

INSPECTION REPORT

INGROW PRIMARY SCHOOL

Keighley

LEA area: Bradford

Unique reference number: 107262

Headteacher: Mrs Pamela Aston

Reporting inspector: Rob Crompton
7230

Dates of inspection: 21st – 24th May 2001

Inspection number:

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 -11
Gender of pupils:	Mixed
School address:	Broomhill Avenue Keighley West Yorkshire
Postcode:	BD21 1BW
Telephone number:	01535 603868
Fax number:	01535 603868
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Gary Choo
Date of previous inspection:	September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
7230	Rob Crompton	Registered inspector		What sort of school is it? How high are standards? <i>The school's results and achievements</i>
9146	Mark Brennand	Lay inspector		How high are standards? <i>Pupils' attitudes, values and personal development</i> How well does the school care for its pupils? How well does the school work in partnership with parents? How well is the school led and managed?
10207	Akram Khan-Cheema	Team inspector	Science Religious education English as an additional language Equal opportunities	
107262	Alvin Jeffs	Team inspector	Mathematics Art and design Geography	
1530	Beryl Walker	Team inspector	The foundation stage Music Physical education	How good are the curricular and other opportunities offered to pupils?
11528	Michael Wainwright	Team inspector	Information and communication technology Design and technology	
12112	Gill Carter	Team inspector	English History Special educational needs	

The inspection contractor was:

Wessex Education
1 Albert Road, Dorchester
Dorset, DT1 1SE

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The Registrar, Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway, London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated on the outskirts of Keighley. There are 547 pupils aged from three to eleven. The school roll has grown significantly in the last two years following a change in status from a first to a primary school. This year is the first time there has been a Year 6 class. Pupils are mainly drawn from the local neighbourhood. Attainment on entry to the nursery is well below that of typical three-year-olds; many children have poor language skills and are socially immature for their age. In addition to those children starting school for the first time, a significant number of pupils enter classes in other year groups each year. A fifth of all pupils have special educational needs, most of whom have learning difficulties. Eleven pupils have a statement of special educational needs, a proportion which is well above the national average. Most pupils are white. Thirteen pupils come from minority ethnic backgrounds and speak English in addition to their home language. The main community languages are Urdu, Punjabi and Bengali.

HOW GOOD THE SCHOOL IS

This is an effective school that makes good provision for pupils' personal development. Through good teaching, standards are improving, particularly those achieved by seven-year-olds in reading, mathematics and science. Progress is slower for eight to eleven-year-olds, where pupils' weaknesses in literacy restrict their achievement. Standards are good in practical subjects such as music and physical education. The headteacher provides very good leadership and is well supported by the committed staff. The school has a very caring ethos, which is appreciated by parents. It provides good value for money.

What the school does well

- The headteacher provides very strong leadership and inspires and motivates the staff
- Good teaching and high expectations are leading to improved standards
- Good provision for personal development builds on children's limited experience on entry and helps to increase their self-esteem and establish good relationships
- The school makes very good efforts to ensure pupils' welfare and to provide a safe and secure environment
- Assessment is systematic and detailed which means the school can carefully track pupils' progress

What could be improved

- Standards in speaking and writing
- Provision for pupils with special educational needs
- Provision for higher attaining pupils
- Standards in information and communication technology (ICT)

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the last inspection in February 1997. The quality of teaching is better. Standards achieved by seven-year-olds in reading and mathematics have improved significantly. Children now make good progress in the reception classes. Provision for spiritual and cultural development has been strengthened. There is a common commitment to achieving higher standards for all pupils.

STANDARDS

The table shows the standards achieved by seven-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
Writing	E	E	E*	E	above average B
Mathematics	E*	E*	E	E	average C
					below average D
					well below average E

Children make good progress through the foundation stage¹ but, at the start of Year 1, their attainment in the early skills of speaking, listening, reading and writing is still below that of most children of this age. They achieve reasonable levels in physical and creative development, but their knowledge and understanding of the world is limited.

As the table above shows, results of National Curriculum tests for seven-year-olds have been well below average in recent years. (The E* indicates that results were in the bottom five per cent). When compared with those of similar schools results were a little better but still well below average. However, overall achievement is good between the ages of five and seven. Standards are rising at a quicker rate than that found nationally and attainment in reading, mathematics and science is currently broadly in line with expectations, although standards in speaking, listening and writing are still well below average.

This is the first year that eleven-year-old pupils have been assessed at the end of Year 6 and results are not yet available. Inspection evidence indicates that attainment at this age is below national expectations in English, mathematics and science, but there has been good progress and standards are improving.

Seven-year-olds achieve standards in art and design, design and technology, geography, history and religious education at levels appropriate for their age. Attainment in art, geography and religious education at eleven is in line with expectations but pupils do not achieve the standards in design and technology and history expected at this age. Standards achieved by both seven and eleven-year-olds are below expectations in ICT and above expectations in music. In physical education, the standards achieved by seven-year-olds meet expectations and those achieved by eleven-year-olds exceed them.

¹ The foundation stage is from a child's third birthday to the end of the reception year.

Pupils with special educational needs generally make satisfactory progress but there is room for improvement in progress towards their individual targets. Over recent years, boys have achieved better results than girls in tests for seven-year-olds, against the national trend. However, no significant differences in standards achieved by boys and girls were evident during the inspection. Pupils with English as an additional language achieve as well as other pupils. Suitably ambitious but realistic targets have been set for the next two years and the school is well placed to raise attainment further.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are good. They are friendly, welcoming and enthusiastic and have a clear understanding of the difference between right and wrong.
Behaviour, in and out of classrooms	Although a significant number of pupils have behavioural difficulties, they are managed well; behaviour generally is good, particularly in lessons.
Personal development and relationships	Relationships between pupils, and between pupils and teachers are good.
Attendance	Attendance, despite close monitoring, is below average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall 101	Very good	Good	Good

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

The quality of teaching is good overall. In 74 per cent of the lessons observed, the teaching was good or better, including 34 per cent which were very good and five per cent excellent. There was no unsatisfactory teaching. Teachers know their pupils well and have good relationships with them. Behaviour is managed very well and there is a good atmosphere of shared learning in most lessons.

Teaching in the foundation stage is of especially high quality. In the rest of the school, lessons are well planned and taken at a brisk pace, which keeps pupils interested although, in some lessons, there is too little emphasis on speaking particularly for the less confident pupils. Classroom assistants give very good support, especially when encouraging lower attaining pupils to respond, but this is not always part of a structured plan. Overall, the school caters well for the wide-ranging needs of pupils.

The teaching of English and mathematics is good. Literacy is generally taught effectively, although the teaching of reading is stronger than the teaching of writing. Mathematics lessons are planned carefully and involve a wide range of techniques and equipment. As a result, pupils make good progress in numeracy.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good overall curriculum, which largely meets the needs of all pupils.
Provision for pupils with special educational needs	Satisfactory. The level of support in lessons is good, but education plans for individual pupils often lack clarity.
Provision for pupils with English as an additional language	The small number of pupils whose first language is not English make good progress through the school and effective support means they have access to all activities.
Provision for pupils' persona development, including spiritual, moral, social and cultural development	Good. Provision for moral and social development is particularly strong and has a good impact on pupils' attainment and progress.
How well the school cares for its pupils	The school gives the welfare of pupils a high priority. Efficient procedures for child protection are established. Very effective assessment procedures enable pupils' progress to be tracked.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has a clear vision of what needs to be done to take the school forward. She is well supported by the senior management team and curriculum co-ordinators.
How well the governors fulfil their responsibilities	The governing body has a clear vision of the school's aims and values and makes an important contribution to enabling the school to provide the best possible opportunities for pupils.
The school's evaluation of its performance	The school reviews performance very effectively through carefully analysing results and comparing these with those of previous years and with other similar schools.
The strategic use of resources	Through careful planning, the school has been able to support learning by providing a good range of resources. The school supports teachers very well and ensures that they are encouraged and appreciated. Classroom assistants provide good support, but have limited opportunities for further training. The principles of best value are applied well.

Staffing, accommodation and learning resources	Staffing levels are good. Accommodation is satisfactory and improvements continue. Learning resources are generally good, although there are some shortages in ICT.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

(Twenty parents attended the meeting and 64 (19%) questionnaires were returned)

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The quality of the teaching• The expectation that their children will work hard and do their best• The way the school is led and managed• The fact that children like school and make good progress	<ul style="list-style-type: none">• The range of activities outside lessons• Information for parents about their children's progress• The amount of homework set• Parental involvement in the school• Behaviour

The inspection team agrees with the strengths identified by the substantial majority of parents. The team investigated the issues that concerned a relatively small number of parents. The opportunities for learning outside lessons were found to be a strength and contribute much to pupils' personal development. The information provided for parents is satisfactory; regular newsletters are sent home; consultation evenings, plus extra time if needed, enable parents to receive timely information. The homework policy outlines what is expected as children move through the school and homework makes a reasonable contribution to their learning.

The school works hard to involve parents in their children's education but is frequently disappointed by the number of parents who attend meetings or miss appointments.

