

INSPECTION REPORT

GRANGE ROAD SCHOOL

Great Horton, Bradford

LEA area: Bradford

Unique reference number: 107205

Headteacher: Mrs M A Passey

Reporting inspector: Mrs P D Freund
2225

Dates of inspection: 20 – 23 May 2002

Inspection number: 198870

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Spencer Road Great Horton Bradford West Yorkshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A Mahmood
Date of previous inspection:	1 December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2225	Mrs P D Freund	Registered inspector		<p>What sort of school is it?</p> <p>How high are standards?</p> <p>The school's results and pupils' achievements</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
13459	Mrs E Mills	Lay inspector		<p>Pupils' attitudes, values and personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
2277	Mr K W Valentine	Team inspector	<p>Science</p> <p>Information and Communication Technology</p> <p>Design & Technology</p>	<p>How good are the curricular and other opportunities offered to pupils?</p>
11764	Ms P A Flannery	Team inspector	<p>English</p> <p>History</p> <p>English as an Additional Language</p>	
23976	Mr R J Iball	Team inspector	<p>Mathematics</p> <p>Geography</p> <p>Music</p> <p>Religious Education</p>	
17368	Mr G Lewis	Team inspector	<p>Art and Design</p> <p>Equal Opportunities</p> <p>Special Educational Needs</p>	
7559	Mrs C A Gruen	Team inspector	<p>Foundation Stage</p>	
3965	Ms L R Taylor	Team inspector	<p>Physical Education</p>	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7 - 11
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12 - 13
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13 - 15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15 - 17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17 - 18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19 - 20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20 - 21
PART C: SCHOOL DATA AND INDICATORS	22 - 25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26 - 39

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Grange Road is a very large 3-11 years primary school serving an urban area of Bradford, which is socially and economically deprived. Most of the families in this area are of Pakistani origin.

There are 647 pupils on roll including 78 part-time pupils registered in the 80-place nursery. The majority of pupils' families, 98.5 per cent, are from the sub-continent of Asia and are of the Moslem faith. There is a small group of Hindu pupils. Most of these pupils were born in England and speak English as an additional language, although many enter the nursery speaking only their home language. There are two white pupils. There is a normal range of ability, even though attainment on entry is well below average. The strong cultural and religious identity that pupils bring to the school contributes positively to the school's ethos. However, some aspects of the culture can have a negative influence on learning, particularly the frequent and prolonged absences of some children when they take family holidays for one month or more.

Thirty-five per cent of pupils are entitled to free school meals, above the national average. Almost nine per cent have special educational needs (SEN), of which less than one per cent have statements. Both these figures are well below the national average.

The character of the school has changed significantly since 1999 from a first school to an all-through primary. Consequently, there have been 17 changes in teaching staff over the past two years. Some staff taught in 9-13 years middle schools as subject specialists prior to joining the primary, and are still coming to terms with teaching in a primary school. The headteacher was previously head of the first school. There are presently two acting deputy headteachers.

The school is generously staffed with 30 teachers and 50 support staff including bilingual assistants, nursery nurses and qualified teaching assistants. The Ethnic Minorities Achievement Grant (EMAG) funds some of the teachers, a bilingual home-school liaison instructor and a large proportion of the support staff. The school also benefits from a bilingual learning mentor, funded through Excellence in Cities.

The school occupies three buildings, two of which are housed in the former middle school. Extensive rebuilding and refurbishment are planned. The playground and part of one building are shared with an adjacent primary school and a community play group. There is a family learning centre on the site, and the Local Education Authority is looking to provide additional services on the site, including a health centre.

HOW GOOD THE SCHOOL IS

This school is satisfactory and there are signs of improvements. It successfully promotes pupils' achievements, particularly in the Foundation Stage and Key Stage 1. Much remains to be done in Key Stage 2 for pupils to reach average standards in English, mathematics and science, and to catch up with pupils in similar schools. Although many pupils enter the school speaking little or no English, by the time they are 11 they are bilingual. The head has successfully managed the changes to a 3-11 primary and, together with the governors and the senior management team, has the vision and drive to improve the school further. The good teaching and effective leadership and management suggest that the school has the capacity to improve. Pupils' attitudes to their work are very good and they behave very well in lessons and around the school, showing respect and courtesy to adults. The unit costs of

educating the pupils are very high. However, in view of the school's effectiveness and the progress pupils are making, the school gives satisfactory value for money.

What the school does well

- The head's vision for the school is good.
- The quality of teaching is good and pupils learn well.
- The bilingual support is good, which enabling children who have little or no English, to understand and be assimilated quickly into school life.
- Provision for the Foundation Stage is good.
- Pupils' attitudes to learning are very good and they behave very well.

What could be improved

- Standards, by the age of 11 years. In English and mathematics they are well below average, and very low in science.
- The balance in the curriculum, especially at Key Stage 2.
- Pupils' attendance which is poor.
- Governors must ensure that religious education meets the requirements of the Bradford Agreed Syllabus.
- Governors' understanding of the school's standards, so that they can contribute more effectively to evaluating the school improvement plan.

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

The school's strengths outweigh its weaknesses. Other minor strengths are identified within the report and some minor weaknesses are highlighted in paragraphs 15, 22, 34, 38, 39, 44, 47, 51, 52, 117 and 119. Not only does the school provide effective education, but its impact goes beyond the school gates by providing support and guidance to parents who speak little or no English, and whose cultures are rooted in different countries.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997 when it was a first school. Consequently, the governors' action plan does not apply to the newly-established school. The school has been through a few years of turbulence in management and staffing, but changes in subject leadership and more settled staffing, together with good, recent appointments, suggest the school has the capacity to improve further.

Performance in:	Compared with			
	all schools			Similar schools
	1999	2000	2001	
English	N/A	N/A	E	E
Mathematics	N/A	N/A	E	E
Science	N/A	N/A	E*	E*

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

There were no pupils of 11 years in the school before 2001. It is therefore difficult to draw reliable conclusions about comparisons with other schools. However, girls who were tested in the national tests last year showed they were not progressing as well as boys, despite attaining better standards in the national tests when they were seven years old. Attainment is well below average in English and mathematics and very low in science. Inspection findings confirm below-average standards in Key Stage 2, but they are improving and more pupils are predicted to attain higher levels this year. The school exceeded its 2001 target for English by 15%, but did not reach its mathematics target. These targets have been insufficiently challenging for 2001 and for 2002. A challenging target has been set for 2003. Standards on entry to nursery are well below average because many children do not speak English. However, pupils make good progress there and in reception classes, although by the time they enter Key Stage 1 their attainment is still below average. They continue to make good progress in Key Stage 1. The 2001 results show improvement in reading and writing, so that writing is at the national average, and reading is below. Mathematics standards are below the national average, but are average when compared to similar schools. Progress is good. Teacher assessment in science shows slightly below-average standards. In information and communication technology (ICT), standards are average in Key Stage 1, but below in Key Stage 2. In art and music standards meet the national expectations by the end of Key Stage 2. In design and technology pupils in Key Stage 1 reach standards above those expected nationally, but this progress is not built upon in Key Stage 2, where standards fall to well below national expectations because of unsatisfactory provision. This is being remedied. In history and physical education standards are below the national expectation, but in geography standards reach those expected nationally by the end of Key Stage 2. In religious education standards are unsatisfactory, because the statutory requirements of the Bradford Agreed Syllabus are not met, largely because not enough time is devoted to teaching it. Pupils with SEN make good progress because of accurate diagnoses and good support. Similarly, those with EAL make good progress in the Foundation Stage and Key Stage 1, and slower but satisfactory progress in Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good - pupils take a keen interest in all aspects of school.
Behaviour, in and out of classrooms	Very good - the very good behaviour sets the climate for learning.
Personal development and relationships	Good - pupils show respect and courtesy to adults and each other.
Attendance	Poor - too many pupils take extended family holidays during term time.

Pupils' attitudes to school are very good. They are keen and interested learners and behaviour is very good. The respect learnt at home is built upon at school where good behaviour is expected. The school must continue to find ways of convincing parents that good attendance helps pupils to achieve.

TEACHING AND LEARNING

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

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

Teaching is good throughout the school, and this is a major contributor to the progress pupils make. The teaching is enhanced by the work of bilingual teachers and assistants. Pupils are supported in class by a large number of additional teaching assistants, who make valuable contributions to pupils' learning. Teaching of literacy and numeracy is good in the Foundation Stage and Key Stage 1 and satisfactory in Key Stage 2. EAL teaching is good in the Foundation Stage and Key Stage 1 and pupils make rapid progress. Progress is slower in Key Stage 2 as the demands in English become more complex. Pupils with SEN are well taught and progress is good. The school has had a few turbulent years with many staffing changes, which has affected the quality of teaching and learning, though these have now been largely resolved. Relationships are very good between teacher and pupils, which help pupils to become keen learners. There was a small amount of unsatisfactory and poor teaching seen in Key Stage 2.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory - there is insufficient time devoted to the foundation subjects and religious education.
Provision for pupils with SEN	Very good - pupils are identified early in their school life and their needs are well catered for.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The school provides very well for the personal development of pupils. Provision for moral and social development is good, and it is satisfactory for spiritual and cultural development.
How well the school cares for its pupils	Teachers and support staff know the children well. Procedures for monitoring children's progress and assessing their levels of attainment are not yet as good as they should be.

