

INSPECTION REPORT

**ST MATTHEW'S CATHOLIC PRIMARY
SCHOOL**

Allerton, Bradford

LEA area: Bradford

Unique reference number: 107336

Head teacher: Mr Reg Stichbury

Reporting inspector: Mrs Barbara Doughty
22261

Dates of inspection: 28th – 31st January 2002

Inspection number: 197677

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Primary |
| School category: | Voluntary Aided |
| Age range of pupils: | 3 – 11 |
| Gender of pupils: | Mixed |
| School address: | Saffron Drive Allerton Bradford West Yorkshire |
| Postcode: | BD15 7NE |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mr C Monaghan |
| Date of previous inspection: | 29 th September 1997 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | Subject responsibilities | Aspect responsibilities |
|--|--|---|
| Mrs Barbara Doughty Registered inspector 22261 | English Information and communication technology Music Equal opportunities Special educational needs | What sort of school it is and what it should do to improve further The school's results and achievements How well the pupils are taught How well the school is led and managed |
| Mr Peter Oldfield Lay inspector 1112 | | Pupils' attitudes, values and personal development How well the school cares for its pupils How well the school works in partnership with parents |
| Mr John Collins Team inspector 27541 | Mathematics Geography History Physical education | How good the curricular and other opportunities offered to the pupils are |
| Mrs Kath Hurt Team inspector 124895 | The Foundation Stage Curriculum Science Art and design Design and technology | |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a small Roman Catholic primary school for boys and girls aged three to eleven. Nearly all of the pupils are from white English-speaking families; none have English as an additional language. There are 148 pupils on roll and 40 attending the Nursery part-time. Sixty per cent of the pupils are boys; this is high. The school is on a housing estate outside Bradford city centre, which features high unemployment and low income and has undergone a period of regeneration. Twenty-three per cent of pupils are eligible for free school meals, slightly above average. A high proportion of the pupils have special needs, 27 per cent, and an average number have statements, 1.4 per cent. However, more pupils are currently undergoing multidisciplinary assessment, which will take the total to above the national average. Attainment on entry to the Nursery is well below average and the school has to work hard for pupils to achieve at least the expected level by the time they leave the school. Their language skills are particularly poor and their personal and social skills underdeveloped. The school has recently been through a period of instability. Over the last two years, a third of the teachers are new to the school, including a newly qualified teacher, and the Year 6 teacher has just returned from a year-long absence.

HOW GOOD THE SCHOOL IS

Overall, this school provides a reasonable education and, given the difficult circumstances in which it works, it gives sound value for money. Children get a good start to their education in Nursery and Reception where they learn well. Teaching and learning in the infants and juniors are satisfactory and pupils make sound progress from Year 1 to Year 6; the below average standards at the end of Year 6 reflect those found at the start of Year 1, when very few pupils show any likelihood to attain above the expected level by the end of the juniors. On balance, leadership and management are satisfactory overall, but the school's evaluation procedures are sometimes too slow in bringing about improvements.

What the school does well

- Children learn well by the end of Reception because of effective teaching.
- Standards in mathematics have risen and are now broadly as expected by the end of Year 2.
- Pupils with special educational needs make rapid progress because of effective support from classroom assistants.
- The school's strong Christian ethos, which is embedded in its aims, is reflected throughout its daily life and so relationships are strong; staff show pupils care and concern and in turn, pupils show them courtesy and respect.
- Good lesson organisation, clear learning intentions for pupils, and very good management of pupils, feature in many lessons. Because of this, pupils behave well overall; they are usually absorbed in what they do, particularly in mathematics and science.

What could be improved

- The progress of the more able pupils could be better.
- The procedures for measuring and recording pupils' attainment are inconsistent and lead to pupils making slower progress over time than they do in lessons.
- The procedures for finding out what is and is not working in order to bring about more rapid improvement to teaching and the rate at which pupils learn are in their infancy.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made reasonable progress since its last inspection in 1997. Standards in English, mathematics and science have improved over time, and up until 2000, at a greater rate than nationally. However, they are worse in some subjects like geography and music, partly because the school has focused mainly on improving standards in the core subjects. Although the progress made by pupils with special needs has improved, the few more able pupils are still not attaining as well as they could. Nevertheless, teaching has improved in the juniors; guidelines are now in place for all subjects and lesson planning is much better than it was. However, the pace of improvement has been limited by underdeveloped procedures for evaluating teaching and learning and closely focused planning to deal with weaker areas.

STANDARDS

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

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1999 | 2000 | 2001 | 2001 |
| English | B | D | E | D |
| Mathematics | C | D | E | D |
| Science | B | C | E | D |

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

Although this table gives a picture of declining standards, the rate of improvement over a longer period of time gives a much more positive impression. In fact, from 1996 to 2000 it was greater than the national trend and the school gained a 'School Achievement Award' for improved results. In 1999 and 2000 pupils did at least as well as, and sometimes better than, those in similar schools, although this was not the case in 2001 when the test results were unusually low. This was partly because a high proportion of pupils in that particular year group had special needs. Comparisons between this school and others should be treated with caution because a small number of pupils take the tests, typically 20, and the 2001 cohort was particularly small, with each pupil representing almost seven per cent of the total. There were also almost three times as many boys as there were girls. Although standards are mainly below nationally expected levels by the end of the infants and juniors, pupils make sound progress from Years 1 to 6 and standards are high enough given the pupils' low attainment on entry. The youngest children do particularly well and although few attain the early learning goals by the end of Reception, all make good gains in their learning. Pupils make sound progress in Years 1 and 2, although in English and science, fewer than the average number attain the expected level or above, but few are expected to. However, in mathematics this year, because of a more focused and vigorous approach to teaching and learning throughout the school, there are more pupils working at the higher level and standards are likely to be more in line with those nationally by the end of the year. In the juniors, following last year's setback, it is likely that the school will meet its targets in English and mathematics this year, with three quarters of the pupils on course to attain the expected level. However, although very few pupils enter this school likely to attain above the expected level by the time they leave, inspection evidence shows that there are some who could. These pupils, although very few in number, are not doing as well in lessons as they should. This is because they are given insufficient opportunities to work at the higher level, such as speaking in formal situations, extending their writing, and planning and carrying out their own scientific investigations. Whilst pupils make sound progress overall in English, mathematics, science, information and communication technology (ICT), and physical education, their progress in other subjects is variable because some of the aspects are not taught in sufficient depth. Nevertheless, some pupils find it difficult to learn, mainly boys. These pupils are helped to do as well as their classmates by the newly appointed learning mentor, who helps them to organise their behaviour more effectively. Pupils with special needs do well, mainly because they are supported during lessons and withdrawal sessions, and the work is adapted to challenge them at a suitable level.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|-------------------------------------|---|
| Attitudes to the school | Good in the Foundation Stage; sound in the infants and juniors but better in mathematics and science than in English. Much of the work in these two subjects is practical and holds the interest of the pupils well. Pupils do not always understand the purpose of the English word work exercises, and this lessens their enthusiasm. |
| Behaviour, in and out of classrooms | This is good. Pupils are particularly interested in their practical mathematics and science work. Any inappropriate behaviour is handled well. |

| | |
|--|--|
| Personal development and relationships | Good. Pupils get on extremely well with each other and their teachers, who show them courtesy and respect at all times. However, sometimes the work is too directed and this means that the more able, in particular, do not always work independently enough. |
| Attendance | Satisfactory. Although last year it was below the national average, it is rising mainly because of effective procedures to encourage pupils to come to school more regularly. |

TEACHING AND LEARNING

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

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

The quality of teaching and learning in English and mathematics is satisfactory overall. The teaching guidelines for these subjects are implemented effectively and because of this, basic literacy and numeracy skills are taught satisfactorily. Teaching and learning are most effective in the Foundation Stage, where the adults provide a good range of interesting activities and then take time to develop children's social and language skills in particular. In Reception, there is good emphasis on teaching basic skills and plenty of repetition to consolidate children's learning. Throughout the school, teachers focus on the boys as much as they do the girls, and there is little evidence to suggest why boys do not do as well as the girls. However, a small minority of the boys in particular struggle to concentrate on their work, for a variety of reasons, some of them personal. The newly appointed learning mentor helps them to gain from the learning opportunities and gives them an equal chance to do as well as their classmates. Throughout the school, lessons are well planned and organised, with a good balance of teacher talk and pupil activity. Pupils' behaviour is managed well. Teachers meet the needs of pupils with special needs well and these pupils make good progress as a result. A very small number of pupils, less than two per cent, are identified as 'gifted' in English and mathematics and are given higher level work in the older classes. Although there are a few pupils in each class who could attain the higher level, these pupils are not often required to do work that is any more difficult than their average attaining classmates and so do not attain any better than them. Although learning in lessons is often good, it is slowed over time because of inconsistencies in assessment procedures. Teachers do not pass on sufficient information about what pupils already know and need to learn next. Consequently, time is lost finding out what pupils can already do and not do. Marking does not always help pupils to improve and, in English lessons, pupils do not always understand why they need to do word work exercises. There is an over-reliance on worksheets and textbooks, dampening pupils' enthusiasm further.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Good in the Foundation Stage; satisfactory in the infants and juniors. There is a strong emphasis on literacy, numeracy and science, but pupils' learning is slowed in some of the other subjects because they are not always taught in enough depth. Visits and visitors enrich the curriculum, but there are few after-school or lunchtime clubs to raise standards further in, for example, music, art or physical education. |
| Provision for pupils with special educational needs | This is good. These pupils are supported well in lessons and withdrawal sessions and make good progress. |
| Provision for pupils with | There are no pupils with English as an additional language. |

| | |
|-----------------------------------|--|
| English as an additional language | |
|-----------------------------------|--|

| | |
|--|---|
| Provision for pupils' personal, including spiritual, moral, social and cultural, development | Good. Spiritual provision is very good and particularly effective in promoting a strong Christian ethos. Pupils spontaneously applaud the achievements of their classmates and support those less fortunate than themselves through raising funds for charities and worldwide appeals. Teachers act as good role models in their relationships with each other. |
| How well the school cares for its pupils | This is a very caring school, to which pupils enjoy coming. There is strong personal support for all pupils and pupils like teachers because they make them feel special. The school works well with parents. However, inconsistencies in assessment procedures interrupt pupils' learning unnecessarily. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|---|--|
| Leadership and management by the head teacher and other key staff | Satisfactory overall. The head teacher makes everyone feel valued and promotes a welcoming atmosphere in the school. Subject leaders work hard, and their involvement in finding out about what works and does not work in their subjects is increasing. The leadership of mathematics is particularly effective because lesson observations and the subsequent discussions with colleagues help the subject leader to influence and bring about change. |
| How well the governors fulfil their responsibilities | Satisfactory. They ask questions about what is happening in school and hold the school accountable for the standards achieved. They apply the principles of best value satisfactorily. |
| The school's evaluation of its performance | This is satisfactory overall, but underdeveloped, creating a barrier to more rapid improvement. Senior managers are starting to analyse standards and pupils' progress more effectively, but lesson observations are not evaluating effectively enough what is and is not working in teaching and how well pupils are doing. |
| The strategic use of resources | Effective and well-managed financial planning is keeping class sizes small. Unexpected expenditure on a new boiler has been recuperated. There is adequate accommodation and satisfactory learning resources, except the library is poorly situated and the computer suite is underused as a learning resource. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|--|
| <ul style="list-style-type: none"> • How the school is led and managed and the quality of teaching. • Their children like school and behave well. • How the school helps their children to become mature and responsible and the way staff expect pupils to work hard and do their best. • The approachability of the staff. | <ul style="list-style-type: none"> • The amount of work their children get to do at home. • The range of activities outside lessons. |