Behaviour overall is good. Although several pupils have specific emotional and behavioural difficulties, the school is particularly good at helping them to modify their behaviour. Teachers are assisted by two specially appointed mentors who provide support and counselling for pupils; this ensures that individuals do not disrupt the education of other pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 Children make good progress through the foundation stage. Although the majority are on course to meet the early learning goals in physical and creative development most children are unlikely to meet the expected levels in personal and social development, language and mathematics. Their knowledge and understanding of the world develops well but is still limited at the end of reception.

2 The results of National Curriculum tests for seven-year-olds have been well below average in recent years. When compared with those of similar schools results were little better but still well below average. Over the last two years, standards have risen significantly in reading, mathematics and science, and are now broadly in line with expectations, although attainment in speaking, listening and writing is still well below average. Over recent years, boys have achieved better results than girls in tests for seven-year-olds, against the national trend. However, no significant differences in standards were evident during the inspection. Overall achievement is good between the ages of five and seven.

3 Following the transition from a first school to a primary school, this is the first year that Year 6 pupils have been assessed at the end of Key Stage 2 and results are not yet available. Evidence of the standards attained by eleven-year-olds was gained from a scrutiny of their recent work and from observing lessons. Attainment at this age is below national expectations in English, mathematics and science, but there has been good progress and standards are rising.

4 Seven-year-olds achieve standards in art and design, design and technology, geography, history and religious education at levels appropriate for their age. Progress in art, geography and religious education through Key Stage 2 is sound, so the standards achieved by eleven-year-olds meet expectations. In design and technology and history, progress slows towards the end of Key Stage 2 because the range of work covered is too narrow. This means that eleven-year-olds do not achieve the standards expected at this age. Standards in ICT are below expectations at both key stages. Attainment in music is good at both key stages. In physical education, standards meet expectations at Key Stage 1 and exceed these at Key Stage 2. Boys and girls achieve similar standards. There is no significant difference in the progress and attainment of different ethnic groups.

5 Pupils with special educational needs generally make satisfactory progress but some make slower progress because their learning targets lack clarity. Pupils whose first language is not English make steady progress through the school and effective support means they have access to all activities.

6 The school has worked hard to enable pupils in the newly established older classes to build on their previous attainment. Progress has been constrained somewhat by high levels of staff turnover and the many disruptions caused by the

substantial building programme. However, the green shoots of success are now emerging and the school is rightly confident that standards can continue to improve. Drawing on a wealth of assessment information, suitably ambitious but realistic targets have been set for the next two years. Given the school's positive characteristics and shared determination, it is well placed to raise attainment further.

Pupils' attitudes, values and personal development

7 Pupils' attitudes are good. Most pupils come to school punctually each morning. They are well motivated and ready to start their lessons. A very small number of consistently poor attendees render the current rates of attendance unsatisfactory and are responsible for the high rate of unauthorised absence. Where pupils fail to attend school regularly their work suffers, their standards of attainment are low and they do not make good progress.

8 Pupils mostly enjoy their lessons and attitudes to work are generally positive and enthusiastic. They work harmoniously in groups or pairs when required to do so and get on with their tasks, sharing discussion and resources. Children are friendly, welcoming and enthusiastic. Although a significant number of pupils have behavioural difficulties, they are managed well; behaviour generally is good, particularly in lessons. This is a direct result of the consistent application of the behaviour policy which was completely revised in September of last year. There are currently no exclusions.

9 Pupils have a clear understanding of the difference between right and wrong and are aware of the sanctions and rewards which the school applies. As a result, pupils have a healthy respect for other peoples' feelings, and *Circle Time*² and assemblies help to further re-affirm the school's values.

10 Personal development is good. Pupils act as library monitors, classroom helpers, tidy up after lunch and help to set up equipment before and after assemblies. Pupils are reluctant to act on their own initiative, however.

11 Relationships are good amongst pupils themselves and with their teachers and there are many occasions in lessons where pupils help one another. In an ICT lesson, those who were struggling were helped by the more confident. It was also good to see pupils holding doors open for one another.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12 The quality of teaching is good overall. Three quarters of the lessons observed were good or better, a significant number of these being very good. This is a marked improvement since the previous inspection, particularly at Key Stage 2, where excellent lessons were seen. This high quality of teaching stems from a caring staff who are determined to provide the best for their pupils and to work hard to improve their teaching skills. The strongest feature, noted in very many lessons, is how well the teachers manage their pupils. Teachers know their pupils well and have developed good relationships with them. Consequently, most pupils also relate well to each other and in many lessons there is a good atmosphere of shared learning.

13 Teaching in the foundation stage is of very high quality. Teachers have a very clear awareness of how children of this age learn and of the particular needs of

² Circle time offers pupils the opportunity to reflect on various issues and to formulate and discuss their own feelings. They learn to listen to one another's contributions and to respect different ideas and beliefs. The name *Circle Time* derives from the usual seating arrangements.

the children in their care. They seek to provide experiences that stimulate the children so that they begin to talk about what they see and do. Time and resources are used highly effectively and support staff make an outstanding contribution to children's learning. When nursery children are taken on outings, teachers prepare very thoroughly so that the maximum benefit is derived. For example, on a walk to the park, the adults constantly drew attention to the sights and sounds, taking every opportunity to encourage and develop children's language.

14 In Key Stages 1 and 2, the teachers plan lessons well and know what they want the pupils to learn. Lessons proceed at a good pace and tasks are usually interesting, providing motivation for the pupils. They trust their teachers and behave very well, trying hard with their tasks. On occasions, the teachers strive hard with little response, when pupils appear tired and lacking in energy. A very skilled Year 4 teacher worked extremely hard to prompt the pupils to name some authors they had recently learned about. It was due only to her great persistence throughout the lesson that all the pupils eventually responded in the lesson review. This teacher is well aware of the need to develop and extend pupils' speech, for example, in a design and technology lesson, all pupils were asked to explain their understanding. In some lessons this does not feature strongly enough. Insufficient emphasis is given to opportunities for the spoken explanation, particularly for the less confident pupils.

15 Good use is made of the resources available. When pupils in Year 4 were learning about World War Two they were well motivated by the range of artefacts provided and a video. A carrot pie, made to a wartime recipe and brought in by the classroom assistant, provided great interest and motivation. Teachers who think carefully about the best use of the resources provide the best lessons in the computer suite; pupils in Year 3 were very effectively helping less confident ones, to their mutual benefit.

16 The tasks set for the pupils are usually matched for their different levels of attainment. This stems from careful assessment. However, in some lessons, the highest attaining pupils are under-challenged. Some Year 1 pupils were happy to draw and colour their pictures so carefully that they had insufficient time for the main task of writing sentences. By contrast, a Year 6 design and technology lesson illustrated very clearly how pupils enjoy and respond to a challenge. The cries of disappointment when the lesson had to end spoke volumes.

17 Class teachers work hard to meet the needs of pupils with special educational needs and regularly produce tasks at a level appropriate for the majority of levels of attainment in the classroom. This provision is enhanced by the help of experienced support assistants working in classrooms, who help keep pupils on-task, give them ideas about how to present and tackle their work and remind them of how to access resource materials they may need. However, target setting in individual education plans (IEPs) is often too general and it is unclear from the documentation what children are expected to achieve and in what time-scale. Unclear targets lead to unfocused teaching; some learning opportunities are missed and the well-developed teaching skills of the support assistants are under-used in promoting progress for all pupils with special educational needs. There is a need,

also, to ensure that pupils develop the habit of using support materials such as word-banks, high-frequency word lists and phonic reminder charts. Current methods, when teaching pupils with special educational needs, are rather limited and do not include, for example, multi-sensory approaches, reflective listening or learning-to-learn strategies.

18 Teachers new to the school have worked hard, as have their established colleagues, to improve their skills in teaching literacy and numeracy. The latter is taught particularly well. On occasions, some lessons for the oldest pupils involve too much talking by the teacher and insufficient opportunities for pupils to consolidate what they have learned from the introductions to lessons. Expectations of pupils' behaviour and learning are high. These are not necessarily supported by expectations of how work should be presented. Overall, however, a very positive picture of teaching emerges, despite the disruptions and noise from major building works. The teachers are caring and fully committed; they work very hard to provide the best quality education for all pupils.

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

19 The school provides a good overall curriculum, which fully meets the needs of pupils in the foundation stage, the requirements for the National Curriculum in Key Stages 1 and 2, and the locally agreed syllabus for religious education in primary schools. An exception is ICT, where not all aspects of the subject are taught. Satisfactory provision has been made for literacy and good provision for numeracy. Provision for sex education and drugs awareness includes clear and effective programmes which fulfil all requirements. The overall curriculum is very effective in ensuring that all pupils, regardless of age, gender, cultural background or ability, have full access to a wide range of suitable learning opportunities and an effective education.

20 Curriculum developments since the last inspection have been extensive and effective. They have ensured progress in relation to the weaknesses identified and prompt response to national initiatives, such as 'Curriculum 2000' and the new provision for the foundation stage. Appropriate training for staff, consultations with the local education authority, re-structuring of the school's curriculum plan and the development of subject co-ordination have all had positive impact. At the last inspection the curriculum was lacking in vitality. This weakness has been addressed and progress since the last inspection has been good.

