

INSPECTION REPORT

CROSSFLATTS PRIMARY SCHOOL

Crossflatts, Bingley

LEA area: Bradford

Unique reference number: 107253

Headteacher: Mrs H Craven

Reporting inspector: Mr C D Taylor
23004

Dates of inspection: 1 - 4 July 2002

Inspection number: 230222

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Morton Lane
Crossflatts
Bingley
West Yorkshire

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Appropriate authority: The governing body

Name of chair of governors: Ms Ruth Anderson

Date of previous inspection: 27 October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23004	Christopher Taylor	Registered inspector	Equal opportunities Geography History Music Science	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19741	Trevor Smith	Lay inspector		How high are standards? b) 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?
15447	Christine Glenis	Team inspector	English as an additional language Information and communication technology Mathematics Physical education	How good are the curricular and other opportunities offered to pupils?
11510	Keith Oglesby	Team inspector	Special educational needs Art and design English	
29188	Gianna Ulyatt	Team inspector	Foundation stage Design and technology Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Crossflatts Primary School caters for boys and girls aged three to 11 years. The school changed from a first school to a primary school when the local authority re-organised schools in September 2000. The school has increased in size, has moved into larger premises, and has taken children into Years 5 and 6. The school is now similar in size to most primary schools, with 227 full-time pupils of compulsory school age and 52 children who attend part-time in the nursery. The school serves an area of private and local authority housing in Crossflatts and draws pupils from the surrounding settlements of East Morton, Micklethwaite, Riddlesden, Bingley and Keighley. Most pupils join the nursery classes with levels of attainment typical for their age. Nine per cent of pupils - below the national average - are known to be eligible for free school meals. Sixteen per cent of pupils - also below the national average - are on the special educational needs register. Seven pupils have statements of special educational needs. Most pupils with special educational needs have severe learning difficulties, moderate learning difficulties, behavioural difficulties or speech and communication difficulties. Only four pupils are from ethnic minorities. Three speak English as an additional language, but none is at an early stage of English language acquisition.

HOW GOOD THE SCHOOL IS

Crossflatts Primary is an effective school. Teaching and learning are good throughout the school. Pupils' attitudes to learning and their behaviour and relationships are good. They make good progress as they move through the school and standards are above the national average in English and science by the end of Year 6. Attendance is well above the national average. The school benefits from very good leadership and a good shared commitment by all staff to improve the school further. Although expenditure per pupil is above the national average, the school provides good value for money.

What the school does well

- Standards are currently above average in English and science at the end of Years 2 and 6.
- Teaching is good throughout the school.
- Provision for pupils with special educational needs is good.
- Pupils' attitudes, behaviour, personal development and relationships are good.
- Provision for extra-curricular activities is very good.
- Procedures for ensuring pupils' welfare are good.
- Partnerships with the community, other schools and parents are very good.

What could be improved

- Older pupils are not as fluent and confident when speaking as in most schools.
- There is insufficient use of information and communication technology (ICT) to assist teaching and learning across the curriculum.
- Subject co-ordinators do not as yet observe and evaluate teaching in their subject areas.
- There is not enough assessment of pupils' skills and knowledge in all subjects except English, mathematics and science and this limits the range of work available for pupils of different ability.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the previous inspection in 1997, the school has made good progress, overall, in improving the areas identified in the last inspection report. It has made good progress in devising a long-term development plan, incorporating financial planning to meet the school's aims and priorities. It has established systematic procedures for monitoring teaching and curriculum development and has begun to strengthen the management role of subject co-ordinators. It has made good progress in ensuring that pupils' spiritual development is promoted by providing planned opportunities in religious education and other curriculum areas. In addition, provision for extra-curricular activities has improved and is now very good. Links with parents have improved from good to very good and practical support from the community has remained strong. Procedures for assessing pupils' skills have improved in the core

subjects of English, mathematics and science, although they are still underdeveloped in other subjects. The good provision for pupils with special educational needs has been maintained. The school has identified suitable areas for development and has a good shared commitment and a good capacity to make further improvements.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	N/a	N/a	D	E
mathematics	N/a	N/a	D	E
science	N/a	N/a	C	C

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

In English and mathematics, standards in 2001 were below the national average and were well below the average in schools with a similar proportion of pupils eligible for free school meals. In science, standards were in line with the national average and were typical of those in similar schools. Results in 2001 were not as good as might have been expected from this year group's results when they were at the end of Year 2. This is because this group was the school's first Year 6 class to sit the national tests and had been taught by temporary staff and a series of supply teachers following the re-organisation of schools and the long-term illness of two re-located staff. The year group expanded during Years 5 and 6, and a large proportion of the new pupils found learning difficult. Inspection findings show that attainment in the current Year 6 is above average in English and science and is typical for their age in mathematics. Standards are in line with national expectations in all other subjects. Attainment at the end of Year 2 was above the national average in writing and in line with the average in reading and mathematics in the national tests in 2001. Standards were above average in the teacher's assessments in science. In the current Year 2, standards are above the national average in reading, writing and science, and are close to those expected nationally in mathematics and all other subjects. Pupils with special educational needs make good progress because of the additional support they receive. Challenging targets have been set to improve standards in English and mathematics in the national tests at the end of Year 6 in 2002 and 2003. To meet these targets, the school has focused its attention on improving pupils' written work and on calculations, problem solving and mental arithmetic.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to learn and are well motivated. They are enthusiastic and closely involved in all school activities.
Behaviour, in and out of classrooms	Good. Most pupils are polite and helpful and behave well in class and around school. There was only one exclusion in the last school year.
Personal development and relationships	Good. Relationships between pupils and with members of staff are good. Pupils are given plenty of opportunities to take initiative and to carry out responsibilities.
Attendance	Attendance is well above the national average. Punctuality is good.

TEACHING AND LEARNING

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

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

Teaching is good, overall, throughout the school. The teaching of literacy and numeracy skills in English and mathematics and across other subjects of the curriculum is good in all year groups. There is insufficient emphasis, however, on encouraging older pupils to improve their speaking skills. Strengths in teaching include high expectations, effective class management and good use of support staff and resources. As a result, pupils make good progress in acquiring skills, knowledge and understanding as they move through the school. Pupils with special educational needs, and those with English as an additional language, receive effective support. Where aspects of lessons are occasionally less successful, this is because individual teachers lack sufficient expertise in music or ICT, or work has not been matched closely enough to the individual needs of pupils of different ability. In addition, there is not enough use of ICT to assist teaching and learning in some subjects of the curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced. All the requirements of the National Curriculum and the Agreed Syllabus for religious education are met. Pupils benefit from many visits and visitors to school. There is a very good range of extra-curricular activities.
Provision for pupils with special educational needs	Good. Pupils receive additional assistance and make good progress towards the targets in their individual education plans.
Provision for pupils with English as an additional language	Sound. Only three pupils speak English as an additional language, and none is at an early stage of English language acquisition. Teachers ensure that these pupils understand instructions fully and are included in all activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, overall. Provision for pupils' personal development is good, as is provision for their spiritual, moral, and social development, with clear teaching of right and wrong. Provision for pupils' cultural development is sound, with many visits to local museums and art galleries. But there are fewer opportunities to learn about other cultures in Britain and around the world.
How well the school cares for its pupils	Good, overall. Procedures for ensuring children's welfare and for promoting good behaviour and attendance are effective. Assessment of pupils' attainment and progress is good in the core subjects of English, mathematics and science, but is underdeveloped elsewhere. Teachers generally use assessments well to ensure that work set is appropriate for pupils of different ability in the core subjects, but work in other areas is not matched closely enough to the needs of individual pupils.

Partner schools and the community make a strong contribution to pupils' learning, and the school's links with parents are very effective.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good, overall. The headteacher provides very good leadership. With the effective support of senior teachers, she ensures that the school is moving forward with clear educational direction. Subject co-ordinators check teachers' planning and pupils' work, but do not as yet observe and evaluate teaching in their subject areas.
How well the governors fulfil their responsibilities	Good. Governors carry out their statutory duties well. They play an effective role in helping to shape the direction of the school.
The school's evaluation of its performance	Good. The headteacher and governors monitor and evaluate the school's performance well and have a good understanding of its strengths and weaknesses.
The strategic use of resources	Good. The school supports educational priorities well through its financial planning. Specific grants, including funding for pupils with special educational needs, are used effectively. The school applies the principles of best value well by comparing itself with other schools, consulting widely, and ensuring competition through tendering.

There is an appropriate number of suitably qualified and experienced teachers, but no trained music specialist. The support staff are well trained and give good assistance to pupils. The accommodation is very good and there is a wide range of specialist facilities including a full-sized gymnasium, a computer suite, and extensive outdoor sports facilities. Resources for teaching and learning are generally sound. The school has a good range of ICT equipment but this does not always work as efficiently as it should.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy school. • They make good progress in their work. • Behaviour in the school is good. • The teaching is good. • Parents feel comfortable about approaching the school with a problem. • The school expects children to work hard. • The school is well led and managed. • The school helps children become mature and responsible. • There is an interesting range of activities outside lessons. 	<ul style="list-style-type: none"> • A fifth of parents who responded thought their children do not get the right amount of work to do at home. Half of these felt there was too much homework and half felt there was not enough. • A tenth felt they are not kept well enough informed about how their children are getting on. • The same number felt the school does not work closely enough with parents.

The inspection findings support the parents' very positive views. The amount of homework set by the school is broadly in line with national guidelines. It is the inspectors' judgement that the school generally keeps parents well informed about their children's progress and works hard to involve parents closely in the education of their children.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children join the nursery, attainment is broadly typical for their age. All children, including those who have special educational needs, make sound progress towards the early learning goals for young children. By the end of the reception year, most children have achieved the levels expected for their age in communication, language and literacy, mathematical understanding and physical development. Most have exceeded the levels expected in knowledge and understanding of the world, creative development and personal and social development.
2. By the end of Year 2, inspection findings show that the overall attainment of pupils is above average in English and science, and average in mathematics. Attainment is close to the standards expected nationally in all other subjects. This is broadly similar to the previous inspection when standards were above average in English, mathematics and science and were average in most other subjects. It is also similar to the national tests in 2001 when standards in writing and science were above average, while standards in reading and mathematics were average. Most pupils, including those with English as an additional language, make good progress in Years 1 and 2. There are no significant variations in attainment by gender or by ethnic background.
3. In English, inspection findings indicate that attainment in the current Year 2 is above the national average in most areas. Pupils' speaking and listening skills are typical of those expected for their age, and most pupils make sound progress in developing confidence when speaking. Teachers have good communication skills and use questioning well to encourage pupils to speak in whole-class situations. In reading, standards are above average. Most pupils make good progress because they are taught effectively and have plenty of opportunities to read at school and at home. Standards in writing are above average as teachers show pupils how to write in different ways for a variety of audiences. As a result, most pupils use simple punctuation accurately, and are beginning to use a range of vocabulary. Standards in handwriting are good, and most letters are formed correctly.
4. In mathematics, inspection findings indicate that attainment in Year 2 is in line with the national average, and pupils make good progress. There is a good focus on basic numeracy, and mental calculation skills have developed well since the introduction of the National Numeracy Strategy. In science, inspection findings indicate that attainment by the end of Year 2 is above national expectations. Pupils have a good understanding of materials and living things, and are given plenty of opportunities to carry out their own investigations. All pupils, including those with English as an additional language, make good progress in mathematics and science. Pupils' attainment in ICT is in line with standards expected nationally at the end of Year 2 and pupils use the mouse and the keyboard with increasing confidence.
5. By the end of Year 6, inspection findings show that standards are above average in English and science and are broadly average in mathematics. Attainment is close to the standards expected nationally in all other subjects. This is an improvement on the national tests in 2001 when standards in English and mathematics were below average, and standards in science were average. This is because teaching has improved since the first cohort of pupils sat the national tests in 2001. As a result, most pupils, including those with English as an additional language, make good progress, and there are no significant variations in attainment by gender. Attainment is close to the standards expected nationally in all other subjects at the end of Year 6.
6. Inspection findings indicate that, in English, pupils make good progress in their reading as there is a well-structured programme of reading at home and with volunteers in school, and the school library is used well. Pupils do not make such good progress in developing their speaking skills and are often hesitant or lack confidence when asked to answer questions or to join in

discussions. Standards in writing are above average as pupils are encouraged to use a wide range of interesting vocabulary to improve their written work. The standard of handwriting is good, and pupils are encouraged to use a neat cursive script when writing.

