

INSPECTION REPORT

**ST. BARTHOLOMEWS C of E PRIMARY
SCHOOL**

Armley, Leeds

LEA area: Leeds

Unique reference number: 108005

Headteacher: Mrs. Pauline Gavin

Reporting inspector: Mrs. E. Parry
2615

Dates of inspection: 25 – 29 September 2000

Inspection number: 224792

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

School category: Voluntary controlled

Age range of pupils: 3 – 11

Gender of pupils: Mixed

School address: Strawberry Lane
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Leeds

Postcode: LS12 1SF

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Appropriate authority: The Governing Body

Name of chair of governors: Mr. Richard Banks

Date of previous inspection: 21st January 1997

INFORMATION ABOUT THE INSPECTION TEAM

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Eileen Parry 2615	Registered inspector	Information and communication technology	Teaching and learning
		Music	The school's results and achievements
			How well are pupils taught?
			How well is the school led and managed?
			Equal opportunities
			Special educational needs
Alan Rolfe 14404	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Rosie Grant 16447	Team inspector	English	English as an additional language
		Art	How good are the curricular and other opportunities offered to pupils?
Margaret Fitter 12660	Team inspector	History	Under fives and foundation stage
		Religious education	
Jim Edwards 2628	Team inspector	Science	
		Physical education	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Bartholomews is a large Church of England primary school near to the centre of Leeds. Currently 360 children attend the school and most live near by. Unemployment in the area is high and over half of the children have free school meals. This figure is much higher than in most schools and is increasing. The children come from a mixture of families with the majority being white. The second largest group is children from Pakistani families. The number of Asian children at the school is increasing especially in the younger classes where it is up to a half. English is the second language for these pupils; at home they speak Mirpuri, Pushtu, Urdu or Sikh Panjabi. Seventy four of them are at early stages of learning English and receive additional support.

Eight children have statements of special educational needs and a further 106 are on the special needs register. This is more than is found in most schools. A significant number of these pupils have moderate learning difficulties or emotional and behavioural problems. About four in every ten pupils start, leave or return other than at the nursery or Year 6; some have made up to 5 moves in their primary education. This is an unusually high figure. The nursery has places for twenty six children. They usually attend either the morning or the afternoon session. Two are receiving full time education because of particular problems. Skills and abilities are lower than for most children at the age of three and are still generally below the expected level when they start full time education in the reception class. Sixty seven children in the nursery and reception classes were under five at the time of the inspection.

HOW GOOD THE SCHOOL IS

St Bartholomew's is an effective school which caters well for its ethnically diverse population and for the numbers who have special needs. Although standards in tests for eleven year olds in 1999 are well below those nationally, pupils do better than in schools where pupils come from similar home backgrounds. This is because of good teaching and careful preparation in Year 6 for the tests. The headteacher and staff have worked hard to create a strong management team which works well together and is successfully raising standards especially in science and more recently in mathematics. Some areas such as writing still need to be improved. Governors have remedied the weaknesses noted in the previous inspection and now provide good support to the school. Overall the school gives satisfactory value for money.

What the school does well

- By the time they leave, pupils are doing better in English, mathematics and science than in similar schools because of good teaching and help given to particular groups of pupils before the tests.
- The headteacher, staff and governors have created a strong management team that is raising standards and improving the school environment substantially.
- Teaching is good in infants and juniors and staff help each other to improve by providing advice on what they see.
- Teachers manage pupils well especially those who have behaviour problems. As a result there is a calm atmosphere which enables pupils to work hard.
- Pupils' attendance has been improved to a satisfactory level.

What could be improved

- Too many pupils find writing difficult and handwriting generally is weak.
- Activities for younger children need to be better organised.
- Sometimes the level of challenge for able pupils in mathematics is not high enough especially at Key Stage 1;

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was first inspected in January 1997 and has made good improvement since then with respect to the issues it was given. Standards in the national tests and assessments for pupils in Years 2 and 6 have improved steadily in English and mathematics up to 1999. Science results have been uneven from year to year but overall have been falling against schools nationally. Improvements in English and mathematics have continued in 2000. Those in science for eleven year olds have improved significantly. Results in comparison to similar schools are also improving each year. The management of the school is much more effective through the contributions of the senior staff and the active work of the governing body. The school's development plan and budget are now closely linked and carefully monitored. Provision in the nursery has improved although there is still room for more improvement mainly in organisation.

Attendance is now the same as in most primary schools because of the attention given to it by staff and governors. The library, community room and second information technology suite are recent improvements in the planned programme for developing the school environment.

STANDARDS

The table shows the standards achieved by 11 year olds in 1999 based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	All schools			similar schools	
	1997	1998	1999	1999	
English	E	E	E	B	Well above average above average Average Below average Well below average
Mathematics	E	E	E	B	
Science	C	D	E	B	

In the national tests for eleven year olds standards have improved steadily in English and mathematics but have been consistently below those of most schools whereas the picture in science has been more erratic but falling against schools nationally. In all three subjects in 1999, standards were above the average achieved by pupils in similar schools. The targets set by the school in 1999 were exceeded. Early information from the year 2000 shows that standards continued to rise especially in science and have again exceeded the targets. The picture for seven year olds is similar to that for older pupils. Results have been consistently below the national picture each year and above those of similar schools in 1999.

Inspection evidence finds that at this early point of the year, most pupils are working at average levels for their age in mathematics, science, information technology and religious education but below the average for English. In music and in geography, standards are above average and in all other subjects, pupils' work is average for their age. In most of their learning, children are making good progress except in writing and in the youngest classes where progress overall is satisfactory. Children with special needs make good progress. Children who speak little English when they start at the nursery are helped to learn the language quickly and additional support in later classes helps them to continue a good level of progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Children enjoy coming to the school. They work hard and show enthusiasm and interest in all their lessons.
Behaviour, in and out of classrooms	Good. Children behave well in classrooms, around the school and when they go out, for example to the swimming baths.
Personal development and relationships	There are good relationships at all levels and children work well together.
Attendance	Has improved and is now similar to the majority of schools

TEACHING AND LEARNING

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

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

Teaching overall is good. It was satisfactory or better in 94 per cent of lessons observed and unsatisfactory in 6 per cent. In 61 per cent of lessons, teaching was good or better with 21 per cent of these being very good and occasionally excellent. Teaching is most consistently good for older pupils and satisfactory overall for those in the nursery and reception classes. All teachers taught good lessons and both the very good lessons and the small number where teaching was unsatisfactory were spread across the school rather than with one teacher or one subject.

Literacy is mainly taught well and is particularly beneficial for the average and bright pupils, who gain most from all parts of the lesson. Occasionally one group in the class, most often the least able, finds the work too difficult. The teaching of writing is less successful and extra lessons have been introduced to improve this. Teaching in numeracy is of good quality and pupils are encouraged to use mathematical skills in other subjects especially in information technology, science, and in design and technology. Good provision is made to meet the special needs of the children through good levels of support and teachers manage very well those pupils who have problems with their behaviour. Support for children who speak English as an additional language is particularly good when it concentrates on preparing children for their work in literacy for the coming week. It is also good in the nursery and reception classes where children quickly learn sufficient English to cope better with their lessons.

Children respond well to their teachers, work hard and enjoy their lessons. They are well behaved and like to show what they can do.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good for children in infant and junior classes. Much improved in the nursery and now satisfactory. There is a good range of extra activities.
Provision for pupils with special educational needs	Good. The school employs extra staff to help in every class and when children are supported, they make good progress. Teachers manage children who have behaviour problems well.
Provision for pupils who speak English as an additional language.	The school provides a good number of bilingual support staff. Children make good progress in the early years and in the special sessions which prepare them for the next week's literacy work.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Time is given to personal education during the school week when issues such as personal safety are considered. Spiritual, moral social and cultural development are promoted effectively.
How well the school cares for its pupils	Good overall. The school works very effectively to encourage good attendance. There are very good arrangements to keep track of how well children are doing and to give extra help where needed.

