

INSPECTION REPORT

THORNBURY PRIMARY SCHOOL

Bradford

LEA area: Bradford

Unique reference number: 107222

Headteacher: Mr L Connolly

Reporting inspector: Mr P Edwards
21069

Dates of inspection: 3rd – 6th December 2001

Inspection number: 230422

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Leeds Old Road
Thornbury
Bradford

Postcode: BD3 8JU

Telephone number: 01274 774490

Fax number: 01274 774491

Appropriate authority: The Governing Body

Name of chair of governors: Mr A. Khan

Date of previous inspection: 6th – 9th July 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21069	Mr P Edwards	Registered inspector	Information and communication technology	The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What could the school do to improve further?
9981	Mr S Hussain	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
18059	Ms R Harrison	Team inspector	English English as an additional language Equal opportunities	
29504	Ms S Herring	Team inspector	The Foundation Stage	
28076	Mr D Byrne	Team inspector	Science	
20301	Mr P Isherwood	Team inspector	Mathematics Special educational needs	
3227	Mr D Hughes	Team inspector	Art and design Geography Physical education	
10228	Ms S Russam	Team inspector	Design and technology History	How good are the curricular and other opportunities offered to pupils?
18027	Ms S Mawer	Team inspector	Music Religious education	

The inspection contractor was:

Lynrose Marketing Limited
Bungalow Farmhouse
Six Mile Bottom
Newmarket
Suffolk
CB8 0TU

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Thornbury Primary School is in a socially disadvantaged area of Bradford on the border of Leeds. Most of the children are from the local area but movement of families in and out of the area means that pupil mobility is high with 65 pupils entering and 45 pupils leaving the school at times other than usual transfer times. There are currently 513 pupils on roll, 247 boys and 266 girls and this is much bigger than the average sized primary school. In addition, a further 40 children attend the school's Nursery class on a part-time basis. Most pupils are of Pakistani heritage with a small number from White, Indian and Bangladeshi heritage. Ninety-seven per cent of the pupils are learning English as an additional language. The percentage of pupils eligible for free school meals is well above the national average. The percentage of pupils on the school's register of special education needs (28%) is above the national average, and the percentage of pupils with a Statement of Special Educational Needs (1.5%) is average. Attainment on entry to the school is well below average. During the last two years the school has been subject to considerable change and bears little resemblance to the school when it was previously inspected. It has changed from a First School to a Primary School. The school has increased considerably in size, resulting in the need to occupy a temporary building whilst awaiting the building of a new school. In the last two years, five teachers have left the school and 20 have been appointed, two of whom are temporary. The headteacher and senior management team have been appointed since the previous inspection. The school is part of the Excellence in Cities programme.

HOW GOOD THE SCHOOL IS

This is an effective school that is improving. In the 2001 National Curriculum tests at the end of Key Stage 1, attainment was well below average in reading, below average in writing and above average in mathematics. At Key Stage 2, attainment was well below average in English and mathematics and very low in science. The overall quality of teaching is satisfactory but it is improving and is beginning to have a positive impact on the pupils' progress. Most pupils enjoy school and work hard and they relate well to one another and to the staff. The headteacher is a strong leader and manages the school well. The impact of senior staff and subject leaders is at an early stage of development and is not yet as effective as it could be. The school gives satisfactory value for money.

What the school does well

- Standards in reading, writing and mathematics have improved at Key Stage 1.
- The pupils make good progress in science and mathematics at Key Stage 1.
- There is good provision and teaching for children in the Foundation Stage enabling them to make good progress.
- There was a high proportion of good or better teaching observed during the inspection.
- The pupils have good attitudes towards school, work hard and behave well.
- There are good relationships between the pupils and between staff and pupils.
- The provision for the pupils' moral and social development is good.
- The headteacher provides strong, effective leadership.
- The procedures for monitoring attendance and behaviour are good.

What could be improved

- Standards in English at the end of both key stages and mathematics and science at the end of Key Stage 2 and how well the pupils achieve in these subjects.
- The role and effectiveness of subject leaders.
- Standards in history at the end of both key stages and design and technology and religious education at Key Stage 2.
- The use of information and communication technology to support learning in other areas of the curriculum.
- The quality of some reports to parents.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Direct comparisons with the previous inspection are difficult because of the very different nature of the school but overall it has made satisfactory improvements. There have been good improvements in National Curriculum test results at the end of Key Stage 1 in reading, writing and mathematics. The amount of good and better teaching has increased significantly. Issues raised at the time of the last inspection have been addressed satisfactorily. Assessment procedures have improved although the teachers need to make more effective use of the information. Attendance rates have improved although they still remain below the national average.

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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	N/A	N/A	E	C	well above average A above average B average C below average D well below average E
mathematics	N/A	N/A	E*	D	
science	N/A	N/A	E*	D	

The attainment of most of the children when they start school in the Nursery class is well below the expected level. The children have poorly developed language, mathematical and social skills. The children make good progress in both the Nursery and Reception classes in communication, language, literacy and mathematical development, knowledge and understanding of the world, physical and creative development but most are unlikely to reach the Early Learning Goals in these areas by the time they start Year 1. The children make very good progress in their personal and social development and, because of the significant emphasis placed on this aspect, are likely to attain the Early Learning Goals in this area.