21 The curriculum for children in the foundation stage is very good. All areas specified in the national guidelines for the age group are fully provided for, with additional enrichment through visits and extensive outdoor play provision. Children's needs in personal and social development are well recognised and given special attention through a well-planned programme which is evident in all provision.

22 Support in classes enables pupils with special educational needs to take a full part in the school curriculum but there are occasions when individual work lacks a precise focus. Pupils' IEPs are often not exact enough in their setting of targets so

pupils do not always receive the appropriate range of curriculum options to meet their needs.

23 The curriculum for Key Stages 1 and 2 is good overall. The provision for extra curricular activities, including day and residential visits is very good. Relations with partner institutions, such as local pre-school groups and secondary schools are good. Links with the local community are satisfactory. The school has recently been re-integrated into the local Keighley cluster, which provides a source of information and support for the school. There are visits by a variety of agencies including the police force and local nurse and there is also an annual Christmas Carol Concert at which the school sings to the local community.

24 The provision for spiritual, moral, social and cultural development is good overall. The school has developed a very good policy for the development of pupils' personal, social and health education in response to the specific needs of Key Stage 2, especially for its new group of older pupils in Years 5 and 6. These are clear improvements since the last inspection when this provision had unsatisfactory elements. The staff have given much thought to developing pupils' self awareness and respect for others while building up a sense of responsibility through their years in school. Through the clear examples and guidance, extensive clubs, visits, visitors and community links, pupils' personal development is considerably enhanced. Pupils respond well to this provision and enjoy the opportunities provided.

25 Spiritual development is satisfactory. Assemblies provide time for prayer and reflection; religious education includes some attention to a variety of religions celebrations and places of worship; classical music is used to provide a suitable atmosphere for spiritual thought when the pupils come together for worship. Visits and other curriculum opportunities offer spiritual opportunities as pupils explore the wonders of science, nature and the environment.

26 Moral and social opportunities are built into the whole of school life and provision is very good. Pupils continually build up their understanding of right and wrong through the curriculum, guidance from staff and the good example set by adults, assemblies and awards. Where necessary, special systems are developed to help individuals with particular problems, offering them clear incentives to behave well. The school provides very many opportunities for all pupils to benefit socially from their time in school. The variety of teaching methods allows pupils to work with different groups, while the very good range of clubs and activities provide further extended social opportunities. Residential visits help pupils to respond to a wider range of social and academic experience.

27 Cultural provision is satisfactory. Understanding of other cultures is successfully promoted in geography and history and some aspects of religious education. Some school displays and resources support this area of work well, and music and art enrich pupils' cultural experiences.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28 The school has to make considerable efforts in caring for its pupils in order for them to be in the correct frame of mind for learning. In this respect it goes the extra mile and is very good at ensuring pupil welfare. Central to this approach is the commitment of the head teacher and teaching staff to giving the children the best start in life. They are well supported by the home/school teacher and two full-time mentors who provide ongoing pastoral care. The school is recognised within the community and by outside agencies for the positive help given to pupils and families. Arrangements for child protection and health and safety are also very good. The designated Child Protection Officer has received the appropriate training and is well supported by pastoral staff. There are regular health and safety checks and extra care has been taken whilst the building work has been going on.

29 Systems for monitoring and improving attendance are good. The headteacher keeps a close eye on the daily registers and knows the attendance record of every pupil. Each week she checks on the reasons for absence and follows them up with a letter to find out what is happening. Where no answer is forthcoming the home/school teacher carries out a personal visit, completing an individual record form where there are concerns. In addition to close monitoring, the school operates a number of positive initiatives to encourage good attendance with certificates and prizes being awarded for attendance at or above the 95 per cent mark.

30 Procedures for monitoring behaviour, and dealing with incidents of racism and bullying are very good. The overhaul of the behaviour policy by the deputy head, using funding from the Bradford Primary Compact, has resulted in an excellent behaviour management system. Aware that poor behaviour was having a negative impact on learning, the school secured funding to carry out a total overhaul of its policy and practice. The resulting policy, which combines a variety of sanctions and rewards, has been responsible for a dramatic improvement in behaviour. The system dictates that any incidents of bullying and racism are dealt with quickly and that when they do occur they are recorded so that appropriate action can be taken. In Key Stage 2, class teachers use a home/school journal to record instances of both good and bad behaviour. It provides the means to initiate contact with the home with the added benefit that it indicates to pupils that the school is serious about tackling poor behaviour. Parents are contacted at every stage and excellent records are kept. In addition to the close monitoring procedures, there are a number of positive rewards aimed at encouraging good behaviour. These range from stickers and certificates to book tokens for those who receive the most certificates, which are awarded at whole class assemblies. The result of all this work has been a dramatic improvement in behaviour and in the status of the school within the local community.

31 Pupils with statements of special educational needs are well supported by trained and experienced teaching assistants working in classrooms, some of whom also carry out specific programmes such as exercises set by the visiting physiotherapist. Classroom assistants help other pupils, whose needs are less complex, so that they can fully participate in all school activities. A good range of outside professionals, including the speech therapist, educational psychologist, physiotherapist and the school nurse are involved with the school and give valuable advice. Pupils with English as an additional language are well-supported.

32 Assessment and recording procedures are very thorough, particularly in English and mathematics for which comprehensive ongoing records are kept. Teachers are very well informed about formal test results and this helps them to identify clearly where improvement in learning is needed, so that they can plan their lessons accordingly. Baseline assessments are used very well and provide a clear picture of children's attainment as they enter the Nursery and are used again in reception to measure progress towards the early learning goals. A wealth of additional data helps the school to keep track of how pupils are improving over time and to recognise when individuals and groups of pupils need extra support. Teachers, including those recently appointed, know their pupils well and use both formal and informal assessment information to help them plan lessons to match their pupils' needs.

33 Procedures for monitoring pupils' personal development are very good. The head teacher has a record of every child which includes information on their academic progress and their personal development. Much of the monitoring is informal, occurring during conversations with parents at the beginning and end of the day.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

34 Parents continue to have positive views about the school as they did at the time of the previous inspection. They appreciate that the head and teachers are always available and that their concerns are listened to and acted upon. Both the parents' meeting and questionnaires indicated a high level of satisfaction.

35 The links which the school has with parents are good. A parent and toddler group is held every Monday and this helps to introduce children to the school. The home/school teacher subsequently visits every parent at their home before their child enters nursery or reception and once they have started at the school this support continues. During the last year, the school has held workshops on literacy, numeracy and National Curriculum assessments which were well supported. Written information is regular and of good quality and keeps parents informed about what is going on. The homework policy gives good advice on what each year group is set and the topics which will be covered. Friday 'celebration assemblies' are well supported by parents and provide another forum in which parents and teachers can meet in an informal setting. The governors' annual report to parents does not cover all the statutory requirements. The school prospectus is in need of a revamp in order to make the information clearer.

36 The quality of information provided by the school on pupils' progress is satisfactory. Annual reports detail what children know, understand and can do. However, they do not indicate specific targets for improvements and there is little space for parents' comments. There are two parents' evenings a year but despite the best efforts of the school to be flexible in terms of appointments, only about three-quarters of parents attend.

37 The impact of parental involvement in the work of the school is satisfactory. There is no Parent Teacher Association but ten parents help to run the reading recovery programme and this is helping to raise standards.

38 Homework is regularly set but the homework charts on display in the classrooms indicate that very little of it is completed. The school reports that some parents are reluctant to let children bring reading books home in case they lose them. When parents do help their children, the impact is good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39 Leadership in the school is very good. The head teacher has a clear vision of what needs to be done to take the school forward. During a period of considerable upheaval, she has systematically worked towards the target outlined in the school development plan. She has been well supported by the senior management team and the committed staff, all of whom are working towards ensuring that the school provides a secure environment in which all pupils receive a broad education. The commitment to this is evident in the introduction of a highly effective behaviour policy to address what was seen as unacceptable behaviour amongst pupils.

40 The governing body fulfils its statutory obligations and has a clear commitment to the school's aims and values. Central to this is the belief that there must be a high moral tone so that school does its best to improve the life chances of the pupils. The chair of governors has a good grasp of the strengths and weaknesses of the school and most governors visit the school regularly and this keeps them up-to-date with its daily life. More formal contact is maintained by meetings with curriculum co-ordinators and senior staff to discuss developments. Governors make an important contribution to enable the school to provide the best possible opportunities for pupils.

41 The way the school monitors and evaluates teaching is good. Since the beginning of this academic year, all teachers have been observed and this has helped to improve their effectiveness. The head teacher arrange additional training for staff who attend a broad range of courses through the year. Whilst these are of particular benefit to teaching staff, training opportunities are not yet fully extended to learning support assistants to enable them to make an even greater contribution to learning. Arrangements for implementing the statutory performance management process are well in hand, based on the firmly established appraisal system.

42 The development plan clearly indicates what needs to be done to raise standards. However, whilst the headteacher is clear about the funds that have been allocated to achieve these aims, there is no specific documentation to enable the governing body to assess whether the money spent is being used in the most effective way. There is no clear link between the school development plan and the money allocated to implementing it.