A small but significant number of parents help in school in parents' workshops, and school trips. Parents are particularly pleased with the Breakfast Club run by the school, which provides a good social experience for pupils from all year groups. They eat breakfast together, play games and some complete homework.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and staff have worked hard to establish an effective management structure. This is now successful and is raising the standards that pupils achieve.
How well the governors fulfil their responsibilities	Good. Much improved since the previous inspection. Better structures and working partnerships with the staff help governors to fulfil their responsibilities.
The school's evaluation of its performance	Very good. All of the staff contribute by carefully checking what is happening in their subjects. The senior management team rigorously evaluates teaching and learning. Together with governors, they make sure that the school's plans for improvement are being achieved.
The strategic use of resources	Satisfactory. The school is well staffed with teachers and support assistants. Mostly they work together well but there are some occasions when support staff could be more efficiently deployed. All subjects have a good level of resources. There are enough classrooms and better additional facilities than are found in most primary schools.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What a few parents would like to see improved
<ul style="list-style-type: none">• Their children are happy in the school and are expected to work hard.• Teachers treat children as individuals and as a result children do well.• Parents feel welcome in the school and can approach staff with problems.• The Breakfast Club and the extra activities.	<ul style="list-style-type: none">• work for their child being sufficiently difficult;• more information about how their children are getting on;• closer working with parents;

The school works hard to involve parents as much as is possible. Parents at the meeting were very supportive of all that the school does as were the large majority of those who replied to the questionnaire. The inspection team agrees with their positive comments. Mostly, work is set according to the children's differing abilities but there are times when it can be too hard or too easy. Information on the children's reports is not always precise about what they can do in a subject.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In 1999, the school's results in the national tests and assessments for eleven year olds in English, mathematics and science were well below the national average. However, they were above the average when compared to schools which have pupils from similar circumstances. The year 2000 saw results rise further than in 1999 making the trend overall one of rising standards. This is most noticeable in science where the figures improved by thirty per cent and where half of the pupils achieved the higher level 5. Improvements in science involve both white and ethnic minority groups and are as a result of good quality teaching, careful analysis of problems and booster classes before the tests. Boys generally do not do as well as girls in any of the tests. The inspection team found no difference in teaching or provision that would account for this but the school is looking for ways to improve the results achieved by boys. For example, they have recently bought in a good selection of non fiction books to encourage reading. Although none of the groups did particularly well in writing, white boys had the lowest results.

2. It is difficult for the school to set realistic targets because of the level of pupil movement especially in Year 6. For example, in 1999 four pupils in Year 6 expected to reach the average level left and three came in who had some degree of special need. However targets set for 2000 were exceeded. Analysis of school data shows how results are affected by the numbers of pupils who move in and out of the school. Of those who stay in St Bartholomews, all are making at least the expected rate of progress unless they have special needs. Often, pupils arrive in Year 6 too late for the school to make a significant impact on what those pupils are able to do in the tests. Given these facts, most pupils are doing well. Some still need to do better especially in English and particularly in writing.

3. In the national tests and assessments in 1999, standards in reading, writing and mathematics for seven year olds were well below average compared to the national figures but above those for similar schools. Attainment at the higher level 3 was also below the national average in reading and mathematics and no pupils reached the higher level in writing. In the last four years, girls' results have been higher than those of the boys in all three subjects. Results have also varied from year to year with no apparent trend other than being below the national average.

4. In the lessons and work seen in English, standards are typically below those found in primary schools by the age of eleven, particularly in writing. However, pupils' starting point on entry to the school is low. About a third of pupils speak another language at home and start with little English. There is also a much higher turnover of pupils than in most schools. When these factors are taken into account, the progress that pupils make is often good in speaking and listening and steady in reading. Most pupils listen very well to their teachers and to one another. They speak quite confidently for example when they read out their work in class and in assemblies. Most bilingual pupils have a working knowledge of English by the reception year, and by Year 6, most speak English as well as other pupils. Many white and bilingual pupils, however, have a more limited knowledge of vocabulary than usual, and this affects their reading comprehension and writing skills. Writing is acknowledged by the school to be weak. By Year 6, too few pupils write accurately or at length. They make limited use of imaginative language. Although most pupils in all year groups show an awareness of the punctuation and spelling rules that they are being taught, they do not transfer these readily enough to their independent writing. So, for example, many Year 2 and 3 pupils will say

where capital letters and full stops should go, but they do not use them in their own work. Spelling is often weak. For many pupils, handwriting often lacks control.

5. In mathematics, by the age of eleven, the majority of pupils are working at a level suitable for their age. They have a sound knowledge of number and a good understanding of place value. Most are developing a sound understanding of decimals and fractions, although on occasions, as in some other areas such as using and applying mathematics, higher attaining pupils could be extended further. Pupils use and understand different forms of graphs. They use mathematical language and vocabulary correctly and the school ensures that the range increases year by year. Pupils' progress is generally good but some of the more able pupils could do better if their work was consistently demanding especially but not exclusively in Key Stage 1. Pupils with special educational needs and English as an additional language make good progress and achieve appropriate levels of attainment.

6. Work in science at this point of the year is average in all classes. Pupils enjoy their work and make good progress in learning about science and in experimenting. In all their experimental work, pupils learn to predict their outcomes. Knowledge of scientific facts is sound. Most recording is on work sheets or in table form and there are few opportunities for pupils to write in their own way and at length. Year 6 is where pupils make the most progress because of the additional focus that is given to raising attainment in the tests.

7. In religious education pupils at Key Stage 1 have an appropriate knowledge and understanding of Christianity and Islam. They do not express as clearly how people's lives are influenced by their faiths. The attainment of older pupils is in line with the expectations of the locally agreed syllabus although they often lack confidence in presenting their own viewpoints and expressing and reflecting moral and religious issues.

8. In physical education, standards in both key stages are typical of what most pupils achieve but are better in games and gymnastics than in dance and swimming. Good specialist teaching ensures that pupils are achieving average standards for seven year olds in music and above the average by the time they are eleven. Attainment in history is average although many pupils are better at talking about history than at writing it because they find writing difficult. Pupils do well in geography in both key stages and reach a good level of skills and knowledge. Standards of work in art are similar to those found in most primary schools at both stages, with strengths in work on textiles and collage. Pupils achieve well in information technology starting from a low baseline in terms of hand and eye control at reception to reach the levels expected by the time they reach Year 6 in all strands of the subject. In design and technology, standards are average throughout the school.

9. Children start at the nursery with quite low levels of attainment and although they make steady progress, many pupils will not have reached the targets expected for five year olds and for the end of the foundation stage.

10. By the time they leave the school, those who speak English as an additional language are doing well in English, mathematics and science through a combination of factors. Particular problems related to their attainment have been carefully analysed and adjustments made to their curriculum. Teaching and additional support are well targeted; pupils with limited English, for example, get a good start to developing their language skill in the foundation stage. Pupils are well motivated and families are committed to their children's education.

11. Pupils with special needs make at least satisfactory progress. Those who have problems related to behaviour make good progress in relation to their difficulties because these are well managed by staff who combine firmness with fairness and clearly tell pupils

where the boundaries are giving them some responsibility for the next steps. The calm working atmosphere of the school, small classes and the numbers of support staff are also important factors in the school's effectiveness with pupils who have special needs.

Pupils' attitudes, values and personal development

12. Pupils' attitudes, behaviour, and personal development are all good as they were in the previous inspection. In the nursery, children's attitudes and response to school have improved and are now satisfactory.

13. Pupils enjoy coming to school, and many enthusiastically arrive early to meet their friends in the breakfast club, where apart from enjoying a good breakfast, they take part in a number of activities including shared reading and a wide variety of educational games. Pupils are keen and eager to be involved in their lessons. They listen carefully to their teachers' instructions, discuss things confidently, and concentrate well, for example in a Year 2 science lesson pupils were visibly excited when they completed an electrical circuit and were successful in lighting a bulb. Almost all pupils work well together. In pairs and small groups, they readily support each other and take an obvious pride in their work. Many pupils take an active part in the extra curricular activities provided by the school at lunch time and after school, including sports, music and homework clubs.

14. Overall behaviour in the school is good. The majority of pupils are well behaved in classrooms. In many lessons it is obvious that the good relationships between pupils and teachers has a positive effect on pupils' learning, for example in a Year 5 design and technology lesson the rapport between pupils and the teacher created a stimulated learning environment where there was a "buzz" of learning, pupils discussed problems with each other and really enjoyed the lesson. There are a small number of pupils who exhibit challenging behaviour and on occasions disrupt others pupils' learning but staff have effective behavioural management strategies to minimise the effect of such poor behaviour. Pupils behave well around the school at break and lunch time although they are sometimes boisterous in the playground. Whilst this is usually well controlled by school meals supervisors, they have not yet received any formal behavioural management training or training on the use of force to restrain pupils should this be necessary. There is little or no litter about the school and pupil graffiti and vandalism are virtually unknown. Bullying is an occasional problem, but the school reacts quickly and positively if it happens. The school does not exclude pupils permanently. It also accepts pupils who have been excluded from other schools. Policy and practice are successful because the school deals with problems and moderates the behaviour of such pupils. Parents have expressed their support for the standard of behaviour achieved by the school.

15. Pupils' personal development is good. Teachers encourage them to take responsibilities in classrooms, for example giving out equipment and tidying up after lessons. The range of responsibilities increases as pupils grow older, Year 6 children submit job applications for a range of duties including helping reception children settle into school or acting as energy monitors, switching off any unnecessary lights. Pupils respond well to their responsibilities and take their duties seriously. At the time of the last inspection a weakness was the limited opportunities for pupils to take responsibilities and initiative in their learning. However, during this inspection, particularly in science and PE lessons, pupils were observed using their initiative well to further their own learning, for example in a Year 6 science lesson pupils were able to take responsibility for group work with little supervision and make independent decisions on how to record their findings using tables or graphs.