The curriculum in the Foundation Stage is very good. In Key Stages 1 and 2 the balance is skewed towards literacy and numeracy and, as a result, too little time is devoted to some of the foundation subjects and religious education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are good. The head has a clear strategic vision for the school. Year leaders and subject coordinators support the senior management team well. Management structures are not yet efficient; those with responsibilities need to be able to exercise them so that the headteacher can better monitor and evaluate school improvement.
How well the governors fulfil their responsibilities	The governing body fulfils most of its statutory responsibilities. It needs to understand in more detail the standards pupils attain so that it can fulfil its role of monitoring the work of the school.
The school's evaluation of its performance	The school knows its strengths and weaknesses and has developed an improvement plan to tackle raising achievement.
The strategic use of resources	There is an above-average number of teachers, although some were not trained to teach primary-age children. Bilingual and other staff are generally well deployed to support pupils' learning. Accommodation is spacious, but not all is suitable for purpose. A building programme is about to start. The school gives satisfactory value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The progress their children make. • The good teaching. • The good behaviour. • The way the school is managed. 	<ul style="list-style-type: none"> • The amount of homework. • The way the school works closely with them. • The range of extra-curricular activities.

Inspectors agree with most of the issues that please parents, although they think that children could make better progress by the time they are 11. The amount of homework could be increased for pupils in Years 5 and 6. There is an adequate range and number of extra-curricular activities. The school tries hard to work closely with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 Last year was the first time that pupils of 11 years of age took the national tests in the new school. Some comparisons can be made in Key Stage 1 with performance in previous years. Standards are well below average when pupils enter the nursery because many pupils do not speak English, and there are varying levels of competence in English throughout the school. The majority of pupils have English as an additional language (EAL).

2 Pupils' attainment at the end of Key Stage 2 in 2001 was well below average in English and mathematics and very low in science. Compared to similar schools, pupils were below average. There is evidence to suggest that girls of all abilities are not making the progress of which they are capable in English, mathematics and science. There are several reasons for the low attainment. Firstly, there were staffing and management changes during reorganisation, which inevitably affected teaching and learning; secondly, pupils' command of English is not always good enough to master the national tests and show their real abilities; and thirdly parents are not always in a position to support children's learning when English is not used at home. Nevertheless, there is evidence of an improving picture in attainment across these subjects. Standards seen during the inspection in this year's cohort are better than last year's results.

3 The picture is optimistic in Key Stage 1, where results in the national tests in English in 2001 showed an improvement after a declining trend in the previous two years. In reading, results were below average, but they were average in writing. This demonstrates good progress from the time pupils enter into nursery. In mathematics attainment was below the national average, but attainment was comparable to that found in similar schools. Teacher assessment in science showed slightly below-average attainment.

4 The school's priority is to develop pupils' literacy skills. It does this effectively in Key Stage 1, with the good teaching and well-directed support from EMAG staff and assistants. It is not yet as effective in Key Stage 2, because a number of staff have not yet had sufficient training to use literacy across the curriculum. Computers are used as a tool for learning, and standards of attainment in information and communication technology are average in Key Stage 1, but below average in Key Stage 2. Improved computer resources and a broader curriculum will contribute to improved standards in this subject.

5 In art, standards meet the national expectations and pupils show a sound understanding of Western cultures, though there was less evidence of pupils' exploring and developing work from their own cultures. Standards are meeting national expectations in music, although they vary considerably from class to class because of the differing expertise and confidence of teachers. In design and technology, standards go beyond national expectations in Key Stage 1, but fall well below them in Key Stage 2, because the school's provision has been unsatisfactory. This is being remedied. In history, standards are below national expectations. Standards meet national expectations in geography in Key Stage 2, but there was insufficient evidence to make an overall judgement in Key Stage 1. Standards are below the national expectation in physical education in both key stages. In religious education standards are unsatisfactory throughout the school. The statutory requirements of the Bradford Agreed Syllabus are not met, largely because not enough time is devoted to teaching the subject.

6 In the school pupils' achievements are significant in the Foundation Stage and Key Stage 1 because of the good quality teaching and support, although attainment is lower than national comparisons. Pupils with EAL and SEN make good progress. There is evidence of an improvement in standards from last year in Key Stage 2, because of good quality teaching, staffing problems having been largely resolved and some changes to subject management having been implemented. The challenge for the school is to raise the standards of all pupils, and to ensure they make the progress they should, particularly the more-able girls.

Pupils' attitudes, values and personal development

7 Pupils' enthusiasm for their work is a strength of the school. They enjoy coming to school, are well motivated and want to learn. The school has high expectations of pupils encouraging them to behave well. They build upon the respect for adults that is reinforced at home. Pupils respond well. They are obedient, eager to please and behave very well in lessons and around school. Pupils are polite and trustworthy. They open doors for others, are eager to help and take great pride in their school and the work they are doing. In lessons pupils show high levels of motivation and enjoyment. In a Year 6 mathematics lesson pupils were seen to set out equipment without being asked and were sitting quietly and sensibly when the teacher arrived, ready to learn. In the dining hall pupils are courteous to each other and to their supervisors. Pupils with SEN are equally eager to participate in activities alongside other pupils and are pleased to contribute to whole-class and small-group sessions.

8 Pupils are given good opportunities to take responsibility and they respond well to those offered. Prefects are allocated to members of staff for whom they carry out tasks. The head boy, head girl and the prefects show visitors around the school, displaying maturity and confidence. Younger pupils act as monitors and Year 5 pupils act as reading partners for Year 3 children. However, lessons are often highly structured and closely directed by the teacher and there are few opportunities for pupils to use their initiative, discuss ideas, plan their own activities and influence the outcome of their tasks. For pupils with SEN there is sometimes too great a dependency on support from staff, especially in Key Stage 2.

9 Incidents of bullying or misbehaviour of any kind are rare and are dealt with swiftly and effectively when they happen. The school is a secure and well-ordered community where pupils are tolerant of one another and value each individual's contribution. They are sensitive to one another's feelings and supportive of those who are less articulate in English or less able. Racist comments or incidents are appropriately documented, but occur very rarely. Relationships are excellent throughout the school.

10 Attendance at the school is around 93% and this is lower than the average national figures. The school works very hard to promote good attendance and to ensure that the reasons for absence are adequately explained. However, levels of attendance are seriously affected by the high numbers of pupils taking extended term-time holidays to Pakistan. Inevitably, this has an effect on the attainment and progress of some of these pupils. The majority of pupils are prompt to school and, although most lessons start on time, the organisation of Key Stage 2 and the movement between classrooms result in some loss of time.

HOW WELL ARE PUPILS TAUGHT?

11 The quality of teaching is good overall. It is good, often very good, in the Foundation Stage; good and sometimes very good in Key Stage 1; satisfactory and often good in Key

Stage 2. A small amount of unsatisfactory and poor teaching was observed in Key Stage 2. The quality of the teaching, particularly in the Foundation Stage and Key Stage 1, is a significant factor in the rapid learning and achievements of the children in those key stages. The very good attitudes and behaviour are factors contributing to their good learning. Those bilingual teachers and assistants who recognise when to use the pupils' home language to help them to understand their work in English and other subjects support children's learning very well. Additionally, the large number of experienced and committed support staff in classes ensures that pupils become successful learners. The very good relationships and team approach allow good opportunities for all pupils to learn.

12 Teachers need to explore ways of encouraging pupils to ask questions and give extended answers. Teaching also needs to be organised so that pupils can work more independently when exploring ideas and solving problems.

13 The quality of teaching is very good in the Foundation Stage. Teachers' planning for learning in the nursery and reception classes is very good. It clearly sets down how children of different attainment levels will be challenged and shows an excellent working knowledge of the Foundation Stage curriculum. Numbers of adults supporting teachers and children are very favourable. Many adults are bilingual and all are excellent role models for the children. The team uses the first languages of the children both to reinforce concepts and to give explanations, while still emphasising English. This has a beneficial impact on learning, resulting in very good progress. The particularly good practice of writing notes on the progress of each child during learning activities could be used more consistently throughout the Foundation Stage.

14 The quality of teaching is good throughout Key Stage 1. Teachers show a good level of awareness of the language challenge faced by many pupils and stress the correct vocabulary and the acquisition of English. Teaching is supported by experienced and well-briefed EAL teachers and assistants. Good subject knowledge supports the learning in this key stage across subjects. The teaching of literacy and numeracy is good. Work is well planned and well organised. Pupils have been carefully divided into groups so that the teaching is directed to their ability levels and understanding, ensuring they make the progress they should. Some lively and well-constructed lessons in literacy were observed. For example, in Year 2 the teacher helped pupils write a composition together about the weather and encouraged them to speak in complete sentences. Pupils made very good progress, including excellent progress in writing. EAL support for the pupils, which included a French-speaking pupil, ensured sufficient challenge, resulting in pupils producing writing of good quality. The good quality teaching in numeracy showed brisk pace, work that was pitched at the right level for the various groups of pupils, and very good support from EMAG teachers and bilingual support assistants. Pupils respond well and keep on task. The very good knowledge of SEN pupils' performance and the well-targeted work leads to good progress.