43 The school makes good use of new technology. The main administrative office is well resourced and further improvements are planned with the introduction of a computerised system for recording and monitoring attendance. Lesson planning

has been enhanced by the introduction of templates which can be printed off from a central file.

44 The school is good at accessing grants for specific sources. In the last academic year it has secured funding from the Single Regeneration Budget for reading partners, Excellence in Cities for the mentor scheme, the New Opportunities Fund for after-school activities and an increase in funding for special educational needs. Aware that poor behaviour was having a negative impact on learning, the school secured funding to carry out a total overhaul of its behaviour management. The resulting policy, which combines a variety of sanctions and rewards, has been responsible for a dramatic improvement in behaviour. Additional funds are used effectively, but the school does not have a clear system for monitoring the impact of additional resources to ensure that the positive impact is sustained.

45 Despite all the upheaval caused by taking on two additional year groups, the teachers transferring from middle schools have been well integrated so that the match of teachers and support staff to the demands of the curriculum is good. The accommodation is satisfactory although improvements continue. The move to the new classrooms for pupils in Years 5 clearly a source of great excitement and is already having a positive impact on learning. The accommodation throughout the school is spacious and allows for teaching to be effective and plans are in hand to repaint many areas to bring them to a similar standard as the new rooms. There are no grassed areas for games. The playgrounds lack areas for pupils to relax away from activities that are more boisterous but seating areas are planned. Learning resources are generally good although there are some shortages in ICT.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

46 In order to improve standards, the school should:

- 1 Improve standards in speaking by:
 - Using the successful strategies employed in some classes more consistently across the school;
 - Developing structured opportunities for pupils to speak clearly and precisely through role play, drama, speaking games and day-to-day activities.

- 2 Improve standards in writing by:
 - Continuing to provide interesting experiences for children to write about;
 - Providing more guidance in subjects such as science and design and technology to help pupils write structured accounts of the work;
 - Providing word banks – including subject specific vocabulary - and other reference material to support pupils' work;
 - Systematically teaching handwriting and presentation skills so that pupils make more effort to present their work well and take a pride in it.

- 3 Improve provision for pupils' with special educational needs by:
 - Sharpening the individual education plans' (IEPs) targets ensuring that they are measurable and achievable;
 - Making full use of the experienced team of support assistants, involving them in planning and reviews;
 - Auditing existing resources and stocking up with new ones in order to have materials to meet all needs, following the very good example in science;
 - Being aware that some pupils may need individual programmes as well as in-class support;
 - Providing guidance on strategies and techniques for class teachers to use when helping pupils with special educational needs.

- 4 Ensure that the highest attaining pupils are identified and consistently challenged at appropriate levels.

- 5 Improve standards in ICT at both key stages by:
 - Including monitoring, control and data logging in the curriculum at Key Stage 2;
 - Reviewing the current arrangements for lessons and the location of resources to enable pupils to have as much individual access to the facilities as possible;
 - Using the data projector effectively, so that pupils can see it clearly.

Other issues

Improve strategic planning to provide a mechanism for ensuring best value.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	101
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	34	34	26	0	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)	80	468
Number of full-time pupils known to be eligible for free school meals	NA	107

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	11
Number of pupils on the school's special educational needs register	16	88

English as an additional language

	No of pupils
Number of pupils with English as an additional language	14

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	26

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.2

Unauthorised absence

	%
School data	1.3
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	36	43	79
National Curriculum Test/Task Results		Reading	Writing	Mathematics	
Numbers of pupils at NC level 2 and above	Boys	27	21	24	
	Girls	34	30	33	
	Total	61	51	57	
Percentage of pupils at NC level 2 or above	School	77 (83)	65 (64)	72 (64)	
	National	83 (82)	84 (83)	90 (87)	

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	24	9
	Girls	28	31	12
	Total	48	55	21
Percentage of pupils at NC level 2 or above	School	61 (70)	70 (66)	27 (58)
	National	84 (82)	88 (86)	88 (87)

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

*Following reorganisation, the school now has pupils in Year 6. They took National Curriculum tests for the first time in June 2001, but results are not yet available.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	10
Bangladeshi	4
Chinese	0
White	454
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	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR-Y6

Total number of qualified teachers (FTE)	23.4
Number of pupils per qualified teacher	20
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	22
Total aggregate hours worked per week	432

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	20
Total number of education support staff	2
Total aggregate hours worked per week	50
Number of pupils per FTE adult	13

Financial information

Financial year	2000 -1
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	£
Total income	1073734
Total expenditure	1027846
Expenditure per pupil	1875
Balance brought forward from previous year	23541
Balance carried forward to next year	69429

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	548
Number of questionnaires returned	102

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	36	6	2	0
My child is making good progress in school.	45	38	11	3	3
Behaviour in the school is good.	27	52	10	9	2
My child gets the right amount of work to do at home.	25	36	30	4	4
The teaching is good.	41	50	6	0	3
I am kept well informed about how my child is getting on.	34	36	23	3	4
I would feel comfortable about approaching the school with questions or a problem.	50	36	12	2	0
The school expects my child to work hard and achieve his or her best.	55	39	4	0	2
The school works closely with parents.	25	45	25	3	1
The school is well led and managed.	32	51	10	3	4
The school is helping my child become mature and responsible.	33	49	10	2	6
The school provides an interesting range of activities outside lessons.	35	33	12	9	11

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

47 The school has a forty-place nursery and two reception classes. The majority of children enter the nursery in the September after their third birthday, with a few following later in the year as they become three, until all places are filled. Older children attend in the mornings and younger children in the afternoons. Many benefit from five or six terms of nursery education. Children move into one of the reception classes in the September after their fourth birthday. At the time of the inspection, the two reception classes contained 56 children in total, thirteen with special educational needs, one of whom has a statement of special need. Both the nursery and the reception areas benefit from very good management and co-ordination.

48 The attainment of children on entry to the nursery class is well below expectations overall for the age group. Children entering the nursery have experienced some physical play, but have had little social contact. Most are at very immature stages in their personal, social and emotional development and many have developed anti-social behaviour. The spoken language development of three-quarters of the children is well behind what could be expected. Up to one in four are mainly silent. Progress overall from this low base is good for all children, including those with special educational needs and those who speak English as an additional language. By the end of the foundation stage, attainment is showing improvement, but children are unlikely to meet the early learning goals in personal and social development, language and mathematics. The majority will meet the goals in physical and creative development. Children's knowledge and understanding of the world improves considerably during this time, but is still showing some limitations at the end of the foundation stage

Personal, social and emotional development

49 As a result of very good teaching, children make good progress in their personal and social development. They improve well in this aspect by the time they are five-years-old. Some learn the daily routines and organisation in the nursery and begin to feel confident in moving around or joining in with play activities, but others need a great deal of help. Children grow in confidence with all of the adults; some help willingly with clearing up and putting equipment away, but others show reluctance and need much persuasion and encouragement even after becoming confident in their surroundings. The majority of children learn to select activities with a clear idea of what they will do, sometimes showing very good levels of enthusiasm. They become independent in their personal hygiene, but needing many reminders to maintain appropriate standards. With considerable help children learn to be part of a smaller or larger group, and grow in understanding of the need to take turns, say 'please' and 'thank-you'. This learning becomes more secure as children move through the reception classes. Slowly and with considerable help, children begin to participate in social talk. Many children have to be taught to treat the classrooms, the people and the resources with respect. By the end of the

foundation stage, Children are beginning to be socially and emotionally adapted to meet the needs of school life. A strength of this provision is the way in which all children are helped to develop good relationships with all adults.

Communication, language and literacy

50 In the nursery, attention is rightly focused upon speaking and listening, as most children have very evident needs in these two areas. Experiences provided include additional attention to early reading and writing. The very wide range of activities provided always include talk and discussion, so all children are encouraged to speak about everything they do. Activities are enriched by visits and experiences which are all designed to broaden the children's experience and stimulate a response. Stories, songs and rhymes are all used well to enrich this provision.

51 Progress for the majority of children is good in language and literacy. At the last inspection standards were below expected levels. Although this is still the case, the development of language provision since that time has been good, having addressed all new expectations in the latest national recommendations for the age group.

52 By the time they are five, attainment for the majority of children is still well below the expected level, but most children are responding, some in an animated and confident manner. In the reception class, literacy skills are developed further, and now that personal attitudes and behaviour are better, children learn to listen carefully and maintain enthusiastic interest. Limitations are still evident and are addressed through the carefully planned provision. Even after much intervention and help, few children can recall and explain parts of a story, although many join in and repeat the main phrases.

53 Children develop some confidence in handling books. Writing opportunities in both nursery and reception are linked to other experiences, such as the need for a list or a new passport. Children understand why writing is useful, but the development of their skills is at an early stage. Many children distinguish letters and words from pictures and drawing. The majority recognise their name and a few children show developing understanding of initial letters and their sounds. Some children can sequence pictures related to a rhyme or a story, although many need help to do this effectively. Children are introduced well to books and reading for pleasure. All learn to recognise their names and some begin to write them while still in the nursery. They use pencils and crayons to make marks, tracing or writing letters as soon as they are able, and have a growing understanding that writing is widely used. Higher attaining children show successful learning, recalling some of the text in known books, appreciating the events of the story in the pictures and learning some key words. They read simple sentences with some confidence. In lessons they show awareness of initial sounds, but cannot always apply this as they try to build words.