16. Attendance is satisfactory. There has been a notable improvement in attendance levels since the last inspection, with both authorised and unauthorised absence now broadly

in line with national averages. Registration is taken morning and afternoon and registers are completed correctly using a computerised attendance system. A significant minority of pupils do not arrive at school on time but the school is working closely with the Education Welfare Officer in an effort to improve this.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching is good. It has significantly improved from the last inspection. For example 94 per cent was satisfactory or better this time compared with 83 per cent previously. Twenty one per cent was judged to be very good compared to only 4 per cent previously. Whilst there have been some staff changes, the main reasons for the improvement lie in the way that teaching and the curriculum have been carefully monitored with strengths and weaknesses made clear and targets for development set and achieved. All teachers taught some lessons which were good and very good teaching was seen throughout the school. The greatest consistency is in Key Stage 2 where 7 out of every ten lessons are good and one in three very good. Lessons where teaching was unsatisfactory were not concentrated with any one teacher or subject and were not representative of what was usually seen.

18. Teachers plan lessons carefully and introduce them effectively through explanation and questions. For instance, in a history lesson in Year 5, pupils began to interpret some of the evidence they were considering because the teacher asked them questions which made them think. Teachers expect pupils to hear, use and learn special vocabulary for instance in science and mathematics. Some occasional weaknesses in teaching come from work which is not planned to the correct level for pupils, for example pupils with special needs or below average attainment found exercises in a literacy lesson in Year 5 too hard. The quality of learning in both key stages is improving considerably, especially in the upper part of the school where teaching is strongest. It is increasingly assisted by careful targeting of areas of underachievement, individual and groups of pupils and the effective use of national guidance and materials. Small classes and support assistants also help to make learning more effective because there is usually someone to help a pupil who is having difficulties. Pupils know what they have to do. They usually listen carefully, are interested in what they are doing and work hard.

19. Teaching in the nursery is now satisfactory having improved from the previous inspection where it was judged unsatisfactory. Relationships are good and children, once they have settled down, enjoy their work. There remain some organisational weaknesses to resolve. Often there are too many activities for pupils to choose from. Space is generous but some activities are too close and lead to congestion. Support assistants guide and help children well but there are times when there are too many for the numbers of children who turn up and this can limit children's independence. In the foundation stage as a whole, teaching is satisfactory. Teachers have considered the new foundation curriculum and are planning with this in mind. Reception classes take account of literacy and numeracy strategies but adapt the format to suit the younger children. Assessments are thorough and used to inform both individual and more general learning needs.

20. Teaching in literacy is predominantly good. Group work is usually planned well so that all pupils can learn and make progress although on occasions the content is not suitable for one of the groups. Lessons are generally well paced and support staff generally used effectively. Other English lessons, for example in library skills, handwriting and writing, are taught satisfactorily. A weakness in marking is that comments do not consistently help pupils to learn from their mistakes.

21. In numeracy, teaching and learning are good with some very good teaching seen in Key Stage 2. The setting arrangements in Key Stage 2 help teachers to plan for a narrower range of attainment. Support staff are targeted to help the lower set and are usually effectively deployed. Lessons are usually well structured, based on clear learning objectives, which are shared with pupils so that they are clear about their tasks. Sometimes higher attainers are not sufficiently challenged by what they are given to do. Teachers give pupils the opportunity to use and develop their skills in other subjects such as information technology, design and technology and science.

22. The quality of teaching in science is good at Key Stage 2 and satisfactory at Key Stage 1. Teachers' planning is detailed but sometimes does not give enough information for the different needs of pupils. Occasionally worksheets are too difficult for pupils who do not have good reading skills.

23. Teaching in music is very effective. It is taught by specialists in both key stages who have good subject expertise, classroom management and enthusiasm. Information technology is taught well. A good curriculum, staff training and the excellent IT suites combine to make a significant contribution to pupils' experiences and standards. Teachers use the large screens to demonstrate skills and pupils have sufficient computers to work in pairs to practice them. In the lessons seen in art, design and technology and geography, teaching is good throughout the school. History and physical education were taught well in the juniors and satisfactorily in the infants.

24. Pupils with different needs and abilities are usually taught well, for example setting arrangements in mathematics in Key Stage 2 together with additional support staff help teachers to plan more precisely and to target adult help to the lower sets where it is most needed. At other times, the needs of specific groups are not so effectively met. Higher attainers in mathematics especially at Key Stage 1 are not sufficiently stretched by the content. In the mixed ability classes in English, there are times when one of the groups in a class struggles. For example, higher attainers in English in Year 4 were given texts to analyse which were too difficult for them to do without adult support. Work is sometimes less well matched to the learning needs of the lower attaining pupils slowing their progress. Teachers manage well pupils who have special needs related to behaviour. Good relationships, clearly stated individual targets and supportive but firm action helps such pupils to come to terms with the fact that they are responsible for their own actions. Support for other pupils with special needs is also good.

25. Bilingual assistants make a good contribution, supporting pupils ably, though at times their role focuses too much on providing general classroom support, rather than specific language support. In the nursery and reception classes, they help children who have little or no English when they first come to the school to make good progress and to learn to understand and speak it sufficiently to take part in lessons. For older children, bilingual assistants are particularly effective when they work with small groups to prepare them for literacy lessons in the following week. They discuss the next book or text in home languages to ensure that the pupils have a better understanding of the more difficult words and concepts.

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

26. Curriculum provision has improved well since the last inspection, and is good for pupils in Key Stages 1 and 2 and satisfactory for those in the nursery and reception classes. Careful attention has been given to implementing national schemes and the curriculum fully meets the legal requirements.

27. The serious weaknesses identified in nursery provision during the last inspection have mainly been overcome. Planning is now detailed and the purpose of activities is clearly indicated. Its effectiveness is sometimes limited, however, by weaknesses in organisation and teaching. As a result, children make satisfactory, rather than good, progress.

28. English is emphasised well within the whole curriculum and highlighted by, for example, the number and quality of displays around the school. Planning for English at Key Stages 1 and 2 is satisfactory overall. The literacy hour is taught to mixed-ability classes and whilst it meets the needs of pupils of average and higher ability well, the content is not always suitable for pupils who find learning hard. Group work is carefully planned to take account of the different ability levels within the class, and is usually effective. Occasionally, it is pitched at the wrong level for one out of the four groups involved. It is mainly too difficult, especially for pupils who have limited literacy skills, and does little to raise their achievements.

29. The very effective mathematics programme for pupils at Key Stage 2 has led to much improved standards of work. Work is mainly effective at Key Stage 1, except that the scheme provides limited opportunities for pupils to work at the higher levels. This puts a brake on their achievements.

30. A well-structured and resourced programme of work is taught in information and communication technology. Although implemented fairly recently, this is already beginning to raise standards. A good range of worthwhile learning opportunities is provided in almost all other subjects, helping pupils to advance their learning well. Exceptions are design and technology and history, where provision is satisfactory. Design and technology has improved since the last inspection, when it was weak.

31. Provision for art and music takes good account of the multi-cultural nature of the school's population. Work on textiles and Islamic patterns in art, for example, reflects the interests and background of the Asian pupils. This is not a strong feature of other subjects, where more could be done to acknowledge and celebrate the pupils' ethnicity.

32. Health education, including awareness about drugs, is taught separately, and given a higher priority than in many primary schools. It is well planned and is a strength. The programme of personal and social education for pupils in Year 6, implemented by youth workers as part of a project to reduce crime, also provides good opportunities for pupils to learn problem solving and co-operative skills and how to resolve conflicts.

33. A wide range of extra-curricular activities is provided. Although mainly in sport, good provision is made for pupils to do their homework in school during lunchtimes and, once a week, after school. The Breakfast Club is much valued by parents and pupils.

34. Links with the community are satisfactory, overall. Involvement with the local family of schools is good. The school is taking the lead in bidding for government funding for sport and art for the whole consortium. Links with the church are satisfactory. Links with local mosques have not yet been developed.

35. The school cultivates pupils' spiritual, moral, social and cultural development well. This is an improvement since the last inspection, where provision was mainly satisfactory. Strengths in spiritual development are found in collective worship, connected particularly to the good quality of singing. Good opportunities are also provided in some lessons, where teachers are skilled at helping pupils to think deeply and respond sensitively. In a Year 4 music lesson, for example, the pupils chanted 'I am the spirit of the wind' most movingly. A lesson about Helen Keller led to a boy reflecting that he sometimes thought he was hard done by, but not compared to Helen.

36. Good moral and social provision is built into the whole curriculum, and is well supported by the school's Christian ethos. Moral messages are clearly stated, and teachers have high expectations of pupils' behaviour. School rules are displayed prominently, and discussed regularly. Year 6 pupils wrote about why rules were needed. One girl wrote that the lack of rules would ruin children's education. Harmonious relationships and respect for other beliefs are promoted. Year 3 pupils, for example, responded with interest to a demonstration of the tying of a turban. Residential visits are organised for Year 5 and 6 pupils to widen their experiences and to develop their social skills.