The 2001 National Curriculum test results at the end of Key Stage 2 show that the pupils' attainment in English is well below average and attainment in mathematics and science is in the bottom five per cent of schools nationally. When compared with similar schools, attainment in English is average and in mathematics and science it is below average. This is the first year pupils have taken the end of key stage tests at age eleven. Overall, the pupils in Years 5 and 6

are not achieving as well as they should in English, mathematics and science because of the significant gaps in their learning as a result of unsatisfactory teaching and disruptions to their education in the past. The 2001 National Curriculum test results at the end of Key Stage 1 show that the pupils' attainment in reading is well below average, below average in writing and above average in mathematics. In comparison with similar schools, the pupils' attainment is above average in reading, well above average in writing and high in mathematics. The results show standards have improved significantly since the previous report and particularly over the last two years. Standards in science are broadly average and the pupils achieve well in both this subject and mathematics at Key Stage 1.

At the end of Key Stage 1, standards in religious education are in line with the locally agreed syllabus. However, they are below average at the end of Key Stage 2, due in part to too little time being devoted to the subject. Standards in art and design, geography, information and communication technology, music and physical education are in line with expectations at the end of both key stages. Standards in design and technology are in line with national expectations at the end of Key Stage 1 but below at Key Stage 2 where progress has been unsatisfactory. Standards in history are below expectations at the end of both key stages and progress has been unsatisfactory over time. Pupils identified with special educational needs and those who are learning English as an additional language make similar progress to their classmates.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils are eager to learn. They are attentive and responsive.
Behaviour, in and out of classrooms	Good. Pupils respond appropriately to the school's behaviour policy and understand the consequences of their actions. In some classes, a small number of boys occasionally misbehave.
Personal development and relationships	Good. Pupils take responsibility for themselves and their actions. Relationships are good amongst pupils and between pupils and staff.
Attendance	Unsatisfactory. A small number of families take extended holidays which affects the overall attendance figures.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is good in the Foundation Stage and this is a strength of the school. Although there was a considerable amount of good and better teaching observed during the inspection, the quality of teaching over time in Key Stage 1 and Key Stage 2 has been satisfactory. Teaching is better in Key Stage 1 where the teachers have a better understanding of how the children learn. Strengths of teaching include good planning and the effective management of the pupils. The teaching and learning in English and mathematics is satisfactory overall. The teaching of information and communication technology is good because the specialist teachers have good subject knowledge and challenge the pupils well, ensuring they make good progress. The teaching of science at Key Stage 1 is good and the pupils achieve well. Music is taught well in Key Stage 1 and very well in Key Stage 2. Although the teaching of history is satisfactory overall, there are some weaknesses and poor resources

make it difficult for teachers to bring the subject to life. As a result, pupils in both key stages make unsatisfactory progress. The teaching of design and technology is satisfactory overall but the quality of pupils' learning is limited by a serious shortage of resources. Too little time is devoted to the teaching of religious education at Key Stage 2 and this too hinders progress. Teaching and learning in all other subjects is satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The curriculum for the Foundation Stage is good. At Key Stage 1 and 2 all areas of the curriculum are covered although some subjects, such as history and design and technology need to be taught in greater depth and more time needs to be devoted to religious education at Key Stage 2.
Provision for pupils with special educational needs	Satisfactory. The recommendations of the Code of Practice are implemented. Teachers need to make more effective use of individual education plans.
Provision for pupils with English as an additional language	Satisfactory. Bilingual assistants are utilised well to help pupils who are learning English make good progress in the early years. Additional teaching staff are employed to provide support for these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for the pupils' moral and social development and satisfactory provision for their spiritual and cultural development.
How well the school cares for its pupils	There are good procedures in place for monitoring attendance and behaviour. Child protection procedures are satisfactory. Procedures for monitoring attainment are satisfactory but teachers do not always make effective use of the information for lesson planning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong leadership and has managed a number of significant changes very effectively. The senior management team and subject leaders are new to their roles and they have not yet had time to make a significant impact.
How well the governors fulfil their responsibilities	Satisfactorily. The governors are committed and work hard to fulfil their statutory duties. They need to be more involved with the long term strategic planning for the school.
The school's evaluation of its performance	Good. The headteacher, staff and governors are continually evaluating and effectively monitoring the school's performance. The headteacher has a clear understanding of the strengths and weaknesses of the school.
The strategic use of resources	The accommodation is poor and makes it difficult for the staff to fully meet the needs of the pupils. Insufficient past investment has resulted in unsatisfactory resources for some subjects and corresponding lack of progress by the pupils.

The headteacher is successful in securing additional grants. The school continually monitors its performance and adapts the curriculum and employs additional staff according to need. Tenders and purchases are monitored well to ensure the school is getting the best value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• Their children are making good progress.• Behaviour is good.• The leadership of the school.• The ease with which they can discuss issues with staff.• The activities provided by the school for parents and the community provision.	<ul style="list-style-type: none">• The homework provision.• The range of out of school activities.