7. In mathematics, inspection findings indicate that attainment in Year 6 is in line with what is expected nationally. There is a good emphasis on calculations and number work, but less work in other aspects such as shape and space or handling data. In science, standards are above national expectations. Pupils make good progress in their understanding of physical processes and living things, and they are given ample opportunities to carry out their own investigations. Pupils' attainment in ICT is in line with national expectations. Pupils make sound progress in sending e-mails, download information from the Internet and instruct lights to flash using control technology.
8. Pupils with special educational needs make good progress towards the targets in their individual education plans. This is because the school has good procedures for identifying pupils' needs at an early stage and then provides appropriate support. Class teachers manage lessons well and ensure that there is enough time to give individuals the attention they need. Support teachers and classroom assistants provide valuable additional help.
9. Challenging targets have been set for English and mathematics in the National Curriculum tests for pupils in Year 6 in 2002 and 2003. To achieve these targets, the school has focused on improving pupils' written work, and increased emphasis on calculations and mental arithmetic.

Pupils' attitudes, values and personal development

10. The youngest children in the nursery and reception classes enjoy coming to school and are starting to develop good work habits. They have a good attitude to work, play sensibly with each other, and share equipment and resources. They learn to listen to each other and to respect each other's ideas.
11. Older pupils also enjoy coming to school and their attitudes to learning remain good, although, on occasions, a few pupils in Years 4 and 6 are not quite as positive. Most pupils listen well and respond sensibly. They settle quickly to each new task and usually work with purpose and determination.
12. Behaviour is good, overall, and broadly mirrors pupils' attitudes. Pupils fully understand the system of discipline and usually react well to it. No incidents of bullying or aggressive behaviour were observed during the inspection and these are rare in the school. When they do occur occasionally, however, they are handled well. There are very few exclusions and these are dealt with correctly if this course of action is necessary. Pupils care for their school and treat the building, equipment and resources well.
13. Pupils' personal development has remained good since the previous inspection. In general, most pupils are confident learners who work well on their own. The work done by pupils in Year 5 when preparing a display of information about their recent residential trip to London was a good example of pupils showing initiative and developing their own ideas. Pupils' speaking skills, however, especially when addressing an audience, are not as well developed as is usual in most schools. Pupils clearly understand the impact of their actions on others and show due respect for other peoples' feelings and beliefs. This is very evident from their response in assemblies and religious education lessons. Opportunities for pupils to take on responsibility have increased since the last inspection, particularly as pupils now move into Years 5 and 6, and these duties are carried out well. The school has plans to set up a school council in the autumn term, but in the meantime, a playground committee, comprising pupils of all ages, has been formed to put forward ideas to improve outdoor play facilities.
14. Relationships throughout the school remain strong. This makes a significant contribution to the quality of education provided. Most pupils are open, friendly and polite, and work well together. Pupils from ethnic minorities are fully included in all activities.

15. Pupils with special educational needs have good attitudes towards their work, both in the classroom and when they are withdrawn to work in small groups. This contributes well to the good progress they make. Relationships with teachers and assistants are good and, as a result, confrontations are rare. Problems with behaviour or learning are usually overcome quickly and quietly.
16. Attendance fell slightly after the last inspection to around the national average. This dip has now been reversed again as a result of a recently introduced incentive scheme, and pupils' attendance is once again well above the national average. A significant number of pupils have full or nearly full attendance. Unauthorised absence remains very low. Punctuality is good. Almost all pupils arrive on time and lessons start promptly.

HOW WELL ARE PUPILS TAUGHT?

17. Teaching is good throughout the school. During the inspection, it was never less than satisfactory and was good or better in two-thirds of the lessons. This is similar to the previous inspection. Where teaching is good, this is due to high expectations, effective class management and good use of support staff and resources. Where aspects of lessons are occasionally less successful, this is because teachers lack sufficient expertise or work has not been matched closely enough to the individual needs of pupils of different ability. Consequently, pupils do not make as much progress as they might.
18. Teaching in the nursery and reception classes is good, overall, and ranges from satisfactory to excellent. Where teaching is very good or better, staff are very consistent in their approach. They plan many practical experiences for children, encourage them to find out for themselves and guide them towards independence. Teachers' plans show clear learning objectives working towards the early learning goals for young children. As a result, children are acquiring suitable skills and are developing appropriate levels of understanding. The outdoor curriculum is particularly well developed, with an extensive range of activities for children to enjoy outside. Staff working with children of reception age plan together to make sure all children have equal access to the curriculum. They assess children's skills and understanding frequently and make good use of their knowledge about individuals to plan the next stage of children's development. Activities are well planned and offer a good range of learning opportunities. Adults set high expectations for good behaviour and this has a positive impact. They encourage children to share books with their parents or carers. In this way, the learning that takes place in school is reinforced well at home.
19. Teaching is good, overall, in Years 1 and 2. It is good in English, science, art and design, and geography, and is satisfactory in mathematics, design and technology, ICT and religious education. It is good, overall, in Years 3 to 6. It is good in English, mathematics, science, art and design, geography and history, and is satisfactory in design and technology, ICT and religious education. Insufficient teaching was seen in music and physical education throughout the school and in history in Years 1 and 2 to make reliable judgements. Teaching that is good or better (two-thirds of all lessons) is a major factor in ensuring that pupils make good progress during their time at the school.
20. Teachers' subject knowledge is generally good throughout the school. This ensures that pupils acquire sound techniques and accurate information. In a Year 6 science lesson, for instance, the teacher effectively compared the relationship between different facial features with the 'golden ratio' used by the Ancient Greeks when building the Parthenon. Occasionally, however, a lack of expertise results in mistakes or inaccurate measurements. This occurred, for example, in a Year 3 science investigation when the teacher failed to explain the correct way to handle a pipette. In ICT, not all teachers are sufficiently confident. In music, few teachers have specialised subject knowledge and there is need for additional training to help develop their musical expertise. The teaching of writing and numeracy skills is good throughout the school, but the development of older pupils' speaking skills requires some improvement.

21. Teachers' lesson planning is good in English and mathematics and benefits from following the guidelines in the National Literacy and National Numeracy Strategies. Teachers usually make the learning objectives clear at the start of lessons, and review what pupils have learned at the end. This helps pupils to consolidate their learning well. Work planned for pupils of different abilities usually matches their individual needs well. In a Year 5 mathematics lesson on changing fractions to decimals, for example, average and below average pupils converted simple fractions to their decimal equivalents, while higher-attaining pupils successfully tackled problems involving the addition and subtraction of tenths and hundredths. In other subjects, planning usually follows national guidelines and generally displays a logical order in the teaching of knowledge and understanding and builds on earlier work.
22. Teachers employ a good variety of teaching methods. They usually commence lessons by referring to the previous lesson to reinforce pupils' learning. Teachers make good use of searching questions to make pupils think, and develop pupils' vocabulary by using the correct mathematical, scientific or religious terminology. In a Year 6 religious education lesson on the Sikh faith, for example, the teacher explained the meaning of the *khalsa*, worship at a *gurdwara* and the *amrit* ceremony, while in a Year 3 mathematics lesson, key words such as *coin*, *pound* and *pence* were written up on the whiteboard. In science, there is a good emphasis on pupils carrying out their own investigations. In a good lesson in Year 4, for example, pupils measured the force needed to drag a brick across a variety of different surfaces including polythene, corrugated card and sandpaper. Teachers often use pupils' skills to demonstrate good practice to the rest of the class. In a very effective art and design lesson in Year 1, for instance, the teacher encouraged pupils to visit the 'hot spot' to explain their choice of colours, materials and shapes when weaving with paper and fabrics. This helped other pupils to evaluate and improve their own work. Good use is made of the Internet when researching information on Ancient Egypt in Year 4, but generally there is insufficient use of ICT as a number of staff lack confidence in using computers to assist teaching and learning across the curriculum.
23. Good relationships between teachers and pupils produce a cheerful and productive atmosphere. Effective class management is reflected in good behaviour and pupils' positive attitudes to work. As a result, most pupils are keen to learn and usually concentrate well. This was clearly evident when pupils in Year 5 worked busily all day preparing an effective presentation on tourism following their recent residential visit to London.
24. Teachers usually use time and resources well. They generally time activities to keep lessons moving at a brisk pace so pupils maintain a good rate of learning. An occasional weakness occurred when introductions to some English and mathematics lessons were too long and restricted the amount of time pupils had to complete their own activities. Teachers and support staff work closely together and provide good assistance to pupils with special educational needs. As a result, these pupils make good progress. Teachers make good use of a wide variety of teaching resources, and this helps to maintain pupils' interest and concentration. In a history lesson in Year 6, for instance, pupils scoured newspaper cuttings from 1952 to compare modern life with conditions fifty years ago, while the teacher in a Year 3 class used contemporary photographs and the story of Anne Frank to convey the horrors of an enemy invasion. Teachers mount attractive displays of artefacts and pupils' work in classrooms and along corridors to stimulate pupils' thinking. The care they take reflects the appreciation they show for pupils' efforts.
25. In the core subjects of English, mathematics and science, teachers make regular assessments of pupils' attainment and progress, and generally use the results well to ensure that work is matched to the needs of pupils of different abilities. In a mathematics lesson in Year 4, for example, four alternative worksheets were produced for pupils of different abilities, while pupils with special educational needs in a Year 6 English lesson received individual support with work which was in line with the targets on their individual education plans. In other subjects, however, strategies for assessing pupils' progress are often informal and work is not always matched closely enough to the needs of pupils of different abilities. Some pupils in a Year 4 religious education lesson on Hindu pilgrimage, for example, found the writing task very demanding, while the lower-attaining pupils in a Year 3 ICT lesson found it quite difficult to follow the same instructions as the higher-attaining pupils when sending e-mails. The day-to-day use of homework

to reinforce and extend learning is good. Teachers mark pupils' work regularly and praise is used extensively to encourage and motivate pupils. The best marking also includes helpful comments on how pupils can improve their work.

26. The school keeps very full records of progress made by pupils with special educational needs. The best teaching is systematically planned to move pupils towards the targets in their individual education plans. Teachers generally use classroom support assistants well during individual and small group work. This makes a significant contribution to pupils' progress. Support staff are almost always well prepared and are familiar both with pupils' personal targets and with what is to be taught during the lesson. Pupils with English as an additional language receive appropriate support and make good progress.

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

27. The quality and range of learning opportunities are good, overall. The curriculum for children in the nursery and reception classes has been developed well and outdoor provision is a particular strength. The breadth, balance and relevance of the curriculum in Years 1 to 6 is appropriate. There is a good emphasis on English and mathematics and the National Literacy and National Numeracy Strategies are implemented effectively. Literacy and numeracy skills are reinforced appropriately in other subjects. The science curriculum is appropriately balanced with plenty of opportunities for pupils to carry out their own investigations. The overall allocation of time to different subjects is sound although history receives more prominence than geography in some classes. The curriculum meets the statutory requirements of the National Curriculum and the Agreed Syllabus for religious education, but there are not enough opportunities for pupils to use ICT to assist their learning in most subjects of the curriculum. The school timetable indicates that there are many more opportunities when the computer suite could be used for lessons.
28. The school's provision for teaching citizenship is included in a comprehensive personal, social and health education programme. Pupils in Year 4, for example, discussed co-operation in relationships and played the 'truth game' in preparation for changing classes in September. Pupils in Year 6 took part in a discussion on growing up and puberty. Pupils responded sensitively in both lessons. The co-ordinators are developing the provision well to include extra-curricular activities such as the garden and wildlife clubs, cycling proficiency and the healthy breakfast club. The ready availability of drinking water, supplied by the charity Water-Aid, further encourages pupils' awareness of a healthy lifestyle. The school nurse makes a good contribution to sex education in Years 5 and 6. The school's provision for drugs education includes good support from the visiting 'Life Caravan'.
29. Procedures for identifying pupils who have special educational needs are good. The school organises additional support well to ensure that pupils make good progress. Pupils' individual education plans are kept up to date, and teachers use them effectively to plan full access to the curriculum. This breaks down on occasions, however, as some pupils are withdrawn from lessons such as physical education for intensive one-to-one support. There are particularly good arrangements to provide extra help in literacy and numeracy.
30. The provision for pupils with English as an additional language is satisfactory. All three pupils speak English well and none requires the intensive support they would need if they were at an early stage of English language acquisition. Teachers ensure that these pupils understand instructions fully and are included in all activities.
31. The provision for extra-curricular activities is very good and is a strength of the curriculum. Activities at lunchtimes or after school include gardening, wildlife, computing, cycling proficiency, recorders, choir, orchestra, dance, German and a variety of sports and team games. Most are attended well. About twenty pupils receive instrumental lessons on the flute, clarinet, guitar, violin and keyboard from visiting teachers. A good programme of educational visits supports the

curriculum. Pupils explore the remains of Viking settlements in York, visit the Bradford Museum of Photography, Film and Television, and make good use of the local area to conduct surveys on traffic and parking. Older pupils also benefit from opportunities to take part in well-organised residential trips. Pupils in Years 5 and 6 have opportunities to visit London and Scarborough, while those in Year 4 visit Ingleborough Hall.