37. Cultural provision has some strengths, but is satisfactory overall. Good opportunities include: provision in art and music to develop aesthetic appreciation and an understanding of other cultures; the first-hand knowledge of other cultures provided by bilingual support staff; local studies, for instance of Armley Mill and opportunities to learn about a range of religions in religious education. A relative weakness is the lack of reference to other cultures in general curriculum planning and the infrequent use of multi-cultural images and resources.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. Overall the school meets its aim "to provide a safe, secure, happy and stimulating environment." Pupil and teacher relationships are very good. Pupils are confident that they can talk to teachers about problems. There are very effective procedures to promote good behaviour which pupils and parents have contributed to. Pupils are well aware of the school's system of rewards and sanctions and readily accept the principle of sanctions as a response to poor behaviour. Procedures for monitoring attendance are very good, and have been successful in increasing the attendance levels since the last inspection. These include rewards for good attendance which are very popular with pupils. The school has adopted the local procedures for child protection but has not yet modified these to suit its own needs. Key staff have yet to receive formal child protection training.

39. Although the school has a comprehensive Health and Safety Policy, this is not matched by fully effective procedures. A number of areas of concern were noted including, a fire escape door which was bolted and a lack of systematic procedures for risk assessment.

40. There are good procedures for assessing pupils' learning in lessons. Data from tests and assessments is also collected and analysed comprehensively. This is becoming a strength because the school is able to identify particular groups of pupils who need additional support. It is leading to improved attainment in the national tests for eleven year olds for example in science and particularly for the higher attainers in science. There are effective procedures for identifying pupils' special needs and the progress of these pupils' is carefully monitored. The school's successful handling of pupils with special needs related to behaviour enables these pupils to stay in school and in lessons therefore also in raising their achievement. An area which has yet to reach the same level of success is in raising the achievement of the lowest attainers in English particularly in writing. However this is

recognised. Particular pupils have been identified for support and their progress is a priority for the coming year.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The school actively encourages parents to be involved in the life of the school and its partnership with parents has improved since the last inspection. The questionnaire indicates that parents are pleased with the teaching, pupil behaviour, the high expectations of the school and the way that the school is led and managed. It also indicates that parents feel welcome in the school, their children enjoy going to school and are making good progress in their learning. Parents at the parents' meeting were very supportive of the school. Evidence from the inspection mostly confirms parents' views of the school.

42. A small number of parents' responses on the questionnaire expressed concerns about the information they received about their children's progress, the arrangements for homework and parental involvement in the school.

43. The school has good relationships with parents, which are established when pupils first enter the school primarily through good induction procedures. The school operates an open door policy and actively encourages parents to discuss with teachers any concerns they may have about their children's progress. A small but significant number of parents help in school in parents' workshops, particularly for art, and help on school trips. Parents are particularly pleased with the Breakfast Club run by the school, which provides a good social experience for pupils from all year groups who eat breakfast together, play games and some complete homework. The school has been successful in attracting financial support for the Breakfast Club from a local business. Parents have two informal class parents' meetings, the first in the Autumn when parents meet teachers and support staff; the second is in the Spring Term when they have the opportunity to discuss their children's progress and parents of older children are advised of the arrangements for their children to take national tests. In the Summer Term parents are invited to a formal parents' evening where they are able to discuss individually with teachers their children's annual reports. Regular homework helps parents to make a positive contribution to their children's learning.

44. Overall parents receive good quality information about the school and its activities through the prospectus and the governors' annual report. Half termly newsletters and letters regarding specific events ensure parents are aware of current school issues, including the topic subjects their children are studying. Pupils' annual reports are satisfactory overall, however, there are some inconsistencies, the reports do not always fully convey information in clear and simple terms or inform what pupils need to do to improve. The school has recently introduced a Home School Agreement. Prior to its introduction parents were given the opportunity to complete a questionnaire regarding the contents of the agreement and a number of parents were invited to be members of a working party and helped to produce the final version. The agreement has had a positive impact in improving pupils' attendance.

45. Parents of pupils with special educational needs are kept well informed of their children's progress and are appropriately involved in the production and review of individual educational plans. There is good involvement in home visiting by the bilingual assistant before children start at the nursery.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. Since the previous inspection, there has been marked improvement in this area. The headteacher and staff have worked hard with support from the Local Education Authority to establish an effective structure in which everyone plays a part. All teachers have

management responsibilities which they understand and fulfil effectively. The senior management team lead, guide and support. The school is good at deciding where its strengths and weaknesses are in teaching. Similarly, very detailed analysis of assessment information gives the school a clear picture of what pupils are good or weak at and enables them to target support such as booster classes precisely. This has resulted in a school where pupils are keen to learn and where staff are improving standards in teaching and learning through careful monitoring. Leadership and management are now good.

47. The governing body responded well to the criticisms of the previous report and now has a substantial role in managing the school. The committees and procedures they have established ensure that they are well informed about the strengths and weaknesses of the school and the challenges that are set by its particular circumstances. Governors help to set the priorities for development with the staff and to see that these are being achieved. They are aware that the school's current level of expenditure on teaching and support staff is above national averages and that the current and predicted fall in pupil numbers is likely to result in a budget deficit in near future, however, they are confident that they have sufficient flexibility to be able to adjust staffing levels to meet future budgetary requirements. Inspection evidence would agree that this is the case.

48. School development planning is good. There are clear links between priorities and the budget. The school manages effectively the funding problems which result from a substantial shifting population. Budget surpluses have been used for building improvements as well as to keep classes small. Grants for pupils with special educational needs and English as an additional language have been supplemented by the school's budget to provide good levels of bilingual, special needs and general classroom assistant support. This has helped to improve the quality of the environment and to raise standards. Governors understand that best value does not mean the cheapest product. A good example is that they have chosen a cleaning service which costs more in money but releases the deputy headteacher from supervision of cleaning to spend more time on educational issues and is therefore more efficient educationally.

49. Internal financial planning and control is good. The headteacher has developed a very good working relationship with office administrator who is able to monitor and deal efficiently with the day to day financial and administrative requirements enabling the headteacher and teaching staff to concentrate on their teaching and co-ordinator responsibilities.

50. Overall the school's accommodation is very good. Generally the external fabric is in good condition, although some roof leaks were observed during the inspection following prolonged rain. There are large hard surfaced play areas, and whilst there are no grassed play areas the school does have access to an adjacent playing field which meets the needs of the PE curriculum. The school is in a former middle school building which has the advantage of good space and additional features such as specialist art and music rooms. It is being continuously upgraded by governors who have created very good facilities in the information technology suites, the library and the community/conference room. A disadvantage of the space is that it is costly to maintain. This is to some extent offset by the arrangements that are made to rent some of the facilities to the community. Teaching areas have attractive displays of pupils' work and learning aids all of which enhance the learning environment. There is a good range of learning resources for all areas of the curriculum, and very good provision in art and information technology.

51. The recent appointment of two extra bilingual assistants is a good response to the increased numbers of bilingual pupils in school and also to concerns about underachievement amongst Pakistani pupils. Further training for bilingual assistants is

planned. It would be most beneficial if this were to increase their expertise in the teaching and learning of English as a second language, so that they can share this with other staff.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. In order to improve further the standards that pupils reach and the quality of education, the headteacher, staff and governors should:-

1. Improve standards in English particularly in writing, by:-
 - ensuring that the work for all groups in the literacy hour is consistently planned to build on what pupils already know and can do;
 - ensuring that pupils learn from their mistakes, both during lessons and by placing more emphasis on marking;
 - promoting the more consistent use of spelling aids and dictionaries;
 - improving the teaching of handwriting;
 - ensuring that the work to increase pupils' library skills builds on what pupils' already know;
 - extending the skills of all support staff through further training
 - ensuring that the resources used have the widest possible appeal for boys and girls and for ethnic minority groups.
Paragraphs 4, 8, 24, 28, 64-70

2. Continue to improve provision and standards in the nursery and reception classes by:
 - giving children in nursery more experiences which improve their hand and eye control to support the handwriting skills which follow;
 - organising provision in the nursery to create more space in creative activities and better access for children;
 - looking at the deployment of assistants across nursery and reception classes when there are few children in nursery;
 - reviewing the use of the information technology suites for early work on computers.
Paragraphs 9, 19, 29, 53-63

3. Improve standards in mathematics by:-
 - Looking carefully at the curriculum in Key Stage 1 to make sure that it has sufficiently challenging material for more able pupils;
 - Making sure that more able pupils work to their potential throughout the school.
Paragraphs 5, 29, 75

Other smaller issues which the governors should consider in their action plan can be found in paragraphs 34, 38, 39, 44, 50, 106.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	90
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	21	40	33	6	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	296
Number of full-time pupils eligible for free school meals	N/A	176

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	7	119

English as an additional language	No of pupils
Number of pupils with English as an additional language	89

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	74
Pupils who left the school other than at the usual time of leaving	88

Attendance

Authorised absence

	%
School data	5.02
National comparative data	5.1

Unauthorised absence

	%
School data	0.5
National comparative data	0.1

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	23	24	47

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	17	16
	Girls	21	21	20
	Total	35	38	36
Percentage of pupils at NC level 2 or above	School	74	81	77
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	17
	Girls	21	20	21
	Total	36	36	38
Percentage of pupils at NC level 2 or above	School	77	77	81
	National	82	86	87