The inspection team generally agrees with the parents' positive views of the school although older pupils are not achieving as well as they should. The amount of homework provided is appropriate to the age of the pupils and there is a satisfactory range of out of school activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of most of the children when they start school in the Nursery class is well below the expected level. The children have poorly developed language, mathematical and social skills. The children make good progress in both the Nursery and Reception classes in communication, language, literacy and mathematical development, knowledge and understanding of the world, physical and creative development but most are unlikely to reach the Early Learning Goals in these areas by the time they start Year 1. The children make very good progress in their personal and social development and, because of the significant emphasis placed on this aspect, are likely to attain the Early Learning Goals in this area. The children make good progress in the Nursery and Reception class because the teaching is consistently good or better and there is a good range of learning activities that are well planned and relevant to their needs.
2. The 2001 National Curriculum test results at the end of Key Stage 1 show that the pupils' attainment is well below average in reading, below average in writing and above average in mathematics. In comparison with similar schools, the pupils' attainment is above average in reading, well above average in writing and high in mathematics. The results show standards have improved since the previous report and particularly over the last two years. These improvements are due to a clear identification of why the pupils were underachieving, improved teaching and a determination from the leadership to improve standards. The inspection findings confirm the results of the National Curriculum tests in reading and writing but show the pupils' skills in mathematics to be broadly average. The differences between the mathematics test results and the inspection findings are due to differences between cohorts of pupils. The pupils' listening skills are also average but speaking skills are below average. Pupils of all abilities, including those with special educational needs and those who are learning English as an additional language, make satisfactory progress in English and good progress in mathematics throughout the key stage.
3. The 2001 National Curriculum Key Stage 1 teacher assessments in science show standards to be well below average. The inspection findings show that that the pupils are making good progress and that standards are average. These better standards are due to improvements in teaching and better coverage of the science curriculum.
4. The 2001 National Curriculum test results at the end of Key Stage 2 show that the pupils' attainment in English is well below average and attainment in mathematics and science is in the bottom five per cent of schools nationally. When compared with similar schools, attainment in English is average and in mathematics and science it is below average. No direct comparisons can be made with previous years because of the reorganisation of the school, this being the first year that the school has had a cohort to take the end of Key Stage 2 National Curriculum tests. Pupils in Years 5 and 6 have not achieved as well as they should. This is due to gaps in the curriculum resulting from re-organisation, some previously unsatisfactory teaching and ineffective leadership in the past that was not challenging the pupils and teachers to do better. The literacy and numeracy targets for the current Year 6 pupils set by the local education authority were relatively low and the school has set its own, more challenging targets in a determined effort to raise standards. It is on course to achieve these targets.
5. In both key stages, the pupils' progress and achievements in English and science are inhibited by their insecure grasp of spoken English and this manifests itself in their

inability to accurately construct sentences and spell correctly. Where more attention is devoted to spoken language in Key Stage 1 and where the pupils are provided with more support, they make better progress. This is particularly so for those pupils who are at an early stage of learning English as an additional language.

6. Pupils with special educational needs make satisfactory progress because work is set at the correct level. They have positive attitudes to their work and concentrate well, for example, in the group work sessions in literacy and numeracy.
7. Standards in information and communication technology are broadly in line with national averages at the end of both key stages and pupils make good progress. This is due to the good quality of teaching by specialist teachers who have very good subject knowledge and who teach the subject on a regular basis. However, computers are not used sufficiently to enhance learning in other subjects. At the end of Key Stage 1, standards in religious education are in line with the locally agreed syllabus. However, they are below average at the end of Key Stage 2, due mainly to too little time being devoted to the subject.
8. Standards in art and design, geography, information and communication technology, music and physical education are in line with expectations at the end of both key stages. Standards in design and technology are in line with national expectations at the end of Key Stage 1 but below at Key Stage 2 where progress has been unsatisfactory. Standards in history are below expectations at the end of both key stages and progress has been unsatisfactory over time.
9. Whilst the process of setting and the use of specialist teachers have begun to raise standards in English and mathematics, they have reduced the opportunity for teachers to develop literacy and numeracy skills across the curriculum and the school recognises this is an area that needs to be addressed. The use of learning mentors, employed through funding from the Excellence in Cities programme, is beginning to have an impact on standards in some areas of the curriculum, particularly those of a sporting nature.

Pupils' attitudes, values and personal development

10. Attitudes to the school are good, and this demonstrates improvement since the last inspection. Pupils show high levels of enthusiasm for school. They co-operate well with teachers and apply themselves fully to tasks. They take pride in their achievements. They show high levels of interest and involvement in lessons and other school activities. For example, in a Year 1 mathematics lesson, pupils watched a demonstration very carefully as they developed their understanding and use of terms relating to length. In a Year 6 information and communication technology lesson excellent attitudes were seen, with all pupils showing exceptional interest and self-motivation as they learnt to use a program to organise and present information in different forms. Pupils also show much enthusiasm for extra-curricular activities. Pupils in the Foundation Stage are developing positive habits in their learning.
11. As at the last inspection, behaviour is generally good. This makes a significant contribution to pupils' progress in lessons. The school is an orderly community. Pupils behave sensibly in classrooms, at assemblies and at break-times. Occasionally, one or two boys do behave badly in Year 4, but they respond positively to teacher intervention. Bullying is not a significant problem. Pupils are polite and respectful towards staff and visiting adults. They are given frequent reminders about the need for good behaviour and this is successful in giving them a good understanding of the impact of their actions on

others. The incidence of exclusions at this school is now low, representing considerable improvement since the last inspection.