Parents are very happy with the work of the school. The inspection team agrees with most of their comments. However, some improvements need to be made to leadership and management strategies and the responsibility the more able pupils are given. The amount of work pupils are given to do at home is adequate enough to help them with their work in school, but the range of activities outside lessons is not as good as that found in most other schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards are below average overall. However, any comparisons made between the national test results of this school and those of other schools need to be treated with considerable caution. This is because, often, as few as 15 pupils take the tests, with one pupil sometimes representing nearly seven per cent of the results. In addition, there are a high number of boys and an above average number of pupils with special needs, some with quite profound needs; two have statements of special needs, and two are currently being assessed for statements. This affects the school's overall performance and did so, in particular, in 2001.
2. Up until then, standards had risen over time since 1996, and at a greater rate than nationally. Although, that year, pupils did not do as well as those in similar schools, this was unusual. In 1999 and 2000, for example, the school did as well as, and in some subjects sometimes better than, other schools with similar characteristics. However, in 2001, the number of pupils attaining at least the expected level fell, and the school did not reach its targets in English and mathematics. However, nearly half of the group had special needs and over a third were eligible for free school meals. Over 13 per cent had statements of special needs, affecting their performance over time and in the tests. In addition, the Year 6 teacher has been absent for a year through ill health and temporary teachers take the class. They were unaware of the preciseness of the weaknesses in learning that had been identified, and consequently did not deal with them well enough.
3. However, analysis of how well pupils are doing now and have done over time, shows that last year was an exceptional year and most pupils usually do as well as can reasonably be expected from starting school to leaving. Their end of Year 2 and Year 6 test results usually reflect their attainment at the end of Reception and Year 2 respectively, and English and mathematics targets are usually met. Early indications are that these are likely to be met, and possibly exceeded, this year.
4. However, although most pupils make sound progress over time, not many attain above the expected level. Talking with pupils and looking at their work indicates that some of the pupils, albeit a very small number, could do even better than expected. Teachers do not, however, encourage these pupils to become independent learners. For example, pupils are not given opportunities to organise their own writing, choose their own way of presenting their work in, for example, history and geography, or plan and carry out their own scientific investigations. They follow the teachers' explicit step-by-step instructions, which are the same for all of their classmates, and are not asked to take enough responsibility for organising themselves. The few that are assessed as being particularly gifted and able are taught at a higher level with the next age group. Whereas, this means that they attain higher standards than their classmates, but they do not get enough opportunity to practice independence.
5. In contrast, those pupils with special needs do well and make good progress. Learning support assistants help them to do the work, and support them effectively. Teachers have a good idea of what these pupils need to learn next and have appropriate regard to their personal learning targets when planning their work; they meet their learning needs well by suitably adapting the work. Learning targets are precise and well thought out and teachers are very clear about what they want these pupils to learn. Targets such as "Recognise numbers one to 10", and "Concentrate for 10 minutes", for instance, mean that expectations are realistic and success is possible. However, some boys do not have such a strong desire to learn as the girls do and, usually, Year 6 girls do much better in the national tests than the boys, but there is little evidence in lessons to suggest why this is so. Teachers take

care to involve boys and girls equally and the newly appointed learning mentor supports pupils of both genders effectively to enable them to access and benefit from the same learning opportunities as their schoolmates.

6. Children enter school with attainment well below that typically found elsewhere. They do well in the Foundation Stage and make good progress. This is because there is a wide range of rich and exciting activities in both Nursery and Reception. Children learn well through first hand observation and exploration and good teaching makes learning exciting and fun. Skills are practised and remembered because the activities are meaningful and purposeful.
7. Pupils usually achieve satisfactorily in Years 1 and 2 and their attainment by the end of the infants, although below average overall in English and science, broadly reflects their below average attainment at the start of Year 1. There have been some recent improvements to teaching and learning in mathematics, brought about, mainly, by effective developments in subject leadership and management. This means that, from the work seen, pupils achieve satisfactorily in this subject, and standards this year are likely to be in line with those expected nationally by the end of the year.
8. Junior pupils achieve satisfactorily overall from Year 3 to Year 6, and about three quarters of them usually attain the expected level in English, mathematics and science by the time they leave the school at the age of eleven. For example, most read with understanding and enjoyment. They chat enthusiastically about their favourite books, like 'Charlie and the Chocolate Factory' and the 'Harry Potter' series. They express their thoughts reasonably well, particularly when they are talking about things that interest them but, at other times, their words are not always accurate enough to explain precisely what they mean. The starts of their written stories capture the attention of the reader successfully, but then pupils often struggle to maintain the plot. They write in paragraphs and their punctuation and spelling are generally accurate. Handwriting is untidy, however, and pupils do not take enough care to present their work neatly. Pupils' knowledge and understanding of number is securely developed and they work confidently with numbers up to 1000. The work they do involving decimals, fractions and percentages is satisfactory, and pupils employ efficient methods of addition, subtraction, multiplication and division. In science, most pupils understand forces and the effects of wind resistance and friction. They show a developing understanding of the earth and beyond and know how to separate mixtures through, for example, filtration and evaporation. They use keys to classify things and know that living things move, reproduce, excrete, feed, and change over time. Nevertheless, standards are below those found elsewhere. This is because, as in the infants, although the percentage of pupils attaining the expected level is broadly the same as found in most other schools, very few reach the higher level.
9. Pupils' learning in ICT is improving steadily as teachers become more confident in teaching the different aspects of ICT because of their recent training. Pupils in Year 6 attain broadly in line with what is expected for their age. They use word processing programs to edit their work; they check spellings, and delete and change their writing. They use spreadsheets to record and interpret information, and electronic mail to communicate with friends in other schools. They access the Internet confidently to find out about, for example, Bradford in years gone by, and scan photographs to import pictures into their written pieces. In contrast, however, infant pupils do not attain the expected level for their age, mainly because they do not experience the full range of learning opportunities that they should. They use art programs to produce pictures of themselves and word processing programs to type simple sentences. They look at how people communicate in different ways, such as using photographs and through Braille. However, their experiences are limited, and their learning superficial; they do not do enough to enable them to achieve high enough levels. They cannot, for example, use ICT to classify information and present their findings. They do not save work or print it themselves. Pupils of all ages have little understanding of how computers are used in the wider world.

10. Whilst most infant and junior pupils achieve in line with the expected levels in English, mathematics, and science, and junior pupils do well enough in ICT, attainment is below expectations in art and design, design and technology, geography, history, and music. As in ICT, pupils' experiences are too limited and some aspects of these subjects are not taught in sufficient depth. This is because the school has concentrated on raising standards in English, mathematics and science, particularly after the requirements for the other subjects were suspended in 1998. Although these requirements were reinstated in 2000, not enough has been done to make sure that they are once again taught with the same rigour and to the same standard as before. Standards in physical education are broadly as expected in both the infants and juniors.

Pupils' attitudes, values and personal development

11. The pupils' positive attitudes, good behaviour and increasing attendance levels, together with the very good relationships they enjoy with their teachers and classmates, contribute significantly to their learning, and impact positively on standards throughout the school.
12. Pupils have good attitudes towards their work and enjoy coming to school. These good attitudes, a feature of the last inspection, have been well maintained over time. This has a positive impact on pupils' progress in learning, particularly when work is interesting, such as in practical mathematics and history. At these times, the older pupils are always well on task. However, where they do not see the full relevance of, for example, learning word skills in literacy, they lose attention and a few of them start to behave inappropriately, slowing their progress in some lessons.
13. Younger children in Nursery and Reception quickly settle into school life, they concentrate fully on their tasks, and there is a real buzz of excitement as they work on new activities and interests. However, some of the work of these youngest children, and equally that of their older schoolmates, is over-directed and does not promote independence and develop pupils' self discipline as well as it could.
14. This school has a very strong Christian ethos. Behaviour is generally good. Some pupils have emotional and behavioural difficulties, but are supported well by learning support assistants and teachers. Consequently, they enjoy the same learning opportunities as their classmates. In some classes, pupils have been involved in devising very appropriate class rules. Consequently, they know what is expected of them, behave well, and are generally very kind to each other. The result of this is that the school is orderly and calm, and a good learning environment is created. No incidents of bullying, sexism or racism were seen during the inspection. There have been no exclusions.
15. Relationships are very good. All children get on well with each other. They like the teachers and adults in the school who, in turn, show them respect and courtesy. In classes, teachers give good direction and support and this leads to the very good relationships between them and the pupils. Pupils' success is celebrated, for example when they demonstrate their skills in physical education lessons and others clap spontaneously to acknowledge their good efforts. However, displays are often teaching aids with, for example, words and phrases pupils can use in their writing, but there is not much of the pupils' own work on the walls to celebrate pupils' success and show them how teachers value their achievements. Lunchtimes are pleasant social occasions where pupils chat together, always with the head teacher dining with them, well supervised and supported by experienced mid-day staff.
16. Pupils' personal development is satisfactory. Pupils have a good understanding of their own values and beliefs and those of others. The older pupils, in particular, let others speak and allow uninterrupted answers and statements. The school helps them to develop into mature young people as they grow older, very well demonstrated by the articulate views and very mature actions of members of the school council, elected from Years 4, 5 and 6. This particular aspect of school life gives a very positive boost to raising pupils' esteem and

building their confidence. Because of some over-direction in some lessons, however, opportunities for independence and using initiative are sometimes limited. However, pupils demonstrate a willingness to contribute to discussions and do jobs around the school, such as when acting as class monitors or distributing registers on a daily basis.

17. Attendance is improving; the rate is currently broadly in line with the national average and is better than at the time of the last inspection. However, holidays taken by families early in the school year affect attendance in the early weeks of term. The newly appointed learning mentor has worked hard to increase the rate of attendance through a number of attendance initiatives, such as the awarding of a cup and certificates for the best attending class of the week. Parents generally respond well to the school's request to either telephone the administrator or send a note to explain absences; there are very few children who are late to school.

HOW WELL ARE PUPILS TAUGHT?