15 Teaching is satisfactory in Key Stage 2, and often good. The specialist teaching, mainly in Years 4, 5 and 6, is not working as well as it could. Pupils are split into ability groups, but work is not closely matched to the range of abilities within the groups. Valuable teaching time is lost when pupils change sets. The school's decision to use specialist teachers in this way was initially made to ensure that those teachers who had not taught in primary schools prior to reorganisation were well supported and teaching to their strengths. However, those teachers do not get a complete picture of pupils' learning; nor do their classteachers. As a result, tracking pupils' performance across subjects needs developing. Staff development across the curriculum for all teachers becomes more limited when specialist teaching occurs. Relationships are good, except in one case in Year 4 where an overly confrontational manner was adopted, quite at odds with the general philosophy of teaching throughout the school.

16 The strengths in the teaching of literacy in Key Stage 2 include good teacher knowledge, good planning and delivery, and teachers making links to other curricular areas. There is an overuse of worksheets. In the best lessons in numeracy there was a good pace, good subject knowledge and good teaching of vocabulary. Teaching methods are sometimes limited to talking to the whole class for too much of the time, which results in pupils not having the opportunity to investigate mathematical problems. In both literacy and numeracy, work was not always matched well enough to the needs of the pupils, even when pupils were in groups set by ability.

17 Science teaching has many strengths. The clear presentation of work to pupils and the good level of emphasis on question and answer technique make a significant contribution to the quality of learning.

18 Teaching leads to good standards of attainment by pupils in Key Stage 1 in design and technology, but in Key Stage 2 a lack of knowledge and skills in teaching leads to a number of weaknesses in attainment. A limited amount of teaching was seen in design and technology, but poor teaching was observed in a Year 5 class. Limited teacher knowledge and the poor use of standard English, left these normally co-operative pupils with little enthusiasm for learning.

19 Good teaching was observed in history. The strengths lie in the planning, good subject knowledge and shared expertise across the year groups. Teachers' good subject knowledge helps to make lessons interesting for the pupils, who clearly enjoy the work. In information and communication technology a limited amount of teaching was observed, although that which was seen was very effective and pupils made good progress.

20 In geography, physical education, music and art teaching is satisfactory. There was limited evidence of teaching in geography during the inspection, but in Key Stage 2, teaching showed good subject knowledge and good pace. In physical education careful planning and enthusiastic delivery typified the few lessons observed in Key Stage 2. No lessons in physical education were seen in Key Stage 1. One unsatisfactory lesson was seen in reception, where the teacher's laboured delivery and the slow pace led to little progress. Teaching is satisfactory in religious education.

21 Assessment is not yet good enough, particularly in Key Stage 2. It is better in English and science and a good start has been made in mathematics. In most of the other subjects in Key Stage 2 assessment is still embryonic.

22 There is sufficient homework given to pupils in Key Stage 1, but more could be given to pupils in Years 5 and 6 to help support independent learning. Homework should be carefully considered to enable pupils to work independently.

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

23 The curriculum provides pupils with a range of subjects appropriate for their needs. Much emphasis has been placed on helping pupils in their work in literacy and numeracy, and more time is allocated to these subjects than is normally the case. As a consequence, there is a lack of balance in the curriculum and some of the foundation subjects have insufficient time to allow the national expectations to be met. This is the case in art, geography and music. In religious education the limited time available makes it impossible to meet the requirements of the Bradford Agreed Syllabus.

24 The additional time given to literacy and numeracy has been provided to strengthen pupils' basic skills, particularly in the light of the challenge faced by many pupils in English language development. However, insufficient opportunities are taken in the additional time for literacy to link language work with other areas of the curriculum. In both literacy and numeracy there is a need for the school to evaluate the use and impact of the additional time allocated.

25 The school is aware of and taking action to improve other aspects of the curriculum, for example, in improving pupils' work in monitoring and control in ICT, and improving the quality of education in design and technology by better management and teaching.

26 The curriculum is planned to provide for the needs of all pupils. However, the setting arrangements are not always used fully to provide work specifically matched to pupils' abilities.

27 The school's strategy for the teaching of literacy is sound and examples of good teaching were observed. In numeracy the school's provision is unsatisfactory and there is underachievement in the results pupils attain. Some good teaching appointments have recently been made and these, combined with existing strengths in the teaching, provide the school with a good opportunity to improve.

28 Provision for pupils with SEN is good in Key Stage 1 and sound in Key Stage 2. SEN pupils have good access to the curriculum and are not disadvantaged by groups set by ability. Support by assistants is good throughout and, where these staff have extra training and skills, their contribution leads to very good access. In literacy and numeracy the focused teaching in reception and Key Stage 1 provides good opportunities for SEN children. In Key Stage 2 the challenge is less and provision lacks balance because of time limitations in some subjects.

29 Provision for pupils' spiritual development is satisfactory. Provision is made for collective worship in class registration sessions. The content is largely confined to knowledge and consideration of moral issues. This interpretation of collective worship has been agreed by governors after consultation with parents. The time allocated to religious education is small and only limited opportunities for spiritual development were noted elsewhere in the curriculum.

30 There is good provision for pupils' moral development. Within the personal, social and health education programme an appropriate range of issues is considered, and moral issues also feature largely in the class worship sessions. Pupils' moral development is supported in school by the value parents place on family, community and co-operation with others. Staff act as good role models.

31 The school makes good provision for pupils' social development. There is a good number of clubs for pupils and opportunities for them to take responsibility. Provision is very good in the Foundation Stage and Key Stage 1, with many opportunities to work co-operatively within lessons.

32 Provision for pupils' cultural development is satisfactory. The school provides an adequate number and range of visits and makes use of the wider community when possible. There is scope for the school to extend the range of its provision in the light of the known limitations in the extent of pupils' experience of cultures beyond their own community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33 The school provides good personal support for pupils and creates a secure environment, in which pupils are valued and where racial harmony is effectively promoted.

34 There are effective arrangements to ensure the safety of pupils and safe practices are observed throughout the school. Child protection procedures are well defined and effective. Staff with responsibility for child protection are very experienced and follow local guidelines closely. Although most risk assessments, including those for out-of-school visits, are in place and are well documented, the school has not yet produced written risk assessments for physical education lessons.

35 Measures are in place to effectively encourage, praise and reward good behaviour. Teachers have high expectations of pupils' conduct and any instances of poor behaviour are recorded and extra support given. Bullying and racial harassment are not tolerated and no incidents were observed during inspection.

36 The school has very good measures to encourage attendance, especially with regard to extended holidays taken by a large number of pupils during term time. Governors have been instrumental in discouraging parents from keeping their children away for long periods and the home-school liaison instructor encourages parents to include some statutory holidays and therefore limit the number of school days missed. Detailed records of absences and the reasons for these are kept and appropriate action taken.

37 The learning mentor and home-school liaison instructor have pivotal roles in the personal support of pupils and in providing the additional help required for pupils who have particular needs or problems. They provide extra support for pupils who have been absent and work very closely with teachers to identify pupils who have behavioural, personal or educational difficulties. All staff have good knowledge of their pupils and understand their personal, cultural and linguistic needs. The level and quality of both classroom support and lunchtime supervision are high. In lessons pupils have the benefit of a large number of skilled and informed support staff, many of whom are bilingual. This ensures that pupils in the early stages of language development are able to participate fully in lessons. The school uses its own and visiting staff to contribute to the effective and early identification of pupils with SEN. A well-attended breakfast club is provided in the adjacent Family Learning Centre.

38 The structures for assessing and monitoring pupils' academic performance are unsatisfactory. There is no clear and coherent policy. Practice is sound in science and ICT. Assessment is not yet satisfactory in English and mathematics. There is no evidence of coherent and consistent assessment in art, design and technology, geography, history, music, physical education or religious education. However, the academic progress of children under five is carefully monitored and well recorded. Work is then tailored to meet their needs.

39 Data collection and pupil tracking are very limited in the foundation subjects and in the core subjects. There is no focus on individual pupil achievement, target-setting or review. The school recognises the weaknesses in this area.

40 Both school and visiting staff contribute to the effective and early identification of pupils with special educational needs. Parents' views on their children's needs are also requested and taken into consideration. There is a good process for discussion of pupils' needs and the sharing of advice leads to the construction of good programmes, especially in the Foundation Stage and Key Stage 1. Sensible targets are set for pupils and support is utilised inside and outside school to enable them to be met. The recently-introduced individual education plans are not yet totally effective. However, they provide a good basis for development.

41 Relationships between teachers and pupils are mostly very good and care and concern for pupils is demonstrated throughout the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42 Parents are very supportive of the school and, in turn, the school works hard to foster good links with them. These links are formed early with a programme of home visits for children about to start nursery and are continued throughout school with the valuable support of the home-school liaison instructor and the learning mentor.

43 Parents' views of the school and its work are positive, especially in the key areas of teaching, progress and expectations. Almost all parents feel that their children like school, a view which is borne out by the enthusiasm which pupils show for their learning. Some parents are less satisfied with the amount of homework given to pupils and by the out-of-school activities provided. Some parents would like the school to provide a homework club, involving parents, so that they could learn to help their children with their school work.