32. There are very good links with the local community, particularly with the Bradford and Bingley Building Society who support the school financially and encourage employees to help in the 'Better Reading' programme. Local rugby professionals, a visiting artist and a talented pianist provide good specialist input. Each week, a member of the local community, such as a waste disposal expert or local clergy, visits the school for a 'community assembly'. Other visitors include 'Viking' warriors and 'Ancient Egyptian' dancers. Pupils support local charities such as Marie Curie nurses and also more distant appeals such as the Flood Fund for India. Pupils have written letters to local politicians and famous people about social and community issues such as conservation, pollution, and whaling.
33. There are also very good links with other local schools. The school belongs to a cluster of schools who work together for professional development and share expertise and facilities. Gifted and talented pupils attend 'master classes' at Bingley Grammar School, while visiting musicians perform concerts for pupils at Crossflatts. Pupils use the facilities and skills of teachers at open days, and co-operation is very good when preparing pupils for transfer through projects such as the 'science passport'. A teacher from the local language college taught some German classes in the school, and currently runs the German club after school. The very effective links with the community and local partner institutions are additional strengths of the curriculum provision.
34. Provision for pupils' spiritual development is good and has improved since the previous inspection. The school now places a greater emphasis on spirituality and this is reflected in lessons throughout the curriculum. In science lessons, for example, teachers provide opportunities for pupils to marvel at the wonders of nature. They are amazed to discover from their own experiments that batteries can be made from lemons! In mathematics they are very interested to discover that the height of a tree can be measured by sight. They feel strong emotions about some of the stories they read such as 'Tom's Midnight Garden'. Older pupils learn about extraordinary characters such as Medusa and younger pupils discover that in some religions there are many gods, each one being different and interesting. During lessons, pupils enjoy the good relationships they have with each other and with staff.
35. Provision for pupils' moral development is good. In school assemblies, moral issues are discussed well. Pupils in Years 1 and 2, for example, found out that you do not have to be 'big' to help others, and the story of the 'Lion and the Mouse' was used effectively to illustrate the point. In a history lesson, older pupils discussed moral issues surrounding the life of Anne Frank. The school has a clear code of conduct and has high expectations of the way pupils should respond to each other. Pupils are very clear about school and class rules. They learn about fair tests in science and clearly understand what this means. Older pupils find out about deeper issues such as drug misuse through the 'Life Caravan' and younger pupils are clear about issues concerning litter. Pupils move sensibly around the building and walk into the hall in an orderly manner. They are encouraged to be responsible about their behaviour and know the reasons behind right and wrong actions. A clear system of rewards is in place and pupils are proud when they receive them.
36. The provision for pupils' social development is good. Relationships are based firmly on mutual respect. Teachers provide good role models. There is an established *Buddy Club* where pupils care for one another and look after younger pupils at lunchtimes and playtimes. They take good care of anyone who is in distress. The school has recently encouraged pupils to analyse the quality and shortcomings of playtimes and positive changes have been made as a result. This consultation is preparing pupils for additional social responsibility when the school council is established in the autumn term. Children in the reception class develop a sense of social awareness when they raise money to educate a young African boy. Older pupils discuss the importance of commitment in religious education lessons. Pupils in Year 6 are encouraged to

write letters supporting many causes such as the *World Wildlife Fund*. Pupils have jobs to do around the school to ensure the organisation runs smoothly. These include holding doors open and preparing the hall for assembly. The school takes pupils in Years 4, 5 and 6 on residential trips to London, Scarborough and Ingleborough Hall. This helps pupils to mature socially. For some, this is the first time they have been away from their parents, and they are expected to be independent and to take care of themselves.

37. The provision for pupils' cultural development is sound, overall. The school takes pupils on visits to local museums and art galleries, including Salts Mill and the Bradford Museum of Photography, Film and Television. Pupils are currently involved in a production of the musical *Oliver*. Pupils in Years 5 and 6 have recently attended a performance of *Chitty Chitty Bang Bang* during their residential visit to London. They also visited St Paul's Cathedral and the Houses of Parliament. Pupils have some opportunities to learn about different cultures through religious education and geography. They study the Sikh, Hindu, Muslim and Jewish religions, and learn about everyday life in a village in South India. The school promotes racial equality by encouraging pupils, for instance, to value music from a variety of cultures. Occasional visitors include an Asian music ensemble, and pupils learnt a Jamaican calypso and a South African worship song during the inspection. However, most subjects of the curriculum do not have enough planned opportunities to prepare pupils for life in a modern multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school continues to look after its pupils well. Suitable health and safety measures are in place and are followed closely. Pupils are supervised carefully and the daily working practices adopted by all staff are good. Child protection arrangements remain effective, with the headteacher and another member of staff having joint responsibility for liaising with outside agencies.
39. Procedures for monitoring and supporting pupils' personal development remain effective. Teachers continue to place strong emphasis on building pupils' confidence and self-esteem. They know their pupils well, have good relationships with them and respond positively to their needs. In addition, a new post has recently been created to strengthen the system of pastoral care as the school now caters for a wider age range of pupils. Various schemes have already been put in place as a result. A problem box, for example, is now available for older pupils, and this is helping to identify potential issues at an early stage. Measures to promote and maintain good behaviour work well and are implemented consistently by all staff, including the midday supervisors. Special weekly assemblies are used well to celebrate pupils' achievements. The school is extending the range of responsibilities given to pupils, particularly those in Years 5 and 6. A playground committee has been established to provide pupils with the chance to suggest how outdoor play facilities can be improved, and a school council is to start in the autumn term.
40. Attendance is monitored thoroughly. Registers are marked correctly at the start of sessions, and records from the computer recording system are maintained as they should be. Arrangements for investigating unexplained absence are satisfactory, although the school does not contact parents of pupils concerned on the first day of absence. The school was fully aware of the slight slippage in attendance following the previous inspection and has now actively addressed the situation. A new termly reward scheme has been implemented and is already showing positive signs. Attendance is now back to its previously high level, with a significant number of pupils regularly having full, or nearly full attendance.
41. Arrangements for monitoring and supporting pupils' academic performance are good in the core subjects of English, mathematics and science and provide a secure foundation for raising standards and improving individual progress. A selection of tests is in place providing good information that is used to identify strengths and weaknesses in pupils' learning. Children's skills are assessed at the beginning and end of the nursery and reception years to measure the progress they have made since starting school. In addition to the national tests for pupils in Years 2 and 6, pupils in Year 1 are assessed and the optional tests in English and mathematics for

pupils in Years 3, 4 and 5 are also used to check pupils' progress. In science, pupils' knowledge and understanding is assessed at the end of each topic. The range of tests enables the school to build up a clear picture of what pupils know and can do and it uses the information well to plan and set targets for group and individual needs.

42. The school has yet to extend the good assessment practices in English, mathematics and science to other curriculum areas. In other subjects, assessment is usually informal and relies on the efficiency of the class teacher. More reliable assessment procedures in other areas would enable co-ordinators to have a clearer overview of standards within their subjects. This information would also assist teachers on a day-to-day basis when planning appropriate activities to match the needs of individual pupils.
43. The school has effective systems to share information on pupils with special educational needs and the support that they require. The school keeps good records of pupils' progress. During lessons, teachers generally support pupils with special needs well, reminding them of their targets and praising each small step they achieve.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Response to the pre-inspection questionnaire was relatively low as parents had only recently been invited to participate in the school's own evaluation exercise. The results of the school's own survey, combined with the results of the pre-inspection questionnaire, show clearly that parents express very strong support for the school. A few parents who responded to the questionnaire, however, thought their children do not get the right amount of work to do at home. Some felt there was too much homework, while a similar number felt there was not enough. Inspection findings indicate that the amount of homework set by the school is broadly in line with national guidelines. Nevertheless, the school acknowledges that the use of homework diaries is not working efficiently among its younger pupils who have difficulty in maintaining them properly, and it is currently taking steps to amend the system.
45. Links with parents have improved since the last inspection, and are now very good. Parents are kept very well informed about pupils' progress, with annual reports continuing to provide a clear picture of their achievements, as well as containing suitable targets to help them do better. In addition, consultation evenings are held regularly, and are well attended. Newsletters and various forms of on-going correspondence, which include half-termly updates about work being done in class, also keep parents fully informed about life in school. A regular weekly letter day and a playground notice board have also been introduced to improve communications. The prospectus and governors' annual report are very well written and attractively presented, meeting all necessary requirements. Parents of pupils with special educational needs are kept well informed of their children's progress and have opportunities to be involved fully in their work.
46. The school provides a variety of curriculum workshops and courses for parents, and receives good support for them. It makes good use of consultation exercises to improve its links with parents. A computer course for beginners, for example, was recently organised for parents and the community as a direct result of a survey seeking suggestions about activities that could be offered. The Parents' Association remains very active and continues to provide very generous support for the school. This year, for instance, it is raising funds to help improve playground facilities. Parents also give good support to activities such as concerts, class assemblies and school trips. A few parents also help out in school where they provide valuable support for teachers in areas such as listening to readers.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The headteacher provides very good leadership of the school. She has very clear priorities and plans for the future, and is committed to meeting the needs of pupils of different abilities and of those with special educational needs. During her first year in post, she has concentrated

successfully on raising standards in the core subjects of English, mathematics and science, and has encouraged improvements in teaching during a time of staffing difficulties following the re-organisation and expansion of the school. She has established a higher profile for the school in the local area and has encouraged more use of the school facilities by the local community. She has gained the respect of pupils and staff by introducing many new initiatives such as community assemblies, a 'buddy' system, sports coaching, a healthy breakfast club and discussion times for personal, social and health education, and has other initiatives such as a school council planned for the next school year. She has very good relationships with parents and has introduced a weekly letter day, regular monthly newsletters and a playground notice board to improve communications. The school also benefits from the effective support and assistance given by two senior teachers who have successfully shared the role of deputy headteacher during the current school year. As a result, the school is moving forward with very clear educational direction.