12. Relationships are good, a similar situation to the last inspection. Pupils value and respect each other's contributions in lessons. A good example of this was seen in a Years 5 and 6 religious education lesson in discussions about the five pillars of Islam. Pupils generally show high levels of respect for the feelings, values and beliefs of others. During the inspection many instances of good collaboration were observed. For example, in a Year 3 design technology lesson, groups of pupils shared ideas very well as they were designing an item of packaging to make it attractive to a consumer.
13. As at the last inspection, personal development is satisfactory. Pupils are developing their information retrieval and research skills positively as they get older. Although pupils are now a little more independent in their learning than was reported in last inspection, there is still scope to improve this further. During the inspection there were several examples of pupils using their initiative in learning. For instance, many Foundation Stage children recently produced good ideas for 'ways to help Miss Muffett catch the spider'. Pupils' response to taking responsibility is satisfactory. Year 6 monitors are given a number of tasks and Year 2 pupils help younger ones in the dining room. They all carry out their tasks in a helpful fashion.
14. As at the last inspection, attendance is unsatisfactory, although the use of learning mentors, employed through funding from the Excellence in Cities scheme, is beginning to have an impact on this area. It falls considerably below the national average. This detrimentally affects the learning of many pupils. Unauthorised absence is broadly in line with the national average, a good improvement since the last inspection. Much of the absence is attributable to extended holidays to the Indian sub-continent. It is highly encouraging that the school has made a good start to this academic year with good levels of attendance so far. The school has done its best to improve attendance since the last inspection. Punctuality is satisfactory.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. During the inspection, one of the 100 lessons seen was excellent, 24 were very good, 42 were good and 29 were satisfactory. Four lessons were unsatisfactory. This represents a good improvement since the last inspection when six per cent of the teaching was unsatisfactory and the amount of very good or better teaching was just over 12 per cent. However, the nature of the school is very different now than at the time of the previous inspection and comparisons need to be treated cautiously.
16. The quality of teaching is good overall in the Foundation Stage with examples of very good teaching in the Reception classes. This good quality teaching enables the children to make good progress and provides them with a secure start to their education. The teachers and nursery nurses work very well together, enabling the best use of skills to promote the children's learning. Relationships between staff and children are strong and children's contributions are clearly valued, helping to build their confidence and self-esteem. There is a good range of interesting and practical activities ensuring a good mix of adult led tasks and those that the children choose themselves, encouraging them to develop their independent learning skills where appropriate. A strength of the good quality planning is the way in which curriculum areas are linked, adding interest to the lessons. For example, the story of Little Red Riding Hood was the starting point for reading, drama, writing, mathematics and science during the week of the inspection. Where teaching is less effective, the children spend too long not being actively involved in the lesson. Children who are at an early stage of learning English as an additional language

are provided with good support, particularly from the bilingual assistants, enabling them to take a full part in the lessons.

17. The quality of teaching is satisfactory overall in Key Stage 1 and Key Stage 2. The disparity between this judgement and the quality of teaching seen during the inspection week arises from the analysis of work and discussions with the pupils. The quality of teaching has improved, but ineffective teaching in the past has resulted in much underachievement, particularly for the older pupils who have been subjected to considerable disruptions because of changes in the nature of the school. The pupils are keen to learn and respond well, particularly where the teachers present them with challenging tasks. The lack of opportunity for pupils to discuss topics inhibits the progress of some pupils, particularly those who are at an early stage of learning English as an additional language. This is more noticeable in Key Stage 2, where there is less non-teaching support available to them.
18. In the best lessons, the work is matched closely to the pupils' level of ability. This is particularly so in subjects such as literacy and numeracy and in science at Key Stage 1. In these subjects, the pupils are placed in classes according to their prior attainment. The effectiveness of this strategy is seen in Key Stage 1 where standards have risen, particularly so in the case of mathematics and science. Whilst standards in reading and writing are improving in this key stage as a result of better teaching, more attention needs to be placed on improving the pupils' speaking skills. In both key stages, even in the better lessons, the pupils are provided with too few opportunities to practise these skills. The pupils' slower learning in spoken skills impinges on their learning in other subjects.
19. Other strengths in teaching include the way in which the pupils are managed and good relationships are established between pupils and teachers. A small minority of younger boys in Key Stage 1 occasionally exhibit challenging behaviour, but these are isolated incidents and are usually dealt with effectively. These incidents sometimes occur in lessons that are too long and where the teachers find difficulty in maintaining the pupils' interest throughout the session. The quality of marking is a weakness in teaching. There is little indication of how the pupils might improve their work and work is sometimes incorrectly marked. Too little attention is paid to ensuring the pupils take pride in their work and this results in some producing work that is not of a high enough standard.
20. The literacy and numeracy strategies have been implemented satisfactorily throughout the school, although in Key Stage 1, where the teachers are more familiar with teaching primary aged pupils, the strategies have had more impact on the pupils' learning. The quality of teaching and learning in English and mathematics is satisfactory overall, some good teaching was seen during the inspection in both key stages. Although pupils' progress in English lessons is satisfactory and sometimes good, pupils are not given enough opportunities to practise their literacy skills in other areas of the curriculum. In mathematics, basic skills of arithmetic are taught effectively, particularly in the oral starter sessions of lessons. The school makes good use of teachers employed through specific grants to reduce class sizes and to provide opportunities for the large numbers of pupils who are learning English as an additional language to be given additional support.
21. The teaching of information and communication technology is good in both key stages and there is evidence of some very good teaching in Years 5 and 6. In Key Stage 2, the pupils are taught by specialist teachers and this enables series of lessons to build effectively on what has been taught before at a level that is challenging to the pupils. As a result, the pupils achieve well and achieve standards that are at least in line with national expectations. In a very good Year 6 lesson the pupils demonstrated considerable skills in

producing a computer slide show presentation. They were able to do this because the teacher's good subject knowledge enabled her to demonstrate the skills required to the pupils. However, too little use is made of computers by class teachers to develop pupils' information and communication technology skills in other subjects. Teachers' planning does not identify how appropriate use will be of information and communication technology in subjects, such as history, geography and science. In science, the pupils make good progress because of the good teaching in Key Stage 1. The teaching of music is very good at Key Stage 1 and good at Key Stage 2. Teaching and learning are satisfactory in art and design, geography and physical education.