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	30	27	57

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	19	21
	Girls	14	11	15
	Total	34	30	36
Percentage of pupils at NC level 4 or above	School	60	53	63
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	20	19
	Girls	12	8	11
	Total	28	28	30
Percentage of pupils at NC level 4 or above	School	49	49	53
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	8
Black – African heritage	1
Black – other	0
Indian	14
Pakistani	75
Bangladeshi	0
Chinese	1
White	194
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16.7
Number of pupils per qualified teacher	22.7
Average class size	23.8

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	251

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	2
Total aggregate hours worked per week	46

Number of pupils per FTE adult	8.7
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	799264
Total expenditure	811201
Expenditure per pupil	2229
Balance brought forward from previous year	51040
Balance carried forward to next year	39103

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	310
Number of questionnaires returned	117

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	31	2	0	1
My child is making good progress in school.	57	40	3	0	0
Behaviour in the school is good.	51	42	3	3	1
My child gets the right amount of work to do at home.	53	36	9	1	2
The teaching is good.	67	31	1	0	2
I am kept well informed about how my child is getting on.	59	30	9	2	1
I would feel comfortable about approaching the school with questions or a problem.	70	27	3	0	0
The school expects my child to work hard and achieve his or her best.	75	24	0	0	1
The school works closely with parents.	56	32	9	1	1
The school is well led and managed.	64	29	3	1	3
The school is helping my child become mature and responsible.	59	34	3	2	3
The school provides an interesting range of activities outside lessons.	60	29	6	0	5

Parents also commented on the way that the school environment has greatly improved giving examples of classroom refurbishment and the computer suites.. The breakfast club was mentioned as an asset to parents and pupils.

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

53. Children enter the nursery for part time education shortly after their third birthday and transfer to full time education in the reception classes at the beginning of the school year in which they will be five years of age. A small number have full time nursery education because they have special needs. Soon after entry to the nursery children are assessed using an entry profile of attainment to which the parents contribute. This assessment of early learning skills indicates that attainment is below what might be expected for children of this age. The local education authority baseline assessments completed in the first half term of full time reception indicate that attainment in all areas remains below local averages for children of this age.

Personal, social and emotional development

54. Children make satisfactory progress in personal, social and emotional development although their skills are usually below those expected. By the time they enter the reception classes, children have gained in confidence, can maintain attention and concentration for longer periods and are becoming increasingly independent in managing themselves, for example in dressing and undressing. The adults are sensitive and supportive. Before and after physical education lessons for example, children are not hurried and are offered praise and encouragement as they struggle with clothing and fasteners. Relationships with both adults and their peers are good and most children can work as part of a group and show appropriate tolerance and respect for others in their play. Children usually choose their own activities in the nursery but tend to stay close to an adult and their abilities to select and organise activities and use resources independently remain underdeveloped. In the reception classes, children concentrate well in whole class sessions and confidently move on to free choice activities. The teaching of personal, social and emotional development is satisfactory and the adults offer good role models. Pupils feel secure and clearly enjoy their time in both the nursery and reception classes where they are encouraged to behave sensibly and responsibly.

Communication, language and literacy

55. Pupils make satisfactory progress towards the early learning goals although overall attainment at all stages remains below expectations for their age in reading, writing and speaking. Speaking and listening skills are poor on entry to the nursery but pupils make good progress, particularly in their listening abilities, and skills are mostly average by the time they are in full time education. In both nursery and reception classes pupils enjoy listening to stories, songs and rhymes and like to look at books which they treat with respect. By the time they enter the reception classes, they are beginning to know about the conventions of books. Adults show them how to hold books properly, turn pages and provide information about titles and authors. Children try to read although attainment is below average in this. Early in the reception year they are encouraged to recognise the letter symbols and link them to sounds and pupils make particularly good progress in whole class groups through sound games which they enjoy.

56. A useful range of purposeful writing opportunities is offered in the nursery, as for example when pupils wrote invitations to a teddy bears' picnic, but their pencil skills are mostly below average and there are too few planned experiences which focus on the development of fine motor skills. In the reception classes pupils are beginning to write their

own names, more formal writing skills are suitably taught and informal activities for writing are satisfactory.

57. The teaching of communication, language and literacy in the nursery and reception classes is satisfactory with some good features. Planning gives sufficient emphasis to this area of learning. Adults take time to talk to the pupils in order to reinforce what they know and to extend their thinking and learning and teaching is good when adults work individually with pupils or in small groups. Activities which children choose for themselves are not as successful as they could be in promoting learning through play. Children with English as an additional language are well supported in their learning and make good progress when they are helped by discussions in their own language as well as in English.

Mathematical development

58. Children make satisfactory progress in mathematical learning although their attainment is below average in both nursery and reception classes. In the nursery children begin to recognise and say number names and, through games and songs, to count, order, match and sort. Children clearly enjoy the challenges set when working with the teacher in small groups or individually and the very good teaching. They continue this learning in the reception classes and show skill in ordering numbers to five and in one to one matching, with brighter children able to count and order to ten. Pupils are beginning to name flat shapes and use appropriate words to describe them. Teaching of mathematics is satisfactory. The whole class sessions are well handled. For example, children in the nursery enjoyed number games led by the teacher and reception children worked well on a number story and number line work with numbers 1 to 5. The content of other activities does not always produce what was intended, for example, when insufficient playdough is put out to reinforce number learning, children argue over the material rather than work on the mathematics. There are a few children in the reception classes who are capable of doing harder work than they are given.

Knowledge and understanding of the world

59. In their knowledge and understanding of the world, children make satisfactory progress but attainment is below what is typical for their age. Teaching in this area is satisfactory overall. In the nursery children build and construct with a range of objects and equipment and have ready access to a wide range of resources. However children's abilities to act independently and select tools and use techniques to assemble materials to their own plan are underdeveloped and they tend to be dependent on adults in both the nursery and reception classes.

60. Nursery children thoroughly enjoyed making vegetable soup and were able to increase their knowledge of vegetables because they were encouraged them to learn new vocabulary. They work safely with tools such as peelers, graters and knives and join in a working group, talking and socialising, taking turns and working collaboratively towards a common goal. Children have opportunities to investigate objects and materials using their senses as when the reception class experimented with a display on light and colour. There are good opportunities for children to know about their own cultures and those of other people and those in reception could talk at an appropriate level about special clothes and why they are important.

61. There are opportunities to find out about and use information and communication technology in both classes and children are making reasonable progress. Nursery and reception classes have time in the ICT suites but their skills are too low and their needs for

support too great for them to benefit from these whole class sessions. Adults spend more of their time rescuing programs that children have lost than on developing children's skills.

Physical development

62. Children move with increasing confidence, control and co-ordination around the nursery, in their outdoor play and in physical education lessons in the reception class. Attainment in these physical skills is average and children make satisfactory progress. Their abilities when handling small equipment and writing tools and when working with the computer are below average for their age. The recently improved outdoor play areas for nursery and reception children offer good opportunities for learning and there is good quality planned provision across all areas of learning for the nursery children. Inside provision for larger scale nursery play activities is less well developed. Reception pupils now have their own clearly defined play area but its use is largely confined to short morning and afternoon playtimes when some small apparatus such as bean bags, balls and quoits are available. Teaching is satisfactory.

Creative development

63. In both the nursery and reception classes, children are beginning to explore colour, texture, form and shape and respond in a variety of ways to what they see, feel and hear. In the nursery they paint and print with obvious enthusiasm and can talk about what they are doing and how the colours mix and change. In the reception classes, planned activities enable access to a limited range of media. Teaching is satisfactory. The provision of good opportunities, such as when adults join in imaginative play in sensitive and supportive ways, are balanced by insufficient encouragement for children to experiment with and explore the use of materials in a variety of ways.

ENGLISH

64. Standards of work are below those typically found in primary schools, particularly in writing. However, pupils' starting point on entry to the school is low and about a third of pupils learn English, almost from scratch. There is also a much higher turnover of pupils than in most schools. When these factors are taken into account, the progress that pupils make is often good in speaking and listening. They make steady progress in reading, but lag behind in writing, where their progress could be better. The school's own very detailed analysis of information, including test results, shows this, and steps are already being taken to improve the teaching of writing. Pupils who speak little or no English when they arrive at the school quickly acquire a working knowledge of English, partly due to the level and quality of support they receive from teaching assistants.

65. Test results for 11 year olds have improved steadily over the last four years, but even so remained well below average in 1999. Results are still better, however, than those achieved by pupils in similar schools. Results for 2000 show further improvement, but we do not know yet how these compare to results nationally. Test results show a very wide range of attainment. A creditable proportion of pupils, a quarter in 1999, reached the higher levels. This is well above average for schools of this type. At the other end, however, results for a quarter of the pupils have not advanced beyond the level expected of seven year olds. This partly reflects the transient nature of the population, with pupils entering the school during Key Stage 2 who have low levels of literacy skills. It is also because the content of the literacy hour is more geared towards the average and higher attaining pupils in the mixed-ability classes, and is not so well suited to those with poor literacy skills. Good quality special needs support is not sufficient in itself to bring these pupils up to average levels. Pupils from

the range of ethnic minority groups within the school are well represented in all ability groups, though there is some underachievement by some Pakistani pupils. The school has responded to this by increasing the number of bilingual support assistants, and wisely plans to follow this with further training. Girls achieve very much better than boys, with white boys achieving least well of all. Though the school is beginning to consider ways of confronting this, few strategies are yet in place.