54 Teaching is very good. All children enjoy a rich language input from the staff, who always explain things clearly. Staff ask children questions and work very hard to stimulate each child to talk and improve, encouraging new language and descriptive words. They provide a very clear vocabulary, always illustrated by resources and explanations. They give good information about the work. Nursery nurses, classroom assistants, the home/school liaison teacher and special needs assistants all work closely together and offer a consistent team approach. Children's stages of understanding are assessed very well, so accurate provision is made for each child.

Mathematical development

55 Progress is good from children's very low base on entry. Activities help children to put things in the right order, match and count systematically and use this early but growing understanding well in different situations. Younger children talk through with an adult how many people might go on holiday together, counting their family members. Older and higher attaining children build and compare towers with blocks; with help they make a written record of what they discover. Through these activities, children develop mathematical vocabulary and spoken language. Some good opportunities, such as the ones at registration time when children check the numbers in the groups, ensure that number work is applied and makes sense. When working on the computer children undertake matching and counting activities. Number books show reception children how to write numbers correctly. Children with special educational needs enjoy well-matched practical activities and play situations to develop their early understanding.

56 Teaching is very good. All children are continually assessed so that the next lesson or activity takes their learning forward. Teachers have good subject knowledge. Nursery nurses lead their activities very successfully. Resources support mathematical understanding and help the staff to create lively and stimulating mathematical situations which open up discussion and create appropriate challenge.

Knowledge and understanding of the world

57 Children enjoy a very good range of opportunities and make good progress. The very good provision supports a wide range of learning needs. Children know about the local area. They understand some of the things that people do because they are taken out to see what is happening and have visitors who explain and demonstrate their work. They learn that people enjoy celebrations and special events, because they take part in such activities. Children understand that special clothing is important in some jobs. They know that travel requires a passport, and that a travel agency is the place to go for tickets for the journey. When using the computer children use the mouse and the keyboard, understanding that clicking and moving the mouse will move the arrow and change a colour or an item on the screen. This provision is well supported by discussion with staff and use of photographs to help children to remember their experiences.

58 Teaching is very good. These experiences of the world are specifically designed to ensure good language development and growing understanding. Children are given every opportunity to benefit from each experience, to talk about it, use the vocabulary in context, ask questions and link ideas. Topics, such as the 'Travel Agency' in the nursery and 'Minibeasts' in reception, are chosen specifically so that good general knowledge can be linked to good language development. Often there are follow-up activities, such as the home-corner holiday cottage in the nursery or the physical education lessons for reception children, to provide more understanding and practice with the vocabulary in a real context.

Physical development

59 Attainment at five meets expectations for the age group as in the last inspection. Younger children start off by being very unclear, but learn to show good confidence when using wheeled vehicles and steering them around circuits. They can use their feet or the brakes to stop and start at will. When playing with balls children show increasing control and growing ability to co-ordinate their bodies in moving around the playing area. Older children have good awareness of space, can run, jump, hop effectively, work from one foot to the other or from one foot to two, on instruction. Children use construction materials with success. With much help they learn to use scissors, hold pencils and paint brushes sufficiently well to make marks; they thread pasta, use glue and complete jig-saws. Their progress is good, including that of children with special educational needs.

60 Teaching is very good. Staff give good attention to individual needs. They use classroom topics such as 'Minibeasts' to make the learning have full meaning. Children who have had a few terms in school become skilled in using and controlling physical effort. Those children who start with low confidence are nurtured to the point where they can join in with the others. Confidence is built up carefully, with adults or more experienced children demonstrating first, so that other children have a good example to follow. The school's very good provision supports this area of development very well. A particular strength is the very extensive outdoor play provision for the nursery, which supports physical development and all other areas of learning.

Creative development

61 Children's attainment in creative work meets expectations at five years of age and standards have been maintained since the last inspection. All children make good progress. Nursery children use finger paints to mix new colours, showing wonder at the patterns they create. Reception children make contact prints from their colour mixes. They use glue and can arrange and stick pictures effectively. In music time, children learn to respond to a signal to stop and start. When singing a simple tune or rhyme they remember the words and keep together as a group. They achieve simple rhythms using clapping patterns at different speeds. With help children accompany the singing by playing simple instruments. Children create pictures and designs on the computer screen and print these out for the wall display.

62 Teaching is very good. Speaking and listening are strong features in all creative activities, which extend children's speaking skills. Children are given very many opportunities to be expressive and creative in different and challenging activities, led by staff who are very clear about the value of such work and very knowledgeable about the needs of young children.

ENGLISH

63 Standards in English remain much as they were in the last inspection and are well below average at both key stages. However, there has been a discernible improvement in reading at Key Stage 1 and this provides a basis for optimism that standards will improve as these pupils move through the school. Speaking and listening are generally weak throughout the school. The difficulty the majority of pupils have in expressing themselves inevitably affects achievement across English, especially in writing, and hinders progress in other subjects.

64 Children enter the school lacking confidence. Many are reluctant speakers, using only one word answers when they answer questions. Thanks largely to the efforts of teachers in the foundation stage and in Key Stage 1, pupils gradually improve and begin to speak in short sentences by the time they are seven, but the range of vocabulary they use is limited, and they also have a restricted range of experience to draw on. Achievement in speaking is still below average at this stage, though listening is better and is nearly in line with national expectations. However, throughout Key Stage 2, pupils make very slow progress in speaking, and by the age of eleven, their skills are well below average, with many still being unable to express themselves clearly, still less vary the way they speak according to audience and purpose. This difficulty is noticeable throughout most areas of the curriculum, though there is evidence that where pupils have learned new vocabulary in a well-organised and structured way, as they do in some history and science lessons, they begin to use new words and take pride in displaying their skills.

65 Recent initiatives have helped pupils to make better progress in reading at Key Stage 1 than was the case in the last inspection. The impact of the literacy hour with its structured phonics teaching, combined with the Better Reading Partnership³ project have helped pupils to make a sound start in reading. Standards in reading tests show seven-year-olds' achievement to be encouragingly higher than it was for the current Year 6 at the same age. Higher attaining seven-year-olds are now reading in line with national averages, and take pleasure and pride in being able to do so. Average attaining pupils have also made a sound start in reading, have good book knowledge and are beginning to develop letter and whole-word strategies for working out meaning.

66 At the end of Key Stage 2, pupils are reading at a standard that is well below national expectation. Although a few pupils are keen on reading, belong to the local library and have some knowledge of a range of books and authors, the majority still struggles with basic decoding. Pupils do not have well-developed reading habits.

³ The Better Reading Partnership is a local initiative. Adults support individual pupils every morning by hearing them read and helping them to develop positive attitudes to books.

This problem affects their ability to develop skills in other areas of the curriculum, such as the use of research in history. When these pupils read, they often understand the literal meaning of the text, but are not very good at understanding inferences or predicting what may happen next. They do not naturally turn to the reference library to find information from non-fiction books, although the majority knows how to use contents pages and indexes.

67 Standards in writing are very low in both key stages. From early on, pupils are making errors in their formation of letters, frequently rotate them and have very limited knowledge of how to spell commonly used words. Some of these difficulties persist in to Key Stage 2. By the end of Key Stage 1, though seven-year-olds are beginning to develop some confidence in producing independent sentences and doing better than pupils further up the school. By the end of Key Stage 2, standards of presentation for the majority of pupils are poor. Spelling errors, even in common words, persist and sentence structure and vocabulary are not well developed. Although the structure of the literacy hour encourages the development of writing in a range of different ways, such as letters, stories, poetry, dialogue, most pupils are insufficiently confident with basic skills to be able to make the necessary progress. The best pupils learn spellings, write neatly and punctuate accurately, but underachieve because they do not use language for effect or create atmosphere in their stories by using an interesting range of vocabulary or unusual turns of phrase.

68 Pupils with special educational needs make very slow progress, largely because their individual education plans often lack the necessary precision to explain exactly what their targets in literacy are, and the time by which they should achieve them. Pupils are well supported in classes by the capable team of teaching assistants, and this enables them to gain access to the content of the lesson. However, many such pupils need more structured work to meet focused targets.

69 Teaching in the subject is good overall. Staff have adopted in full the recommendations of the National Literacy Strategy and offer their pupils an enriched curriculum of interesting texts, structured work at word and sentence level and thorough consolidation of spelling and punctuation. Teachers regularly adjust their planning as an outcome of earlier lessons, as a teacher did in Year 4 when she realised from a history task that pupils were still unsure about direct and indirect speech. Teachers know their pupils well, relate very positively to them and create a learning atmosphere where pupils are confident to try their best without fear of failure. In Key Stage 1, teachers' have expert skills in encouraging speaking but their Key Stage 2 colleagues lack this expertise. In nearly all lessons, teachers work hard to produce levels of work appropriate to all abilities, and further support is given by trained and experienced teaching assistants.