22. Although the teaching of history is satisfactory overall, there are some weaknesses and poor resources make it difficult for teachers to bring the subject to life. Some teachers make too much use of mundane worksheets, which do not enhance the pupils' progress. Pupils in both key stages make unsatisfactory progress. The teaching of design and technology is satisfactory overall but the quality of pupils' learning is limited by a serious shortage of resources. Too little time is devoted to the teaching of religious education at Key Stage 2 and this too hinders progress.
23. Recently introduced systems ensure that there is early identification of special educational need. 'Cause for concern' sheets are used to identify children in the Nursery and Reception classes who may need additional support in their learning. Within lessons, teachers ensure that pupils with special educational needs are fully included in all activities. Relevant and appropriate questioning ensures that pupils make progress at the same rate as their classmates. The use of individual education plans to develop learning is unsatisfactory for pupils at Stage 2 on the school's special educational needs register. There are some good examples of plans with clear and measurable targets that are readily available in the classrooms but this is not consistent across the school. The recently appointed special educational needs co-ordinator has plans to address this issue. The standard of individual education plans for pupils at Stage 3 and above on the register is good. Where individual education plans are in place they are linked particularly well to the English and mathematical elements of the National Curriculum. Support assistants are used effectively to develop learning with the pupils. The support both in class and in individual withdrawal sessions is of a high standard and has a direct impact on raising standards.
24. The school has recently introduced sessions in Key Stage 1 for developing the pupils speaking skills, particularly for those pupils who are learning English as an additional language. The concentration of support is in the Foundation Stage and Key Stage 1 in an endeavour to ensure the pupils make gains in their acquisition of English. However, it is too early to determine the impact these activities are having on the pupils' learning. There is less support available in Key Stage 2, but the teachers are aware of the needs of these pupils and provide them with adequate support and guidance.

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

25. The overall quality of learning experiences planned for pupils in Key Stage 1 and Key Stage 2 is satisfactory. The school meets statutory curriculum requirements. However, for pupils in Years 1 to 6 some subjects, such as history and design technology, are not taught in adequate detail. This is because there are no well-established routines for subject leaders to monitor teachers' planning for what they are going to teach in each lesson during the course of a half term. Too little time is devoted to the teaching of religious education at Key Stage 2. As a result, the school has made variable progress in

addressing the National Curriculum developments for each subject that should have been implemented from September 2000.

26. The curriculum for children in the Foundation Stage is good. The school has made good progress in ensuring that the learning for children in the Foundation Stage is planned and organised to meet their needs. Due regard is given to the national guidance materials for schools when planning learning for children of this age. In addition, the school ensures that children have access to structured play as a means of learning through different areas of experience.
27. The headteacher has, more recently, provided staff with opportunities to plan together in order to gain an insight into how they can use nationally produced curriculum guidance documents to plan more effective lessons that will improve the standards pupils achieve. Adequate time is given to each subject except religious education at Key Stage 2, but information and communication technology is not planned well enough to support learning in other subjects. In addition, history and design and technology lessons were not always planned in sufficient depth in some year groups to reflect National Curriculum guidance for the subjects. As a result, pupils do not achieve the standards of which they are capable in these subjects. Teachers do not place sufficient emphasis upon the importance of teaching adequate skills and techniques in design. Planning for these aspects of the curriculum are weak and, consequently, pupils do not make enough progress in developing their talents. In the Reception classes and Key Stage 1, the Locally Agreed Syllabus for religious education is used satisfactorily to guide teachers' planning. In Years 3 to 6 teachers rely on nationally agreed guidance to help them to plan their lessons and plans are in place for the extended use of the Agreed Syllabus in the near future.
28. Sufficient regard has been given to the national strategy for numeracy and this is contributing to the slowly improving standards pupils achieve in mathematics. However, the school has been less successful in its adoption of the national strategy for literacy. This is because not all teachers are sufficiently well informed or confident in their approach to teaching literacy. Many are also unclear about how best to promote literacy skills within other areas of the curriculum. As a result, the standards pupils achieve are not as good as they could be.
29. The provision for pupils with special educational needs is satisfactory. The school provides support to meet the various needs of individual pupils, the most effective being class support from learning support assistants where pupils are taught with their classmates. Although teachers have copies of pupils' individual education plans, they have not been used until recently to effectively plan suitable work to meet the needs of individuals. The school ensures that the provision outlined in pupils' statements of special educational needs is in place and is reviewed annually in line with the Code of Practice guidance. Satisfactory provision is also made for the small number of pupils who are at an early stage of learning English as an additional language.
30. The school makes satisfactory provision for extra-curricular activities and, since the appointment of the learning mentors, significant developments have been made in this aspect of the work of the school. Several morning, lunchtime and after school activities take place regularly. They include a computer club and badminton, football, keyboard, art and drama clubs. However, most activities are for Key Stage 2 pupils. Pupils go on a small number of excursions and school trips each year and these activities positively enhance their studies and topic work. Also, Year 6 pupils are able to take part in outdoor pursuit activities during a visit to a suitable residential venue. All pupils are provided with equality of opportunity throughout the curriculum. The school is developing effective strategies to monitor how effectively pupils from minority groups are included in all areas

of learning. Effective provision is also made for the small number of pupils who are withdrawn from assembly.