66. Most pupils listen very well to their teachers and to one another. Many individuals speak quite confidently in class and in assemblies when they are reading out, or talking about, their work. Most bilingual pupils have a working knowledge of English by the reception year, and by Year 6, most speak English as well as their classmates. Many pupils for whom English is their first language as well as those pupils where it is an additional language have a more limited knowledge of vocabulary than usual, and this affects their reading comprehension and writing skills. This was seen in a Year 4 lesson where high attaining pupils were asked to read and respond to a newspaper account which was beyond their reading skill. Most had great difficulty in pronouncing and understanding harder words. Teachers are generally aware of the need to explain the meaning of words. A good example was seen in Year 2, where the teacher took great pains to explain the meaning of 'equipment' and 'ingredients' so that pupils could understand them. It is also a feature of many lessons in other subjects, notably science and mathematics, where it helps pupils to make good progress. Bilingual support for pupils to prepare them for the literacy hour by discussing texts in English and in community languages is also effective.

67. By Year 6, most pupils read at a satisfactory level, and higher attainers read fluently. Pupils are encouraged to read by, for example, borrowing books from the very attractive and well stocked library. Many pupils in Years 1 and 2 sound out simple unknown words confidently, due to the good quality teaching of early reading skills. Teachers in Year 1 make this fun by using an interesting range of games and activities. Most pupils in all year groups can join in the shared texts used during the literacy hour, though those with the weakest skills sometimes find this difficult. Pupils do not automatically read with good expression, but when this is expected and encouraged, as for example when a group of Year 5 pupils read from a play text, they do this satisfactorily. Library skills are taught satisfactorily, and by Year 6, most pupils know how to find out information from books. The library is used regularly, but lessons are not always planned to take enough account of pupils' existing knowledge and skills. In a lesson planned for Year 1, for example, expectations were too high, whilst more could have been expected of a class of brighter pupils from Year 5.

68. There are weaknesses in pupils' writing. By Year 6, too few pupils write accurately, at length, using a fluent joined script. They make limited use of imaginative language, as when they were asked to write an evaluation of a painting in art. Although most pupils in all year groups show an awareness of the punctuation and spelling rules that they are being taught, they do not transfer these readily enough to their independent writing. So, for example, when prompted, many Year 2 and 3 pupils will say where capital letters and full stops should go, but they do not use them automatically. Spelling is often weak. By Year 5, too few pupils follow common spelling patterns. Pupils do not make enough use of spelling aids and dictionaries to check their work, or take enough notice of the corrections that teachers make to their writing. Although pupils complete a great deal of written work, they do not learn enough from their mistakes, and continue to repeat errors.

69. The quality of handwriting is very variable. Whilst a minority of older pupils write in a well formed, cursive style, others write erratically. Difficulties with handwriting are found from the earliest years, with a minority of pupils in Year 1 still finding pencil control and letter formation difficult. Handwriting is taught, but not always effectively. It is most successful

when full account is taken of what pupils can already do, as in a Year 1 lesson where pupils with very poor pencil control practised forming letters in sand.

70. The teaching of English in both key stages is good. Teachers have worked very hard to implement the literacy hour and these lessons are mainly taught well. They are particularly beneficial for the average and bright pupils, who gain most from all parts of the lesson. All teachers have good basic teaching skills; they present new information clearly, control pupils and organise lessons well. Their competency ensures that pupils pay attention and do not waste time. Group work is usually planned well, helping pupils of different abilities to advance their learning. In a few lessons, work for one out of four groups did not quite hit the mark. In one lesson the text for the brightest pupils was too hard; more frequently, work was less well matched to the learning needs of the lower attaining pupils and this slowed their progress. Staffing levels are high in many lessons, with at least one and sometimes two assistants helping the teacher. This is beneficial and support is often of good quality. Occasionally, adults could be even more effective by spending more time checking pupils' understanding and getting them to identify and learn from their own mistakes. Other English lessons, for example in library skills, handwriting and writing, are taught satisfactorily. Extra writing lessons have been introduced recently to try to improve pupils' writing skills. Pupils are divided sensibly into ability groups for these lessons, so that work can be more carefully targeted on their needs. Staff take their own training needs seriously, and are to use the new national training materials on writing to extend their expertise.

71. Resources are plentiful and of good quality, though there are fewer resources that represent, and appeal to the interests of, pupils from ethnic minority groups. The subject is very well co-ordinated by a team of teachers led by an energetic and thoughtful project leader. Improvements in the planning and management of the subject since the last inspection are good. The school is fully committed to raising standards, and most of the building blocks, in terms of programmes of review and evaluation, are already in place to achieve this.

MATHEMATICS

72. The results of the 1999 National Curriculum tests at the end of both key stages were well below national averages. However, they showed some improvements on the previous year and were in line with similar schools. Although national comparative information is not yet available for the 2000 test results, it is clear that this positive trend has not just continued but that the school has made substantial gains on the 1999 results; there has been a marked improvement in the number of pupils achieving average levels of attainment, in both key stages. Inspection findings show that now standards of attainment are broadly in line with national expectations. Pupils with special educational needs make good progress and achieve appropriate levels. The school has successfully introduced the National Numeracy Strategy into the curriculum; it is taking good advantage of the range of teaching methods and approaches, linking these with other relevant materials and is focussing strongly and to good effect on raising standards of attainment. Standards have significantly improved in many aspects of pupils' mathematics, including mental and oral work, but not enough in other areas such as using and applying mathematics and provision for higher attaining pupils.

73. Most pupils, by the age of seven, can remember basic number facts accurately to ten and some can work effectively with larger numbers, although some higher attaining pupils as in other areas, could be stretched much further. The majority are able to use an appropriate range of mathematical language and recognise simple sequences of numbers, including odd and even numbers. Most can count forwards and backwards using small numbers and complete missing numbers in a simple sequence. They can estimate and measure appropriately using an increasing range of standard units and most know the names and

some of the properties of two dimensional and a few three dimensional shapes. Many pupils can communicate satisfactorily using simple bar graphs and charts. By the age of eleven, the majority of pupils are able to use mental recall appropriately and sometimes well, for example, the rapid recall of number bonds and different mental strategies such as doubling and halving to rapidly estimate and work out answers. Many pupils have a sound and sometimes better understanding of place value in relation to their age. Most pupils are developing a sound understanding of decimals and fractions, although on occasions, as in some other areas such as using and applying mathematics, higher attaining pupils could be extended further. The majority of pupils use appropriately diagrams, graphs and arrays of data, including spreadsheets. Most pupils use an increasingly wide range of relevant mathematical language and vocabulary, which the school is working hard to extend even further. Pupils with special educational needs and English as an additional language make good progress and achieve appropriate levels of attainment.

74. Pupils often have very good attitudes towards the subject and on occasions, attitudes are excellent. They often enjoy the activities, work very hard and value the subject. Pupils listen very attentively in lessons and many pupils see a number of activities, especially mental and oral work and some investigations as fun. They frequently take pride in their achievements and the presentation of their work. On rare occasions pupils' attention wanders. This can be because the work is not quite at the right level for the individual pupils and is sometimes when pupils are distracted by sound from adjacent, open teaching areas. Pupils often collaborate well on joint tasks, behave very well and take responsibility for different aspects of their own learning, such as homework.

75. The quality of teaching and learning is good with some very good teaching seen in Key Stage 2. This represents a substantial improvement since the last inspection in both key stages, especially the juniors. Lessons are usually well structured, based on clear learning objectives, which are well communicated and discussed with pupils and are closely related to national strategies. Pupils' learning and achievement is being significantly assisted by the school's emphasis on mental and oral work, a wider use of mathematical language and vocabulary, a much more rigorous scheme and increasing opportunities for using and applying mathematics. The progress made by higher attaining pupils, although satisfactory overall, is sometimes less well developed, particularly but not solely, in Key Stage 1. Teachers' planning, overall, is good and in the best lessons is characterised by stimulating and challenging mental and oral work, good quality direct teaching, carefully targeted group work, and astute use of the plenary session at the end of each lesson to tackle misconceptions, reinforce key concepts and prepare future work. In many lessons, the pace is rapid and much is achieved in a single lesson. Teachers often have a good and sometimes very good knowledge of the subject, make good use of questions and have high expectations of pupils' behaviour and learning.