48. The school has good aims and values that are reflected well in its work. The school seeks to enable children to achieve their maximum potential, developing confidence, independence and self-esteem, together with respect for others and for their environment. It promotes high quality teaching and learning in a safe, caring and happy atmosphere. It aims to develop an appreciation and respect for religious beliefs and other cultures, religions and ways of life, so pupils understand the wider world in which they live. It is successful in most of these aims.
49. The management of the school has improved since the previous inspection and is now good. The headteacher monitors teachers' planning and has ensured that the new classrooms are used effectively to provide stimulating learning environments. Together with the literacy and numeracy co-ordinators, she has observed teaching in each class and has fed back observations to individual teachers, making suggestions to raise pupils' attainment. Some of these visits form part of the performance management programme that is operating successfully in the school. The headteacher has a good grasp of pupils' standards. She has taught every class in the school while covering for other teachers. In addition, she analyses National Curriculum test results and optional test results with the assessment co-ordinator to track pupils' progress from year to year and to identify weaker areas of the curriculum.
50. Since the previous inspection, the role of subject co-ordinators has been developed well, particularly in the core subjects of English, mathematics and science. It now includes opportunities to raise standards by monitoring teachers' planning and evaluating pupils' work. Subject co-ordinators have been organised effectively into teams of three or four so they can provide mutual support and encouragement. All subject co-ordinators have made presentations to the governors' curriculum committee during the current year, and the governors have discussed and approved revised subject policies. Subject co-ordinators, however, have not yet been given opportunities to observe and evaluate teaching in their subject areas. The school is aware that this restricts their capacity to raise standards, and already has plans to allocate time for all co-ordinators to observe lessons in their subject areas during the coming school year.
51. The school's provision for special educational needs is managed well by the co-ordinator. Individual education plans are monitored regularly and staff are included in the process of developing an appropriate curriculum for all their pupils. Records of pupils' progress are kept carefully and are used well in planning. The co-ordinator has recently begun transferring pupils' records to an electronic system that will streamline the process of keeping records up to date. The nominated governor for special educational needs is experienced in this area and supports the school's work well. There are good plans for future developments, including an audit of the provision for gifted and talented pupils and an assistant co-ordinator.
52. The governors provide good support for the headteacher and fulfil their statutory responsibilities well. They have a good working knowledge of the school and have a good understanding of its strengths and weaknesses. They are kept up to date by detailed reports from the headteacher and informative presentations by subject co-ordinators. Several governors, including the chair, visit the school on a regular basis. The literacy and numeracy governors, for example, have observed teaching in most classes and have reported their findings back to the governing body. Committees meet regularly to discuss the curriculum and finance. Governors debate standards,

staffing and budget issues, and help to determine the priorities facing the school. Several governors have taken part in training sessions provided by the local authority to improve their effectiveness.

53. Educational priorities are supported well through the school's financial planning. At the previous inspection, the school was urged to produce a longer-term development plan with priorities and evaluation criteria clearly identified. The school has made good progress in this area and the school improvement plan now identifies appropriate targets and ensures that resources are directed towards raising pupils' attainment. The personnel, resources and timings are identified clearly, and there are sound criteria by which the impact of these developments can be evaluated. New developments are linked appropriately to the annual budget. The school makes good use of resources allocated to support specific groups of pupils such as those with special educational needs. The governors' finance committee monitors the school's budget regularly and satisfactory financial controls are in place. The principles of best value are applied well. The school seeks competitive tenders for all major spending decisions to ensure it receives sound value for money. It assesses its performance in comparison with other schools, and consults widely using questionnaires to gain the opinions of parents, pupils and staff. Day-to-day administration is efficient and computers are used effectively for placing orders and for keeping pupils' records. All the recommendations made in the most recent internal audit report have been fully implemented.
54. Staff and governors have a good shared commitment to improving the quality of teaching and learning and the school has a good capacity to succeed. Challenging targets have been set for raising standards in English, mathematics and science in the national tests for Year 6 pupils in 2002 and 2003.
55. There are sufficient teachers to deliver the planned curriculum. They are suitably qualified, and provide a good balance of experience and expertise, although the school does not have a qualified musician on the staff. Curriculum responsibilities are appropriately deployed amongst them. There is an adequate number of learning support assistants, some with experience and training in helping pupils with special needs. They are deployed well and generally make a good contribution to learning by giving helpful support to individuals and small groups. The quality of administration and care-taking is good and ensures that the school runs smoothly.
56. At present, induction arrangements cover only experienced teachers who are new to the school. However, the school is currently extending these arrangements to meet the needs of a newly qualified teacher who will shortly be joining the staff. All teachers receive support from a teaching partner, and during the current school year all staff have provided mutual support by observing their partner teach and providing encouragement and suggestions for improvement.
57. Following the re-organisation of the education system within the local authority, the school moved to occupy the site of the former Ryshworth Middle School. The buildings have been fully refurbished to meet the needs of the primary curriculum, and now provide a very high quality and spacious learning environment for pupils. In addition to having sufficient suitably sized classrooms, the school benefits from a wide range of other specialist facilities, most of which are used well. These include a full-sized gymnasium, a computer suite, a science room, the 'Better Reading' room and a library, as well as various other resource areas. Standards of maintenance and cleaning are high and attractive displays create a stimulating working environment.
58. Outside, the school has very extensive grounds that are attractively landscaped to blend in with the natural features. They contain a large sports field, tennis courts and woodland area, which is used effectively to extend the curriculum, particularly in science. There is also a very good quality outdoor play area for children in the nursery and reception classes. Playgrounds are generally spacious, but are currently devoid of recreational features. Active steps are being taken, however, to make them more interesting for pupils. A playground committee has been established and is working with the school and the Parents' Association to achieve this.
59. Resources to support learning are satisfactory, overall, and are good in several areas of the curriculum including the nursery and reception classes, science, history and music. There is also

a good range of computer equipment, but this does not always work as efficiently as it should, and this sometimes disrupts lessons and inhibits learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. In order to improve the quality of education provided, the governing body, headteacher and staff should

- (1) Improve the speaking skills of older pupils by providing more opportunities through drama, assemblies and discussion sessions to broaden pupils' vocabulary and to develop their confidence. *(see paragraphs 6, 13, 20, 76, 91)*
- (2) Make more use of ICT to assist teaching and learning across all subjects of the curriculum. *(see paragraphs 22, 27, 79, 86, 94, 100, 104, 110, 117, 127, 133, 141)*
- (3) Develop the role of subject co-ordinators to include observation and evaluation of teaching in their subjects. *(see paragraphs 50, 87, 95, 100, 105, 110, 117, 122, 128, 133, 143)*

The school already has plans to introduce monitoring of teaching and learning by all co-ordinators during the next school year.

- (4) Improve the assessment of pupils' skills and understanding in ICT, religious education and the foundation subjects, and use this information to plan a greater variety of work that is suitable for pupils of different ability. *(see paragraphs 25, 42, 105, 110, 112, 122, 128, 133, 143)*

In addition to the key issues above, the school should consider including the following minor issues in its action plan

- (1) The school should provide additional training to improve teachers' expertise in music and ICT. *(see paragraphs 20, 128, 130, 133)*
- (2) The school should provide more opportunities for pupils to learn about the rich diversity of cultures in Britain and around the world. *(see paragraph 37)*
- (3) The school should ensure that the ICT equipment functions reliably at all times. *(see paragraphs 59, 126)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	12	29	22	0	0	0
Percentage	2	19	45	34	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	227
Number of full-time pupils known to be eligible for free school meals	N/a	21

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	2	43

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	32
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	5.6

Unauthorised absence

	%
School data	0.1

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	19	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	12	13	13
	Total	30	31	31
Percentage of pupils at NC level 2 or above	School	86 (89)	89 (91)	89 (89)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	18	19
	Girls	13	14	14
	Total	32	32	33
Percentage of pupils at NC level 2 or above	School	91 (91)	91 (86)	94 (91)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	24	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	22
	Girls	10	8	10
	Total	25	23	32
Percentage of pupils at NC level 4 or above	School	71	66	91
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	17
	Girls	10	8	10
	Total	22	22	27
Percentage of pupils at NC level 4 or above	School	63	63	77
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	3
Bangladeshi	0
Chinese	1
White	191
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.6
Number of pupils per qualified teacher	21.4
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	168.5

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	25
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1

Exclusions in the last school year

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

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

Financial information

Financial year	2001-02
	£
Total income	686,090
Total expenditure	671,793
Expenditure per pupil	2,698
Balance brought forward from previous year	11,729
Balance carried forward to next year	26,026

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1.7
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	279
Number of questionnaires returned	36

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	39	3	0	0
My child is making good progress in school.	55	42	0	0	3
Behaviour in the school is good.	44	50	0	0	6
My child gets the right amount of work to do at home.	28	53	16	3	0
The teaching is good.	58	36	3	0	3
I am kept well informed about how my child is getting on.	47	42	6	5	0
I would feel comfortable about approaching the school with questions or a problem.	75	19	6	0	0
The school expects my child to work hard and achieve his or her best.	67	30	0	0	3
The school works closely with parents.	36	53	8	3	0
The school is well led and managed.	50	50	0	0	0
The school is helping my child become mature and responsible.	53	39	0	0	8
The school provides an interesting range of activities outside lessons.	36	58	3	3	0

Other issues raised by parents

- Two parents commented on the pressure under which they felt their children were put, including too much homework, as a result of sitting national tests at the end of Year 6.

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

61. The school admits children to part-time places in the nursery classes in the term after their third birthday. They move into the reception class in the September of the academic year in which they become five. This means that some children benefit from up to five terms in the nursery. At the time of the inspection, there were 52 children in the nursery with 26 attending the morning session and 26 attending in the afternoon. In the reception class there were 27 children, and five of the oldest reception age children were in the Year 1 class. Staff who teach the reception age children plan together to ensure that all have equal access to the Foundation Stage curriculum. Children with special educational needs and those who speak English as an additional language are well supported.
62. Since the previous inspection, the school has continued to improve and develop the learning opportunities for children in the nursery and reception classes. There have been particularly good improvements in outdoor provision where daily planning, covering all six areas of learning, is well developed. The provision for learning outdoors is now a strength of the curriculum. As a result, children have daily opportunities to choose interesting and exciting activities both indoors and outdoors. A strong feature of teaching in the nursery and reception classes is the good relationships staff have with children. Teachers display children's work well, showing how much they value their achievements. Teamwork is very good and all staff co-operate and plan together to make sure that children are well supported through close and regular interaction. Teachers' plans include all the six areas of learning and there is a good checking system to ensure full coverage of the Foundation Stage curriculum. Staff make good use of assessments of children's skills and understanding. They observe children closely and get to know them well. They use this information to plan activities that are appropriate for improving individual children's skills and understanding.

Personal, social and emotional development

63. When children enter the nursery, their personal, social and emotional development is typical of children of their age. Teaching in this area is particularly good and contributes to the good progress children make. By the time they reach Year 1, most children exceed the early learning goals in personal, social and emotional development.
64. A particularly good feature of the school's provision is that personal, social and emotional development is promoted in everything children do. When playing in the 'pet shop', for example, they learn that various pets need different types of food and a range of homes. Circle times are used well to encourage children to speak confidently in front of others. Teachers always listen to what children say and remind them gently that they have to listen when others speak. Parents and children are welcomed by staff at the start and the end of each day and exchange important information about the children. Teachers encourage children to become confident. A special helper is chosen each day to do important and challenging jobs, such as taking the register to the school office and leading the class when moving out of the classroom. Children are proud of their achievements and confidently show their work to adults. Children in the nursery, for example, were very proud of the nests they made for their pet mouse. Children concentrate well because the activities match their interests and their stage of development well. In the reception class, children spend time in the 'office' writing letters and making telephone calls, without any immediate adult supervision. In this way, children develop independence in their learning. Children learn about significant events in their lives, such as birthdays, and develop a strong sense of belonging to the school community when they attend assemblies with children in Years 1 and 2. They know they live in Bingley and that this town is near Bradford. Good relationships exist at all levels and staff are always close at hand to support and help children to develop friendships as they play together. Two nursery children, for instance, played happily on the computer without adult support, and two reception children worked well together tracing around

letters. Children show a good respect for the equipment and resources as they quickly move toys under cover when it begins to rain, and staff praise them well for the care they have taken. Overall, staff adopt very clear, consistent strategies for good behaviour and have high expectations of children, although a few boys in the reception class sometimes lose concentration during whole-class teaching times. Children clearly understand right and wrong, however, and are familiar with school routines. Staff provide good role models for the children. They adopt a gentle approach and value each child as an individual. They teach children to take turns, to share adults' attention, and to care for living things, such as the plants, fish and tadpoles. Teachers actively encourage personal independence. Children manage to undress for physical education, for instance, with limited support. They are well encouraged towards personal hygiene and know they have to wash their hands before handling food at snack time.