70 The subject is well managed by an enthusiastic co-ordinator, who has greatly improved the standard of resourcing in the school and been instrumental in getting the National Literacy Strategy going in all classes. A good start has been made on monitoring teaching and in tracking and evaluating pupils' progress. The school is aware of the lack of structured opportunities for drama and role play and that learning targets need to be more frequently shared with pupils.

MATHEMATICS

71 Results of the national tests in 2000 were significantly below the average at Key Stage 1 when compared with similar schools. Intensive effort by all staff and outstanding leadership by the co-ordinator, has led to good improvement in this subject. As a result, the standards achieved by seven-year-olds are broadly average. By the age of eleven, attainment is well below national expectations, but there has been very good progress and standards are rising. Highly skilled teaching and planning has had a profound effect at Key Stage 1 and is already beginning to show good improvement through Key Stage 2.

72 Pupils enter Year 1 with well-developed numeracy skills. They have good knowledge of basic number relationships up to and beyond ten and are beginning to use early mathematical vocabulary, such as 'total', 'less than' and 'more than' with confidence. Pupils progress well at Key Stage 1 as the result of good and very good teaching. By the age of seven they have a good grasp of number patterns and relationships. They count in tens up to 200, make good predictions about numerical processes such as doubling and adding ten, have a sound knowledge of coinage and are beginning to understand mathematical relationships such as subtraction being the opposite of addition. Patterns such as odd and even numbers are well established and most pupils accurately record data from, for example, traffic surveys. Lower attaining pupils develop a good understanding of two and three-dimensional shapes and use vocabulary such as 'face', 'curved', 'cylinder', 'cuboid' and 'rectangle'. In a very good Year 2 top set lesson, pupils counted in tens to 200, then in two's to 52. When asked to add six to seven, pupils used their own strategies, such as adding three to seven and then another three. All pupils have their own ways of solving problems and these are frequently shared, so that each gains from the ideas of others.

73 By the age of eleven, the majority of pupils are comfortable working out the decimal equivalents of fractions. They work with decimals to two places, enter information into frequency tables and are beginning to have confidence in finding the mode, median and mean. Shape work has developed well and there is a sound knowledge of circles, obtuse and acute angles and right-angled turns. Good reinforcement within most teaching ensures that earlier knowledge and processes, such as table skills and addition and subtraction using hundreds tens and units, are reinforced. Lower attaining pupils require additional repetition and consolidation of these skills. They are developing a good knowledge of shape, area, symmetry and the twenty-four hour clock.

74 Overall, teaching is good. A large number of very good lessons were observed, including a few excellent lessons. Good teaching is characterised by the very good mathematical knowledge of the teacher, well planned and sensitive support by the teaching assistant and impressive use of a good range of techniques and equipment. Learning objectives are explained well to the pupils and this helps them understand the aim of the lesson. Mental mathematics is a lively part of the work, giving the teacher good opportunities to encourage lower attaining pupils and assist all in developing personal strategies for solving problems in their heads. In a very good numeracy lesson with Year 5 pupils, the teacher linked right angles to

work previously carried out with a floor robot in ICT. She also made very effective links between earlier work on doubling, quarter turns, the clock and compass points. Her enthusiasm encouraged pupils to respond, settle down to group work and to discuss individual ways of calculating and remembering.

75 In many lessons, there is not enough challenge for the higher attaining pupils. Opportunities for problem solving are limited and extension activities are often restricted to additional tasks if pupils finish early. Pupils' lack of literacy skills also hinders progress.

76 The dramatic improvement over the past two years is clearly the result of good teaching. However, the leadership in this subject has been a model of its kind. The co-ordinator has worked very hard, has been rigorous in her work with colleagues and has set the highest standards for teaching, planning and evaluation. The very successful implementation of the National Numeracy Strategy and the introduction of techniques such as mental calculation and plenary work have come about as the result of the example she and other teachers have set. There now needs to be further development of the very good recording and monitoring system, so that there is consistency from Year 1 to Year 6.

SCIENCE

77 Standards of achievement are in line with national expectations at the end of Key Stage 1 but below expectations in Key Stage 2. Overall standards have improved since the last inspection because of good teaching, careful management of change and very thorough and effective planning for science.

78 During the foundation stage and Key Stage 1 pupils develop a good base of knowledge and understanding of science and the basic skills of scientific enquiry. Pupils show the ability to work together on practical tasks with curiosity and interest. They are mostly well motivated and participate with enthusiasm in a range of appropriate activities including discussion and investigative work. Basic scientific vocabulary is developed and pupils make predictions confidently and ask questions before arriving at conclusions based on evidence. However, pupils' recording and presentation skills are generally very poor and well below expectations. Six-year-old pupils are able to explain that sound is caused by vibration, that the sun is the source of light and that plants need light and water to grow. They know that humans and other animals need food and water to stay alive and they are able to name most household implements which use computers. Seven-year-old pupils confidently discussed recent work on micro-organisms, and reversible and irreversible changes. However, their recorded work does not reflect this level of knowledge and understanding because of pupils' weak presentation skills.

79 Pupils generally make slower progress during Key Stage 2 and some fail to achieve their full potential. They display a positive attitude to learning in science, and most of them show sufficient interest in planning simple investigations and making appropriate observations and measurements. The skills of hypothesising and of evaluating results are less well developed. Most pupils show low levels of enthusiasm in presenting their work in writing. Their skills in using simple graphical

techniques, particularly bar charts and pie charts, to present scientific data and their ability to make effective use of ICT are generally underdeveloped. However, their ability to talk in simple terms about scientific ideas and how science is related to technological applications and to express opinions with confidence about environmental, social and ethical issues from a scientific point of view indicates a far greater knowledge and understanding of science. Year 6 pupils spoke knowledgeably, although not always using scientific terminology, about a variety of subjects including how shadows are formed when light cannot pass through some materials, and how skeletons and muscles support our bodies and help them to move. They know what components are needed to construct a complete electrical circuit; they understand the links between sound and vibration, and can describe forces and resistance. They show a great interest and enthusiasm in talking about what they have learned in science and are eager to discuss the subject.

80 Teaching is generally satisfactory and often good. Lessons are all very well planned with clear learning objectives. Most teachers provide a range of relevant activities and present scientific ideas employing suitable methods, including demonstrations and practical investigative work of various types. They make good use of resource materials, which are very clearly labelled and accessible.

81 The recently reviewed record keeping and assessment procedures ensure that teaching is related to pupils' capabilities and previous learning. Pupils in Key Stage 1 are appropriately challenged to think for themselves and to take more responsibility for gathering the information they need. Teachers have to make great effort to motivate the many lower attaining pupils, maintain their focus and keep all the pupils interested during lessons. Most pupils fail to record what they learn adequately, due mainly to their low-level presentation and poor writing skills. Year 5 and 6 pupils are taught in sets and the school is monitoring this structured provision in order to review its impact on their learning and levels of attainment.

82 Provision for pupils with special educational needs is a particularly strong feature. Pupils in need of support are carefully identified and targeted help is provided through specifically modified teaching and learning materials. For example, during a Year 6 science lesson on electrical circuits, pupils carried out tasks related to their capabilities. The approach catered very well for the needs of all pupils. The shared understanding of the learning objectives and the specific support for individuals and groups enhanced the quality of teaching and learning.

83 Schemes of work and thoroughly comprehensive planning documents provide detailed guidance on how to sequence the work, the most suitable approaches to teach particular topics and on how best to use the plentiful resources in each classroom. Teachers are encouraged to plan their lessons around pupils' most frequent misperceptions regarding scientific ideas. Two co-ordinators work very effectively together to develop and implement the well-constructed school policy. This has had a significant impact on improving the quality of teaching and learning, and widening the range of effective teaching strategies in science.

ART AND DESIGN

84 Art provides a wide range of activities that contribute to pupils' personal and intellectual development. Seven and eleven-year-old pupils achieve levels appropriate for their age. In addition, they show a joy in all of the work they undertake. This contribution to pupils' self-esteem indicates significant progress since the previous report.

85 Although many pupils enter Year 1 having trouble with pencil control in areas such as writing, they all make good progress and demonstrate good control of line, colour and shape by the end of Year 2. Pupils have a wide range of experiences and use many media. Work in fabric and junk collage, charcoal, chalk, clay, pencil and paint shows an understanding of what can be achieved with different materials. In a good Year 1 lesson pupils chose different fabrics that appealed to them. They were fascinated by the range and richness of the fabrics and demonstrated a clear understanding of how to replicate the colours and patterns in pencil and crayons. Displays indicate great imagination – for example, pupils have made owls from recyclable materials and developed this further using clay.

86 During Key Stage 2, pupils extend their experience of a range of materials, media and techniques. They investigate fabrics, regularly use sketchbooks to develop their pencil skills and become more adept at expressing their ideas when planning a piece of work or evaluating their own and others' work. They are introduced to sophisticated ideas such as symbolism and relationships. In a very good Year 4 lesson, pupils worked in pairs preparing a role-play interview about an imaginary journey. Although experiencing different degrees of confidence and verbal expression, all participated well and this provided a good basis for painting symbolic representations of the journey. The finished pieces displayed considerable maturity in the use of colour, shape and composition to indicate, for example, fear, temperature and environment. By the end of Year 6, all pupils show good ability in communicating feelings and meanings through colour, line and texture. Particularly impressive is the work on relationships, which builds on examples of paintings by Gainsborough and Picasso.