44 Inspectors agreed with the positive views of parents on progress in Key Stage 1, but in Key Stage 2 progress has been unsatisfactory. The school provides a good range of extra-curricular activities, including a residential visit. The school has decided that, owing to other commitments of pupils after school, a limited amount of homework should be set, but inspectors felt that a more structured approach to homework in Years 5 and 6 would be beneficial to the learning.

45 The Family Learning Centre with which the school shares a site provides a very valuable resource for parents and the community. English lessons funded by the school and courses, including dressmaking and beauty care, run by a local college help parents, especially mothers, to establish contact with bilingual staff as well as improving their communication skills. The centre also provides accommodation for a toddler group and a breakfast club, shared with a nearby school. During the inspection a community health worker gave a talk on health care, which was well attended by parents.

46 Some parents do not have the confidence or language skills to help their children with their work but they make an excellent contribution to pupils' learning by instilling in their children a value for learning and respect for adults. Parents of pupils with SEN are provided with suitable materials and suggestions so that they can support their children and the school makes every effort to involve them in review discussions.

47 The school provides adequate information for parents and takes care to ensure that information on progress is provided in a way that the many parents with EAL can understand. The home-school liaison instructor is instrumental in this and his experience, knowledge of families and communication with teaching staff ensure that information is shared with parents. The learning mentor also provides a very good link with families and has gained the confidence of parents. Along with other bilingual members of staff, the home-school liaison instructor and learning mentor ensure that important messages are understood by parents and that teachers are aware of any concerns of parents. They provide translation services at consultation evenings. Annual written reports are detailed, but would be more helpful if more attention were given to ways in which pupils could improve their work.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48 Leadership and management by the headteacher and senior management team are good. The head and governors have a clear vision for this newly-established primary school,

and are working well with the local education authority to secure the best possible provision for the school and the community. The strategic plan is supported by financial indications. The school has undergone significant changes in the past two and a half years when it reorganised from a first school to an all-through primary. Out of a total teaching staff of 30, more than half joined the school at or after reorganisation, and a third of these are new to the school this year. The priority for the headteacher and the newly-established senior management team was to ensure that teachers were appropriately placed and supported to ensure a smooth transition, and that the quality of education for pupils did not suffer from the inevitable disruption. The change has been well managed, though there is still some way to go before the effects of these changes are reflected in improving standards.

49 The governing body has grasped the long-term strategy and has been proactive in the various committees which support the school. Governors do not yet know enough about the standards the pupils attain or the progress pupils make. It is up to the headteacher and the senior management team to work more closely with governors to ensure that they understand the whole picture. Governors now need to devise a committee structure that will support them in understanding the standards and progress of pupils in all subjects. This will help the monitoring of these issues in the school improvement plan. Governors will then be able to allocate the finances and other resources to the improvement plan and monitor developments with confidence and precision. Funding provided by the EMAG has been allocated well to support pupils' learning in English across the curriculum. Pupils and parents have greatly benefited from the services of the home-school liaison instructor, funded through EMAG. Other funding, including New Opportunities, Booster Class, and Excellence in Cities funding for the learning mentor, has been well targeted on improvements to pupils' academic and social welfare.

50 The school has a commitment to raise standards and is working towards this aim. The head and senior management team have diagnosed the strengths and weaknesses and the school improvement plan reflects these. The diagnoses of weaknesses, although usually accurate, are sometimes based on impressions rather than on rigorous evaluations of the evidence available. More rigorous evaluations would target improvements precisely.

51 The roles in the senior and middle management structure are too often duplicated. The middle management structure is unwieldy. The use of two subject co-ordinators, one for each key stage, creates too much division in the school. Communication, monitoring and evaluation and accountability, consequently, become more diffuse. Nonetheless, good planning has occurred over the past few years, and the school is beginning to analyse its performance in the various subjects.

52 The school is generously staffed, and the majority of staff are appropriately deployed. Teachers' expertise is used well in the Foundation Stage and Key Stage 1. The organisation of support for groups of differing ability in literacy and numeracy across Key Stage 1 works well. Teaching is very much enhanced by the deployment and quality of the support from bilingual teachers and support staff, including the nursery nurses in the Foundation Stage. As a result, progress is good for these children. In Key Stage 2 the deployment of teachers is more complex, and, because pupils are allocated to a variety of groups with different subject teachers, class teachers do not have a good overview of children's progress. The school is making satisfactory evaluations of teaching through performance management and through general monitoring of teaching and the curriculum. The training and support of initial teacher training students have increased the expertise of senior staff responsible for monitoring. As a result, the school is aware of the strengths and weaknesses in the quality of teaching and is working towards improvements. The monitoring of teaching in the different subjects now needs to be more sharply focused.

53 Accommodation is spacious, but is not always fit for the purpose intended. The school is working hard to integrate Key Stages 1 and 2, but separate buildings at opposite ends of the playground do not make communication easy. Major improvements to the buildings are planned and are due for completion in the coming year. The interior of the school is well cared for, and some refurbishment has occurred, which has greatly enhanced the climate for learning. The majority of classrooms are bright, interesting and well organised. There is a reasonable space for outdoor play, but it is all hard-surfaced. It would benefit from more interesting features. Subject co-ordinators have audited resources and as a result, there is a good range of equipment and resources to support pupils' learning. Administrative staff and systems are very effective, and information technology is used well to support them to ensure the smooth running of the school.

54 Leadership and management are good, as is the quality of teaching. Pupils' learning, attitudes and behaviour are very good. Standards are not yet as good as they should be, though improving, and pupils make good progress from entry through to Key Stage 1. The school needs to do more to analyse data and compare results with those of other schools, both locally and nationally. Good use is made of resources. In view of all this, the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55 In order to improve the effectiveness of the school, the headteacher, governors and staff should:

- 1) Raise standards in English, mathematics and science in Key Stage 2 by:
 - reviewing the structure of management in these subjects across the school;
 - ensuring that teachers and other staff ask more, open-ended questions to develop pupils' language development and understanding;
 - monitoring specific aspects of teaching;
 - scrutinising work regularly in Key Stage 2 in English, mathematics and science to ensure that pupils are making the progress of which they are capable;
 - reviewing how the school prepares pupils for the Standard Assessment Tests.

Paragraphs 12, 51, 52, 88, 101, 106 and 107.

- 2) Improve the balance of the curriculum in Key Stages 1 and Key Stage 2 by:
 - analysing what the school does now in each subject against the programme of study for that subject;
 - scrutinising a sample of books/folders in each subject area against the exemplars provided by QCA to ensure that the range and quality match what is expected;

- exploring how aspects of the foundation subjects can be covered in the literacy and numeracy hours. For example, the biography of an artist or a prominent historian could be used in a literacy lesson.

Paragraphs 23 and 24.

3) Ensure that the requirements of the Bradford Agreed Syllabus are met by:

- allocating sufficient time for religious education to be taught;
- ensuring that there is the proper coverage of the syllabus;
- scrutinising a sample of books from each year group termly.

Paragraphs 23, 145 and 146.

4) The head and senior managers should ensure that governors are informed about the standards achieved in the school by:

- providing training on the data supplied by the Ofsted PANDA document and by the Autumn Package, particularly those sections on value-added data from Key Stage 1 to Key Stage 2;
- discussing with governors how the analysis of standards links to the tasks in the school improvement plan;
- discussing with governors the type of evidence they will need to monitor and evaluate the school improvement plan.

Paragraph 49.

5) Continue with the attendance monitoring procedures and work closely with parents to encourage good attendance by:

- constantly reinforcing the message through newsletters, formal meetings and informally through discussions with parents;
- developing further rewards for good attendance for individual pupils and classes.

Paragraphs 10 and 36.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	68
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	11	34	20	2	1	0
Percentage	0	16	50	30	3	1	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39	568
Number of full-time pupils known to be eligible for free school meals	0	212

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	2	70

English as an additional language	No of pupils
Number of pupils with English as an additional language	604

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	47
Pupils who left the school other than at the usual time of leaving	36

Attendance

Authorised absence

	%
School data	6.5

Unauthorised absence

	%
School data	0.3

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	48	41	89

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	37	42	41
	Girls	35	38	37
	Total	72	80	72
Percentage of pupils at NC level 2 or above	School	81 (78)	90 (84)	88 (72)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	38	43	42
	Girls	35	39	38
	Total	73	82	80
Percentage of pupils at NC level 2 or above	School	82 (79)	92 (78)	90 (63)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	26	37	63

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	13	18
	Girls	22	18	15
	Total	41	31	33
Percentage of pupils at NC level 4 or above	School	65 (n/a)	49 (n/a)	52 (n/a)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	18	14
	Girls	16	22	18
	Total	27	40	32
Percentage of pupils at NC level 4 or above	School	43 (n/a)	63 (n/a)	51 (n/a)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	0
Indian	68
Pakistani	413
Bangladeshi	0
Chinese	0
White	2
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	29.8
Number of pupils per qualified teacher	20
Average class size	27.4

Education support staff: YR – Y6]

Total number of education support staff	37
Total aggregate hours worked per week	1086

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	38
Total number of education support staff	4
Total aggregate hours worked per week	125
Number of pupils per FTE adult	38

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	17
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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.