Communication, language and literacy

65. When children enter the nursery, their communication and language skills are typical for their age. Teaching and learning in this area is sound, overall. Children make steady progress and by the time they reach Year 1, most achieve the early learning goals. Children who speak English as an additional language are fully included, and through good use of illustrations in a language-rich environment, they make good progress in their speaking and understanding of English.
66. Staff place good emphasis on developing children's vocabulary and use a wide variety of books to introduce new words. Due to positive encouragement, children express their ideas confidently. Most use new vocabulary well and manage to sequence their ideas using several sentences. Nursery children, for example, can explain clearly how to make worms from dough. Most children reach the expected level of speaking skills by the end of reception. Teachers plan role-play opportunities well, using a good range of resources. Children in the nursery, for instance, pretend to be in a pet shop, while older reception children make up their own story linked to the tale of the *Three Pigs*. In this way, children learn to use many different words as they play. Children have good access to a wide selection of books. Teachers ensure that children learn how language works. They make sure children learn a variety of songs and rhymes by heart. Children enjoy listening to stories and many predict what might happen next. In the reception class, children talk about the main characters and events in books. For example, they know what type of house each pig built, and they talk about the *Bad Wolf*. Children enjoy stories and many were seen choosing books to share with a friend. Nursery children retell stories using pictures as clues. Children take books home regularly to share and read with parents and carers. Reception children have reading diaries in which parents and teachers record children's progress. This is a very effective means of communication between adults caring for the children, and helps children develop a love of books. Higher-attaining children read fluently and know many words by sight. Most children read common words and identify letter sounds and letter blends. They look at pictures to guess new words. Teachers provide many worthwhile activities to help children develop early writing skills. They learn to write individual letters and their own name from memory. There is plenty of clear print on display and this supports children's learning well. Older reception children tend to copy from adults, and this means that higher-attaining children are not always challenged enough to attempt writing for themselves. Teachers plan a good range of activities to develop eye-to-hand co-ordination. Children use many one-handed tools, such as scissors, and have ready access to resources such as beads, thread, brushes and hole punches which effectively promote early writing skills. Each class has well-resourced writing areas and children are encouraged to write notes or lists as they act out roles in the 'office' and the home corner.

Mathematical development

67. Teaching in mathematical understanding is sound. Children enter the nursery with standards typical for their age. They make steady progress, and by the end of reception most children reach the early learning goals in mathematical development.
68. Teachers make mathematics a part of everyday life through the good range of activities on offer. In role-play, they match dog bones to numbers and see how many are left if one is missing. They

play with speckled frogs, counting the numbers as they sing the well-known song. Children using the telephone in the 'office' recite numbers spontaneously. Numbers are clearly displayed in the classroom and nursery children recognise them by sight. Numbers to 20 are also painted on the outdoor play area to reinforce children's learning. Children in the reception class record numbers from memory. Higher-attaining children reach well beyond ten. Teachers praise children well by saying '*I like the way you have written number 5*'. This positive approach encourages all children to improve. Through careful guidance by staff, children understand the language associated with addition and subtraction, and manage to record simple sums showing a good understanding of the plus, minus and equal symbols. However, activities to challenge higher-attaining children by using mathematics to solve problems are less well developed. Teaching makes good use of rhymes and songs to help children become aware of increasing and decreasing numbers. Staff plan a good range of games and activities outdoors and encourage children to bring a given number of objects. Practical activities that involve combining two sets of objects, however, have too little emphasis during self-initiated play. Well-planned role-play activities focus around buying items and support learning about money. Children learn to compare amounts when baking biscuits in the nursery. They know what *too heavy*, *too light* and *just right* mean. This is achieved through excellent teaching where teachers direct children, but encourage them to discover for themselves in a practical way. The story of *Jack and the Beanstalk* and subsequent writing and drawing activities support children's understanding of height in the reception class. They also learn about time when making their own clocks. Children learn to make symmetrical patterns when painting butterflies.

Knowledge and understanding of the world

69. When they enter the nursery, children's knowledge and understanding of the world is typical for their age. The good progress they make is due to good teaching in this area of learning. By the end of the reception year, most children's knowledge and understanding of the world is above the levels expected.
70. Children become aware of changes in plant and animal life as they observe school pets, tadpoles and fish. They plant seeds and seedlings and nurture them by watering them each day. A good feature of teaching is the way staff plan outdoor activities. This offers children many opportunities to play with wet and dry sand as well as water. They experiment as they play, and discover that wet sand sticks better than dry sand. They pour water into tubes and rain spouts, learning that water flows downhill. They play with pebbles and pretend the water tray is a beach. Walks within the school grounds are linked well to learning. The very youngest nursery children, for instance, go on a walk to discover animal homes. Teachers take advantage of the inclement weather and provide opportunities for children to watch heavy rainfall, or to go out in it with an umbrella. Through good support, children learn to design and make a variety of objects. They make houses for the *three pigs* using different resources, make mouse homes with boxes and decorative resources, and use a good range of construction equipment to make garages, ramps and other interesting objects. Staff make sure equipment is easily accessible to children and that a good variety of tools and equipment is close to hand. Children's efforts are well praised. Children make good progress in using computers. This is because staff use programs related to other areas of learning and carefully teach children the skills they need to use ICT resources. Children become aware of the environment in which they live. They play with houses and learn about the purpose of different rooms, and they visit places of interest such as St Leonard's Farm and a local garden centre. Children are encouraged to talk about their families, and good displays of young and old people give them a sense of time. Reception children provide financial support for an African boy so that he can go to school. In this way they learn about differences in cultures, and that some people are less fortunate than they are. Throughout the year, children learn about important festivals from their own and other cultures.

Physical development

71. When children enter the nursery, their physical development is typical for their age. Teaching is sound in this area and children make steady progress. By the end of the reception year, most

children achieve the early learning goals in physical development.

72. Good access to the well-equipped school gymnasium and the area outdoors benefits all the children. In reception, children learn to move spontaneously in the large area and develop an awareness of the space around them and the space of others. A good feature of the teaching is the way teachers encourage the development of children's skills by demonstrating their own expertise and praising children's efforts. They show children how to move in a jerking way, for instance, while also keeping time to the beat. This method helps children to improve as they copy the teacher. Nursery children play games with a parachute and learn to run round and under it. All children enjoy physical activities and most behave well. Outdoors, children learn to move in a variety of ways as they ride tricycles and scooters. They collaborate well when playing outdoors, often carrying a passenger on the platform at the rear of the tricycle. Staff provide a good variety of equipment throughout the year. This includes wheeled apparatus, tunnels, hoops, beanbags and balls. Children have plenty of freedom to experiment. They learn to run vigorously, always being mindful of others. Staff make sure that children use the extensive range of tools and resources to develop delicate finger skills. Children have regular access to construction toys, and learn to push and pull to join two pieces together. Teachers plan interesting activities which encourage children to manipulate dough and to use pastry cutters. Children handle paintbrushes, thread beads, and use scissors, hole punches and pencils. These activities help children to develop their co-ordination and this, in turn, supports their early handwriting and painting skills well. Teachers make sure children become aware of the importance of healthy food. Children drink milk each day and know why it is good for them. Staff ensure that all children have regular, daily exercise and learn how to care for themselves when visiting the toilet and washing their hands.

Creative development

73. Children enter the nursery with standards of creative development that are typical for their age. The quality of teaching is good, overall, and children make good progress. By the end of the reception year, most children's creative skills exceed the early learning goals.
74. A good feature of the teaching is that staff provide a varied range of materials and activities, and encourage children to create in an artistic way. Each child's work is recognised as unique; staff value it and display it well, making the classrooms visibly attractive. Teachers deliberately provide a limited range of colours, so children are encouraged to explore and mix paint for themselves. They tie and dye fabrics and use bubbles with paint to make patterns. They knead dough to make replicas of a pink pig. Children use their hands, fingers and paintbrushes when producing artwork. They work in two and three dimensions and often draw from direct observation. Paintings of the Queen, for example, are detailed and recognisable. Children have good opportunities to explore sound. They enjoy regular music sessions with a visiting pianist and sing many songs from memory. Staff, however, do not always encourage children to repeat songs to improve their performance. Children experiment with percussion instruments and staff make sure they are easily accessible. Children also listen to the variety of sounds made when boxes containing different objects are shaken. Staff plan a good selection of role-play activities throughout the year to encourage imaginative play. During the inspection, these included the home of the *Three Pigs* and a pet shop. Teachers encourage children to make up their own stories or to copy stories that have been read to them. The children play well together, with those in role encouraging others to take on different parts to help them express their ideas and feelings. Other planned activities, such as making shadow puppets, help children to develop an awareness of their senses as they observe movements closely. All children learn to bake cakes, to experience texture, smell and taste and to decorate the finished items creatively.

ENGLISH

75. Inspection findings show that standards are rising and are now above the national average in reading and writing at the end of Years 2 and 6. This is similar to standards at the end of Year 2 at the previous inspection. It is similar to the results of the national tests in writing at the end of

Year 2 in 2001, and better than the results in reading. It is better than the results at the end of Year 6 in the national tests in 2001 when standards were below the national average. This is because this was the first group of Year 6 pupils to take the tests and these came at the end of a difficult two years, during which they had been taught by temporary staff and a series of supply teachers following reorganisation. This improvement throughout the school is due to good teaching, well-organised support groups and pupils who listen well, work hard and want to learn. Training on the teaching of reading by the local authority advisory service, and the 'Better Reading' scheme have also helped to raise standards. Pupils of all abilities, including those with special educational needs, make good progress. The very few pupils with English as an additional language are supported well in lessons.

76. By the end of Year 2, pupils' speaking and listening skills are in line with what is expected at this age. Some of this is due to interesting lessons with plenty of chances to contribute, outstanding relationships with entertaining teachers and the good contribution of teaching assistants and volunteers. By the end of Year 6, although many pupils speak clearly and confidently, a significant number do not. Overall, standards in spoken English for older pupils do not match those in reading and writing, particularly among pupils in Years 5 and 6. Even those with good communication skills sometimes find it difficult to address a larger audience. This was seen in a good lesson in Year 6 where pupils were solving problems in pairs with animated and interesting discussions. Yet when they had to explain their ideas to the whole class, some became inaudible and hesitant. Teachers are aware of this, and work hard to create the best conditions for pupils to gain confidence. Relationships are good, teachers listen well and give time for pupils to think and answer. They provide interesting things to talk about in many subjects. Pupils in Year 4, for example, enjoy demonstrating their adverts for a chocolate bar, while pupils in Year 3 interview the *Three Little Pigs* and the wolf, and pupils in Year 1 regularly answer *What did you learn this afternoon?* in full sentences. The school should continue to develop this work and to look out for pupils who need extra encouragement if standards are to rise.
77. Pupils in all classes enjoy reading and are making good progress. Most pupils reach the expected level and a significant number go beyond this. Standards, overall, are above average. There are a number of reasons for these good results. The teaching of reading is well organised and teachers share their enjoyment of books. Reading is systematically and effectively taught with an appropriate emphasis placed on learning the sounds of letters and groups of letters. However, this is not supported by teachers' records, which do not include notes on the sounds which pupils need to practise. The home reading scheme is well supported by parents and is having a very positive impact on pupils' progress. The school takes part in the 'Better Reading' scheme, in which trained volunteers hear pupils read regularly. The nearby Bradford and Bingley Building Society provides valuable support for this initiative, encouraging employees to volunteer as helpers and providing funding for extra books. All pupils enjoy this support and make measurable gains in their reading. The school library is situated centrally and is used well by all classes.
78. By the end of Year 2, pupils read reasonably fluently, accurately, and with understanding. Most read expressively, changing the tone of their voice when moving between characters. Lower-attaining pupils have the same positive attitudes and are determined to succeed. When they come across an unfamiliar word they know how to split it into parts or look for clues in the sentence. Pupils of all abilities can talk about the plot and characters, and can explain which parts they like. Higher-attaining pupils are beginning to predict what might happen next in the story. All pupils know how to use an index and find information in the library. They use dictionaries well and can make their own glossaries with clear definitions. Pupils in Year 2, for example, looked at several descriptions of *vet* before they agreed on one that was unambiguous.
79. Older pupils continue to make good progress and read with increasing confidence. Most pupils read at home for interest and relaxation, although not many use the local libraries regularly. More advanced reading skills are developed well in literacy lessons. When pupils in Year 6, for example, study *Tom's Midnight Garden* they learn to use their imagination and spot subtleties of plot and character which are not explicit in the text. This works well when they write lively letters which show good understanding of why the characters behave as they do. They use research

skills to find information from non-fiction books, although there is little use of CD-ROM facilities to extend these skills. Higher-attaining pupils read challenging novels of their own choice, but few of them choose by author, apart from J.K. Rowling and Roald Dahl. Most choose by scanning the books before reading them. In a few cases, the best readers, although quick and accurate, are less excited about their books than the slower readers. It is important for the school to make sure that these pupils remain motivated if their very good start is to be maintained. Many pupils have no shortage of enthusiasm, however, and one girl in Year 6 wrote, *I would like to be a great storyteller so that other children can be as fascinated and indulged in stories as I was.*