31. Overall, the community makes a sound contribution to pupils' learning. The school has maintained this area of its work since the last inspection. There are strong links with the Bradford Council of Mosques. For example, a teacher based at the school is an Imam at the Abu Bakr Mosque and leads weekly assemblies and prayers for Muslim pupils, contributing very well to their spiritual and moral development. There is also a strong partnership with the Inter-faith Centre where members of the clergy from various faiths also lead assemblies in school. A sports coach from Bradford Bulls Rugby club regularly leads training sessions after school, making a significant contribution to physical education. School trips are well planned and linked to topics of study. For example, pupils recently paid a timely visit to the Blue Planet Aquarium. A local business recently made a sizeable financial contribution to the school and this has enabled the purchase of additional computers for pupils.
32. The school has constructive relationships with universities, colleges and other schools. For example, parents' courses have been developed through the partnerships. The school offers placements to trainee teachers and work experience students and they provide pupils with additional learning experiences. There are positive relations with the local primary and secondary schools. This results in the smooth transfer of records when pupils move from one school to another. These local schools are currently working together to establish a private computer network to improve communications further.
33. The provision for pupils' moral and social development is good and provision for their spiritual and cultural development is satisfactory.
34. Spiritual development is chiefly promoted through assemblies. Daily acts of collective worship provide some opportunities for pupils to reflect on their own experiences and those of others, as seen to good effect in the assembly linked to the suffering of two boys in a Kabul hospital in Afghanistan who had lost their hands. However, overall, too few opportunities are incorporated into the daily life of the school for pupils to experience the awe and wonder of the natural world and to reflect on their experiences in a way that develops their spiritual awareness and self-knowledge in a significant manner.
35. The provision for pupils' moral development is good and this has a positive impact on the good behaviour that was evident during the inspection. Pupils know and understand the school rules and that they are expected to show respect for others, both pupils and adults. Pupils are encouraged to reflect upon the consequences of their own and others' actions, and have a good understanding of the difference between right and wrong. Most teachers and support staff set good role models in dealing with pupils in a calm and confident manner, with most pupils responding in a similar way.
36. The school's provision for pupils' social development is good because many teachers plan learning experiences that involve pupils working together collaboratively. In class, pupils collaborate sensibly in small groups, mostly getting on with their tasks but also helping and supporting each other as well. There is good collaboration and co-operation during work and play with many examples of pupils of different ages, genders and cultural backgrounds willing to share their games together in the playground in a sensible manner. Pupils also benefit socially from the satisfactory range of extra-curricular activities. They also learn that there are others less fortunate than themselves in the world and have raised over a thousand pounds for various charities in the last year.
37. Provision for the pupils' cultural development is satisfactory although more use could be made of subjects, such as history, to promote pupils' understanding of different cultures. The pupils learn about British and western cultures through art, studying and painting in

the styles of artists such as Kandinsky and Picasso. Visiting musicians provide the pupils with knowledge of instruments from around the world and they have the opportunity to learn to play the harmonium, tabla, recorder and keyboard. Theatre groups enhance the pupils' awareness of history. For example, pupils in Key Stage 1 improved their knowledge of the Great Fire of London through a visitor who enacted the role of Samuel Pepys.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school generally provides a positive and supportive learning environment for its pupils. The educational and personal support and advice given to pupils is satisfactory. These factors contribute significantly to the family ethos of the school. There are satisfactory arrangements to induct new pupils to school. Home visits are always offered. Prospective pupils have the benefit of well-planned sessions to meet staff and experience class routines. This gives them confidence in starting school life.
39. The school has recently established the 'Early Birds' before-school club and this is growing in popularity. It is a useful session for pupils to mix and take part in learning games. The school also provides a prayer area for pupils during Ramadan, a positive action to ensure that Muslim pupils feel that their religious beliefs are valued. Discussions are taking place to consider establishing a permanent facility in the new school.
40. Arrangements for child protection are satisfactory. The designated officer is appropriately trained and deals with issues effectively. The staff handbook gives clear written guidance to all staff regarding procedures to deal with any problems.
41. Staff carry out risk assessments regularly and a trades union health and safety representative does so each term. However, during the inspection it was found that the nursery building was in a poor state of cleanliness and order, such that there were potential hazards to pupils' well being. The school addressed these immediately but it is essential for staff to monitor the state of this building more frequently. Four staff are fully trained to administer basic first aid, an area of improvement since the last inspection.
42. The school works closely with the school nurse who frequently monitors pupils' health. The nurse occasionally gives talks to pupils and this supports their understanding of health matters.
43. Procedures to monitor and improve attendance are good. This is an area of improvement since the last inspection where procedures were unsatisfactory. Many initiatives are in place to try and improve rates of attendance. The learning mentors based in school are making a good contribution to the school's work. Good use is made of a computer-based system of information to monitor attendance patterns. Home telephone calls are made on the first day of any unexplained absence. A trophy is awarded weekly to the class with the best attendance and, along with certificates for good attendance, the school is gradually creating a healthy spirit of competition in school.
44. As at the last inspection, procedures for monitoring and promoting good behaviour are good. Detailed records are kept of any incidents in 'behaviour logs'. Where necessary, the behaviour of individual pupils is carefully monitored to ensure that improvements take place. Good use is made of a wide variety of rewards and sanctions to maintain high standards. For instance, certificates are awarded for 'excellent behaviour at lunchtime' and there is a 'good behaviour board' for Key Stage 1 pupils. Assemblies are well used to

promote better behaviour. For example, during a Muslim assembly, the Imam discussed several aspects of the faith with a strong emphasis on the need for good behaviour.