Financial information

Financial year	2000-2001
	£
Total income	1,150,435
Total expenditure	1,074,740
Expenditure per pupil	1,933
Balance brought forward from previous year	75,114
Balance carried forward to next year	150,809

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	643
Number of questionnaires returned	239

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	34	0	0	1
My child is making good progress in school.	45	49	4	0	2
Behaviour in the school is good.	56	33	7	1	3
My child gets the right amount of work to do at home.	29	36	20	11	4
The teaching is good.	55	38	5	0	3
I am kept well informed about how my child is getting on.	45	41	11	2	2
I would feel comfortable about approaching the school with questions or a problem.	50	37	6	3	4
The school expects my child to work hard and achieve his or her best.	57	34	7	0	1
The school works closely with parents.	39	39	14	3	5
The school is well led and managed.	42	43	6	1	9
The school is helping my child become mature and responsible.	43	49	4	1	3
The school provides an interesting range of activities outside lessons.	36	28	10	11	16

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

56 The Foundation Stage includes three reception classes and a large 80-place nursery catering for children attending on a part-time basis. Almost all the children attending the nursery go on to attend Grange Road School. On entry to the nursery children's attainment level is well-below average. Many children arrive at nursery with very little spoken English and a good proportion have limited skills in their first language as well. Children make good progress in the nursery and by the time they enter the reception classes attainment overall has risen, but is still below average.

57 Children go on making good progress in the reception year and by the end of the Foundation Stage higher attainers will have achieved what is expected across the curriculum.

58 Most pupils will meet expectations for personal and social development knowledge and understanding of the world and creative and physical development. However, most pupils are unlikely to meet expectations for mathematical development and also in communication, language and literacy. Many pupils experience difficulties in communication because of the time it takes to become fluent in spoken and written English.

59 This does not detract from the fact that such children are learning effectively and will eventually become skilled bilingual speakers, readers and writers. Overall attainment, therefore, by the end of the Foundation Stage is still below average.

60 Teachers' planning for learning in the nursery and reception classes is very good. It has clear purposes, sets down how children of different attainment levels will be challenged in different ways and shows an excellent working knowledge of the Foundation Stage curriculum. The way in which children's work is assessed is also thorough. Work is often annotated by teachers and support staff to give information about how much adult help was needed, what the child's oral response was, levels of concentration, perseverance and application. Collections of such annotated work for each child are helpfully available to parents daily.

61 A striking feature of teaching in the Foundation Stage is the very effective way in which the support team is deployed. The adult:child ratio is very favourable. Many adults are bilingual and all are excellent role models for the children. The whole team are very well briefed, have a full command of the purposes of the activities they are working with and take responsibility for ensuring that children in the group contribute to the activity and make progress to their full potential. The skilful use of first languages to reinforce challenging concepts, whilst still emphasising the acquisition of English, has a very positive impact on learning. The particularly good practice of making field notes on the progress of each child during the activity should be used more consistently throughout the Foundation Stage.

62 All adults have an extremely good working knowledge of their pupils, value their contributions and give helpful, positive, constructive feedback to children.

63 The nursery and reception classes provide very good learning environments. They have well-resourced designated areas to accommodate a wide range of different activities. Display is designed to support children's learning and much time and effort are given to ensuring that things are attractively presented. The environment and resources fully reflect the children's cultures, and contexts are carefully constructed to enable them to relate to familiar ideas.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

64 Children in the nursery are successfully encouraged to develop confidence and manage their learning independently. First friendships are formed and children learn to work and play harmoniously together. A moral code of conduct is emphasised by all staff at every opportunity and children are encouraged to think about issues such as kindness, consideration for the feelings of others, and sharing throughout their nursery session. Children in the nursery feel secure and confident to approach adults and their peers and to talk about their thoughts and feelings. Adult support in the nursery's drink and snack area is particularly effective in developing children's capacity for social conversation.

65 In the reception classes children continue to develop good co-operative skills and can take turns, share resources and listen to each other attentively. They take initiative for their own learning and are very independent, for example, in organising their chosen activities and tidying up at the end of sessions. They are able to maintain good levels of personal hygiene and are becoming increasingly competent at managing outdoor clothing.

66 Behaviour is very good across the Foundation Stage. Children are polite, respectful and friendly. No aggressive incidents were observed during the inspection.

COMMUNICATION, LANGUAGE AND LITERACY

67 There is an appropriate emphasis placed on speaking and listening across the Foundation Stage curriculum. In nursery and reception, children benefit from well-structured role-play and a wide range of opportunities to build stories, contexts and characters through the use of small figures, toy animals, vehicles and environments created in the sand and water areas. Adult support in these areas greatly enhances the purpose and range of speaking and listening taking place. Many ideas and comments were exchanged, for example, whilst giving a baby doll a bath, playing with a train set with tunnels and bridges and particularly when children were looking at photographs of themselves working and playing in the nursery and reception classes. The home area in the nursery and the classroom shop in reception both successfully enabled children both to learn new English vocabulary and engage in purposeful talk. Few children, however, are able to offer extended responses, elaborate on initial ideas or raise questions. In order to fulfil these expectations, more emphasis will need to be placed on establishing a questioning ethos involving staff, children and parents in raising and addressing challenging, open-ended questions.

68 Children in the nursery enjoy stories and can handle books well, turning pages, recognising that print carries meaning and commenting on the sequence of events in the story. They are developing confidence in producing their own early tries at writing and high attainers are beginning to form conventional letters, can recognise some phonic sounds and can identify their own name.

69 These skills are further developed through the reception year where many pupils understand the terms 'author', 'illustrator' and 'title' and can identify these on the cover of a book. Handwriting skills improve and the ability to construct simple sentences is emerging. Children show outstanding enthusiasm for learning, remarkable attention to task and high concentration levels. The limited command of English for some children, however, prevents access to some concepts and ideas at this stage. The staff provide very good role models of successful bilingual communications to which children can aspire.

MATHEMATICAL DEVELOPMENT

70 In the nursery children enjoy and learn well from number games, rhymes and songs. Children can identify shapes within their environment, for example toys used in the sand and water, and most know 'circle', 'square' and 'triangle'. Adults constantly encourage children to count, order and sequence in their activities. For example, when designing a collage using strips of paper, children were encouraged to count and measure their strips. The supporting adult introduced mathematical vocabulary including 'long', 'longer', 'shorter' which clearly moved on the children's understanding of comparative lengths.

71 In reception, a variety of practical experiences supports mathematical learning. Children were able to demonstrate their understanding of capacity whilst playing in the water using the terms 'full', 'nearly full', 'half full' and 'empty', carefully adjusting the amount of water in their vessels to accurately represent their description. The classroom shops play a vital role in enabling children to recognise coins, read the mathematical notation for money and match amounts of money to price labels. Daily mathematics lessons in reception provide more opportunities for mathematical learning. In one oral/mental mathematics session, the teacher and nursery nurse jointly role-modelled the sequence of shopping, one narrating the process, the other acting as shopkeeper whilst children were invited to visit the shop to buy things. Objects had to be priced, correct amounts given and change received. This enabled much productive money-based work in the subsequent group activities. The direct teaching of numeracy is very well handled and most children can count and order to 10, and have a basic understanding of space, shape and money by the end of the reception year. Displays in nursery and reception successfully support key mathematical concepts.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

72 The children in nursery are developing a lively curiosity about things around them. This is further stimulated by a variety of well-presented photographs showing life in the nursery and local area. These enable them to comment on and develop ideas relating to their immediate environment, time, place and family relationships. Children are actively encouraged to watch living things grow, through activities such as seed planting and observing the minibeast garden. There are good opportunities for designing and making where high expectations are set for children to cut, join, shape and stick, for example, whilst producing their own masks and hats.

73 These activities are built on in reception through, for example, the observation of the life cycle of the caterpillar and further studies of the local area. Children were able to demonstrate an understanding of how things grow and many could identify that plants need water and soil to survive. Children are involved in designing and making objects using a variety of malleable and pliable materials. Children across the Foundation Stage develop independent skills using ICT and most can use a mouse and computer to investigate independently a variety of software.

PHYSICAL DEVELOPMENT

74 Both the nursery and the reception children have secure outdoor play areas. In the nursery children are confident to use large-scale equipment to crawl, balance, climb and jump. Their precision in using small tools and throwing and aiming to targets is developing well. Adult support provides challenges, ideas and encouragement and ensures that children remain purposefully engaged. Gross motor skills are soundly developed.

75 These developments continue in reception, where children play well together, carrying out work in pairs for example, using bats and balls well. In one example of two children playing cricket together, one boy demonstrated particular skill at over-arm bowling, which was clearly producing much enjoyment. Reception children have additional opportunities to

develop climbing, jumping and balancing skills using the indoor apparatus in the hall. However, most are hesitant at using this apparatus and more basic floorwork is necessary in order to fully prepare for challenging apparatus work.

CREATIVE DEVELOPMENT

76 Children in the nursery can use a range of mark makers to produce drawings and patterns. They are progressing appropriately through the developmental stages of drawing. They are learning to mix paint and developing an understanding of colour and texture, producing confident, well-defined paintings and prints.

77 Children are able to select from a range of materials to design collages and simple three-dimensional objects.

78 A variety of musical instruments successfully encourages them to explore and distinguish between the sounds made by different instruments. Children can sing together and enjoy simple rhymes, jingles and songs.