80. In writing, standards are above those found nationally by the end of Year 2. During literacy lessons, teachers find interesting ways to show pupils how to write good openings, give instructions, describe a character or compose a riddle. Pupils are presented with a good range of opportunities for writing and most make good progress in developing their skills. Some lower-attaining pupils make very good progress. One boy in Year 1, for instance, began the year struggling to write six words, but by the end of the year was writing a whole page of readable story. Many pupils in Year 2 can produce a well-organised four-page booklet on the *Fire of London* with grammar, punctuation and spelling generally correct.
81. By the end of Year 6, pupils have enjoyed a great variety of writing tasks. They respond well to these and make good progress, so standards remain above average. Teachers often look for real contexts in which to write, and this motivates pupils to present their work well. For example, many classes learn to put together a point of view and then write letters setting out their case. In Year 6, pupils wrote very good letters to Robin Cook about whaling and foxhunting, while other classes considered problems such as parking near school or whether to have a school uniform. Pupils understand how to adapt their writing to an audience. Pupils in Year 4, for example, find eye-catching phrases for their advertisements and in Year 6 pupils write wonderfully atmospheric mystery stories: *I took the scroll out of my pocket. I was trembling with fear because my instinct told me it was a letter for my death.* A strong feature of writing is the way pupils recognise different styles. A good example of this is in Year 6, where pupils write dialogue from *Great Expectations* in gothic style and then turn it into a modern newspaper article with catching headlines and opening sentences. In other lessons they imitate pirate speech from *Treasure Island* or write fiendish new verses for *Macbeth's* witches. Teachers use literature very well to stimulate and guide writing, and this gives pupils a feeling for style and quality in their own work. A measure of the progress pupils make is the quality, length and presentation of the bound books that they produce at the end of Year 6.
82. The quality of handwriting throughout the school is good. Younger pupils are taught the correct way to write letters and all pupils are given regular opportunities to practise their skills. Most older pupils have a joined and fluent style and this means that when they write quickly, for example, when note-taking in science, their work is readable. The care that pupils take reflects the quality of the teachers' marking. This is almost always very good. There are often long comments to encourage further efforts. There are only a very few examples where the standard of marking is less rigorous and the quality of handwriting has fallen.
83. Pupils' spelling is good overall. Teachers remind pupils when they mark their work that they believe correct spelling is important and pupils try hard to improve. Daily vocabulary work and learning the sounds of letters during literacy lessons is effective, and teachers support this with regular practice, the teaching of rules and appropriate homework. Lower-attaining pupils are shown how to check their spellings. Most make good progress because teachers are positive, praising pupils' successes as well as helping with their mistakes.
84. The quality of teaching is good overall and is sometimes very good. The best teaching results from effective planning that has clear objectives. Teachers share these objectives at the beginning of the lesson and ask the class if they think they have been achieved at the end. Good lessons usually have lively and stimulating introductions which leave pupils keen to get started and show what they can do. Most teachers have relaxed and pleasant relationships, but have high expectations both for work and behaviour. As a result pupils concentrate well, often producing long pieces of work that are accurate and interesting. A weakness in a small number of lessons

was that introductions and instructions went on for too long. As a result pupils were not well motivated and did not have enough time to complete their work or to show it to others at the end. In most lessons, however, the final session is used very well to reinforce pupils' learning. Teachers share work from pupils of different ability and encourage other members of the class to discuss why it is good or how it could be improved.

85. Teachers give the right amount of help to pupils with special educational needs. The support given is unobtrusive, so pupils feel they have contributed to their own improvement. In one lesson, for example, a pupil beamed *I did it by myself*. Teachers plan work that matches the targets in pupils' individual education plans so that they can complete the same tasks as other pupils but at a suitable level. Pupils with challenging behaviour are managed very well, with patience, skill, and a concern that the work of the rest of the class is not disturbed. Classroom assistants make a good contribution to providing assistance for pupils with special educational needs.
86. Overall, teachers make good use of other subjects to develop pupils' reading and writing skills. In science and in design technology, for example, pupils practise rapid note-making and write about how well their design or investigation succeeds. In history, pupils in Year 5 write a persuasive advertisement for a Greek slave and report on the story of the *Trojan Horse*. In geography in Year 4, pupils develop their literacy skills by considering the advantages and disadvantages of cycling to school, organising a survey and then turning the results into a realistic newspaper article. Some pupils, for example, in Year 6, use word processing to support their work in English. Although pupils are taught to edit and improve their work, however, there is little use of ICT by teachers to streamline this process, for example, by redrafting with a whole class.
87. The subject is led by two co-ordinators who form a good team and have been effective in raising standards. They have a clear understanding of strengths and weaknesses and have already made appropriate plans for further improvements. A recent example was the demonstration lessons provided on guided reading. Teachers have followed up this training by observing each other's lessons and sharing ideas on what works best. There has been some effective monitoring of literacy lessons by the headteacher and the advisor, but the co-ordinators should be more involved in this. Assessment procedures in English are good. They are used well to check whether pupils are learning fast enough, to predict the levels they will reach and to identify groups for extra support. As a result, attainment has improved and the school is well placed to raise standards further.

MATHEMATICS

88. Inspection findings indicate that standards are in line with those expected nationally at the end of Year 2 and Year 6. This is not as good as standards at the end of Year 2 in the previous inspection, but is similar to the results of the national tests at the end of Year 2 in 2001. It is better than the results at the end of Year 6 in the national tests in 2001 when standards were below the national average. This is because standards of teaching for older pupils have improved during the last year. All pupils, including those with special educational needs and those with English as an additional language, now make good progress because of good teaching.
89. Teaching is good in the majority of lessons in Years 3 to 6 because lessons have clear learning objectives and teachers have a good knowledge of the subject. Relationships between staff and pupils are generally good and underpin the positive ethos for learning. Pupils generally have good attitudes and behaviour, and these make a positive impact on how well they learn. Staff provide helpful information for parents and carers, for example, about how to perform calculations. This is a strength of the school's provision. Occasional weaknesses in teaching include introductions to lessons that are too long and limit time for independent work. In a number of lessons, group activities were little more than a repetition of work done in the opening part of the lesson. In a lesson in Year 6, more challenging activities were introduced too late in the lesson - a missed opportunity that arose from an underestimation of pupils' understanding.
90. Teachers throughout the school conduct whole-class sessions well and have good questioning

skills that encourage pupils to think in mathematical ways. In a very good lesson in Year 4, for example, the teacher checked pupils' understanding well through good questioning about terms such as *dividing* and *multiplying* when using fractions to solve problems relating to calculations such as $1\frac{1}{12}$ ths of 36. The pace of this well-planned lesson was brisk and the teacher had a good rapport with pupils. As a result, they were keen to answer, concentrated well and were very well motivated.

91. Teachers are proficient in the way they use the National Numeracy Strategy to teach pupils how to think in mathematical terms, and staff give pupils every opportunity to explain how they work out calculations. However, even pupils who have good mathematical skills do not always speak audibly, and many are not confident when speaking to large groups. A further strength of the teaching is the help given to pupils with special educational needs by classroom assistants. In a lesson in Year 6, for instance, the special needs assistant provided very good, patient support for two pupils, approaching the mathematical problem in a variety of ways to aid their learning.
92. Pupils' progress is tracked well through their performance in national and other tests and through key objectives linked to the Numeracy Strategy. The day-to-day procedures for checking understanding are inconsistent, however, with some teachers keeping more informative records than others. As a result, work is usually well matched to the needs of individual pupils. Occasionally, however, work is not sufficiently challenging for the majority of the class, but is too difficult for those with special educational needs, even when supported by a classroom assistant. Marking in Years 1 and 2 gives helpful information about the context of the work, but only in one or two older classes does it inform pupils how to improve their work.
93. There is a strong emphasis on calculations and mental arithmetic and this is a particularly strong feature in most lessons throughout the school. As a result, most pupils calculate accurately and show a rapid response in mental arithmetic. Almost all pupils in a lower set in Year 4, for example, double numbers to 36 accurately, while pupils in Year 6 can quickly suggest several decimal numbers that add up to one. Most pupils in Year 5 provide approximate answers when adding amounts such as £2.99 + £2.75. In Year 1, pupils count in threes up to 30, while pupils in Year 2 ask discriminating questions about different two-dimensional shapes when guessing which shape a pupil has drawn.
94. Because of the time spent on the basic skills of numeracy, there is much less emphasis on other aspects of mathematics such as shape, space and measure or data handling, apart from work for higher-attaining pupils in Year 6. Pupils in Year 3 use computers effectively to draw bar graphs of their favourite fruits and toys, while pupils in Year 6 use computers to record data about the area of rectangles. In most other classes, however, there is little use of computers to assist pupils' learning.
95. The management of the subject is satisfactory. The school has a numeracy governor who has visited most classes, has given positive feedback to staff, and is actively involved in the management of the subject. The school has identified that the role of the co-ordinators needs to be developed to include more monitoring and evaluation of teaching to improve standards further. The co-ordinators have already audited provision within the subject and have developed an appropriate action plan. Teachers have attended several training sessions but agree that there is a need for further training.

SCIENCE

96. Standards are above those expected nationally at the end of Years 2 and 6. This is similar to standards at the end of Year 2 in the previous inspection, and similar to the results of the national tests at the end of Year 2 in 2001. It is better than the results at the end of Year 6 in the national tests in 2001 when standards were in line with the national average and in line with the average in similar schools. Pupils are keen to learn and make good progress throughout the school. This is because the school has been successful in improving the teaching of science, especially for older

pupils, this year.

97. The quality of teaching is good throughout the school. As at the previous inspection, there is a good emphasis on pupils carrying out their own practical and investigative work. In a good lesson in Year 6, for example, pupils carried out their own investigations into the 'golden ratio' - the relationship between the bridge of the nose and the width of the eye and between the width of the mouth and visible teeth. They made good use of digital photographs taken during the previous lesson to measure the distance between pupils' eyes and to compare this with their width. Pupils took care to conduct a fair test, predicted the outcome, and tested their own hypotheses. They worked sensibly and effectively in pairs and proceeded to work out the ratios by using calculators.

98. Teaching has a number of other good features. Lessons are planned well, with appropriate learning objectives based on national guidelines. Teachers work hard to get pupils to use correct scientific vocabulary. In a Year 3 lesson, for example, pupils were encouraged to use terms such as *transparent* and *flexible* when describing different materials. Teachers give instructions clearly and maintain a brisk pace. They ask relevant questions to make pupils think and explain their observations. Teachers monitor pupils' progress by assessing pupils' knowledge and skills at the end of each topic. This enables teachers to plan work for pupils to match their individual needs. Teachers make good use of a wide range of resources to maintain pupils' attention and concentration. In a lesson in Year 4, for instance, pupils used an interesting variety of materials such as bubble wrap, sandpaper, polythene sheeting and artificial grass when investigating how much force was needed to drag a brick across a range of surfaces.
99. Teachers generally have a secure knowledge and understanding of the subject and this helps them to explain scientific ideas in a way that pupils can understand easily. Occasionally, however, teachers do not explain scientific procedures clearly enough. This occurred in a Y3 lesson, for example, when the teacher did not demonstrate how to use a pipette correctly. Teachers manage their classes well, and, as a result, most pupils concentrate hard, are keen to answer questions and have good attitudes towards their work. In a Year 4 lesson, for example, pupils were keen to discuss the results of their investigations and to explain how friction had affected the amount of force needed to move a brick. Attractive displays of pupils' work in classrooms and corridors show pupils that their efforts are valued and encourage them to ask further questions. Pupils with special educational needs receive good support from teachers and classroom assistants and make good progress as a result. Teachers make sure that pupils with English as an additional language understand the scientific terminology and make good progress.
100. The subject co-ordinator is an experienced science specialist and provides good management of the subject. During her temporary appointment at the school, she has raised the standard of teaching for the oldest pupils and has established a good relationship with Bingley Grammar School to ensure that pupils who transfer there have all the appropriate skills and knowledge on entry. She monitors pupils' work well, but has not been given the opportunity to observe and evaluate teaching in the subject. Resources for the subject are good, but at present there is only limited use of ICT resources such as CDs and the Internet to assist teaching and pupils' research. The school benefits from the provision of a dedicated science room that is well equipped for practical investigations. Good use is made of outdoor facilities including the school's stream and woodland area where pupils investigate a variety of habitats. Visitors such as the school nurse and a waste disposal expert make a good contribution to pupils' understanding. Good use is also made of the visit of the 'Life Caravan', master classes for gifted and talented pupils at Bingley Grammar School and visits to the Bradford Museum of Photography, Film and Television and to Ingleborough Hall.

