awareness of how they may make life easier. She has taken the subject from one of serious weakness towards one of strength through leading by example. She has undertaken additional training that she has then shared with all staff. The school has an ambitious action plan for the forthcoming year. It is well supported by a training programme.
170. Pupils' progress is accurately monitored and the subject leader has drawn together samples of pupils' work that show teachers the standards they should expect from pupils of different ages. Development of the subject has been well supported by both headteacher and governors, with considerable investment in hardware and a computer suite. A rolling programme of improvement and maintenance is in place to ensure that technical problems do not slow progress or have a negative impact on improving standards.

MUSIC

171. Pupils throughout the school reach standards expected for their age in singing. In other areas of music (playing, composing and responding to music) standards are below those normally seen and heard. This represents a slight improvement since the last inspection. However, pupils are making better progress and achieving more than they did because of recent improvements, which are beginning to bear fruit.
172. The tuition provided by a specialist music teacher is a strength of the subject especially at Key Stage 2. Initiatives, such as the tuned percussion band, are raising the profile of music within the school and beyond.
173. Singing in a Key Stage 1 assembly showed good control of pitch, dynamics and rhythm in lively renditions of hymns and songs of praise. Good levels of singing were maintained, even when pupils were concentrating on clapping certain beats of the chorus. They are beginning to represent sounds with symbols, enabling them to follow simple scores. The learning of new songs is enhanced by the quality of singing demonstrated by the teacher.
174. Pupils in junior classes are developing a basic understanding of musical terms. This enables the teacher to give precise instructions to modify the tempo and dynamics. By listening to well chosen musical extracts, pupils are developing a greater awareness of elements of composition. They gain added pleasure from having opportunities to conduct along to this music. Good use of resources is adding to the quality of the learning experiences.

175. The quality of the teaching and learning is good, especially at Key stage 2. This is due to the specialist training and experience of the teacher with responsibility for the subject. Teaching standards have significantly improved since her arrival. Teachers no longer rely on commercial tapes and pupils benefit from experiencing the full range of music tuition at first hand. This has significantly raised interest and attainment levels in the subject. The pupils' increased confidence was clearly evident in different concerts recently performed at the school, the local church and in the St George's Hall. Some pupils also play simple tuned instruments such as ocherinas to add variety to these concerts. Good quality piano accompaniments, by the headteacher and the subject manager, give an added stimulus to levels of singing and playing. Overall however, pupils with a talent for the subject do not have enough chances to extend their skills sufficiently. Music is used well for example, to set the tone for school assemblies but opportunities are missed to extend the pupils' knowledge by discussing the music being played.
176. The subject is well led and the work of the teacher with responsibility for music is having an impact on the quality of learning for all pupils in the school. However, insufficient links are maintained with class teachers to allow them to extend pupils' learning between each weekly lesson, and to gain more confidence themselves in teaching. To develop the performing and composing elements, more tuned and untuned percussion instruments and keyboards are needed.

PHYSICAL EDUCATION

177. Based on discussions with the subject leader, observations of lessons and scrutiny of records, standards in physical education are judged to be below average. These are similar standards to those seen at the time of the last inspection with little improvement. It represents an overall picture of under-achievement for the great majority of pupils.
178. The quality of teaching is not good enough overall to improve pupils' performance in this subject. Fifty per cent of the lessons seen were unsatisfactory and the other half satisfactory.
179. The main weaknesses in teaching occur because pupils are given too few opportunities to develop their skills during lessons. In a Year 6 games lesson for example, the teacher chose to use the hall for the activities. As a result of this decision pupils' learning was constrained because they did not have enough space to practise and improve their skills. In a Year 1 gymnastics lesson insufficient emphasis was given to improving the quality of pupils' movements or improving their techniques and consequently children made little or no progress in the session.
180. Pupils undertake swimming lessons once a week and only for one and a half terms when they are in Year 5. Many of the children have not been to a swimming baths before, and as a result the vast majority cannot swim and a significant number lack confidence in the water. In the present Year 5 group for example, only a handful can swim a width of the pool. Although they progress well from this very low starting point particularly in improving their confidence, most will not meet the national expectation of being able to swim 25m by the time they are aged 11.
181. There are overall very few opportunities for pupils to participate in sporting activities outside school hours. There is a basketball club attended by approximately 20 pupils and this does have a positive influence on improving their achievements in this area.

182. The leadership and management of the subject is unsatisfactory. The subject leader is not having a positive influence on raising standards or ensuring consistency of approach to important routines. In two gymnastics sessions seen during the inspection for example, the children did not understand how to put out equipment appropriately.

RELIGIOUS EDUCATION

183. Standards in religious education are similar to those seen at the time of the last inspection. However, pupils at both key stages are now learning at a better pace and achieving more than they did. They are now taught about a greater range of faiths other than Christianity, and teaching follows the locally agreed syllabus more closely.
184. At the age of 7 years, pupils' knowledge and understanding of religious education is in line with the expectations of the locally agreed syllabus. By the age of 11, their attainment is slightly below what is expected. This is because religious education was taught within a narrow range, and whilst the oldest pupils are now progressing at a good pace, there are still gaps in their knowledge and understanding.
185. By the end of Key Stage 1, pupils have a sound understanding of the different religions outlined in the local syllabus and can identify important people or key features connected to these. Most pupils can recall the details of stories they have heard but lower attainers are only able to recall those from the most recent lessons. Most pupils in Year 2 could, for example, recall the events from the story of Guru Nanak and talk about why he is special to Sikhs because they have studied this recently. Higher attainers can refer to topics they have studied earlier and for example, a small number of Year 2 children can talk about different food used in celebrations including the Jewish Passover and the Hindu festival of Diwali. Higher attainers also understand a simple meaning contained in a story and relate the feelings of people in the story to their own. In one instance, a more able Year 2 girl wrote about and drew pictures to show how she was feeling and about how other people have feelings different to our own.
186. Although there is an improving picture of achievement in Key Stage 2, pupils' progress has been restricted by going over similar work to that which they have already covered. Through monitoring pupils' work, the teacher with responsibility for leading the subject noticed this and adjusted the guidance on what pupils should be taught. They are now learning the necessary range of religious topics.
187. The quality of teaching is predominantly satisfactory although there are examples of good teaching in both infant and junior classes. Teachers at both key stages relate work to pupils' own experiences where they can, but there are generally too few chances for pupils to respond to religious and spiritual issues. There is too little time given in lessons or at other times for pupils to describe their own experiences, ideas and feelings in response to stories by participating in role-play, art, creative writing and discussion.
188. In Key Stage 2, this is reflected in pupils' weak ability to connect their knowledge and understanding of religion and religious beliefs with their own beliefs and experiences. There are one or two good examples of lessons where teachers try to help pupils respond to moral issues, or to questions of meaning and value. In one Year 6 lesson for instance, pupils studying the theme of Lent within the Christian religion were prompted well by the teacher to consider the idea of self-sacrifice and what that might mean to them in their own lives. There are more opportunities here for pupils to reflect on their lives and feelings than elsewhere in Key Stage 2. When thinking about special

places for example, one boy wrote about feeling depressed, ‘ When I’m feeling sad I go to my nanas and play darts. I usually take it out on the darts.... ‘

189. Progress in developing the quality of teaching and learning in the subject has been hindered by previously weak leadership and management. This situation has been rectified and the present teacher with responsibility for leading the subject is quickly bringing about changes, which are resulting in better quality provision. Teachers are now aware of what should be taught and a useful collection of pupils’ work is now giving them an understanding of the range of work and standards that the school expects children of different ages to achieve.