18. Teaching and learning are satisfactory overall. They are particularly good in the Reception class, where teachers use what they know about children's learning well to develop skills further. There is a lot of necessary repetition, with children and teachers revisiting ideas in many different ways. This helps to reinforce skills and develop children's understanding further. For example, in a mathematics lesson, the children did lots of different counting activities involving counting on and back along a number line, counting sets of objects and then adding one more or taking one away, and singing number songs and rhymes like 'Ten green bottles'. Children are surrounded with words and numbers. The Reception class, in particular, is linguistically and mathematically rich and stimulating, with labels and captions on the walls and lots of activities around the room in which children show curiosity. Consequently, they learn well.
19. Teachers throughout the school plan lessons well. This means that there is a good balance of adult explanation and pupil activity, which in turn successfully holds the pupils' attention. Teachers are clear about what they want pupils to learn and, because they tell pupils what they are to have achieved by the end of the lesson, pupils are equally clear about what is expected of them. For example, in a Year 6 science lesson on gravitation, pupils knew that they were going to learn how to measure force in Newtons, record the results on a table, and draw conclusions from them. This gave them the incentive to work hard and try their best because they saw the exercise as purposeful. However, sometimes this excitement is suppressed because there is an over-reliance on worksheets and textbooks, particularly in English word work lessons. Pupils do not always understand why they need, for example, to learn about verbs and adjectives because teachers do not explain that they are building up these skills so that they can apply them to, for example, writing a persuasive argument or an adventure story at the end of the week. This means that pupils do not have the same incentive to work hard as they do in some of the more practical science and mathematics lessons.
20. Pupils with special needs are supported very effectively and they make good progress as a result. Learning support assistants are well trained and are very knowledgeable about how they can help these pupils to do well. Teachers usually make sure that they include these pupils in the question and answer sessions at the start of most lessons by asking them precise questions that are relevant to their learning needs. Teachers ensure that these pupils fully understand what they are to do.
21. In contrast, however, the brighter pupils do not do as well. This is because from pupils' attainment on entry, not many are likely to attain the higher level and consequently, teachers do not always give them suitably challenging work to enable them to do so. They do not expect enough of these pupils in particular in terms of organising their own scientific experiments or presenting their own work. For example, in a Year 6 literacy lesson, pupils wrote persuasive arguments for and against a topic of their own choosing. Some of the

more able pupils chose topics of which they had personal experience, and put together very valid arguments for and against, for example, why cinema films should be certificated for particular age groups. However, they were asked to present their work in exactly the same format as their classmates but could have been challenged to use, for example, multi-media resources such as an overhead projector, tape recorder and photographs, and then present their argument formally to their classmates. The very few pupils in school assessed as gifted in English and mathematics are taught with pupils in the next age group and make suitable progress towards achieving the higher level, but again their independence is limited.

22. Teachers throughout the school explain things clearly and explicitly. They give very precise answers to pupils' questions and pupils respect them as a result. Very good relationships between adults and pupils exist because pupils are shown respect and courtesy; they are listened to and their contributions appreciated. There are a number of pupils in school who have difficulty concentrating and behaving appropriately. Nevertheless, teachers persevere and, with the help of the learning mentor, recently appointed to help all pupils to access the curriculum equally, these pupils now have the same opportunities to learn and progress equally as well as their schoolmates.
23. Teaching and learning are often good in lessons, with 54 per cent of the lessons seen judged good or very good. However, whilst pupils make good progress in some lessons, their learning over time is only satisfactory. This is because it is slowed through inconsistencies in the procedures and systems that underpin and support teaching and learning, with teachers too often doing things their own way in their own classrooms. Teachers do not have consistent information that enables them to quickly pitch work at the right level for pupils. For example, the amount of detail passed on to the next class about what pupils already know and can do varies between subjects and classes. In some classes and some subjects, like religious education for example, it lists precisely what each pupil already knows, giving teachers a good idea about what to teach different groups of pupils next. However, in most classes, it simply gives an overall level of achievement each pupil has attained in English, mathematics and science. There is no detailed information about precisely what pupils know within each level, and little else about their achievements in other subjects. Therefore, teachers sometimes have to make assumptions about what most pupils already know, from looking at the previous year's planning and the subject guidance. Whereas this works reasonably well in English, mathematics and science, where teachers tend to stick to the guidelines rigorously, some aspects of some of the other subjects are not always taught in the depth they should be. This results in work being sometimes pitched too high, and interrupts learning. For example, in a Year 6 ICT lesson, the teacher did not realise that pupils had not had the level and amount of experiences they should have had in using spreadsheets. Some pupils struggled to understand how to do the work, valuable time was wasted, and pupils made little progress during the lesson.
24. As teachers get to know the pupils, however, they find out what some of them are good at and what others struggle with. Some teachers use this information well to set personal learning targets for individual pupils, which are often precise and give good guidance to teachers and pupils about what should be taught and learnt next, but some of them are imprecise, very broad and consequently, of limited use.
25. The quality and effectiveness of teachers' marking are inconsistent. Some teachers, in Year 6 in particular, make useful comments about pupils' work, which pupils then use to improve next time. However, many simply tick or cross the work, giving pupils no useful suggestions about what they have done particularly well or not so well. As a result, pupils are unclear about what to do to improve. Teaching in music is unsatisfactory overall. This is because too much reliance is put on using taped music programmes, which teachers tend to select from rather than use as a series. This results in a fragmented music curriculum that does not build pupils' skills systematically over time, either during one year or over several.

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

26. On balance, the school provides a suitably broad curriculum for infant and junior pupils, which reflects its aims appropriately. The curriculum for children in the Foundation Stage is good. It is rich and varied, and these children learn at a good rate as a result. Statutory requirements are met to teach all of the subjects of the National Curriculum.
27. Most pupils access the curriculum at an appropriate level, and particularly the least able and those pupils with special needs. These pupils are given suitably adapted work to do, based on their individual learning targets and consequently, they learn well and make good progress. The activities for the very few more able pupils in school, however, do not challenge them enough to enable them to attain the higher level. This remains an area for improvement from the last inspection. In addition, there are occasions when pupils are not told the purpose of the work, and they see little reason for doing it. This lowers their motivation and restricts their enthusiasm.
28. Nevertheless, standards have risen at a rate above the national trend. This is partly because the National Strategies for Literacy and Numeracy are implemented successfully and the teaching of basic literacy and numeracy skills is satisfactory. Pupils use their literacy and numeracy skills across other areas of the curriculum, but this is not as systematically planned as it could be. For example, there is some opportunity for the older pupils to develop their independent research skills in geography and history, but this is often unplanned and therefore incidental. Some, but too little, use is made of numeracy skills and data recording, for example in science, and insufficient use is made of computers in classrooms as well as those in the computer suite.
29. For other subjects, such as history, geography, art and design, and design and technology, the adoption of national subject guidelines provides a sound framework for planning work, but some aspects, such as composing in music and design in design and technology, are not taught in sufficient depth and pupils make insufficient progress in some subjects because of this. However, between 1998 and 2000, the requirements for the foundation subjects were relaxed and the school concentrated on raising standards in English, mathematics and science. However, once statutory requirements were reinstated, it did not make sure that the planning or teaching of the other subjects reflected the new requirements sufficiently enough.
30. There are appropriate visits to places of educational value, such as the local mosque, and visitors to school, such as musicians. Instrumental tuition is particularly good. Pupils have the opportunity to learn to play the recorder and clarinet and this enhances the music curriculum well. However, the range of extra-curricular activities at lunchtimes and after school is a source of concern for parents and the inspection team find these concerns justified. The range of clubs and other activities is less than that found normally in a school of this size.
31. The school has sound links with the local community that extend the range of experiences for the pupils. There are strong links with the church and the local priest regularly visits the school. Grandparents talk to the pupils about their wartime experiences, and visits to local museums in Bradford and the village post office, and a trip on a canal barge extend the learning experiences appropriately. The school has recently implemented a programme of personal, social and health education. The dangers of drugs misuse are taught through the visiting 'Life Caravan' each year, and sex education through science and religious education. The school has satisfactory links with its partner institutions such as a local playgroup and secondary school.
32. Overall, the provision for pupils' spiritual, moral, social and cultural development is good. Spiritual development is very good, and has improved since the last inspection; personal development is particularly good in the Foundation Stage, where children are made to feel special and valued.

33. School and class assemblies are used effectively to affirm Christian values and beliefs. Opportunities to experience a sense of wonder at the natural world are evident in lessons, for example in a Year 3/4 science lesson about the power of magnetism and when Year 4/5 pupils gasped with amazement at the size of the stone inside an avocado pear in their history lesson on Aztec food. Pupils have visited a local mosque and a visitor to school has talked to older pupils about the Jewish faith and beliefs. Pupils support a wide range of charities. They collect funds for relief work in Africa and have sent boxes filled with gifts to the people of war-torn Afghanistan. Good use is made of moral stories in assemblies and all classes have their own set of agreed rules for behaviour. The school has strong links with other schools in Finland, Ireland and Australia and correspond with them using e-mail. Knowledge of other countries and their traditions are taught through some geography topics and the use of stories from such places as China and Russia in literacy lessons. Pupils' knowledge of their own culture is enhanced through, for example, history work and visits to local museums such as the Eureka Centre in Halifax and Saltaire Mill. Pupils' skills at working together are promoted well by group and paired work in lessons such as numeracy and computer sessions. In games lessons, pupils of all ages and abilities learn to respect the rules for the games they play and school rules are presented clearly and applied fairly.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school provides a safe, caring, friendly and supportive environment where pupils of all ages feel valued, secure and welcome.
35. Very good procedures are in place for ensuring pupils' welfare. Teachers and support staff show a genuine concern for all pupils, whatever their needs. They work together very well to support individuals and groups of pupils in their personal development and academic learning. The designated person for child protection is very well trained and well aware of the procedures and requirements of the Local Area Child Protection Committee. The school's health and safety committee carefully inspects the site and works well to ensure that identified risks are addressed. This committee includes the head teacher, school administrator and caretaker, who have a good working knowledge of the school on a daily basis in order to ensure that the school is a safe place in which to work and learn.
36. Pastoral care is of a high quality. Teachers know the pupils well, and enjoy very good relationships with them. They make pupils feel special, and this contributes very effectively to the good behaviour found in lessons and around the school; the rare incidences of unsatisfactory behaviour are handled very well. Pupils' self-esteem is constantly underlined, good moral teaching is emphasised, discussion about individual pupils is made in staff meetings and some good opportunities offered for personal development, as through the school council for example.
37. Good procedures are in place for monitoring and improving attendance, assisted by the close daily examination of records by the learning mentor. Likewise, the procedures for monitoring and supporting pupils' personal development are good. The learning mentor and other support staff work well with a small number of pupils, building their confidence and teaching them how to cope with their own behaviour. Those pupils with statements of special need are supported well and encouraged to get on. Teachers and classroom assistants work well to ensure that all pupils have equally good access to the curriculum. The introduction of a Breakfast Club, attended by about 40 pupils each morning, is a positive move to give these pupils a good start to the day.
38. Good attention is paid in the Nursery and Reception to what pupils already know and can do when they start school. Teachers record children's achievements systematically as they move through these two classes and use the information to plan future work; children learn well as a result. However, in the infants and juniors, teachers' day-to-day assessment and recording of what pupils learn are inconsistent in quality and rigour. Assessment procedures