79 In reception, children build on their artistic skills by observing the work of a range of artists; for example, they have produced patterns based on the work of Frank Stella and were developing ideas from a painting of sunflowers by Van Gogh during the inspection. Children were able to observe this painting and also work from real-life sunflowers to produce their own work. They were encouraged to look carefully at and feel the sunflowers before mixing sand with paint and applying this using spatulas to achieve an effect of thick daubs of colour in their sunflower pictures. A range of three-dimensional work is carried out using box craft and playdough. Printmaking and the baking of gingerbread people also served to encourage creative thinking and develop the concept of symmetry.

80 Children can sing together maintaining tune and rhythm and have opportunities to engage in music-making using percussion instruments. They demonstrate good control in a range of media and are developing concepts of colour, shape and form.

ENGLISH

81 In 2001 the Key Stage 1 national test results in reading and writing showed improvement, after a recent trend of declining standards. Although they entered nursery with well below average levels of attainment, pupils achieved average results in writing compared to all schools, and below average in reading. This demonstrates a good level of progress and achievement, although there were few higher-level results compared to average. Compared to similar schools pupils did well, especially in their writing.

82 Last year was the first year in which Key Stage 2 tests were taken in the new school, and results in English were well below the national average for all schools. Compared to similar schools, results were below average, and few pupils gained upper levels. It must be recognised that, for most pupils, English is an additional language and this has an impact throughout their schooling. For bilingual learners, the pattern of language acquisition often slows down as the demands become more complicated in Key Stage 2 and mastery of a language can take from five to seven years. There is evidence of many girls underachieving when their results are compared to those in Key Stage 1.

83 In lessons at Key Stage 1, pupils make good progress as they follow an English curriculum which properly emphasises speaking and listening and provides appropriate bilingual support for second language learners. Opportunities for speaking and listening are carefully structured to meet the wide range of language competence in the class. Pupils

share news, discuss the moral implications of stories, for example, the bad behaviour of a naughty dog, and the requirements of report-writing. They talk through the features they need to include in their work, and listen actively for sustained periods. They are encouraged to answer questions fully using complete sentences. In reading and writing they succeed in improving the standard of their work by using a range of strategies, including phonics and knowledge of common sentence patterns. By the end of the key stage, many pupils can write a sequence of simple sentences, with some adult help. The most able, working independently, are capable of using a varied vocabulary and standard sentence structures to express their ideas. All pupils read aloud with expression and zest, and, whatever their competence in English, seize opportunities to express opinions, ideas and experiences.

84 In Key Stage 2, oral work is still emphasised, but the gap between the most and least competent is wider than that for the younger children. Pupils work in ability groups and extra support is provided, although less than at Key Stage 1. By the end of Key Stage 2 pupils at the upper end achieve standards that are in line with national averages in reading and writing. They discuss favourite authors with interest, read aloud fluently and with good expression and can identify different levels of meaning. They use a sound range of technical vocabulary correctly and can apply features such as metaphor and simile to their own work. They are familiar with a range of forms and have a good understanding of writing for an audience and purpose. In written work they need to vary their sentence structures more by experimenting with the effects of different word orders. Their stories, which tend to be very conventional, would also benefit from more variety in planning structures. For many pupils weaknesses in their English continue to affect their comprehension and writing. Their responses can be literal or rely too much on misleading pictorial information. As at Key Stage 1, teaching support makes a significant contribution to pupils' progress.

85 Pupils' attitudes to learning are a real strength of the school in both key stages. They enjoy their work, always try hard and are very keen to contribute in class. They are also polite, disciplined and good at taking turns in speaking and listening. They treat adults and other children with respect.

86 Teaching is good in both key stages, but particularly so in Key Stage 1. Teachers are very knowledgeable about meeting pupils' needs in appropriate ways, planning well and providing a stimulating environment with interesting resources of good quality. Teaching support has the same high quality, with well-trained staff, enabling pupils to face the challenge of working in English and make good progress. Teaching is particularly enriched by the use of very structured approaches to speaking and listening and the sensitivity of staff to pupils' home cultures and languages.

87 At Key Stage 2, teaching is never less than satisfactory and often good, but there is less very good teaching than in Key Stage 1. There are several reasons for this: in a team with many new members, including the literacy co-ordinator, there is variation in knowledge, planning and assessment approaches. The capacity to show by example rather than simply tell pupils how to improve their reading and writing is less consistent than in Key Stage 1. There are fewer well-structured opportunities for using talk to develop and practise a range of sentence structures. Talk is less strongly linked to the demands of the range of reading and writing pupils need to develop. In some classroom work, single-word answers are accepted, and the teacher does most of the talking. Variability in planning formats make it difficult to monitor progression and continuity in the curriculum offered. The same 'haiku' work was seen at Year 4 and Year 6. There is over-reliance on the rather limited stimulus offered by a single, commercial English scheme, especially the use of some dull worksheets in independent work.

88 The teacher with a literacy responsibility has succeeded in maintaining good provision in her sphere in the absence of a literacy co-ordinator. The recent appointment of a whole-

school literacy co-ordinator will make a significant impact in developing the consistent approaches now needed. The action plan for literacy sets a clear agenda for development across the school, including an audit of present policy and practice and an evaluation of staff development. A whole-school approach to the use of data is a further priority, to ensure that accurate tracking and assessment of pupils feeds directly into focused literacy provision. Monitoring the impact of provision, including the use of extra time in Key Stage 2, will ensure resources are used to best effect. All staff, including those who do not teach the literacy hour, need to be trained in how to ensure their subject is contributing to literacy improvement.

89 A further important development is in library provision. Staff with this responsibility have created a very welcoming environment for learning. A good library club session for Year 5 was observed. However, further development will require staff to develop a clear policy for how the library supports independent learning across all subjects.

English as an additional language

90 The great majority of pupils learn EAL, with 108 identified as being at an early stage of language acquisition. Because of the numbers of pupils with support needs the school relies on EMAG funding to provide appropriate levels of support, especially in Key Stage 1. The grant has been used to support the organisation of smaller teaching groups within which support is integrated to enable all pupils to have full access to the curriculum and to participate fully.

91 The majority of pupils are assessed as at a low baseline on entry to the school, but make good progress in their acquisition of English in the Foundation Stage and Key Stage 1. By the end of the key stage pupils are confident in expressing their ideas in simple words and phrases and some make much faster progress. Outcomes in the national tests in 2001 indicate good progress for pupils in acquiring necessary skills in reading and writing by the end of Key Stage 1.

92 The rate of progress slows in Key Stage 2, but is satisfactory. Pupils are challenged by a curriculum, which demands the fast development of skills to understand and write more complex text. Key Stage 2 tests also have a cultural context that may not link to pupils' experiences. Hence, while outcomes are below national averages and also low in comparison to similar schools, in lessons pupils make sound or good progress with appropriate support and teaching strategies.

93 Teaching for pupils with EAL is good and sometimes very good in Key Stage 1, and never less than satisfactory in Key Stage 2. One important difference is in the well-integrated and skilful approaches to oral work in Key Stage 1, which link spoken to written structures. In Key Stage 2, such opportunities are less consistently planned. The impact of extra time for literacy at Key Stage 2 also needs to be monitored to ensure activities and strategies are of maximum benefit to pupils.

94 Teaching and support staff in both key stages demonstrate sensitivity to the cultural and language heritage of their pupils. They are aware of how well the pupils meet the complicated demands of different home and school languages and use opportunities to make links.

95 In both key stages the quality of support work is very good, with knowledgeable and well-trained teachers and support staff carefully identifying language needs and focusing their efforts on helping individuals and groups to achieve the next step in their learning. When a whole-school system of assessment and tracking procedures has been put in place, the expertise of these staff needs to be fully used, particularly their detailed knowledge of pupils'

progress. All staff also need to be familiar with the methods being used with targeted support groups to ensure pupils experience consistent approaches in their language learning.

MATHEMATICS

96 Attainment in mathematics in national tests for seven year olds in 2001 was below the national average. Attainment was average compared with similar schools. The percentage of pupils attaining the higher level 3 was small and well below the national average. This attainment level was an improvement on the previous year. Early indications are that this year's figures will show further progress and that, while remaining below the national average, significantly more pupils will attain level 3, showing that abler pupils are making good progress. Evidence from lessons and pupils' work seen during the inspection confirms this, but standards remain below average overall. There is no significant difference in attainment between girls and boys.

97 Attainment in the 2001 Key Stage 2 national tests was well below national expectations. No pupils attained the higher level 5, a very low result compared with the national picture. Standards attained were well below those reached in similar schools. As this is a newly re-organised school, it was the first year that pupils had taken these tests. Attainment was very similar to that which the school expected. Early indications are that this year there will be pupils who attain the higher level 5, but that overall standards may remain similar to last year's. Analysis of data showed that many pupils were not making the progress they should. There were a lot of low-attaining boys, and girls of all abilities progressed less well than boys. Overall standards in Key Stage 2 remain weak. Evidence from lessons observed and work seen confirms this view of under-attainment.