76. Arrangements for assessment are good, with increasingly effective use of continuous assessment to guide teachers' planning. Assessment results are analysed carefully and often used well to target areas of underachievement and the needs of different groups of pupils. The co-ordinators, actively supported by the headteacher, are providing a strong and clear lead in developments. Their roles and responsibilities have been tightened up considerably since the last inspection and management of the subject is good. Strategies for monitoring and evaluation are effective and contributing well to improvements in provision and standards. The school is generally well resourced for the subject, although it is recognised that further items will be needed from time to time to keep pace with developments taking place. In spite of recent culls, there is still some outdated and rather worn equipment and materials in central stock which would benefit from replacement or renewal. The school is strongly committed to the development of mathematics and all the staff are working hard to raise levels of attainment and the quality of teaching and learning. They are using national

strategies and approaches to good effect and already, there have been significant improvements in both quality and standards.

SCIENCE

77. Test results for 11 year olds have varied too much over the last four years to describe a particular trend. They have, however, been consistently below the national average and were well below average in 1999. Results in that year are better than those achieved by pupils in similar schools. Figures for 2000 show a considerable improvement especially at the higher level, but we do not know yet how these compare to results nationally. Careful targeting in Year 6, extensive revision and booster classes ensure that pupils make most rapid progress before the tests are taken. Adult readers during the tests enable pupils with more limited reading skills to achieve better results in science. In the 1999 teacher assessments at Key Stage 1, attainment was well below the national average and below that of similar schools. In the lessons observed and the reviewing of pupils' work, the standards at both key stages at this early point of the year are average.

78. Pupils at both key stages develop sound investigation and experimental skills. At Key Stage 1 pupils know that a simple electrical circuit needs a battery and must be complete to light a bulb. They are able to name the five senses and have a basic understanding of sound.

79. At Key Stage 2 pupils understand the need for a fair test in their experiments. For instance, pupils in a Year 3 class knew it was important to have the same amount of water in all cans when measuring their rate of cooling with a thermometer. Pupils in Year 3 can classify different materials into rough, smooth, and soft and understand that different fabrics are useful for different conditions. They know the terms opaque, transparent and translucent when investigating light. In Year 6 pupils are able to measure force in Newtons when understanding why a body weighs less in water. They know it is due to upthrust, but not that it is affected by surface area. In all their experimental work, pupils are encouraged to predict their outcomes to improve their learning, knowledge and understanding.

80. Pupils' attitudes to their work are good. They are enthusiastic and enjoy experimental work. For instance, a Year 5 class showed excitement when the result of mixing bicarbonate of soda and vinegar produced a large amount of bubbles of gas. Pupils are prepared to predict outcomes and be involved in discussion. They often work collaboratively in groups and their behaviour in lessons is always good. They concentrate throughout most lessons but in Years 5 and 6 lessons are too long for pupils and teachers to maintain this concentration.

81. The quality of teaching is good overall being better at Key Stage 2 than at Key Stage 1. This is similar to, but reverses, the findings of the previous inspection when teaching was found to be better for the infants. There have however, been staff changes since then. Planning is usually good but does not consistently indicate the different needs of pupils. Some less able pupils are unable to read worksheets on which they record their observations. Pupils have little opportunity to produce extended writing; most results are recorded in tabulated form. Some older pupils use graphs to interpret their results but opportunities to do this are limited. All teachers have a good knowledge of the subject and are enthusiastic in their teaching. In the best lessons, pupils are made very clear about what they are to do and to learn. The practical aspects of the lesson are managed very well as is the way that teachers manage pupils. Good relationships and good behaviour from pupils ensure that lessons move along at a good pace.

82. Curriculum coverage is good and there are very good assessment procedures. Co-ordinators are enthusiastic. Monitoring of teaching by the deputy headteacher is thorough and helps teachers to improve their teaching.

ART

83. Few lessons were seen in art, but the full range of evidence available indicates that standards of work are similar to those found in most primary schools, with strengths in work on textiles and collage. Recent work on textiles, linked to the study of Armley Mill, includes different kinds of weaving, sewing and patchwork design of good quality. These findings are similar to those reported at the last inspection.

84. Lessons for infants are organised as parent workshops. They are carefully planned to ensure that required skills are taught systematically. The high number of adults present, which includes teaching assistants as well as parents, is beneficial, providing good levels of support for pupils as they work. During a Year 2 workshop, for example, pupils worked in groups. They plaited wool to make bracelets, wove wool on small looms, sewed binca and learned about fabric dyeing using natural materials. An excellent buzz of activity was generated as pupils worked together well, ably assisted by adults. Work was well suited to the interests of the different cultural groups in the school. A good range of suitable resources was used.

85. Only one practical lesson was seen for the juniors and this was very well taught. Year 5 pupils drew carefully from observation. They were motivated and worked hard, showing that they had benefited from previous lessons on the use of different types of pencils and shading. Pupils identified as having behavioural difficulties, responded to the high expectations set in this lesson and did well. A lesson on art appreciation was less successful. The teaching failed to inspire the pupils so that they did not learn what was intended. The behaviour of a few pupils was unsatisfactory.

86. Work in art is very well co-ordinated. Planning is good and reflects the cultural background of the pupils in the school. All areas of work are covered, including computer generated art. There is a very good range of resources. The very attractive art room includes a kiln, which is used to fire clay work made by the pupils.

DESIGN AND TECHNOLOGY

87. During the inspection a number of lessons were seen across the school in design and technology. Evidence was also drawn from pupils' work, a range of teachers' planning, discussions with pupils about their work and scrutiny of assessments and records. Appropriate opportunities are provided for pupils to make sound and sometimes better progress in the subject, and by the age of eleven pupils are doing as well as in most schools. This represents a significant improvement on the last inspection report, which found attainment to be unsatisfactory at the end of Key Stage 2. The school has worked hard and to good effect in raising standards and improving the quality of teaching and learning across the school and particularly in Key Stage 2.

88. Younger pupils are able to select from a range of materials to make models often linked with their work in other subjects such as science and English, as in the designing and making of birds' nests and puppets. They join materials in a variety of ways and finish them appropriately. Pupils use construction kits effectively to design and make models and are able to compare and use a range of materials in designing and making tasks. Whilst most

pupils cope well with basic skills, on occasions, a few experience difficulties such as cutting using scissors. Older pupils design and make artefacts, sometimes linked to work in other subjects. High quality pupils' work was seen relating to the making of pop up books with movement created around a pivot in Year 4. Elsewhere, standards of attainment are consistently in line with national expectations. Good use is often made of a range of experiences for pupils, including the high quality work produced throughout the school by pupils associated with the playground developments, which also involved many parents and the wider community.

89. Pupils have very good attitudes to the subject. They frequently enjoy the activities, work hard, persist with challenges and problems, take pride in their achievements and co-operate well with others. Pupils often show initiative and are creative in their ideas. They use tools and materials responsibly and safely. The quality of teaching and learning is good and sometimes it is very good. Lessons are invariably well planned and organised, with clear learning objectives, which are shared and discussed with the pupils. In the best teaching and learning, expectations are high and tasks are challenging, such as that in Year 5 which involved altering the centre of a wheel to change the movement of a vehicle and that associated with the design and making of pop up books in Year 4, which also involved the use of ICT to create high quality images for the book covers. In most lessons, teachers have a good grasp of the subject, tasks are well matched to pupils' age and ability and designing and making activities are rigorous, with careful attention to quality and precision. Resources are appropriate and well used.

90. Extensive use is made of the national guidelines for the subject, which together with the school policy, are providing an invaluable basis for teachers' planning. This has significantly enhanced continuity and progression in the subject for pupils, although as might be expected, some anomalies are still evident as the school implements the new schemes. The co-ordinators are providing a positive lead and are in the process of developing important aspects such as monitoring and evaluation as part of a systematic approach which augers well for further improvements in the future.

GEOGRAPHY

91. In the course of the inspection, only a few lessons were seen in geography. However, a wide range of other evidence was available including, pupils' work in books and in displays, teachers' planning, assessments and reports, and discussions with pupils about their work. Ample opportunities are available for pupils to develop in the subject and attainment at the end of both key stages is above national expectations, which maintains the good standards found in geography in the last inspection of the school.

92. By the age of seven, pupils can talk confidently about significant features of a journey they have made. They can discuss types of houses, land use, traffic and amenities and know about their own locality. The majority are able to make simple comparisons between different localities, such as that of Armley and places visited by "Georgi the Dragon" in Year 2. They have studied and know about key people in the local community, for example, police and firefighters and are able to draw on the experience of school and other visits. Most pupils are beginning to develop good map skills and can draw simple plans and routes, as seen very effectively in Year 1.

93. By the age of eleven, pupils have a good range of geographical skills and many can use appropriate keys. Some use scale and grid references and understand how to interpret contours on maps, as seen in Year 6. Pupils have carried out an appropriate range of geographical work and have a good understanding of their own locality and places further

afield. They have studied rivers and understand how settlements differ and change. Most can identify and name an appropriate range of different countries and capitals on a world map. They understand the importance of location in understanding places and use a good range of geographical vocabulary.