45. The procedures for monitoring pupils' academic and personal development are satisfactory overall but the use of the information to direct planning is unsatisfactory. Some useful procedures for assessing pupils' attainment and progress in English, mathematics and science have been recently implemented. Ways of identifying pupils who exceed or meet national expectations have been very recently established in other subjects. Many procedures have been in place for a very short time and are not yet having an impact upon the way foundation subjects are taught and organised. The head teacher and senior management team make very good use of the analyses of end of key stage National Curriculum test results. Groups of pupils are identified who need extra support and those who are potentially higher attaining pupils. However, not all staff are fully conversant with this process and are not yet making enough use of assessment to set targets for different groups. The targets for attainment at the end of Year 6 in English and mathematics are accurately made using assessment information.
46. Teachers use their knowledge and understanding of pupils to set pupils by ability and the constant monitoring of pupils' performance makes sure that pupils are moved between sets when necessary. There is a whole school commitment to sharing with pupils what they need to do to achieve higher levels of work and for some pupils it successfully releases a competitive instinct and makes them work harder. Most teachers in Key Stage 2, however, are still unsure of what constitutes work at each of the National Curriculum levels and the school plans to develop portfolios of levelled work to guide teachers. Staff know their pupils' personal, social and emotional development very well and use this knowledge to support and guide them but, other than satisfactory comments on pupils' annual reports to parents and pupils' transfer documents, there is no system for recording pupils' personal achievements. There are no formal records that note how pupils demonstrate qualities such as persistence, application, co-operation with others, the ability to concentrate and self-confidence.
47. The school has recently revised its special educational needs register to ensure that pupils with special educational needs are identified at an early stage. The system of producing individual education plans by class teachers is not fully developed and, as a result, the impact is inconsistent throughout the school. The support for pupils at stages 3 to 5 on the special educational needs register is good overall and there are specific targets in place which help staff to measure progress. Support from outside support services is used effectively by the school and has a positive effect on learning. The school is effectively monitoring the progress of pupils who are learning English as an additional language and adapt the level of support according to the pupils' needs. For example, additional support is provided in the Foundation Stage and Key Stage 1 to provide support for those pupils who are at an early stage of learning English.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. This is a similar picture to that of the last inspection. Parents have very positive views of the school. Although few parents attended the parents' meeting with inspectors, a large number of questionnaires were returned. It is clear that parents are highly supportive of the school and its work. They have a high regard for the headteacher. They particularly appreciate the school's efforts to support parents as educators through the provision of training courses and the community room is highly valued. The great majority of parents replying to the questionnaire were pleased about the leadership and management of the school, teaching, their children's progress, how hard pupils are expected to work, pupils' behaviour and how approachable staff are regarding any problems. They confirm that

their children are happy and enjoy coming to the school. They are also pleased about how the school helps their children to become mature and responsible. These views are mostly supported by the inspection findings.

49. Some parents are disappointed about the arrangements for homework. However, the inspection team found that homework is soundly used across the school to support learning. A few parents feel that the school does not provide an interesting range of activities outside lessons. However, the provision is satisfactory for a school of this size.
50. Although parents are content, the quality of information to parents, especially about pupils' progress, is unsatisfactory. Pupils' annual reports lack appropriate details about what they know, can do and understand. There are positive aspects regarding information. For instance, there is a prominent notice board in the Key Stage 2 building, 'Information and messages for mums, dads, carers and children'. The school provides new parents with a very helpful 'welcome to school' booklet and video. A strong feature of the governors' annual reports is the personal invitation sent in advance. Letters are sent home regularly giving information about pupils' achievements, events and important dates to remember, but they are a little dull in their presentation. Some key documents, such as the home and school agreement, are not translated for the benefit of parents where English is an additional language.
51. Links with parents are effective, and their involvement has a satisfactory impact on the work of the school. The contribution of parents to children's learning, at school and at home, is satisfactory.
52. A strong feature of this school is the availability of many parents' courses. This includes English for women, basic skills, behaviour management and others. The school has established warm relationships with parents and is well placed to further develop parental involvement in pupils' learning. External providers have run successful courses in school, demonstrating to parents how they can help in school. Home and school records show that parents give considerable support in listening to their children read and helping with homework tasks.
53. The school informs parents at an early stage if there are problems with a child's learning. Individual education plans include a section that gives suggestions on how parents can help their child at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The headteacher provides strong and effective leadership and has enabled the school to make satisfactory progress since the last inspection. Since his appointment on a fixed term contract two years ago, he has overseen the school's move from a first to a primary school with the subsequent considerable increase in pupil numbers, the appointment of 18 new teachers and the temporary move of Key Stage 2 pupils into separate accommodation. He is also involved in the planning of new school premises. In addition, procedures to enable the school to raise the low standards of academic performance have also been introduced effectively. Whilst the most tangible evidence is at Key Stage 1, where end of key stage test results have improved significantly, standards are also improving at Key Stage 2. A major priority has been to establish effective assessment procedures to identify how pupils should be performing based on their prior performance and this has been done effectively. However, teachers are not yet using this information effectively to determine planning and the senior management team, many of whom are recent appointments, have yet to establish procedures to ensure that it happens.