ART AND DESIGN

101. Standards in art and design are in line with national expectations at the end of Year 2 and Year 6. All pupils, including those with English as an additional language and those with special educational needs, make steady progress. By the time they leave school, pupils have been introduced to a wide range of materials, tools and techniques. Most pupils take pride in their artwork and are beginning to develop their ideas with care and attention to detail. This is evident in the good displays of work around the school. A minority of pupils can name some well-known artists, such as Turner, and talk about their work. However most pupils find this difficult.
102. Standards at the previous inspection were judged to be above average. Since then, the school has seen changes in premises, pupils and teachers, which has made continuity difficult. The new team of subject leaders is enthusiastic about art and is introducing a challenging new curriculum based on national guidelines. Teaching is good and sometimes very good. Teachers make good use of the generous teaching areas available in the new building and are assembling a good stock of materials and equipment. The school is well placed to raise standards further.
103. Teachers organise lessons well. They prepare and explain carefully and make sure that pupils

have plenty of time to explore and develop their ideas. As a result, pupils think about what they are doing, try to improve it and are not afraid of trying something new. This was seen, for example, in Year 2 when pupils worked independently for a long time, changing and improving the detail on their clay tiles. Teachers use praise well, explaining what it is that they admire and why. This helps pupils to evaluate their own work and to discuss it with others. A boy in Year 5, for instance, told the class, *This part of the picture shows the excitement and nervousness I was feeling*. Pupils work together well and share ideas on what they like. This is particularly evident in the younger classes. Pupils in Year 1, for example, broke into spontaneous applause when one girl showed a successful piece of weaving.

104. A strength of the teaching is the good range of techniques and ideas used to stimulate pupils' imagination. Pupils in Year 4, for example, make lively plaster models after a visit to a college sculpture studio. In Year 3, pupils work together to make atmospheric fabric collages to illustrate the creation story. Pupils in Year 5 illustrate Greek stories on tiles, many of these showing good technique and attention to detail. In Year 6, pupils learn how to use oil paints with a visiting expert. They enjoy this and some produce work of a good standard. Teachers introduce pupils to simple paint programs in ICT lessons, but computers are not used yet for improving design ideas or finding out information about artists. Some teachers encourage pupils to collect ideas to use as starting points for their work. For example, pupils in Year 2 have to choose and sketch small parts of their classroom displays before starting work with clay, and pupils in Year 6 collect visual information about the Ancient Greeks to help them make high quality masks. However, most classes do not use sketchbooks regularly. There are insufficient opportunities for pupils to look closely at images and to make their own collections of drawings, selecting elements such as shape, tone and shadow.
105. The subject co-ordinators have been successful in maintaining the high profile of art and design. They have a good understanding of the strengths and weaknesses in the subject through looking at teachers' planning and pupils' work. They support teachers by providing advice and well-organised resources. Recent additions to these include material to increase pupils' knowledge of artists from different times and cultures. However, there has been no opportunity yet to observe teaching in order to improve standards further. The school is also aware of the need to introduce a manageable system for recording what pupils have done and for evaluating the progress that they are making.

DESIGN AND TECHNOLOGY

106. Standards are in line with those typical for pupils at the end of Years 2 and 6, and have been maintained since the previous inspection. Teaching is sound, overall, and all pupils, including those with special educational needs and those with English as an additional language, make steady progress at both key stages. In the last two years, planning and teaching have been reviewed to reflect the national guidelines adopted by the school.
107. A strength of the teaching is the way that teachers work with pupils to help them develop their ideas carefully and think about the purpose of the models they are making. They are then encouraged to construct according to their plans, but to change them if they do not work. This happened in a good lesson in Year 3 where pupils were designing models using air to make them move. Pupils were encouraged to consider how they could manipulate the model with their hands in order to make the movements occur.
108. In Years 1 and 2, pupils learn to use a wide variety of tools and resources. They choose appropriate materials for the job. For example, pupils design and make houses using pieces of wood for the window frames and foil to represent the glass. Pupils make playground structures such as swings and roundabouts using various resources so that the models move when pushed. Teachers encourage pupils to analyse the needs of the user before designing their work. Pupils in Year 6 make hats, for instance, after careful consideration about who will wear it and when it will be worn. They spend time deciding the type of materials to use and how it will be made. These pupils also undertake investigations into different types of bridges such as suspension bridges,

cantilever, arch and beam bridges. Pupils use the knowledge they acquire to design their own bridge to span the gap between two desks a metre apart. They are successful in making it strong enough to support a kilogram of weight. Teachers throughout the school make sure that pupils evaluate their work and consider whether they would make it differently next time. They also analyse why they would make these changes.

109. Pupils are enthusiastic and interested in their work. Because teachers offer good support and ensure that suitable resources are accessible, pupils work at a good pace. Teachers encourage pupils to discuss their ideas together as they work so all collaborate well, sharing resources and discussing problems with each other.
110. The co-ordinators work hard to manage and develop the subject and this has placed the school in a good position to continue to raise standards. There are still some areas that need further attention, however. There is little use of ICT, for example, for research or for computer-aided design projects. A portfolio containing examples of pupils' work is being developed to help teachers evaluate standards, but a manageable system for recording teachers' assessments of pupils' skills has yet to be devised. When in place, this should help teachers to set work appropriate to the needs of higher and lower-attaining pupils. In addition, the co-ordinators have not yet been allocated time to improve standards by observing and evaluating the quality of teaching. These developments are recognised by the co-ordinators as the next steps in the continued improvement of the subject.

GEOGRAPHY

111. Standards are broadly in line with what is expected nationally at the end of Year 2 and Year 6. This is similar to standards in Year 2 in the previous inspection.
112. The quality of teaching is good, overall, throughout the school. Lessons are planned carefully, with clear learning objectives based on national guidelines. Teachers give clear instructions at the start of lessons and this ensures that pupils know what they should be learning. Teachers have high expectations and pupils respond well by working hard and producing some pleasing work. The assessment of pupils' knowledge and understanding is underdeveloped, however, and work is therefore not always matched carefully to the needs of pupils of different ability. Most pupils, nevertheless, make satisfactory progress. Those with special educational needs are able to cope with the work as they receive additional help from classroom assistants. As a result, they make sound progress. Pupils with English as an additional language have no difficulty in following the work and make similar progress to others.
113. Teachers make good use of a range of maps and other resources to attract pupils' curiosity and interest. In a very good Year 2 lesson, for instance, the teacher used a local street atlas to locate the homes of pupils. She then used dry-wipe markers on the tiled floor to show pupils how to use coordinates to locate features and used a programmable floor robot to reinforce this learning before pupils located items of treasure on their own maps. As a result, pupils concentrated well and gained a good understanding of how to use coordinates to describe locations on maps.
114. Pupils acquire a sound knowledge of contrasting areas of the world. Pupils in Year 4, for example, describe differences and similarities between their own area and the Indian village of Chembakolli through a study of homes, transport, agriculture and schools. Pupils research information from books, videos and the Internet, and write letters to imaginary pen friends to compare and contrast life in Southern India and their own area. Pupils in Year 2 make good use of the *Katie Morag* stories when studying the imaginary Hebridean island of Struay, while pupils study aspects of life in mountain areas of Switzerland and Pakistan in Year 6 and learn about contrasting world climates in Year 3.
115. Pupils show a keen awareness of environmental issues when studying ways in which the local area could be improved. In a good lesson in Year 4, for instance, pupils used the results of a questionnaire survey well to discuss changes that would be needed if more pupils were

encouraged to cycle to school. This lesson was linked well with cycling proficiency training at the end of the day. Pupils in Year 5 made good use of the area surrounding the school when they conducted a survey of pedestrians' views about parking and examined whether the high street should be closed to traffic. Pupils in Year 6 carried out interviews to determine the advantages and disadvantages of the new Bingley relief road, while pupils in Year 1 drew maps of their visit to the local post office.

116. Residential and day visits often consolidate geographical work, as when pupils visit London, Scarborough and Ingleborough. In a very good Year 5 lesson, for example, pupils worked enthusiastically and sensibly throughout the day and used their own initiative to produce attractive displays of tourist information based on their recent visit to London. Pupils in Year 4 observed limestone pavements, caves and waterfalls during their residential trip to Ingleborough Hall, while bi-annual visits to Scarborough for older pupils focus on the development of cliffs and coastal scenery.
117. Management of the subject is good. The subject co-ordinator monitors teachers' plans and pupils' work, but has not yet been given time to monitor and evaluate standards of teaching across the school. The adoption of a scheme of work based on national guidelines has clarified what should be taught to each year group, though the amount of time allocated in some classes is only just adequate to cover the subject in sufficient depth. Resources are satisfactory, though there is insufficient use of ICT resources such as CD ROMs and the Internet to support teaching and learning in some classes.

HISTORY

118. Standards match those expected nationally at the end of Year 2 and Year 6. At the previous inspection, standards were judged to be above national expectations at the end of Year 2. All pupils, including those with special educational needs and those with English as an additional language, make sound progress.
119. No lessons were observed in Years 1 and 2. The standard of teaching in Years 3 to 6 is good, overall. Planning for lessons is good, with clear learning objectives. Teachers introduce topics well and ensure that pupils understand exactly what they need to concentrate on. The management of pupils is generally effective, and as a result, most pupils have good attitudes to their work and concentrate well. In a Year 6 lesson, for example, most pupils worked conscientiously when using newspaper cuttings from 1952 to assess differences between lifestyles then and now, though a few boys spent too much time chattering. The teacher worked effectively with a pupil with limited powers of concentration, while the classroom assistant helped several other pupils with special educational needs to carry out their own research successfully using slightly simpler text.
120. Teachers make effective use of a wide variety of resources owned by the school or on loan from the library and museum services. In a lesson in Year 3, for example, pupils used photographs of the Second World War and extracts from the diary of Anne Frank to consider what they would do to hide without being detected by an enemy. A good display of artefacts including old uniforms, ration books and gas masks helped pupils to empathize with children living in the 1930s and 40s. In Year 4, pupils use a range of artefacts, books, posters and the Internet when researching information on the Ancient Egyptians, while pupils in Year 5 use photographs and contemporary documents when comparing the lives of rich and poor children in Victorian times. Pupils in Year 6 use a wide variety of resources when studying religion, architecture, schools and sports in Ancient Greece. Pupils design attractive posters urging Ancient Greeks to attend the Olympic Games, attend a Greek academy or buy a slave!
121. Pupils in Years 1 and 2 enjoy listening to elderly visitors who talk about their holidays as children and the toys they played with when they were young. They learn about historical sequence by placing pictures of babies, toddlers, children and adults in order, and successfully put photographs of children at the seaside in 1900, 1960 and 2000 into the correct chronological

sequence. They learn about famous historical characters including Guy Fawkes and Samuel Pepys, and begin to understand the historical significance of nursery rhymes such as *Ring a ring of roses*.