94. Pupils' attitudes towards the subject are good. They often are interested, enjoy the work and see it as important and useful. They talk about their work with confidence, are able to make links with other subjects such as science, mathematics and English and take considerable care in the presentation. The quality of teaching and learning is consistently good in both key stages. Most of the work is challenging, interesting and builds effectively on pupils' previous learning. Lessons are well planned and organised, with careful attention to the match of work related to pupils' age and ability. Good use is made of the national guidelines and joint planning is very much in evidence and of good quality. Lessons include good quality direct teaching which, together with rapid pace and high expectations of pupils' behaviour and progress, ensure that the quality of learning is also good.

95. The co-ordinator has a good knowledge of the subject and is providing a strong lead. Resources are appropriate and well used. Effective strategies for monitoring and evaluation are being developed and the resulting information is used increasingly well to guide planning.

HISTORY

96. Observations in history lessons and discussions with pupils indicate that standards of attainment overall are close to those expected. Many pupils are better at talking about history than at writing it because they find writing difficult. Younger pupils are developing a sense of chronology and can place events in their own and their family lives in order and they show some knowledge of events in the more distant past, as when Year 2 pupils talked about the Crimean War. They were able to talk about Florence Nightingale and conditions in the hospitals for nurses and soldiers of the time and relate these conditions to the wider issues of health and hygiene. Older pupils in Year 5 were able to examine the life and work of the industrialist, Titus Salt and make mature observations on the wider social conditions of the time and Year 6 pupils were beginning to know the different characteristics of societies in ancient Greece. Knowledge and understanding of how there are different representations and accounts of history are less secure although Year 4 pupils had a clear view of propaganda issues in World War II.

97. The quality of teaching and learning is good. Pupils enjoy history lessons and make good progress particularly when there is a clear focus on the development of historical skills and they are challenged to look at the evidence and examine the impact of events on peoples' lives. For example, older pupils invited to write a news item about Titus Salt and to compose an advert to attract workers from mills in Bradford to Saltaire made spirited and persuasive responses. Teachers make particularly good use of introduction and plenary sessions to focus on what they want pupils to learn and to raise levels of enthusiasm. The quality of the subject as described in the last inspection has been at least maintained and improved in respect of the pace and interest levels of lessons.

INFORMATION TECHNOLOGY

98. The standard of work is at the level expected by the time pupils leave the school. By eleven years of age, pupils have a suitable range of IT vocabulary and use computers confidently for example for word processing and spread sheets. They are also aware of the potential for internet use. Year 5 and 6 pupils were able to describe how they would change

text and layout for different purposes. They could put in data and make rational decisions about which type of graph would be most useful. As they learned about spread sheets, they were able to type in the formula for calculating what goes into each section and one able pupil discovered that it is quicker to use copy and paste functions where the formula is the same for each row. Pupils are learning to use the multi media potential of computers in work where they combine pictures, text and sound. Pupils in all year groups achieve good results especially since few have computers at home. For instance, they quickly learn to control the mouse and use that skill later in more complex tasks such as superimposing images on digital photographs of themselves. Pupils with special needs and those who speak English as an additional language are doing as well as other pupils because of the quality of provision and the level of adult support.

99. Standards have been maintained since the previous inspection and resources have improved significantly with the recent opening of the second IT suite. The curriculum is good and computers are used to support learning in other subjects as well as to develop specific IT skills. Examples of this can be seen in links with design technology where pupils plan, design, and amend their work, in the use of graphs and spread sheets in mathematics or in the range of writing such as instructions and evaluations. The information technology curriculum has been enhanced by the use of new technology such as digital cameras.

100. The staff have used the Qualifications and Curriculum Authority (QCA) guidance to provide structure and supported it by training to ensure that they are competent to deliver the curriculum. These measures coupled with the excellent level of resourcing in the two IT suites and good teaching ensure that pupils have a good quality of experience in all aspects of the IT curriculum. For example, the large screens used to demonstrate skills mean that all pupils can see easily. Clear explanations, questions and quiet insistence that all pupils listen make sure that all take part. Tasks that are planned for pairs to work together encourage pupils to share ideas and skills. Praise, encouragement and quality time on computers develop positive responses from pupils. Although the assessment structure is not finalised, there are good examples in the co-ordinators' file of thoughtful comments and evaluations of pupils' work.

101. The school has made a commitment to raising standards through high quality of provision with plans for further development. Pupils and staff are enthusiastic about the subject and a good base has been created from which improvement in standards can be secured in the future.

MUSIC

102. Pupils are achieving average standards for seven year olds and above the average by the time they are eleven. This is because they are taught by specialist teachers who have good subject expertise and teach very well. This is a better picture than at the previous inspection where attainment was average and teaching satisfactory.

103. Pupils sing well in lessons and in assembly. By seven years of age, they are performing simple rhythms by clapping hands and banging on instruments. They know that symbols represent sounds. Year 6 pupils hear musical vocabulary from their teacher and their answers to her questions show that they understand the meanings of terms such as pitch and dynamics. Groups of pupils composed a piece together and played it for the class. One group showed a very good understanding of the purposes of evaluation by changing the instruments in their piece to achieve the particular effect they wanted. Differences in skill appear when pupils perform. Some are very good. They are able to keep a steady rhythm throughout and performed confidently and fluently. Other groups complete their pieces and

perform them but with more uneven pace and expression. Music makes a good contribution to pupils' spiritual and cultural development in the range of music they hear, for example Year 6 pupils listened to music played on a didgeridoo and Year 4 pupils wrote and performed Celtic riddles with great pleasure.

104. Teaching in music is very good. Both teachers manage class and group work efficiently. Their knowledge and enthusiasm generates a similar response from pupils. Pupils with individual education plans for behaviour are managed extremely well. Targets are set for their presence in the lessons. Pupils know what they have to do, praise is given when they succeed and unequivocal markers set for the remainder of the lesson. Pupils who speak community languages play a full part in lessons.

105. The two teachers co-ordinate provision effectively together and have set suitable priorities for future development which include carpeting the music room and promoting the use of ICT. The enclosed and separate music room helps to promote standards because noise from performances is contained and teachers and pupils do not have to constrain their efforts to avoid disturbance to other classes.

PHYSICAL EDUCATION

106. Standards overall are typical of what most pupils achieve but are better in games and gymnastics than in dance and swimming. The teaching overall is good. This represents an improvement since the last inspection. There was one unsatisfactory lesson at Key Stage 1, which was due mainly to a lack of knowledge and insecurity of subject knowledge of the teacher. Opportunities to improve pupils' basic skills of movement were not taken in a dance lesson; the quality of running and moving to music was unsatisfactory. In a lesson on gymnastics, pupils in a Year 2 class began linking balances together into a sequence. Teacher expectations demanded good quality and stillness in the balances and pupils responded well. At Key Stage 2 teacher knowledge is more secure and pupils' learning is enhanced by their understanding of the effect of exercise on the body. In all lessons pupils knew the reasons why a warm up is important and which muscles were to be used in the activities being taught. In a swimming lesson the teacher made good use of a wide range of swimming aids to ensure that more anxious pupils gained confidence in the water. This gave some pupils the opportunity to propel themselves through the water up to five metres but in general, standards in swimming are below those usually found.

107. Relationships with pupils are strong and pupils work hard as a result of good lesson planning; an improvement since the last inspection. Pupils' attitudes are very positive and they work enthusiastically in all lessons because of the good quality of teaching. They listen to instructions and their behaviour is often very good, sometimes excellent. For instance, pupils in a Year 4 class were complimented on their excellent behaviour when walking to, and visiting the local sports centre for their swimming lesson. Most pupils are co-operative when working in groups and with a partner and support each other when the opportunity arises. Girls and boys work freely together and there is a good ethnic mix of pupils in lessons and extra curricular activities.

108. The curriculum is broad and balanced at both key stages and an enthusiastic co-ordinator ensures that assessment procedures, which are in the early stages of development, are used. Reports to parents do not indicate what pupils know, understand and can do. At present there is no monitoring of teaching. A good range of extra curricular activities is on offer to all pupils and inter-school football takes place regularly.

RELIGIOUS EDUCATION

109. No lessons were observed for the younger pupils but discussions with a small group and examination of written work from last year indicate that they have an appropriate knowledge and understanding of Christianity and Islam. Their abilities to express at a simple level how peoples' lives are influenced by their faiths, are less well developed.

110. The attainment of older pupils is at least in line with the expectations of the locally agreed syllabus in most respects although they often lack confidence in presenting their own viewpoints and expressing and reflecting moral and religious issues. Pupils in Year 4 made thoughtful and creative responses when invited to consider how peoples' beliefs influence their lives and particularly their lives and could draw parallels between Celtic and native American Indian cultures. Younger pupils followed up a meeting with a member of the Sikh community by looking at the significance of artefacts such as the five K's and were able to talk at a simple level about the way beliefs influence daily lives.

111. The quality of teaching and learning in religious education is good. Pupils are offered a comprehensive and meaningful curriculum which is enhanced through assemblies and visits and offers them opportunities to reflect, understand and tolerate differences and begin to see how our daily lives are informed by what we believe. The subject meets the requirements of the locally agreed syllabus and the quality described in the last inspection has been at least maintained and in some respects improved.