98 Abler pupils in Year 1 can recognise and name some two and three-dimensional shapes and discuss their features. The least-able pupils in Year 2 are still practising number formation and struggling to find pairs of numbers adding up to ten. Most pupils in the second set in Year 3 can find lines of symmetry for two-dimensional shapes and some can identify horizontal, vertical and diagonal lines. In Year 6 the ablest pupils can divide seven-digit numbers by nine and are familiar with square numbers and square roots. The least able find adding two single-digit numbers a difficulty but, with lots of adult help, are learning to double two-digit numbers accurately. When given the opportunity to carry out mathematical investigations, pupils showed enthusiasm for learning. Pupils in set four in Year 6 showed genuine delight in their number pattern discoveries. In some classes there was insufficient experimental work and pupils were taught too directly, so limiting learning and exploration of mathematical language. A wide spread of ability exists in each year group and the school teaches older pupils in sets. More varied demands need to be made on differing abilities in the sets, ensuring all are suitably challenged. In some classes, extension activities are provided, but, having to tackle easier work first, pupils may not reach them.

99 Lessons were well planned following the National Numeracy Strategy. Lesson objectives were explained to pupils, though reviews of progress at the end of lessons were less frequently seen. Some learning in Key Stage 2 has been hampered by frequent changes of staffing which are not of the school's making. Some older pupils are held back by their lack of developed English language. Bilingual and other support is most heavily provided in Key Stage 1 and lower Key Stage 2. Even though all staff place a strong emphasis on teaching mathematical vocabulary, older pupils need more support to grasp the meaning of complex mathematical phrases and questions.

100 Older pupils are given extra numeracy time in a worthy attempt to bolster standards. This strategy needs evaluating for its effectiveness. An alternative is to ensure that mathematics is taught effectively across the curriculum. Teaching in Key Stage 1 is always

good and in Key Stage 2 is satisfactory. Some staff would benefit from further training to refresh their teaching methods and styles. Teachers correct pupils' work but give limited guidance on how to improve. The co-ordinators have begun a programme of observing the quality of lessons.

101 Pupils' behaviour is, almost without exception, very good. They settle quickly into lessons. They are compliant, listen to their teachers and work hard at what they are asked to do. Teachers' questioning needs to draw out more of pupils' thinking and be less closed in style. Pupils of all abilities and in all years show evidence of enjoying their learning and being committed to it. A more organised and frequent use of homework, especially in Key Stage 2, may help drive up standards, which is what this school aims to do.

102 A recently introduced system for assessing pupils' progress is proving useful. Teachers have good day-to-day knowledge of what pupils know, but lack the wider context. A limited amount of information extracted from Key Stage 2 test results has been used to change the curriculum in Year 6. More rigorous use of data is required so the school can track pupils' progress and attend to areas of weakness in knowledge that the tests reveal. These matters will help the school drive up standards.

SCIENCE

103 Standards of pupils' attainment are below average in both key stages. In 2001 the Key Stage 2 National Curriculum test results showed standards to be very low. There was a significant level of underachievement, particularly by girls. The results attained by pupils that year were significantly affected by staffing and management problems in the teaching of science. These problems no longer exist and pupils' standards of attainment are better this year. Observations made during the inspection, and teachers' own assessments, indicate standards which are more in line with pupils' abilities. This represents improving standards attained, and there is scope for further improvement in future years.

104 Similarly, standards are improving in Key Stage 1. Standards have been slightly below average, with the weakest element of pupils' work being in investigative activities. The school has introduced a new teaching scheme for science and this is proving beneficial in improving the quality of work pupils undertake. Scrutiny of pupils' work during the inspection indicates that they often attain standards at the national average. For example, some work pupils had attempted on animal habitats showed observation, recording and a comparison of habitats which was in line with national expectations for the age group.

105 The quality of teaching observed was good. Teachers showed a good level of subject knowledge and they explained ideas clearly. They showed a good level of awareness of the language challenge faced by many pupils, and much stress was placed on correct vocabulary. The clear presentation of work by teachers contributed significantly to the good quality of learning by pupils. The very good attitudes and behaviour shown by pupils were also very influential in the progress observed in lessons. One example of unsatisfactory teaching was observed, in which the style of presentation was confrontational.

106 An area for development in science is the opportunity presented to pupils for independence in their work in the subject. Teachers are already very effective in question and answer sessions, and pupils are keen to respond. It will be important to ensure that pupils are encouraged through questioning and group work to speculate, plan and draw conclusions, so that all pupils, but particularly the more able, can produce work of an appropriately high standard.

107 Another area for development is the support pupils are given in the light of the challenge many face in the handling of language and ideas. The school needs to ensure that those pupils who require readers in the national tests are given that support. Homework activities and the review of work prior to the tests should be used to full effect to translate good learning in class into better standards of pupils' attainment in the National Curriculum assessment at the end of Key Stage 2.

108 Arrangements for the teaching of science are much improved compared to just over a year ago. This is already evident in the standards pupils are attaining. Given the willingness of pupils to learn, and their interest in the subject, standards should continue to improve.

ART AND DESIGN

109 At the ages of seven and eleven, pupils attain levels of knowledge, skill and understanding which meet the expectations for pupils of a similar age. They develop good skills with the tools and techniques associated with art and design, but their understanding and discussion of the ideas associated with the work they do are less well developed. Teachers emphasise skills appropriately in their teaching, but there is insufficient time for reflection and constructive criticism so that pupils can consider what they are doing, alter work, and discuss its relationship to the wide range of examples that are used. The time spent on art and design is short. Many opportunities are lost for pupils to extend language, contribute ideas and improve their work.

110 There are good opportunities for observational work and pupils are careful in what they do. Pupils' drawing, painting, collage and modelling all show that they acquire and develop skills of a satisfactory level during their time at the school and many pieces of work based on observation are good. For example, the youngest pupils have been working in the style of Miro and have captured the spirit of his work and its colour in their own work. Older pupils in Year 5, colour match paintings, and show dexterity and good use of colour and form. Development is less evident where demands are made for imaginative use of style. In Year 3, although some pupils are able to take and use techniques such as native Aboriginal patterns to communicate their feelings about danger or happiness, many have not understood the spiritual and cultural significance in the Aboriginal work.

111 The pupils are enthusiastic about what they are doing in art and design and behave very well. They use the wide range of materials available to them with care and learn skills by listening to and watching their teachers attentively before practising for themselves. This helps them towards success. In discussion they are sometimes reticent and prefer to respond to simple questions rather than construct arguments or draw from their own experience to make contributions.

112 The school is improving the scope of work done by developing a curriculum based on the guidelines provided by the Qualifications and Curriculum Authority. This has led, with good support by the subject co-ordinator, to a lively programme using a good range of experience and instruction. Groups of children make visits to extend the work in school. Visits, such as that to Bradford Colour Museum, led pupils in Year 6 to be motivated to experiment with glass painting in the style of Tiffany. Similarly, a visit to Salt's Mill, brought them into contact with the work of Hockney, and added to the excitement for and understanding of the subject. Because the planning is well founded, teaching is at least satisfactory even where the teachers are not very familiar with the subject through their own training. The learning objectives for lessons are clear and the materials provided well used. Support staff and teachers have a good knowledge of the needs of pupils and focus their work effectively to meet the needs of the pupils most of the time.

113 The way in which teachers lead discussion and help pupils improve their work varies in relation to the confidence and experience of the teacher. The training available and the monitoring of teaching is not addressing these inconsistencies sufficiently well to secure improvement. The contribution that the subject could make to the improvement of language and understanding, particularly amongst the older pupils, is not exploited for this reason. A portfolio of work, which will improve teachers' ability to assess standards, is being established. This will help them become more confident in their judgements, but teaching style and the involvement of pupils in the evaluation of work require increased opportunities for the good practice in parts of the school to be shared.

DESIGN AND TECHNOLOGY

114 Standards of pupils' attainment go beyond the national expectations in Key Stage 1 but well below this in Key Stage 2.

115 A very good start to this subject is made. Pupils have a chance to explore their own designs and the quality of construction is often good. Much attention is paid to the quality of finish, and the display of frogs and face masks was very impressive.

116 In Key Stage 1 there is good progression of work. Pupils engage in design, construction and evaluation, and the outcome of their efforts is good. They have constructed toys based on pivots and levers, and in Year 2 some very good models of vehicles were on display. These models were very well constructed and great care had been taken in the quality of the finish.

117 In Key Stage 2 the school's provision has not been of the same standard and this has resulted in very much lower levels of pupils' attainment. There is poor quality in much of the work pupils have produced earlier in the year. Weaknesses in the management and teaching of the subject have been substantial and have had a damaging effect on pupils' work. However, the school has tackled the issue of management and the new Key Stage 2 co-ordinator presents an opportunity for significant improvement.

118 Only one lesson was observed in Key Stage 2 and here the teaching was poor. The quality of exposition left much to be desired both in terms of teacher knowledge and also in choice and clarity of language. Pupils were co-operative, but many did not show much enthusiasm for the work.

119 An area for development in the subject will be the training of teachers in Key Stage 2 to broaden the skill base within the school. The structure of the curriculum is quite sound, but the quality of teaching and attention to standards of pupils' attainment have been inadequate.

120 The school has taken appropriate action to secure improvement and there is cause for optimism. However, there is much to be done to gain acceptable standards in Key Stage 2.

GEOGRAPHY

121 There was a limited amount of evidence in geography, but Year 1 work showed pupils explore their local area identifying landmarks, and Year 2 pupils learned about the countries and capital cities constituting the UK.