87 The good progress made by pupils arises from some very good teaching. Although not all staff are equally confident, most teachers know the subject well. In a successful Year 2 lesson, pupils used the playground to find different textures and patterns which formed the basis of charcoal rubbings. Pupils were excited, but took very real care in producing their rubbings and subsequent collages. Because of the teacher's high expectations, the presentation of some of this work was of a very high standard indeed. This emphasis on quality was also evident in a Year 5 lesson when pupils chose materials to represent different stages of a story and produced some very impressive effects, such as using cellophane to represent the moonlight on the sea. This lesson exemplified the extremely good link between art and many other subjects. Links between art and literature are very strong. A close link between art and design and technology is evident in the use of colour, pattern and movement in creating artefacts such as Chinese dragons, moving pictures and lighthouses. Teachers also link art well to life in other cultures when using prayer mats for colouring work or developing mehndi patterns to celebrate Eid.

88 Sound levels of attainment arise from a rich curriculum which, in turn, results from the very thorough and skilled work carried out by the co-ordinators. They work very well together, complement each other in terms of skills and experience and have produced an imaginative curriculum plan. A hundred pupils are involved or waiting to join the thriving art club. Pupils in the foundation stage and Year 1 have been very successful in regional art competitions. An appropriate area for development recognised by the co-ordinators is the increased use of the rich local environment to provide opportunities for visits and to work with professional artists. Assessment is effective and samples of pupils' work are beginning to be used for recording individual progress.

DESIGN AND TECHNOLOGY

89 Standards are in line with national expectations for seven-year-olds. This standard is maintained in Years 3 and 4. However, the older pupils have received rather narrow experiences in the subject and standards are below those expected of pupils at the age of eleven. The school is aware of the situation and is already taking action to remedy this. A good Year 6 lesson showed clearly what the pupils are capable of when given the opportunity. They worked at the challenge set with enthusiasm and energy, disappointed when they had to stop.

90 Teaching is satisfactory in both key stages. Pupils in Key Stage 1 are taught the basic skills well. They think about the product that they are going to make and plan their tasks. Pupils in Year 2 designed and made Joseph's coat, taking great care in matching the finished article to their design. Pupils are taught a range of methods for joining materials. Teachers support this with good displays, for example, of photographs of tailors using their skills. The curriculum is planned well, so that links are made with other subjects. Science knowledge was required when Year 3 pupils constructed monsters propelled pneumatically. Pupils in Year 4 revised and used their knowledge of electrical circuits to construct various types of lights. Some very good teaching involved the pupils in evaluating the lights they had made. The teacher presented tasks according to pupils' levels of attainment and they were all expected to explain 'why'. Teachers are well supported by the classroom assistants who relate well to the pupils and are effective in their role, particularly when helping lower attaining pupils.

91 The oldest pupils have good skills in making artefacts - exemplified by some very attractive and well-made Greek masks – but they have insufficient experience of planning projects in detail and taking them through to final and detailed evaluation. Good use is made of numeracy skills, as in the Year 6 lesson where the pupils had to cost out and purchase their materials. Progress is hampered because some lessons are too short, which curtails pupils' application and enjoyment. The efficient new co-ordinator already has a clear grasp of the problems and is planning the necessary improvements. The subject is well resourced so that pupils have opportunities to experience a wide range of materials.

GEOGRAPHY

92 The standards achieved by seven and eleven-year-olds are in line with those expected nationally. Pupils develop particularly well in mapping skills and knowledge of their locality. Considering the limitations that most pupils demonstrate on entering the school, they also progress well in their overall knowledge of the immediate area, the world in general and social issues such as pollution, traffic and climate change. However, by the end of Year 6 there are still problems for some pupils with regard to retaining information over a long period and for most with regard to transferring what they know to paper.

93 By the age of seven, pupils use a range of maps of the area, compare where they live to a seaside environment and also contrast it with life on the island of Patmos. Higher attaining pupils are already asking questions about their community and all are gaining a clearer idea of the variety of environments in the world by following the travel of *Barnaby Bear*.

94 By Year 2, pupils relate to photographs of children and families on a seaside frieze and are already aware of the dangers of extensive contact with the sun. In a useful link with history they made very sensible observations about sea bathing a hundred years ago and now. Speaking and listening develop well, but pupils show significant limitations when asked to present their work in written form. At the age of eleven, pupils have some investigative skills, but these are developing slowly. Their idea of place is now well advanced and they are clearer about how Ingrow relates to Bradford, and Bradford to London. Lower attaining pupils have a sound knowledge of land use, weather and issues such as pollution and changes in climate. As the result of work about local newspapers, which develops in complexity as pupils move through the school, all have a good idea of local, regional and national variations in news. Discussion with a group of Year 6 pupils indicated that they feel that geography has given them a better idea of where they are and where their country is in relation to the rest of the world. They demonstrated a good understanding of aspects of climate such as 'temperate', 'ozone layer', and 'acid rain'. Pupils are clearly aware of the climatic differences between places such as Egypt, India and the West Indies. They also have a basic knowledge of rivers and a growing awareness of which crops are grown where.

95 Teaching overall is good. Lessons are well prepared and a range of stimulating resources is gathered to capture pupils' interest. Good rapport between all staff and pupils assists in the confidence that pupils show in answering questions and presenting, say, a weather forecast to the full class. In a very good Year 6 lesson, the teacher used a rapid-fire question and answer session to revise the purposes of different kinds of newspapers. Pupils responded to the lively atmosphere and showed considerable retention of previously learned information. Newspapers were given out to pupils who used them sensibly and knowledgeably to find answers to questions. Lower attaining pupils were very well supported by a classroom assistant, who gave them the confidence to answer questions. During a Year 3 lesson on directions and turns, the class was fully involved in a range of activities, including standing and turning to face all of the compass points, noting degrees of turn. There are clear and effective links here with mathematics and the overlap is used as a reminder for both subjects. The teacher, who is also the co-ordinator, uses holiday postcards to assist the class in gaining a better perspective

of the world. This represents the imagination and resourcefulness used by the best teachers to develop pupils' geography skills. It is as a result of this approach that pupils learn and progress well.

96 Under the strong leadership of the co-ordinator, there have been many effective developments in the subject over the past year. An imaginative curriculum has been planned and good assessment and monitoring procedures have been introduced. The co-ordinator provides good advice and support for colleagues who value the specialist input into their lesson planning.

HISTORY

97 Standards are in line with national expectations at the age of seven but are below expectations at eleven. By the age of seven, pupils talk enthusiastically about how life was at the time of the fire of London and are imaginatively engaged by the idea of trying to write a diary like Samuel Pepys with a quill pen. All pupils enjoy discussing the differences between past and present, for example in the way people go on holiday, and are developing some idea of chronology. At this stage, written tasks are less demanding than in higher classes, so pupils' progress is not impeded by their weak writing skills.

98 In Key Stage 2, pupils' achievement is limited by their inability to write coherently or accurately. Recorded work in pupils' books often consists of completed worksheets, which do not adequately display pupils' abilities to evaluate information, discuss sources or use research and investigative skills. Where there are longer pieces of written work, for example on the Victorians, the frequent errors in sentence structure, spelling and punctuation make it difficult to assess just exactly what pupils know or are trying to convey. In discussion, pupils are able to make good contributions in terms of knowledge, but are less secure in identifying and explaining different ways of interpreting the past or in considering how they could use a range of information sources to find out more.

99 Teaching is satisfactory. The subject has had a low profile for some time and has been taken over by a new co-ordinator very recently. Strategies and techniques for teaching and ensuring that there is as much emphasis on historical skills as on subject content are only just being introduced. However, it is very much to their credit that staff have worked well to follow the outline scheme of work and that they use a variety of stimulating and interesting ways to bring the subject alive to pupils. A good example was seen in year 4, where teachers had provided the actual rations available to an individual during the war and a teaching assistant had followed a wartime recipe for apricot tart, using grated carrots as a filling. Another example of good teaching was seen in Year 3, where a pupil was invited to play the role of a Viking chief and answer questions from his classmates. In general, though, teaching, especially in Key Stage 2, tends to stress the acquisition of knowledge rather than encouraging pupils to find out and evaluate information for themselves.

100 Teaching is well supported by a range of interesting visits, such as a trip to Ingrow station museum, where Key Stage 1 pupils were excited to see the range of old trains on display, or to a World War Two camp where Key Stage 2 pupils can

experience at first hand the life-style of the early 1940's. In the majority of lessons, pupils enjoy their work, especially when they have an opportunity to look at real artefacts or talk to visitors about how life was in the community 50 years ago, for example.

101 The co-ordinator has developed an appropriate action plan, which includes auditing and developing resources (currently inadequate), adopting a more realistic and appropriate range of topics for study, and holding regular meetings with staff to help develop their own skills and direct pupils to individual research.