are not well enough established, nor are they firmly embedded in practice or fully understood by all staff. There are some attempts by some teachers to plug gaps in pupils' learning by taking notice of their answers in test papers, but up until recently it was left to the Year 6 teacher to deal with weaknesses in pupils' learning during their last year in school. However, the school has now got to grips with this problem and the information is starting to be shared amongst staff. Some teachers have produced very useful assessment sheets for their own classes, and all of them now note down what level each pupil attains by the end of each year in English and mathematics. This information is now being analysed to measure pupils' progress, to make sure that they are all learning at a sufficient rate and identify what teaching needs to focus on next to improve learning. A whole-school assessment programme is being developed and when fully and, most importantly, consistently implemented, is intended to provide better guidance on planning and result in more focused teaching and learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. This is a very popular school and effective links with the parents mean that most understand what goes on in school and appreciate what staff do for their children. Consequently, most of the parents are very happy with this school. Parents see the school as very caring and feel that their children are happy to come to it.
40. The great majority of parents are appropriately pleased with the standards their children achieve and the work they produce. A small minority, however, are concerned that the school does not always make them fully aware of the work their children are doing and believe that staff could work more closely with them. Inspection evidence suggests these concerns are unfounded. The head teacher goes out of his way to meet parents at the beginning and end of the school day, and he and teaching staff are pleased to meet with them at any other reasonable time. In addition, the school provides weekly newsletters, which inform parents of forthcoming events. The school brochure and governing body annual report give a good account of school life. The active parent teacher association raises good sums of money to support the work of the school and assists the buying of equipment. Only a very few parents attended the last annual meeting of the governing body, however, and only a very small number of parents regularly help in classes. There are two parent-teacher consultation evenings. Annual reports of pupils' achievements and progress give a good knowledge of the pupils, of the work undertaken and, where necessary, national test results.
41. The staff in Nursery and Reception work particularly closely with parents. They visit the children at home before they are due to start Nursery and this means that these young children are secure and reasonably confident when they come into school for the first time. Parents get good guidance from the staff about how they can support their children, particularly in developing literacy and numeracy skills. In the Reception class, good opportunities are taken, particularly through homework tasks, to encourage parents to talk about things with their children and build their understanding.
42. In the older classes, homework is set regularly and a homework diary kept, in which parents are invited to, and some do, make evaluative comments. Homework is always marked, but mainly with ticks or crosses, with little suggestion for improvement. However, it is generally relevant to what pupils do in class and contributes effectively to their progress in lessons.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. On balance, leadership and management are satisfactory overall. The head teacher is very good at making parents, pupils and staff feel comfortable; the school is a warm and welcoming place to which pupils and adults enjoy coming. Newly qualified teachers and supply staff feel as equally valued as the longer serving members of staff, and there are good induction procedures in place for settling them into the school routines.
44. The senior managers, and the head teacher in particular, have forged excellent links with schools in other countries, from which pupils of all ages benefit. For example, pupils communicate with each other through e-mail and send and receive work. This helps the older pupils in particular to appreciate the level, amount, and kind of work that pupils in other schools and in other countries do, and gives them an awareness of the world outside their own community and school.
45. Financial management is effective. The bursar uses ICT well to keep a close eye on spending, and reports to the governing body its actual expenditure compared with that planned. Whole-school educational priorities are relevant to the school's circumstances and needs, mainly taken from the analysis of the school's performance in national tests for seven and eleven year olds, and, except for the blip in 2001, standards are rising. The school has managed to reduce its deficit budget, caused by the unexpected renewal of the school heating boilers, and this year is expected to balance its income with its expenditure.
46. The governing body fulfils its statutory duties satisfactorily overall. It makes good use of grants, for example, for pupils with special needs. It has allocated a lot of money recently to the employment of support staff and keeping class sizes small. It asks the head teacher for his evaluation of how successful this has been, and questions appropriately, for example, why results fell last year despite this expenditure.
47. Senior managers and subject leaders have an acceptable, and increasing, understanding of what goes on in their subjects and a satisfactory view about what needs improving. For example, the mathematics and science leaders have recently started to analyse the results of the end of year tests in Years 2, 4 and 5 to identify gaps in pupils' learning, which they now share with the rest of the staff. The English co-ordinator has always analysed, as the Year 6 teacher, the pupils' Year 5 results. Returning from long-term sick leave, she is now going to do as her colleagues have started to do and analyse, as subject leader, pupils' results in other end of year tests. This means that teachers throughout the school are developing a better understanding about what pupils need to learn in particular.
48. However, until recently, the school has worked in a less systematic way. There is a history of teachers using their own preferred systems, with little oversight of whole-school practice or approaches. Staff have shared their ways of doing things informally in the staff room, with practices often adopted, first by one teacher and then another, until eventually they become accepted as whole-school policies. This has been too incidental and has slowed the rate of improvement in the past year.
49. All of the subject leaders take appropriate responsibility for checking on and ordering new resources and making sure that teachers plan to teach the full range of aspects for each subject. However, except in mathematics, they do not observe lessons or formally scrutinise pupils' work. Therefore, they have only informal means of checking that what is planned actually takes place. Consequently, they do not realise that some things are not taught and learnt in the depth they should be and that this results in gaps in pupils' learning in some subjects like, for example, ICT, history, geography, art, design and technology, and music. Lesson observations in mathematics are better, and a good start has been made in finding out what is and is not working in teaching in this subject. The school works closely with a numeracy consultant who is supporting staff well. The subject leader has a clearer picture than any of her colleagues about what needs doing and improvements are bringing a

rise in mathematics standards, which are now in line with expected levels by the end of the infants.

50. Although teaching is better than it was at the time of the last inspection, and up until 2001 standards were rising at a greater rate than nationally, other whole-school improvements have been slow to come about and some of the issues identified in the last report are still evident, such as the ineffective and inconsistent assessment procedures and the more able pupils not doing well enough. This is because there has not always been a planned and well co-ordinated approach to evaluating what works in school and what needs improving. Although the head teacher observes lessons and looks at a selection of pupils' books, he does not concentrate enough on what it is about teaching that makes learning successful or not. The staff attend in-service training courses, which have brought about improvements to the teaching of, for example, ICT throughout the school. This training reflects the school priorities, but there is an insufficient analysis of what individual teachers need help with to improve their teaching. The exception is in mathematics, where the subject leader gives demonstration lessons, and good practice is shared.
51. The management of special educational needs is good. The recently appointed special needs co-ordinator has a very clear idea about what needs doing and works purposefully to bring about improvements to the provision for these pupils. She supports colleagues well by offering advice and help and, in turn, she is well supported by the governor responsible for overseeing the special needs provision in the school. These pupils do so well partly because of their successful management.
52. Learning resources and accommodation are adequate. However, the school library is poorly situated and as a result, pupils do not use it sufficiently. It was moved to make way for the new computer suite, but is uninviting and difficult to use because it is now positioned in a screened off end of the hall, which is in constant use for assemblies, lunchtimes and physical education lessons. Pupils do not, consequently, get enough opportunity to select books suitable for researching topics they are studying or for reading for pleasure. The computer suite, situated where the library used to be, is not used sufficiently. There are times when it stands empty and the machines are shut down. This slows the rate of progress pupils make in ICT.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. The school should now:

- (1) Improve standards and ensure that the more able pupils attain the higher level in English, mathematics and science by:
 - i) raising teachers' expectations about what these pupils can be expected to do so that they make more use of work from the higher levels;
 - ii) enabling them to work independently by asking them, for example, to plan their own scientific investigations and present their written work in their own way;
 - iii) developing pupils' written and spoken language more effectively. (Paragraphs 4, 21, 23, 27, 38, 63, 66, 67, 70, 74, 75, 78, 80, 82-84)

- (2) Raise standards and ensure pupils make better progress over time in all subjects by:
 - i) improving teaching and learning in ICT in the infants and in music throughout the school;
 - ii) ensuring all aspects of history, geography, art, design and technology and music are taught in sufficient depth so that pupils make at least sound progress over time in all of these subjects;
 - iii) improving assessment arrangements and the use teachers make of what they know pupils can already do;
 - iv) giving pupils time to organise their thoughts and formulate answers and comments;
 - v) encouraging pupils to present their work neatly and take pride in what they do, particularly in writing;
 - vi) ensuring literacy, numeracy, and ICT are promoted through, and used effectively to support work in, other subjects;
 - vii) making sure better use is made of the library and computer suite. (Paragraphs 8, 9, 10, 23, 28, 29, 48, 49, 56, 66-68, 72, 77, 82, 84-86, 95-98, 103)

- (3) Improve the procedures for finding out what is and is not working in teaching and learning in order to bring about more rapid school improvement and make sure pupils make sufficient progress in all subjects by:
 - i) monitoring and evaluating teaching and learning through, for example, watching lessons, looking at pupils' work and talking with pupils;
 - ii) evaluating more effectively the links between teaching and learning so that teachers are clear about what they do well and not so well and how this affects the success and rate of pupils' learning;
 - iii) enabling subject leaders to find out more about what is going on in their subjects so that they can be clearer about how to influence improvement and bring about change, and so raise standards. (Paragraphs 48, 49, 50, 65, 79)

In addition to the above issues, the governing body should have regard to the following areas for improvement identified in the report.

1. Teachers' comments in pupils' books, including homework folders, do not always tell pupils what they have done well or show them how to improve their work next time (paragraphs 25, 42, 67).
2. Pupils of all abilities are given insufficient opportunities to show initiative and take responsibility (paragraphs 4, 13, 16, 80, 82, 90, 91).
3. Pupils do not always understand the relevance of word skills practice in English lessons (paragraphs 12, 19, 27, 67, 69).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

43

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

33

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 0 | 6 | 17 | 19 | 1 | 0 | 0 |
| Percentage | 0 | 14 | 40 | 44 | 2 | 0 | 0 |

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

Information about the school's pupils

Pupils on the school's roll

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 20 | 148 |
| Number of full-time pupils known to be eligible for free school meals | 0 | 30 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 2 |
| Number of pupils on the school's special educational needs register | 7 | 40 |

English as an additional language

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

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 3 |
| Pupils who left the school other than at the usual time of leaving | 8 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 6.8 |
| National comparative data | 5.6 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.5 |
| National comparative data | 0.5 |

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

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

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2001 | 12 | 5 | 17 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|----------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | * | * | 11 |
| | Girls | * | * | * |
| | Total | 12 | 13 | 15 |
| Percentage of pupils at NC level 2 or above | School | 71 (100) | 76 (88) | 88 (100) |
| | National | 84 (83) | 86 (84) | 91 (90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | * | 10 | 11 |
| | Girls | * | * | * |
| | Total | 12 | 14 | 15 |
| Percentage of pupils at NC level 2 or above | School | 71 (81) | 82 (100) | 88 (100) |
| | National | 85 (84) | 89 (88) | 89 (88) |

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

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

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | 2001 | 11 | 4 | 15 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | * | * | * |
| | Girls | * | * | * |
| | Total | 8 | 9 | 12 |
| Percentage of pupils at NC level 4 or above | School | 53 (76) | 60 (71) | 80 (88) |
| | National | 75 (75) | 71 (72) | 87 (85) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | * | * | * |
| | Girls | * | * | * |
| | Total | 7 | 6 | 11 |
| Percentage of pupils at NC level 4 or above | School | 47 (71) | 40 (65) | 73 (65) |
| | National | 72 (70) | 74 (72) | 82 (79) |

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

* Numbers of pupils omitted where there are fewer than ten boys or girls. This is in line with the governors reporting arrangements to parents.