122. The leadership and management of the subject are good. The co-ordinator monitors teachers' planning and pupils' work, but has not yet been allocated time to observe and evaluate the quality of teaching across the school. The school has adopted a scheme of work based on national guidance and this ensures that pupils develop historical skills in a logical order. The subject policy, however, needs updating to include guidelines on the assessment of pupils' work and how it could be improved further by matching work more closely to the needs of pupils of different ability. Resources for the subject are good, and good use is made of the Internet for pupils' individual research. Visitors, including Viking warriors and Egyptian dancers, and visits to York and the local area are used effectively to provide first-hand learning experiences.

INFORMATION AND COMMUNICATION TECHNOLOGY

123. Standards meet the levels expected nationally for pupils in Years 2 and 6. This is a similar position to that in Year 2 at the time of the previous inspection. All pupils, including those with special educational needs and those with English as an additional language, make satisfactory progress, overall, in developing computer skills.
124. Teaching is satisfactory, overall, throughout the school, and is sometimes good. The school has introduced an appropriate scheme of work based on national guidelines, and this ensures that pupils learn ICT skills in a logical order. In a good lesson in Year 6, for example, the teacher used the networked computer system well to demonstrate a control and monitoring program. The teacher showed good knowledge of the program, and this gave pupils confidence to instruct features in the program to move and to flash lights. While the lesson was suitably challenging, however, few pupils were able to refine or alter the instructions or to explain why their instructions worked.
125. The opening of a computer suite at the beginning of the current school year has greatly improved facilities and this is already having a positive impact on standards. Almost all pupils are confident in logging on to the computer network and all pupils whose work was inspected could find their work folders on the hard disc independently. On some occasions, groups are small enough for all pupils to have sole use of a computer. When pupils have to share a computer, most pupils take turns appropriately, but staff do not always ensure that pupils share the mouse or keyboard equably. During one lesson, for example, one pupil in each pair entered work into the computer while the other read out appropriate verbs or phrases. During the inspection, very little use was made of computers in the classrooms or of the interactive whiteboard. These are both areas for further development.
126. Pupils' attitudes and behaviour are generally satisfactory. Most pupils are enthusiastic, as, for example, when pupils in Year 3 were learning how to send e-mails. In a lesson in Year 2, pupils enjoyed being in the computer suite and co-operated well. However, in some lessons, individuals or small groups of pupils do not behave appropriately, causing difficulties for the teacher and inhibiting other pupils' learning. A further difficulty that contributes to this problem is that the computer equipment or software frequently malfunctions. This is very frustrating both for teachers and pupils, and some pupils begin to lose interest as a result. For example, there were long delays in receiving e-mails when several pupils sent them at the same time. This disrupted the lesson as pupils attempted to find out where the e-mails had gone and moved around the room to do so. As a result of these technical difficulties, the co-ordinator has had to use too much time acting as a technician, which means that time has been taken away from other important aspects of subject management. The school plans to employ a part-time technician to address these problems, but may also need to address some basic problems with the equipment.
127. Older pupils have been taught how to access the Internet, but there is only limited evidence in pupils' personal folders of using websites for personal research. Pupils use their word processing

and keyboard skills to produce attractively presented work in English, but there is not enough use of CD ROMs and the Internet to assist teaching and learning in most other subjects of the curriculum including music, geography, art and design and religious education.

128. The subject co-ordinator manages the subject appropriately but has insufficient time to provide additional support and guidance for colleagues. The school is aware that the role of the co-ordinator needs developing to include the monitoring and evaluation of teaching. There is no common system for assessing and recording pupils' skills and not all teachers monitor pupils' progress satisfactorily. A number of staff lack confidence in the subject and the school is aware that there is a need for further training. Further opportunities for pupils to practise and develop their computer skills are provided in an after-school computer club for pupils in Years 3 and 4.

MUSIC

129. Only one music lesson was observed during the inspection, so it is not possible to make a judgement about standards at the end of Years 2 and 6.
130. Music is taught by the class teachers with the assistance of a grandparent who has volunteered to accompany singing lessons on the piano. All music lessons are taught on Tuesday or Friday afternoons and pupils in Years 3 and 4 and Years 5 and 6 are taught together, a singing lesson alternating with musical theory and composition. It is not possible to give an overall judgement on the standard of teaching, but teaching in the Year 3 and Year 4 singing lesson observed was satisfactory, overall, though both teachers lacked musical expertise. The class teachers reminded pupils how to breathe correctly and encouraged them to improve their diction. The singing was tuneful, but the performance lacked variety of expression and clear leadership. Several pupils accompanied the singing on percussion instruments, but a pupil who was playing a drum off the beat was not shown how to play in time to the rhythm. The words of a Jamaican calypso were displayed clearly on the wall, but both the teachers and the pianist found it difficult to fit some of the words to the melody. This did not help the pupils to learn the song effectively.
131. At the same time as the singing lesson, another group of Year 3 and Year 4 pupils used keyboards to compose musical phrases with another teacher. Pupils were reminded of the values of different notes such as *semibreves*, *minims*, *crotchets* and *quavers*, and clapped out rhythmic phrases written in correct musical notation. At the previous inspection, there was insufficient musical composition in teachers' planning, but the scheme of work now covers all aspects of the curriculum satisfactorily.
132. Pupils develop their musical appreciation by listening to a range of music from different times and places. Opportunities are often taken to discuss the variety of music played when entering and leaving whole-school assemblies and pupils learn about different composers as well as the instruments playing the music. Pupils sing a selection of traditional hymns and modern songs during times of collective worship. They sing reasonably tunefully, but not all pupils join in the singing. Pupils attend a weekly singing practice led by the music co-ordinator. During the inspection, pupils learnt a worship song from South Africa. Most pupils joined in enthusiastically. They enjoyed singing in two parts and swaying to the music in African fashion.
133. A non-specialist teacher provides enthusiastic leadership of the subject. She has ensured there is a scheme of work to assist class teachers, but most staff are hampered by their lack of musical expertise, and there is need for more training to help these teachers. The co-ordinator monitors teachers' planning and hears pupils perform in assemblies, hymn practices and concerts, but has not yet been allocated time to observe and evaluate the quality of teaching across the school. There is no formal assessment of pupils' musical skills and knowledge. About twenty pupils receive instrumental lessons on the flute, clarinet, guitar, violin and keyboard from visiting teachers, and the music co-ordinator has recently established a school orchestra who perform enthusiastically at school assemblies. There is also a recorder club during the autumn term and a school choir, and pupils were rehearsing for a school production of *Oliver*. The school has a good range of untuned percussion instruments, keyboards and recorded music, but there are few ICT resources to assist teaching and learning. Visiting musicians from Bingley Grammar School, an ensemble of Asian musicians and the school's peripatetic music staff present concerts for the children at regular intervals. Pupils perform themselves at a local music festival, take part in Christmas productions, sing carols for the elderly and have recently staged a *Stars in their eyes*

concert. Pupils with special educational needs play a full role in these performances, and often show a real talent. All these events make a major contribution to pupils' social and cultural development.

PHYSICAL EDUCATION

134. Standards in physical education are generally in line with national expectations at the end of Year 2 and Year 6. This is not as high as standards reported in Year 2 at the time of the previous inspection. This is partly because the subject has not been a priority in the school during re-organisation. All pupils, including those with English as an additional language and those with special educational needs, make steady progress. During Year 5, most pupils learn to swim 25 metres, the standard expected nationally.
135. In the games lessons observed during the inspection, standards were in line with those expected nationally. Teaching was satisfactory, overall, in the Year 4 lesson taught by two teachers. The teachers attempted to teach the forehand drive skills used in tennis. Higher-attaining pupils benefited from some good teaching of skills; but the teachers' expectations were too high for many of the pupils whose basic ball and batting skills were insufficiently developed. As a result, many pupils did not respond well to the freedom of being in the gymnasium, and were rarely still even when they were meant to be.
136. In two lessons led by a visiting rugby coach, standards in ball handling skills improved considerably. In a Year 1 lesson, pupils learnt to hold a rugby ball in two hands while moving around the gymnasium. Some pupils successfully handed the ball to another pupil, but others attempted to hand over the ball from behind after chasing and catching their friends. The class teacher successfully enabled pupils to reflect on what they had learnt at the end of the lesson. Pupils responded very well to the strict discipline of the professional coach, but some were less well behaved while changing after the lesson. While the coach and visiting rugby players saved time by giving out the resources at the beginning of the lesson and tidying them away afterwards, this restricted opportunities for pupils to develop independence and responsibility.
137. In the Year 3 lesson led by the same coach, pupils' skills were above expectations. Pupils were able to run up and touch a rugby ball held by another pupil while keeping on the move. They bounced the ball on their knees and on the ground, threw it up in the air and caught it. They passed balls round their backs and under their legs, and began to learn how to pass the ball by throwing it underhand. The coach, supported by three players, provided very good coaching, having expert subject knowledge which was most valuable when focusing on specific skills. He communicated well with the pupils, managed them very well, and ensured that the lesson ran at a very fast pace throughout.
138. The new premises provide very good accommodation for physical education with extensive sports fields, tennis courts and a large playground outside as well as a large hall and a well-equipped gymnasium indoors. Only a limited range of activities was observed during the inspection, and some were moved indoors because of the inclement weather. While the Year 4 class was able to work in both the spacious hall and the gymnasium, for example, the activity was really more suitable for outdoors.

RELIGIOUS EDUCATION

139. Standards in religious education have improved since the previous inspection. They meet the required standards prescribed in the Bradford Agreed Syllabus and are in line with those typical for pupils at the end of Years 2 and 6. Teaching is sound overall, and all pupils, including those with special educational needs and those with English as an additional language, make steady progress.

140. The school has worked hard to address pupils' spiritual development through religious education, as this was judged to be weak during the previous inspection. As a result, pupils now have many worthwhile opportunities to consider ideas from a spiritual point of view. A strength in the teaching is that teachers make good use of discussions, linked to topical events, to promote pupils' spiritual development. Pupils in Year 6, for example, discussed the meaning of commitment and this was well linked to pupils' own commitment to out of school activities, including hobbies and sporting activities. The teacher linked the ideas well to the commitment shown by Sikhs who belong to the *khalsa*. In Year 5, pupils discussed how they felt during their recent visit to London. They were able to find individual words to express feelings, and the use of music and good demonstrations encouraged pupils to find appropriate colours to express their ideas through pastel drawings. Pupils have good relationships with their teachers. While this encourages pupils to share their thoughts and to listen attentively to others, many older pupils are timid and rather reluctant to speak openly in class.
141. Teachers ensure that pupils study all the main world religions, including their major festivals and traditions. Teachers have a good subject knowledge and they enable pupils to make clear comparisons between religions. Pupils compare the *Torah*, the *Koran* and the *Bible*, for example, and learn similarities and differences between places of worship. Visits to local churches, a mosque and a Hindu *mandir* enrich the curriculum and support pupils' understanding. There is a good range of resources and teachers use them well to support lessons. There is little use of ICT, however, to assist teaching and learning. Assemblies, sometimes led by local clergy, are used to enhance pupils' religious education.
142. In Year 1, teachers are good at developing pupils' awareness of the basic concepts necessary to the understanding of religions, such as feelings of being *special* and *belonging*. Well-planned displays illustrate the baptismal ceremony and show pupils the significance of the artefacts and garments used. In Year 2, good teaching and the skilful use of characters and events within pupils' own lives help them to understand the concept of many gods in the Hindu faith. A particular strength of the teaching is the good use teachers make of real life experiences to bring the subject alive. In Year 4, for instance, a letter is used to illustrate pilgrimages to Hindu places of worship. The journey is described by a child when writing to her mother in England as she accompanies her grandmother. Pupils relate easily to the events that take place, listen well to the letter, and gain a clear insight into the experiences of a pilgrimage.
143. The subject co-ordinators work hard to manage and develop the subject and this has placed the school in a good position to continue to raise standards. A new scheme of work has recently been adopted and planning is being adapted because initial monitoring of pupils' work showed there was too much overlap in different year groups. There is no common assessment system in place to monitor and evaluate pupils' progress. This makes it impossible for the co-ordinators to have an overview of how well pupils are learning, and makes it difficult for teachers to plan work that meets the individual needs of pupils of different abilities. In addition, the co-ordinators have not yet been allocated time to improve standards by observing and evaluating the quality of teaching.