INFORMATION AND COMMUNICATION TECHNOLOGY

102 Standards throughout the school are below those expected. The provision of the computer suite now allows regular opportunities for all pupils to improve their attainment in the subject. However, the current arrangements for lessons and the location of computers do not enable pupils to have as much individual access to the facilities as possible. Key Stage 1 pupils require a lot of support but they work and behave very well, trying hard to improve. Key Stage 2 pupils are confident in the basics so that they use the mouse and keyboard satisfactorily. They know the techniques of word-processing but weakness in English mean pupils find it difficult to edit their work. For example, when Year 5 pupils attempted to punctuate an e-mail message, many were not fully successful.

103 Teaching is satisfactory at both key stages although lessons vary in quality. This stems from the teachers' subject knowledge and in the ways that they manage and organise lessons in the ICT suite. Some teachers have good personal skills and the pupils have confidence in them. This was immediately apparent in a highly effective Year 4 lesson. The teacher's initial questioning reviewed the pupils' previous learning and many of them responded confidently. Her preparatory work for the lesson had been very thorough, so that all the pupils were able to follow their own prescribed instructions to create specific geometric shapes. A Year 3 teacher involved the pupils particularly well, both as 'teachers' to review learning from the previous lesson and in the groupings. There was a pupil 'teacher' at each computer. Pupil confidence was good and some very good collaborative work took place. This was a feature of many lessons, whereby pupils were most willing to help others. Some teachers lack confidence in their own skills but this is often overcome by very thorough preparation and the effective contribution of support staff. Lessons are less successful when the teacher's management of the pupils is not fully effective. Teachers often use the projector as an aid, but not effectively, so that pupils cannot see it clearly and cease trying to. When more than two pupils are expected to work at each station, notably in some Key Stage 2 lessons, not all pupils are effectively engaged in learning. The Key Stage 1 teachers manage and organise their classes well, sometimes with no adult assistance, so that the lessons are purposeful.

104 Planning for the subject is good. Teachers are aware of the level of skills the pupils have attained and plan to build on them. The tasks set, whilst involving computer skills, are related to other learning experiences, thus becoming more meaningful. Year 2 pupils search for information relating to their science work. Those in Year 4 used and reinforced their mathematical skills when plotting angles

of turn. Contributions are made to pupils' literacy, such as in a Year 4 English lesson, when some pupils worked at a task reinforcing their understanding of aspects of punctuation.

105 The co-ordinator is aware of the strengths and deficiencies in the subject. Monitoring, control and data logging are areas which need developing. The needs of some teachers are also recognised but training has been deferred whilst the school addresses accommodation problems. Teachers are keen to become more proficient to enable them to have greater impact on pupils' learning.

MUSIC

106 Attainment is good at both key stages. Seven-year-old pupils differentiate sounds and give a range of ways that sounds can be changed, putting their knowledge into practice. A few conduct a group of instrument players to help them make their sounds louder, softer, longer or shorter. Pupils of ten and eleven years receive lessons from a specialist music teacher provided by the local education authority. Planning for this work builds well on previous learning and shows the standards and expectations to be high. Progress is good at both key stages. Pupils with special educational needs show particular enjoyment in lessons. Younger pupils in Key Stage 1 maintain a rhythm very well and sing clearly and in unison, in time with the piano. They stop and start well on a signal and enjoy creating and performing a two-part performance. In Year 3, pupils work with a number of layers of music, creating skilful part singing with rhythmic support from some children using musical instruments. They work hard to meet the extensive challenges set by the teacher. Year 4 pupils enjoy performing a range of singing games, co-ordinating singing and action very effectively.

107 Teaching is very good overall; pupils enjoy lessons and perform with enthusiasm, singing very clearly and using their voices well. As a result of the consistently effective teaching, pupils have very good attitudes and show high levels of co-operation and good effort throughout all activities. All are eager to use instruments and accompany the group, using their knowledge and skills well. All pupils sing well in class, but are not always encouraged to sing so effectively in assemblies, when their performance is often weaker.

108 Staff have worked hard at developing the units for music in the newly structured curriculum which has a positive effect on pupils' spiritual, moral, social and cultural development. Teachers present these units confidently and at a good pace. In a number of cases they work in partnership with other staff so that the lesson continues effectively and all pupils are supported. They set challenges which keep pupils motivated. The selection of songs and music ensures that pupils continue to develop a valuable repertoire. In one class, the music was selected specifically to ensure that the different rhythms and parts could be co-ordinated effectively with instrumental support to ensure the development of skills and understanding and a highly complex but successful final performance. Teachers work in good partnership with a skilled pianist, using this provision well and ensuring very good outcomes for pupils. Attention to timing, diction, clarity of pronunciation and new vocabulary support literacy and numeracy well.

109 At the time of the last inspection, music was in line with expectations. The current provision and outcomes show a good improvement since that time.

PHYSICAL EDUCATION

110 Attainment meets national expectations at Key Stage 1 and exceeds expectations at Key Stage 2. Progress is good. Seven-year-old pupils recognise and explain some of the changes which affect their bodies during physical activities. They run, jump and skip around and over a variety of obstacles with skill and agility. They have effective control and co-ordination when changing speed, direction and style of movement. They observe each other's work and learn from a variety of examples. Eleven-year-old pupils throw and catch very well when playing rounders. They show high levels of tactical awareness, especially when playing in team matches. When batting, they hit well and direct the ball effectively to gain sufficient time to make a good run. Football skills are developed well despite the lack of a sports field. Swimming provision is carefully structured so that pupils build up their skills steadily, with more than half achieving appropriate standards or better in the six months of provision at Year 5. Pupils are encouraged to evaluate each other's skills in all physical education lessons and this contributes much to their learning.

111 Teaching is good overall, and was very good in half of the lessons seen. As a result, pupils have very good attitudes towards the subject; their response to physical activity is enthusiastic and vigorous at all times. Lessons are skilfully developed and build on previous learning. Pupils show high levels of co-operation, very good behaviour and good sportsmanship. They are helped to understand their personal achievement, measuring their long jumps and sprints, finding their personal best and understanding their recovery rate after vigorous activity. Teachers ensure that equipment is used well to support the lesson objectives and to provide variety and interest. Effective teaching helps pupils to develop a good understanding of the effects of activity on their bodies, and to understand the need for a warm up session. Teachers insist that pupils change into appropriate clothing and footwear for lessons. Support staff work alongside teachers, ensuring that pupils with physical limitations are supported well so that they enjoy the lesson. The overall subject knowledge of the staff is a strength, which ensures that pupils continue to develop skills and understanding as they move through the school. Specific teaching of the subject vocabulary supports literacy well.

112 Since the last inspection, when standards were satisfactory, the subject has been well supported through whole school staff training. Effective management has led to the newly structured curriculum, improved resources and the monitoring of lesson plans to ensure progression and development in the planned learning. Improvement has been good. A necessary review of time and space allocation for physical education will take place when current building work is completed. A lively curriculum supports this subject, with sports and games appropriate to the seasons, gymnastics, swimming and athletics. The subject makes a good contribution to social and moral development. The extra-curricular provision provides for a range of activities and includes matches with other schools. Extra coaching and training are

provided through special events, while adventurous activities are possible on various residential courses organised by the school.

RELIGIOUS EDUCATION

113 Standards of achievement at the ages of seven and eleven are in line with the expectations of the locally agreed syllabus. The main focus in Key Stage 1 is on elements of Christian teaching, in line with the Bradford Agreed Syllabus. Pupils have a sound knowledge of relevant Bible stories and the main features of Christian worship, and some knowledge of the major festivals of other faiths. Pupils are given opportunities to talk about their feelings and are developing an understanding of religious concepts and symbols. This is mostly related to the immediate experiences and needs of the pupils and their families.

114 A substantial amount of good work is based on knowledge of Christian teachings and festivals. Although pupils show some awareness of the principal features of other faiths and respect for those holding different beliefs, the school is not taking adequate advantage of the wider aspects of the Bradford Agreed Syllabus which emphasises the 'rich diversity of faiths and cultures... with their distinct identities and loyalties of culture, language, history, religion, values and customs'. Religious vocabulary is progressively introduced and pupils throughout the school show a growing grasp of religious concepts.

115 Teaching in both key stages is satisfactory and includes some highly effective lessons. Lessons mostly concentrate on presenting factual material. However, during a very well planned and imaginatively presented lesson in Year 6, the teacher used an egg to focus on the creation story from an ancient Chinese perspective. Pupils became engrossed in this imaginative world of a chick growing within the egg and the struggle to enter into another world and another life. They were attentive and listened with great interest before being invited by the teacher to address questions about the creation of the world and the purpose of life. Pupils responded extremely well because the teacher skilfully maintained their participation and ensured that all pupils were included in the learning atmosphere she created for them.

116 The recently appointed co-ordinator is enthusiastic about developing resources and has meticulously organised them to create a religious education corner. She has prepared guidelines, which offer good support for the non-specialist teachers and is aware of the need to review assessment in order to track pupils' progress through the school. The scheme of work incorporates study units into themes, which include links with other subjects and with assemblies and collective worship. This well planned approach helps to ensure that the pupils do not end up getting piecemeal offerings of religious material without continuity and coherence.