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 1 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 3 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 111 |
| 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 | 0 | 0 |
| Other minority ethnic groups | 0 | 0 |

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

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 6 |
| Number of pupils per qualified teacher | 24.7 |
| Average class size | 24.7 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 7 |
| Total aggregate hours worked per week | 162 |

Qualified teachers and support staff: Nursery

| | |
|--|------|
| Total number of qualified teachers (FTE) | 1 |
| Number of pupils per qualified teacher | 20 |
| Total number of education support staff | 1 |
| Total aggregate hours worked per week | 32.5 |
| Number of pupils per FTE adult | 10 |

FTE means full-time equivalent.

Financial information

| | |
|--|---------|
| Financial year | 2000/01 |
| | £ |
| Total income | 360999 |
| Total expenditure | 351262 |
| Expenditure per pupil | 1974 |
| Balance brought forward from previous year | - 43899 |
| Balance carried forward to next year | - 34162 |

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 1 |
| Number of teachers appointed to the school during the last two years | 2 |
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 1 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 188 |
| Number of questionnaires returned | 57 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 79 | 18 | 2 | 0 | 2 |
| My child is making good progress in school. | 58 | 33 | 9 | 0 | 0 |
| Behaviour in the school is good. | 49 | 46 | 2 | 0 | 4 |
| My child gets the right amount of work to do at home. | 39 | 39 | 19 | 2 | 2 |
| The teaching is good. | 61 | 35 | 0 | 0 | 4 |
| I am kept well informed about how my child is getting on. | 53 | 37 | 7 | 2 | 2 |
| I would feel comfortable about approaching the school with questions or a problem. | 74 | 19 | 5 | 0 | 2 |
| The school expects my child to work hard and achieve his or her best. | 61 | 37 | 2 | 0 | 0 |
| The school works closely with parents. | 56 | 39 | 5 | 0 | 0 |
| The school is well led and managed. | 67 | 33 | 0 | 0 | 0 |
| The school is helping my child become mature and responsible. | 63 | 33 | 0 | 0 | 4 |
| The school provides an interesting range of activities outside lessons. | 23 | 49 | 18 | 5 | 5 |

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

54. The attainment of many of the children coming into the Nursery is well below that expected for their age. Many of the good features found in the last inspection are still evident. The teachers provide a good range of pre-visits and useful information for parents. This means that they are well placed to help their children settle into the Nursery and Reception classes and to support them with learning activities at home. The Foundation Stage co-ordinator has considerable expertise and knowledge of young children's needs. Good teaching, particularly in the Reception class, means that children make good progress in this year group. All the adults work effectively as a strong team; they plan a rich and vibrant curriculum so that children are eager to try out the many interesting activities provided. They regularly observe and check that children are gaining new skills, knowledge and understanding, and use this information wisely to set targets for their next steps. This helps all children, including those with special educational needs, to make good progress in their learning. The teacher in the Reception class is particularly clear about what children are to learn from their activities. She ensures that there are plenty of opportunities for children to practise and repeat new skills. This means that they have a good grasp of new topics and remember them well. In some aspects of their social, language and literacy, mathematical development and knowledge and understanding of the world, many children are approaching the goals set for children by the end of the Foundation stage. Nevertheless, because of their low starting points, the majority of children are unlikely to securely reach the level expected for their age in each of the areas of learning by the time they start Year 1. Their creative development is well below expected levels.

Personal, social and emotional development

55. Staff in the Nursery and Reception class work hard to create a warm, welcoming atmosphere where children play happily with others. Their success shows in the way new children soon settle, gain confidence and enjoy trying out new experiences. Teaching is good. There are very good relationships because the adults provide a good example in the way they treat the children and work co-operatively together. Children feel special and behave well because the adults take time to listen, encourage and praise them. Sometimes, children in the Nursery do not become as absorbed in activities as they might because these do not have a clear enough purpose. For example, in an activities session, children did not persevere to create a structure with wooden blocks as well as they might if they had been set a task or an adult had been there to encourage them. Children concentrate well in the Reception class. For example, when they were learning how to make a tractor with moveable wheels they listened intently, thinking hard about the most suitable ways of fastening on the wheels because the teacher's questions kept their attention well. "The wheels will be stuck and won't move", said a child when the teacher asked if she could stick the wheel on with glue. Even the youngest children in the Nursery organised their aprons and paper in the painting corner and confidently chose their own activities. Children in the Reception class organised their own ring game with little supervision in a movement session in the school hall. However, children in the Reception class do not become as independent as they might. They rely too much on the adults for instructions because activities are generally directed too closely.

Communication, language and literacy

56. Many pupils come into the school with low levels of language development. Good teaching, with a strong emphasis on extending their vocabulary, means that children achieve well. The adults talk to the children constantly when they work with them. The Nursery nurse is particularly effective in using every activity to help children learn new words that will help

them to explain what they are doing. For example, she sat with some very young children playing with cars introducing words like 'drag' and 'squeeze' to describe the way they moved. The Reception teacher models language well by speaking clearly and repeating the important new words she wants the children to learn. However, more could be done to encourage children to speak themselves and to extend their brief replies to adults' questions.

57. There is a good emphasis on developing children's reading skills. It starts in the Nursery with regular reading sessions where children choose and share books with each other and the adults. They enjoyed listening to a 'Threadbear' story because the teacher made it exciting. They know how to handle books because they have watched the adults and been shown how to turn the pages carefully. More structured lessons in the Reception class boost children's reading skills considerably so that a few are well launched into reading by the time they start in Year 1. In one lesson, the teacher used alphabet rhymes and other letter and word games successfully to strengthen their reading skills. Just when some children were becoming restless, she introduced a sparkly bag that aroused their curiosity and interest again. As a result, they were eager to name the toys in the bag and learned to recognise the letter 't'. Parents make a good contribution to this process, too. In both classes, children are urged to read with their parents and take books home regularly. Parents are asked to talk to their children when 'Talkabout' projects are set for homework and to help children recognise new words in the Reception class. Here, good use is made of reading diaries to share information. One child took great pride in correctly reading a pile of simple basic words he had been learning to a visitor. In this aspect they are close to reaching the goals set for them by the end of the Reception year.
58. The children sometimes lose interest and struggle to concentrate when they are asked to sit on the carpet for too long in the Reception class. Follow-up activities are sometimes too time consuming, as when children sort words to create a sentence and then spend time sticking these onto paper. More could be done to engage them in practical activities like role-play to stimulate their skills in talking to each other, acting out their own story lines, or trying to write independently. Whilst most will attempt to write their names, their pencil control and shaping of letters are relatively weak. They rely too heavily on the adults when writing, and, although the teaching is mostly effective, the majority are unlikely to reach the goals in this aspect.

Mathematical development

59. The teaching in this aspect is good in both the Nursery and Reception classes and pupils achieve well from a low starting point. There is a good emphasis on developing children's skills in recognising numbers and counting as they play in the Nursery. In a baking session, the teacher made sure that the children counted the biscuits they were making and the number of sweets they used to decorate them. She patiently encouraged them to count more carefully when their first answer was incorrect. Number songs and rhymes successfully strengthen children's counting skills further. Lively teaching makes the work exciting in the Reception class. The teacher works tirelessly to strengthen children's counting skills in practical activities. She varied her approach by using a tape recorder, number line and other activities to keep the children's interest and concentration. This also provided the much-needed repetition and practice, so that most children counted accurately to ten and a few children beyond. The teacher's enthusiasm is infectious. Children want to be chosen to take part and they work hard. The teacher used this to good effect when they were learning to measure by asking the children to arrange themselves in order of their heights, all the while emphasising words like 'longest' and 'shortest'. As a result, most children could accurately describe the length of objects later. The room is a rich source for learning mathematics, with numbers attractively displayed and a good range of number equipment and games that are used well. However, weak language skills slow the progress children make in other aspects of mathematics. They struggle to understand and explain mathematical language like 'more than' and 'less than' and few have good enough language

skills to explain what they are doing in other than single words or short phrases. Only the brightest children are likely to reach the expected goals by the time they start in Year 1.

Knowledge and understanding of the world

60. Not many children are likely to reach the expected goals in knowledge and understanding of the world in spite of good teaching and learning. Children in the Nursery have plenty of opportunities to build with construction toys, experiment with sand and water, and use the computer. A child enjoyed filling a container from a smaller one in the water tray and observed it overflowing. It stimulated him to tell others, "Look, I'm pouring". The Nursery nurse helped others to fill a container with sand and they were able to create shapes in the sand because she had showed them how to pat it down to make sure that there were no gaps. A few children confidently handle the mouse to move the cursor around the computer screen. They click and drag shapes to create a pattern or letters to write their name. However, when playing in the construction toys, very few children persevere to create a recognisable construction. Children make the best progress when activities have a clear purpose. In the Reception class the children developed a good understanding of how 'special' people help them and the jobs they do when they invited the school site manager to their classroom to talk about his work. They know what material works best to mop up water spillage because they experiment with different types when the drink is spilled during a 'teddy bears' picnic'. The teacher makes good use of well-informed adult helpers so that children work in small groups. They all have a chance to take part and watch carefully, so that they soon learn that bubble wrap will not soak up a spillage but a dishcloth will. In spite of this good and sometimes very good teaching, many children are unlikely to reach the expected goals because their speech and language skills are not sufficiently developed to enable them to describe, explain, and ask questions. Children do not develop enough independence in choosing the tools, materials and techniques they will use in their constructions because the staff do not encourage them to do so.