122 Key Stage 2 standards met expected levels. Work is planned from national guidelines. Year 6 middle-ability pupils use appropriate subject vocabulary, can describe

mountain environments, explain how physical features affect peoples' lives and understand temperature ranges. The teacher had good subject knowledge and set effective time limits for tasks. The setting arrangements and consequent movement of pupils resulted in restricted learning because the lessons became shorter. Some parents are reluctant to allow girls to engage in fieldwork; consequently, for those pupils the curriculum lacks breadth. In one lesson observed the Year 4 pupils knew the features of Indian villages and compared them with their home environment. This lesson was well prepared with clear objectives and good resources. Higher-ability pupils made insufficient progress as easier work had to be done first before extension activities. Analysis of work planned for Year 5 showed good match of tasks to pupils' abilities.

123 Pupils were enthusiastic about their work and attentive to teachers. Attainment and progress are not formally assessed and recorded. The new enthusiastic co-ordinator needs further training. She knows resources need increasing and understands the importance of widening pupils' horizons.

HISTORY

124 Standards are below national expectations in both key stages.

125 From the scrutiny of work in Key Stage 1, pupils are beginning to develop an understanding of chronology and the difference between past and present and old and new. They are able to sequence pictures of the fire of London and of the work of Florence Nightingale. More-able pupils are able to write descriptively about Remembrance Day and to draw and label their family tree. There is an over-reliance on work sheets and of pupils filling in the missing words, which does not allow sufficient challenge. Pupils should be given more opportunity to work independently and write freely.

126 In Key Stage 2 pupils are learning about different periods in history. They obviously enjoy their lessons and are keen to learn and to answer questions. In a Year 3 lesson pupils could identify Viking place names on maps and identify some artefacts. However, only one child could predict why Vikings settled in one area of Britain and not another. In Years 5 and 6 pupils were very interested in life in Britain during the Second World War and in the travels of explorers in the Elizabethan age. Pupils' learning is hampered by their lack of prior knowledge of many aspects of history and the fact that they bring little experience of history to their lessons. Visits to places of historical interest provide pupils with stimulating and imaginative experiences.

127 Teaching is good. Teachers have good subject knowledge and share expertise in their year groups. They plan well and work hard to make history relevant and interesting for pupils. Lesson objectives are clear. Teachers' explanations of tasks and activities are good and this allows pupils to begin work immediately. Their style of questioning enables pupils to feel confident in answering questions. However, it is noticeable that pupils do not ask questions to extend their knowledge. Strategies should be adopted to encourage this aspect.

128 The two co-ordinators are enthusiastic and have action plans for the subject's development. These should be incorporated into one plan and be more clearly focused on specific action to raise standards. The length of time given to history should be evaluated to ensure pupils receive a valuable historical experience. A greater collection of artefacts would further support learning. Co-ordinators have not yet scrutinised work or planned systematically. There is a need to address assessment to ensure continuity across the school. Links with literacy need to be exploited further.

INFORMATION AND COMMUNICATION TECHNOLOGY

129 Standards of pupils' attainment are in line with national expectations in Key Stage 1 but below this in Key Stage 2.

130 In Key Stage 1, pupils engage in an appropriate range of work and attain standards in line with national expectations. All work observed was well presented and carried out with care. Particularly pleasing was some work in Year 2 linked to a design and technology task of making 'Joseph's Coat'. Within the topic pupils had used their ICT knowledge to present possible coat patterns as design possibilities. Such application of ICT skills to assist other work is starting to lead to standards which are above what is expected for their age.

131 In Key Stage 2, the scope of work largely meets the requirements of the National Curriculum. Strengthening of pupils' work in monitoring and control is needed, and the school already has plans to secure this. Another area of work which is holding back pupils' standards of attainment is the limited extent of the application of ICT across the curriculum. Again, the school has plans for the purchase of laptops, which should make it much easier to meet this requirement. The purchase of additional computers will also bring the school more into line with the national figure for the level of computer resources in primary schools.

132 In lessons observed in Key Stage 2, pupils showed standards in line with national expectations in the tasks in which they were engaged. Recall of earlier work was not always so secure. The quality of learning was good, and pupils showed very good attitudes and behaviour.

133 The good progress observed by pupils in the computer suite was greatly influenced by very effective teaching. The teacher showed good subject knowledge and the presentation of work was pacy and motivating. Teaching was also much enhanced by the good level of adult support, which allowed pupils to work steadily without undue delay. The accommodation and facilities offered by the computer suite have a very beneficial impact on pupils' learning .

134 An area for development in ICT will be the extension of work which challenges pupils according to their needs. Further work allowing the application of ICT across the curriculum and in problem-solving contexts will add to the quality of the school's provision, particularly for more-able pupils.

135 The school has made major improvements in ICT and the subject is well organised. Standards are rising and should continue to do so.

MUSIC

136 Standards in music across the school meet national expectations, but are variable. Pupils attain well when taught by knowledgeable and confident teachers and less well when teachers are not secure with the subject.

137 In Year 1 pupils can discuss the sounds percussion instruments make and select them for particular sound patterns. They take time to produce simple rhythms and their musical vocabulary is limited. Teachers do emphasise and use suitable technical words. Year 2 pupils listen carefully to their teacher and, in pairs, write symbolic scores from which they all play. Working with a visiting specialist in Asian music, Year 5 pupils can sing in unison a variety of songs from India, Pakistan and Britain, singing and playing some quite complex sequences. Year 6 pupils sing simple melodies and rounds, including an Urdu song. Boys show some reluctance to sing, being more willing to play instruments.

138 Teachers and assistants ensure pupils behave well and are attentive to their learning. The school has a good supply of tuned and untuned percussion instruments, which are well used and respected, but few are from non-western cultures. Music makes a satisfactory contribution to pupils' cultural and spiritual development. Lessons are well planned and staff ensure all pupils, including those with SEN and EAL language needs, have full access to learning. Pupils listen to and appraise music, and compose and perform it. They are enthusiastic and behaviour is very good.

139 No formal assessment and recording of pupils' progress exists. The school needs both to provide training for teachers who lack confidence and to use specialists to the full. Teaching and learning need more evaluation and a clearer management structure should deliver further progress.

PHYSICAL EDUCATION

140 Standards in both key stages are below average.

141 In Key Stage 2, two games lessons and one dance performance were observed. Pupils work hard and with obvious enjoyment and are very enthusiastic when involved in any activity. However, they are very hesitant and lacking in confidence when practising skills, and perform at a slow pace in everything they do. Pupils are given insufficient time to practise basic skills and when moved on to slightly more complex tasks find difficulty in refining and adapting the skill to changing circumstances. Their level of skill is below that expected for their age. In the dance performance in Year 6 pupils had been involved in acquiring and developing skills that were new to them and in deciding which dance actions to use and when, and had worked hard to improve their performance.

142 Teaching is satisfactory. Teachers explain very clearly what the pupils are going to learn and give very good and precise demonstrations of skills for them to practise. Their lessons are planned carefully and they give due regard to safety and warm-up activities at the start of lessons. Teachers give praise and encouragement. However, this should be more focused to lead to an improvement in pupils' performance.

143 The school is involved in a national scheme to improve standards of achievement in physical education. The enthusiasm of teachers, combined with the proposed training programme, should ensure the success of this scheme. The school has also received funding for a new sports hall and changing rooms and for the reinstatement of the playing field. The policy is being revised and a more focused action plan for subject development should be produced. A scheme of work common to both key stages should ensure continuity and progression.

RELIGIOUS EDUCATION

144 Not many lessons were taught during the period of the inspection. Evidence was sought from teachers' planning, discussions with the key stage co-ordinators, by examining pupils' work and interviewing Year 6 pupils.

145 Standards in religious education are unsatisfactory throughout school. The statutory requirements of the Bradford Agreed Syllabus are not met. This is largely because lessons often last only half an hour and religious education is taught for only half of each term. Lessons in Key Stage 1 are sometimes longer than in Key Stage 2, but in both key stages less than half the required curriculum time is provided. No evidence of religious education planning or teaching was found for some classes in lower Key Stage 2. Planning for Years 1, 2, 5 and 6 is good. Observed lessons were, at least satisfactory, but lacked time for full development. Teachers showed good subject knowledge.

146 By the end of Key Stage 1, pupils know about preparations for Christmas, Islamic ritual washing, special places and a little about Judaism. Lessons were isolated and studies insufficiently developed. Year 6 pupils are able to talk with enthusiasm about their own religion and have tolerant attitudes to others. They know about buildings for worship, naming mosques, churches and temples. Many have little knowledge of religious symbols and their meanings and are vague about the life, death and teachings of Jesus. Most are well informed about the life and teachings of Mohammed and know about Islamic pilgrimages. They know that religion directs the life of believers, teaching them right from wrong. They enjoy learning religious education and celebrate the festivals of Eid, Diwali and Christmas. Pupils' knowledge lacks appropriate depth and breadth. The subject makes an unsatisfactory contribution to pupils' spiritual development.

147 Even though a good policy statement is in place and the co-ordinators have provided useful support for most year groups, progress through school is spasmodic and patchy. Resources, including artefacts, are in good supply for Key Stage 2, but there are fewer in Key Stage 1. The school's leadership should give the subject greater priority, including developing a programme of visits and visitors. Some teachers lack competence and confidence in teaching religious education. This is an urgent training need.