Physical development

61. The teaching in this area is sound. Children learn to handle scissors, paintbrushes and other equipment safely and competently. The children in the Nursery have access to a suitable outdoor play area with a good range of equipment. They learn to ride, climb and run with confidence. Apart from the very youngest children, they use space sensibly, and rarely bump into others. They enjoy their play, happily sharing and taking turns with the toys. The planning for outdoor play is not as effective as in other areas of Nursery planning because it does not have a clear enough purpose for learning. The adults keep a close check on what children can do, such as who can pedal the wheeled toys, but they do not plan sufficient activities that extend their skills further. In the session observed, some children pedalled and steered the bicycles skilfully; one showed interest in kicking the football. The teacher generally observed and supported well, but not enough was done to help these children to extend their skills further, because planning was unclear about what should be done. Children in the Reception class were all able to undress and dress in a movement session in the hall. The teacher was well aware of the needs of the children, and stopped the taped programme to make sure that they understood the instructions, like 'change direction'. This, and her participation, meant that all the children, including those with little language, were able to work at the activities and to use the space well when moving around the hall. There was great excitement in the lesson, and some children found it hard to stop when asked to do so. Because of this, there were lengthy periods of inactivity as they listened to instructions and explanations. The teacher used examples of good work to encourage others, but their movements still lacked imagination and variety. Children are unlikely to reach the early learning goals in their physical development.

Creative development

62. The teaching and provision in this area of learning are satisfactory. In the Nursery, children mixed their own primary paint colours. The Nursery nurse encouraged them to try for themselves, only helping when they struggled. She praised their attempts and this gave them confidence to persevere. Their paintings were mainly a wash of colours with few recognisable shapes. Much of the work on display was adult directed with some individual touches. For instance, children glued paper shapes to create a picture of a snowman, adding some individual touches like a scarf, buttons and eyes. Other activities gave more scope for children to use their imagination. For example, children created attractive patterns using paint and glitter. Children in the Reception class painted bright bold pictures of themselves. With practice, these become more detailed and recognisable, though still fairly basic. Children develop a repertoire of simple songs they enjoy singing by the time they move into the Reception class. The adults in both classes have to persevere hard to help children achieve this because some prefer to listen, rather than join in the singing. Children struggled to take part in a tape-recorded singing lesson in the Reception class because it moved on too fast. They enjoyed listening to the lively music, but found it hard to understand what they were to do. When the teacher later stopped the tape and led the lesson herself, children made better progress because she slowed the pace and made the tasks simpler. Children copied simple clapping and singing rhythms and sang tunefully together. Both classes have an area set aside for role-play, but these are not used as effectively as they might be. Some children enjoy dressing up and handling the toys in the home corners, but rarely stay long enough, or show interest in acting out their own simple stories with others. This is not a strong enough feature in teachers' planning. Children do not develop enough imagination and independence in this aspect and are unlikely to reach the goals set for them by the end of the Reception year.

ENGLISH

63. Standards are below average in speaking, listening, reading, and writing. Nevertheless, pupils make satisfactory progress in both the infants and juniors, and these standards reflect their low attainment on entry to Year 1.
64. Although comparisons with what is happening in other schools are not entirely reliable because of small cohort sizes, English standards have risen overall and at a faster rate than nationally between 1997 and now. After falling between 1999 and 2001, they are improving again and are now close to what they were at the time of the last inspection, with about three quarters of the current Year 6 pupils likely to attain the expected level in reading and writing by the end of the year. This is similar to the national picture, but because very few pupils are likely to reach the higher level, standards are likely to remain below the national average overall.
65. Improvements, however, have been slow to come about because of the co-ordinator's absence. However, now that she has returned, a more consistent approach towards monitoring pupils' progress is evolving. Newly implemented tracking systems mean that pupils' achievements can now be measured at the end of each year and their learning checked on as they move through the school. The procedures for evaluating what does and does not work in lessons are still underdeveloped, however. The subject leader, due to a long period of ill health, has not yet seen any literacy lessons being taught, lessening her impact on bringing about improvements to teaching and learning sooner.
66. Pupils have under-developed speaking and listening skills by the age of seven and eleven; there is no evidence of any attaining beyond the expected level. Pupils of all ages are eager to talk, particularly about things that interest them. However, they often struggle to find the right words to say precisely what they mean. For example, when Year 2 pupils were asked, "What is the difference between a story and a list?" they searched for words to use before

eventually declaring, "You're writing a list!" This is partly because teaching does not do enough to promote speech and how words can be used to good effect. For example, in an infant lesson, when pupils were looking at words an author had used to describe the 'blue' lake and the 'silver' waterfall, the teacher did not explore with them how such words helped to create an image in the reader's mind. Instead she focused on the technicality of what is a 'describing word', rather than on its effective use. In the older classes, pupils have better developed and more mature speaking skills, and express themselves more successfully than their younger schoolmates. Again, however, teaching does too little to improve speaking skills. For example, in a Year 6 literacy lesson, pupils asked questions such as "What is pedestrian?" as they read a piece of text together with the teacher. The teacher gave a very precise meaning, but did not ask if anyone else could explain it first. When a pupil gave a correct but poorly phrased reply, "Stuff that happens afterwards" to "What are consequences?" the teacher did not ask him, or any of his classmates, if they could put it another way.

67. This limited way of expressing themselves also reflects in pupils' choice of words in their writing. Most pupils in Year 6, about three quarters of them, begin their stories quite well and develop their ideas satisfactorily. They are starting to sustain the story line beyond the opening paragraph, but sometimes lose the plot and go off at tangents. Many use punctuation correctly and spell most words accurately. However, very few frequently choose precise enough words in either their speaking or writing and do not adopt different styles for different listeners or readers. As in their speech, their written sentences are clumsy and although they understand the use of chapters, paragraphs and making the beginning of the story interesting "so the reader doesn't get bored", they do not usually sustain their use of interesting words beyond the opening paragraph. Their writing is untidy, and there is too much scribbling out. Handwriting is not always clear and pupils do not seem to take pride in how they present their work. Although they value the comments teachers write in their books, the usefulness of these vary from teacher to teacher. Similarly, pupils' interest in their English work varies from lesson to lesson. The best attitudes seen were in a lesson in Year 6 towards the end of the week. For three days, the pupils had been practising the word skills they would need to present a persuasive argument. They had done numerous textbook exercises on writing in the past tense and the first and third person, and identifying 'arguing words' and phrases like "On the other hand ...". Although they had not been particularly interested in the work up until now, this lesson generated excitement rarely seen elsewhere, because the pupils finally understood why they had been practising these skills all week. Similarly in Year 3/4, pupils completed the word work exercises that they were given to do at the beginning of the week but were relatively uninterested; this uninterest was further exacerbated by the over-use of worksheets and textbooks. That was until they came to use these skills towards the end of the week to write a story based on that of 'Rita the rescuer'. They understood then why they needed the word skills they had been learning, and worked hard to apply them to their stories.
68. The school has worked hard to improve standards in reading through, for example, the implementation of the 'Bradford Better Reading Project' and the introduction of daily silent reading sessions. These sessions work well and, although few are working at the higher level, pupils achieve better in reading than they do in the other aspects of English. They enjoy the opportunity to read quietly and show interest in their books. In one session seen, Year 6 pupils were totally engrossed in their books and talked eagerly to inspectors about what they were reading. They described books as 'adventurous' or 'sad'. They showed an understanding of the plot and an empathy with the characters, such as sympathy for Charlie in Roal Dahl's 'Charlie and the Chocolate Factory'. They express opinions about, for example, the Harry Potter series. They choose books selectively saying, "The blurb caught my eye". They understand that some books are made into films, expressing delight that "Most of the characters were how I imagined them!" They read expressively and use information books appropriately. However, since the library was moved to the hall, they do not use it as often as they did. This is because they do not find it inviting and the furniture not as comfortable. This limits pupils' easy use of information books for independent research.

Whilst most pupils appear to be attaining close to the expected level, none are attaining beyond it securely enough to be likely to reach the higher level. Whilst they refer to the message in the text on occasion when answering questions about it, they do not use relevant bits to support their views. For example, they “feel sorry” for Charlie and do not like it when a particular character also wins a ticket to visit the chocolate factory, but they do not use extracts from the text to support their views.

69. Teaching and learning are satisfactory overall; they were good in some of the lessons seen, but not consistently enough to impact positively on pupils’ progress over time. Teachers throughout the school have good relationships with the pupils and manage their behaviour well. They share the learning intentions with pupils so that most of the time pupils know what they have to achieve by the end of the lesson. Constant time reminders by some teachers about how much time pupils have left to “Get down at least three sentences for and three against your chosen topic”, add urgency to the tasks and focus pupils well. The most effective lessons were those in which pupils saw the point of what they were doing and in particular realised why they had been practising particular word skills all week. All teachers plan their lessons well. They know exactly what they want pupils to learn by the end of the lesson and the week and this gives direction to their teaching. However, on occasion pupils do not see the direction in which their learning is going because the reasons for some of the word skill work is not always explained to them clearly enough.
70. Whilst the lower attaining pupils do well because they are supported effectively by classroom support assistants, who help them to do the work, the very few most able do not achieve as well as they might. Although they are often given different exercises to do from the textbooks, sometimes the expectations teachers have about what these brighter pupils can be expected to achieve are too low. Consequently, they do not give them work at a suitably high enough level to enable them to reach the higher level and so not many pupils attain it by the end of either the infants or the juniors.
71. Some of the younger Year 1 pupils are currently struggling to reach the level expected for their age. These pupils are withdrawn for daily support sessions to work on a new teaching and learning programme. However, these sessions are not as successful as they might be because some of the pupils lose interest and the trained assistant teaching the group struggles to maintain and hold pupils’ attention.
72. Not enough use is made of ICT to support work in English. Although the computer suite is in use some of the time, not enough use is made of the equipment in it, or the computers in the classrooms, to extend pupils’ reading, writing, speaking or listening skills. For example, in a Year 6 lesson on persuasive arguments, the more able pupils did the same task as their classmates when they could have, for example, been challenged to produce a group multi-media presentation for or against a given topic, using computers and overhead transparencies. Although some of the older pupils in particular type out their stories and understand how they can use the edit functions, such as ‘spell check’ and ‘delete’ to help them correct their work, their typing skills are too slow to enable them to do it quickly and they prefer to hand write their work. This makes redrafting very time consuming.
73. The school stimulates pupils’ language through teachers’ displays, for example, word lists and alternative ways of starting and ending stories such as with “Every night ...” and “It had ended at last”. However, there is not much of the pupils’ work on display. When their writing is on show, it is of a better quality than that seen elsewhere and the presentation is of a much higher standard than in their books. This shows that pupils enjoy seeing their work valued and try harder when they know their achievements are going to be celebrated.

MATHEMATICS

74. Standards are below average overall. This is because, although the current Year 6 work suggests that the school is well placed to achieve, and more than likely exceed, its target of 70 per cent of pupils attaining the expected level in the national tests this year, it is unlikely to improve the proportion of junior pupils attaining the higher level. Standards are better than this though in Year 2, mainly because of recent improvements to teaching and learning and, so by the end of this year, attainment is likely to broadly reflect that achieved nationally. This year group has had the benefit of the vigorous and focused teaching by a 'leading mathematics teacher' in Year 1, and, with her support, the current work in Year 2 continues to build on this. At the time of the last inspection, standards were in line with the national average at the end of both key stages. Although this indicates a decline in standards in the juniors, comparisons are difficult with such small cohorts and there is every indication that, overall, standards are no better or worse than they were at the end of 1998.
75. By the end of Year 6, most pupils are secure in their knowledge and understanding of number and are attaining close to the expected level already. For example, in a lesson on percentages, the majority could compare decimals, fractions and percentages. Pupils achieved well because this lesson was effectively planned, with a clear focus on what it was that pupils were expected to learn. Teaching concentrated on asking individual pupils appropriate questions depending on their ability and this helped all pupils to consolidate and then extend their knowledge and understanding. However, not many pupils attain beyond the expected level because they do not have a secure enough understanding of multiplying and dividing three- digit numbers by two-digit numbers, or reducing a fraction to its simplest form in order to solve problems involving ratio and proportion. Their use of simple algebraic formulae is below what might be expected and they do not use all four numerical operations to two decimal places.
76. Nevertheless, good lesson planning and well-resourced activities, which focus on the learning objectives of the lesson, are key features of many of the lessons across the school. The lessons in Years 1 and 2, for example, enabled all pupils to make good progress because teachers had planned a good range of practical activities that were carefully matched to the range of abilities in the class. In Year 1, pupils recognised and ordered, in value, all the common coins and then found various ways of making set amounts up to 10 pence. Year 2 pupils added three numbers using a variety of methods and the more able explained clearly why one method had advantages over the other, such as "Put the biggest number first and then you don't have so much counting to do". The mental calculating sessions in the infant classes were more challenging and moved at a faster pace than in the juniors, which helped pupils to develop their number skills more quickly. For example, in a Year 3/4 lesson, the focus was more on recording mental calculations and this part of the lesson lacked pace. When the lesson moved on, the pace of working picked up and the interest and enthusiasm of pupils led to more involvement and better progress.
77. Progress in other aspects of mathematics is less evident, however. Scrutiny of previous work shows that pupils' learning in data handling and using and applying mathematics to problem solving situations is not as good as in number work and shapes and space. Pupils record numbers correctly but have fewer opportunities for recording data in tables or on graphs. A Year 3/4 lesson showed that most pupils can recognise and name correctly three-dimensional shapes and the more able pupils can identify them by the properties of their sides, faces and vertices. There is limited evidence of the use of numeracy skills in other subjects and this restricts the progress pupils make in mathematics and in other subjects.
78. As a result of the successful implementation of the national teaching guidance and the effective leadership of the co-ordinator, the overall quality of teaching has improved since the last inspection, particularly in the juniors, and no unsatisfactory lessons were seen. Pupils' progress in lessons is often good throughout the school. However, the progress of

the very few more able pupils is still unsatisfactory as it was at the time of the last inspection. Too often the work these pupils are given lacks challenge and does not extend their thinking or skills, particularly in the juniors. For example, in the mental arithmetic sessions at the start of lessons, often the work is set at the level of the lower attaining pupils. This leads to a lack of interest and motivation from other groups of pupils, as was evident in lessons seen in Year 6 and Year 3/4. The overall progress of pupils with special educational needs is good. These pupils receive good support in class and this enables them to make good progress in relation to their prior attainment.

79. The overall leadership and management of the subject are satisfactory with some good aspects. The co-ordinator has begun to implement a consistent system of assessing pupils' achievements, and this information is starting now to be used to check on pupils' progress and ensure that they make reasonable progress in each year. A start has been made to observing lessons, but too few have yet been seen to enable the co-ordinator to identify whole-school areas for development and bring about improvements to teaching in particular. This means that, although standards and the rate of learning have generally been maintained since the last inspection, improvements are not happening as quickly as they could do.

SCIENCE

80. The majority of pupils reach the expected levels in each aspect of science except investigative work by the ages of seven and eleven years. This is a broadly similar picture to the standards found in the last inspection. Few pupils reach the higher levels at any age because the school is not teaching the brightest pupils with this in mind. This means that overall standards are below average by the end of Year 2 and Year 6. Although teachers provide some interesting opportunities for pupils to investigate, these are usually too closely directed. Pupils do not develop enough independence in planning, organising, and recording their investigations by the time they leave the school.
81. Practical activities that pupils find stimulating are a strong feature of many lessons. For example, pupils in Year 1 learned to recognise a range of materials by examining and sorting them. Good questioning by the teacher later led to a valuable discussion about the nature of materials like wood, plastic, and metal. The teacher used some vivid examples, such as "Would you make a chair out of jelly?" that helped pupils understand the suitability of these materials for particular purposes. Good teaching in Year 2 helped pupils become more aware of the need to ensure their tests were fair when they explored cars rolling down ramps, using wooden blocks to create different gradients. The teacher was well prepared and organised two smaller groups, with the help of a classroom assistant, so that pupils could all take part and join in the discussion. Because they found it interesting, they listened and observed closely. They thought hard when asked to predict, "Will it roll further with two blocks or three under the ramp?" However, pupils sometimes struggled to find the correct words to explain their ideas, as when one pupil said, "It goes farer" instead of 'further'. Their answers are usually very brief, and teachers do not always encourage pupils to extend their explanations further.
82. All of the lessons seen were effectively planned and organised so that pupils knew what they were to learn. Teachers made sure that pupils learned the new vocabulary for each topic by displaying the words on the board and repeating them clearly in their introductions. Because they are clear about the lesson's focus, teachers' introductions are brisk and thorough, with clear explanations so that pupils gain a secure understanding. A good range of resources is used well. Pupils in Year 3 discussed with the teacher whether the magnet would pick up a paper clip through a plastic coaster; they waited in suspense and cheered when it worked! Valuable opportunities are missed, though, to encourage pupils to solve the problems they meet. For instance, when a pupil asked how they were going to test the magnet in water, the teacher gave the answer rather than urging the pupils to think and suggest methods for themselves. A high level of excitement was also seen in a good lesson taken by the science

co-ordinator. A very well organised and managed range of different experiences stimulated a lively interest in exploring how different sounds are made, for example by tuning forks, bottles and strings of different length. The pupils were fascinated when the teacher showed them an oscilloscope and explained how it worked.

83. Pupils are clearly enthusiastic about science when the lessons are practical. In the Year 5 class, for example, a pupil had taken his work further by finding a book about sounds in the local library and sharing it with his classmates. In Year 6, the teacher's confident and well-structured introduction meant that pupils had a secure grasp of forces, especially magnetism. Simple, but effective demonstrations, like the parachute and the toy car moving on different surfaces, helped them understand the effects of wind resistance and friction. Pupils made good progress in the lesson so that by the end they were carefully using a force meter and recording their results in Newtons. However, some brighter pupils were clearly capable of working at a higher level. They had done their own research and talked confidently with a visitor about forces in a black hole and gravity on Jupiter. The work that they were required to do, which was similar to that of the others', was not challenging enough.
84. Although some good teaching was seen in the lessons observed, the teaching is satisfactory overall. This is because, in most classes, the work in pupils' books shows a thin coverage of some topics and a heavy use of workbooks that restricts pupils' progress in learning to write scientific reports. This develops best in the co-ordinator's class where pupils draw well-labelled diagrams, write reports and use a variety of grids and charts to record their findings. Pupils all have similar tasks, however. Classroom support staff and teachers help the least able pupils so that they often work at the same level as others. However, much more could be done to set work that challenges the brighter pupils, especially to develop their skills in choosing the methods, equipment and ways of recording their investigative work.
85. The co-ordinator is a science specialist and provides a strong lead in her teaching and enthusiasm. As yet, she has few opportunities to oversee and evaluate teaching and learning in the subject. She has recently devised and introduced a system for checking what pupils can and cannot do in the junior classes, but this has only just been agreed as a whole-school approach, leading to inconsistencies between classes in the past. The test papers in Year 6 have been analysed to identify gaps in pupils' knowledge and skills. In the past, the teacher in that year had then tried to deal with them before the next tests. However, these findings are now being shared with other teachers so that they can improve teaching and learning in other year groups too. No one checks the quality of teaching and learning sufficiently enough, though, to identify good practice and act to remedy any weaknesses.

ART AND DESIGN AND DESIGN AND TECHNOLOGY

86. Standards in art and design are below the expected levels by the ages of seven and eleven. In design and technology, they are as expected by the age of seven but below expected levels by the time the pupils leave the school at the end of Year 6. In both subjects, pupils' progress over time is satisfactory in the infants, but is not as good as it could be in Years 3 to 6.
87. In comparison to what was happening at the time of the last inspection, similar standards have been maintained in art, but they are lower than they were in design and technology. Insufficient improvements have been made in either subject.
88. However, the requirements for both of these subjects were relaxed in 1998, when the school focused more on raising standards in English, mathematics and science. When the requirements were reinstated in 2000, new teaching plans were appropriately introduced for both subjects, but some aspects are not being taught and learnt in sufficient depth, particularly in Years 3 to 6. There are a narrow range of experiences and patchy, uneven

progress as pupils move from class to class. The co-ordinator has a heavy workload and, as yet, has been unable to oversee or check on the subject as effectively as she might, because of other school priorities, particularly those in English, mathematics and science.

89. Only one lesson was seen in each subject during the inspection, both of them in the infants. It was not possible to judge the quality of teaching because of this. However, there was a good emphasis on teaching weaving techniques in a Year 1 lesson, where pupils selected materials of different texture and colour to use in their weaving, which was demonstrated well by the teacher. Pupils received close support from a classroom assistant, who helped them to do the work, which they found difficult. Pupils in Year 2 examined the work of Seurat and coloured in a picture using a similar dotted technique. Pupils of all ages work with a range of media, but limited mainly to pencil, felt tips, crayon and paint. Older pupils struggle to recall the names of famous artists they have studied, but have some limited appreciation of art in other cultures, such as the patterns on Ancient Greek vases. Pupils in Years 4 and 5 produced interesting and carefully drawn observational drawings of different bottles using pencil, pastels and tissue paper. The teacher inspired them by showing them the high quality similar work of an older secondary school pupil. Pupils were proud of their attractively displayed work.
90. The teaching of design and technology is more systematic in Years 1 and 2 than it is in Years 3 to 6 because the co-ordinator is involved in the planning. In Year 1, pupils create structures like cars and rockets using the construction kits. They have a good grasp of the designing and planning process because they have designed and made paper bag masks and a pair of spectacles for a special character. They choose materials suitable for their purpose, like a fur covering for teddy's spectacles. Pupils in Year 2 were making a wheeled vehicle. They had drawn their design and listed the materials they would use. They knew how to attach moving wheels because the teacher had shown them how to create a simple axle using dowelling and art straws. However, this task was very closely directed and there was too little opportunity for pupils to experiment, or to solve their own problems in their own way.
91. This was also true of projects undertaken by older pupils in Key Stage 2. They cut and glued wood to make a picture frame and created a Millennium clock using materials like a compact disc and a battery, but their finished products were all similar because they followed instructions closely. They are rarely set a problem to solve in their own way, and so they rely too heavily on adults to tell them what to do.

GEOGRAPHY AND HISTORY

92. Lesson observations, scrutiny of pupils' previous work, and talking to infant and junior pupils show that attainment in both subjects is below that expected for pupils of their age. This is partly due to not all aspects of the subjects being taught in sufficient depth. Additionally, the absence of the co-ordinator for geography, because of long-term sickness, has meant that teaching and learning in this subject have not been monitored or evaluated and too few improvements have come about since the last inspection when standards were broadly in line with those expected nationally. Pupils make insufficient progress in geography, but better than that in history. This is because the school has adopted the national subject guidelines for history, which involve shorter, smaller studies for pupils who find learning difficult, as many of these do, and which can be easily adapted for mixed year groups.
93. During the inspection, it was possible to see only two history lessons and no geography lessons. No overall judgement of the teaching of geography was possible therefore. The history teaching seen was satisfactory. In the Year 2 lesson, pupils used pictures to compare features of the seaside, talk about what they could see, and sort them into 'things past' and 'things present'. Previous work in Year 1 was evident from the classroom display on famous people such as Florence Nightingale, Louis Braille and Samuel Pepys. Pupils had used a time-line to show when these people lived in the past, and had discovered the

events for which they were famous. For example, they know that Samuel Pepys was alive at the time of the Great Fire of London and described it in his diary. In the other lesson seen, the subject of Aztec food was 'brought alive' for Year 4/5 pupils, by a very well organised and resourced lesson that gave pupils first-hand experience of the different types of food eaten during that time. The teacher brought in similar foods to those eaten during that period in history, such as peppers, and pupils examined foods such as avocado pears, squashes, and tortillas, before actually tasting a variety of the foods themselves. In this lesson, the quality of teaching and learning were very good. The teacher had prepared and planned the lesson very well; there was a good range of resources available, which was used very effectively to give the pupils first-hand experiences that successfully developed their knowledge and understanding.

94. Pupils throughout the school have a satisfactory knowledge and understanding of maps and mapping skills such as co-ordinates and grid references, in line with what is expected for their age. For example, Year 6 pupils use four-figure grid references to locate positions on a map, and name the countries of the British Isles and their capitals. However, discussion with some of these pupils showed that they had poor recollection of other topics they had studied and a limited knowledge of their previous work.
95. Although some use is made of the local area for topics in history with visits to local museums and places of interest such as Saltaire Mill, little use is made of the local environment to develop pupils' knowledge and understanding in geography. In both history and geography, there are too few opportunities for pupils to develop extended writing skills or reading through independent research. Some use is made of computers, for example to find out about Bradford long ago through searching the Internet, but this remains an area of development.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

96. Standards have been maintained in the juniors, where they were, and still are, broadly in line with national expectations by the end of Year 6. This is due, in the main to good teaching. Standards are below the nationally expected level by the end of Year 2, indicating a decline since the last inspection when they were satisfactory. However, the requirements for the subject have changed drastically since then; much more is expected of pupils now and it is much more difficult to attain the expected level. Nevertheless, teaching is not good enough in the infants. Although pupils do not come to school with vast experiences of ICT, teaching in Years 1 and 2 does too little to build pupils' knowledge, skills and understanding over time. This is mainly because not enough use is made of the ICT facilities and equipment in school.
97. Things are improving, however. The new ICT subject leader is one of the infant teachers and has some good ideas for developing the subject and raising its profile throughout the school. Nevertheless, the computer suite remains an under-used resource, supporting parental concerns that not enough use is made of the expensive and valuable teaching and learning equipment in there. Although good use is made of the suite by each class for 15 minutes mathematics practice each day, it often stands empty with the machines switched off. There is little planned use of ICT to support work in other subjects such as music and design and technology.
98. In addition, the computer in the Year 2 classroom is broken and so cannot be used to support work in ordinary lessons. This limits the younger pupils' learning opportunities and hinders the development of their ICT skills. Infant pupils use the computer suite each week to, for example, draw pictures, which show a good sense of proportion. They write simple sentences, such as "My name is ...", but the work is very teacher-directed and there is very little evidence of much other computer work. Year 1 pupils have, however, explored communication through Braille and Samuel Pepys' diary in history lessons, and Year 2

pupils have studied photographs in geography to notice features of seaside towns. However, any ICT learning from this work has been incidental and not specifically planned. In addition, pupils have little knowledge or understanding of the usefulness of computers outside of school or home, and limited opportunities to, for example, record or classify information, or type in and edit their stories.

99. In contrast, there is much more evidence of ICT teaching and learning in the juniors. Here, pupils collect and record information on paper and then use the computer to produce bar and pie charts and line graphs of, for example, pupils' height, weight, hand span, shoe size, and stride length. They understand that computers can be useful, for example, to edit their writing on screen by "pressing delete" and using the 'spell check' feature.
100. Pupils' attitudes towards work in ICT are good. Pupils of all ages talk very enthusiastically about what they have done and are doing. A cry of "I've done it" from one Year 4 pupil showed her sheer delight in solving a mathematical problem on which she had been stuck for a while.
101. Good teaching in the juniors means that pupils' skills are built systematically over time. Most of the older pupils know how to block text to move it and use e-mail confidently to 'talk' to their pen pals in schools abroad. Some of them, however, prefer to receive ordinary mail, declaring it "more fun". They use the Internet to look up information and know that their access is restricted. They explain, however, how information can be gleaned from other sources such as books, films, photographs and people. They open programs independently, and access drop down menus. Their 'mouse' control skills are good; they enter and save data, and then amend it. They make some use of other ICT equipment in scanning photographs and importing them into their written work on Bradford of long ago, but this is limited. They have not yet created multi-media presentations or used the digital or video cameras, although this is planned for later on in the year.
102. Subject leadership is bringing about some effective changes. The co-ordinator has a good idea about how to improve the subject provision, but has no opportunities to observe teaching, limiting her influence on bringing about improvement and raising standards. She is not empowered to insist on all colleagues adopting the same strategies. She has asked colleagues to use a new system for recording pupils' achievements and intends to track pupils' progress through examining these at the end of each term. However, until these are completed by everyone, assessment remains inconsistent in format and effectiveness from class to class.

MUSIC

103. Only two music lessons were seen during the inspection so judgements are made based on these two lessons, talking with pupils and teachers, and looking at teachers' planning. This evidence, although limited, shows that teaching and learning overall are unsatisfactory. Pupils do not attain the level expected for pupils of seven and eleven years, showing a drop in standards since the last inspection when they were satisfactory. This is partly because the school has focused on raising standards in English, mathematics and science, and so music has not been a priority development subject. In addition, there are few music specialists in school and so teachers rely on taped programmes to help them to teach the subject, which they do not always use effectively.
104. Nevertheless, as at the time of the last inspection, pupils sing very tunefully, with extremely clear diction. Crisp words ring out around the hall during assembly and at hymn singing times and pupils clearly enjoying singing well-known songs as well as learning new ones. For example, in one hymn practice session, they picked up the words of a new hymn easily and quickly, and in another they sang enthusiastically to the head teacher's guitar playing. Although there is a good number of staff present at these times, little teaching takes place.

Pupils' attention is not drawn, for example, to the mood in which to sing a particular song, or the tempo to use.

105. The instrumental tuition is good. Pupils with particular musical talents are supported well in clarinet and recorder groups. They practise at home and work hard during lessons. They read musical notation well and are developing their performing skills by occasionally playing in front of their schoolmates in assemblies.
106. Pupils of all ages move to music and listen to different musical compositions. Pupils get too few opportunities to play instruments, however, and their composing skills are under-developed. This is mainly because the taped programmes that the non-music specialist teachers use to teach music do not give enough opportunities to do so. Teachers select which programmes to use and this leads to inconsistencies in provision and a music curriculum that is disjointed, with each teacher following their own interests and talents. Those who are comfortable with one aspect of music teach it more often than they do one with which they are less secure. This results in a fragmented curriculum and haphazard learning.
107. Nevertheless, the oldest infant pupils can clap on the beat and they have a secure sense of pulse and rhythm. They sing with a sense of melody, whilst keeping a steady pulse. By Year 6, pupils identify the instruments they hear in different musical compositions and talk about how different music makes them feel. Comments like, "It's relaxed" and "Makes me feel like the olden days", show pupils' appreciation of the mood created by music. Year 6 pupils have preferences for different musical instruments, such as the keyboard, "I just like it", and the violin, "It sounds nice". They have some limited knowledge of musical terms, describing, for example, 'tempo' as "Go faster, or slower, or something!" However, their musical experiences are limited and no use is made of ICT to support work in the subject. Tape recorders are seldom used to record pupils' singing and playing so that they can comment on and improve it later.
108. The subject leader has limited opportunity to check on what is happening in her subject and to influence change and improvements. She took up post just 18 months ago and since then has kept track of the stock and chatted to pupils about their musical experiences. She knows that pupils have only a limited knowledge of composers and instruments. However, her monitoring has to be done at playtime and this limits its effectiveness.

PHYSICAL EDUCATION

109. The previous standards have been maintained and attainment by the end of Years 2 and 6 is in line with that expected nationally. All groups of pupils experience an appropriate range of physical education activities, and by the time they leave school are able to swim at least 25 metres. The quality of teaching and the rate pupils learn at are both satisfactory. The previously unsatisfactory teaching in the juniors has now been addressed successfully and no unsatisfactory teaching was seen during this inspection.
110. From an early age, pupils show confidence in their approach to physical education. They are aware of the effects of exercise on their bodies and can say why it is important to warm up and cool down their muscles at the start and end of lessons. They move safely around the hall in gymnastics lessons, with a good awareness of space. For example, in a Year 1 lesson on dance, all pupils moved confidently and with good control. They were greatly helped by the active part taken by the teacher, who demonstrated a range of movements. This enabled the less confident pupils to copy her movements and encouraged others to try their own. Good progress was evident in this lesson in the way in which pupils of all abilities developed their own ideas of moving to the music. The knowledge of teachers was also well demonstrated in lessons on ball throwing and catching in Year 2 and Year 4/5. Both lessons seen were successful in giving opportunities for pupils to develop their control skills. This was also seen to good effect in the Year 6 outdoor lesson on football skills taken by an

instructor from the local football club, and in the girls' football team practice after school. The school has good links with the Yorkshire Cricket Club and the Bradford Bulls Rugby Club, and has made use of national schemes such as the 'Top Sports Scheme' to enhance the provision for physical education across the school.

111. The co-ordinator is currently on exchange in California. There is currently no monitoring of teaching or assessment of the standards attained in physical education and this is an area of improvement identified by the school. The school is currently trialling teaching guidelines, to support planning in the subject, that adequately address the requirements of the National Curriculum. However, there are few opportunities for pupils to experience sporting activities outside of lessons. For example, there are no regular teams for football or netball and few sporting contacts with other schools. Resources have been audited recently and successful fund raising has helped to improve the range and quality available, which are both adequate.