55. Similarly the school acknowledges that the role of recently appointed subject leaders needs to be developed in order for them to determine the quality of teaching and learning in their subjects. Whilst some monitor planning, it is not carried out systematically. The senior management team undertakes effective monitoring of the quality of teaching but procedures need to be introduced to ensure that subject leaders are aware of the effectiveness of teaching on the pupils' learning.
56. There is a recently appointed special educational needs co-ordinator. She has put in place very good systems and procedures but these have not had time to have an impact on learning. The co-ordinator has not yet been able to monitor the implementation of the systems to ensure that there is consistent practice across the school. There has been satisfactory progress in the provision for pupils with special educational needs since the previous inspection. The procedures for identifying the progress of, and supporting, pupils who are learning English as an additional language are secure. Additional staff, including bilingual assistants, have been employed and are having a positive impact on the progress of pupils.
57. At the time of the last inspection the role of the governors was said to be satisfactory although attendance at meetings was spasmodic. Governors are now committed and more involved with the school. They question the school's performance and fulfil their role as a 'critical friend'. However, they are not yet sufficiently involved with the long-term strategic development of the school, particularly as the headteacher has only a temporary tenure.
58. The finances are managed effectively. Since the previous inspection, the budget deficit has been changed into a considerable surplus. However, much of this surplus is accounted for and will be used for additional building work to the new school, beyond that planned by the authority: furnishing the accommodation, improving information and communication technology provision and the cost of additional staff which have not previously been fully borne by the school. The headteacher is very effective in securing grants and has a clear understanding of how these should be utilised in order to raise standards. Tenders for the provision of services and resources are scrutinised very carefully to ensure they provide the best value for money. Changes have been made to the curriculum in order to raise standards and comparisons are made with other schools to determine how effectively the school is providing for the pupils. Learning mentors have been employed and they are beginning to have a positive impact on the pupils' progress and attitudes towards school. The school provides satisfactory value for money.
59. The school has seen significant changes to the teaching staff over the last two years. At Key Stage 1, the generous allocation of teachers and support staff is being used effectively to meet the demands of the curriculum and standards are rising. Whilst there are sufficient teachers at Key Stage 2, the use of the support staff is less well developed, especially with the help needed to raise standards further in English. In addition, some of the Key Stage 2 teachers lack the experience and subject knowledge of working within this age group. The school has recently reviewed all the curriculum areas of responsibility and there have been many changes. Whilst some subject leaders are well qualified in their roles and responsibilities, others are still in the early stages of building up their subject knowledge and competence and are currently less effective.
60. The accommodation is poor. Since the last inspection, when the accommodation was reported as unsatisfactory, there has been a considerable reorganisation of the building to accommodate the increased number of pupils. The split site accommodation, with several temporary classrooms, continues to have significant weaknesses, which detract from pupils' learning at times. The local authority has recognised the poor

accommodation and building work is now in progress for a new school. A major priority for the school this year is the preparation for the transfer to this new building.

61. The adequacy and effectiveness of the school's learning resources are unsatisfactory overall. There has been a legacy of under resourcing and the impending move to new premises has resulted in the school not providing some essential materials. This needs to be dealt with as a matter of urgency. There is a weakness in the quantity and range of resources for English, science, religious education, design technology, history and special needs. In these areas the shortages of resources detract from pupils' learning. The range of resources for mathematics is also limited. Until the headteacher's appointment two years ago, there had been no investment in resources for four years. The resources for music are good whilst those for information and control technology have improved since the last inspection from unsatisfactory to satisfactory overall. The school is planning to replace the books in the library when they move into the new building. Most of them were inherited from the middle school and are unsuitable for the primary age range. A shortage of library books was identified at the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. The headteacher, staff and governors should now:

- 1) raise standards in English, maths and science at the end of both key stages and eliminate the underachievement at Key Stage 2 by;
 - ensuring that all staff make good use of assessment information when planning lessons so that the pupils are provided with work that is sufficiently challenging;
 - providing the pupils with sufficient opportunities to develop their speaking skills;
 - ensuring that the pupils' work is marked effectively in line with school policy, providing them with written comments as to how they might improve their work where appropriate;
 - improving the range and quality of reading books;
 - ensuring that there is a systematic approach to the teaching of reading and that less able pupils are provided with sufficient support to enable them to develop their reading skills;
 - ensuring that teachers develop pupils' literacy skills through other subject areas;
(*Paragraphs 2 – 9, 17 – 24, 25, 28, 45, 46, 54, 61, 77 – 107*)
- 2) develop the role of subject leaders by;
 - ensuring that they understand the role and responsibility for monitoring teaching and learning
 - ensuring that they have time to monitor teachers' planning and the quality of learning in a systematic way.
(*Paragraphs 25, 55*)
- 3) raise standards in design and technology and religious education at the end of Key Stage 2 and history at the end of both key stages by;
 - ensuring that there are sufficient resources for staff to teach the subject effectively;
 - ensuring an appropriate amount of time is devoted to the subject.
(*Paragraphs 7, 8, 22, 27, 61, 112 – 116, 121 – 127, 142 – 149*)
- 4) improve the use of information and communication technology to support learning in other subjects by;
 - Ensuring that the teachers' planning identifies opportunities for using information and communication technology.
(*Paragraphs 7, 27, 96, 105, 110, 113, 115, 120, 128 – 132*)
- 5) improve the quality of written reports to parents by;
 - ensuring they inform parents what it is their children can do;
 - providing the children and parents with targets for improvement.
(*Paragraphs 45, 50*)

In addition, the school should consider the following for inclusion in its action plan:

Attendance.

The range and quality of resources.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	100
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	24	42	29	4	0	0
Percentage	1	24	42	29	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	513
Number of full-time pupils known to be eligible for free school meals	0	224

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	126

English as an additional language	No of pupils
Number of pupils with English as an additional language	499

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	65
Pupils who left the school other than at the usual time of leaving	45

Attendance

Authorised absence	%
School data	7.7
National comparative data	5.6

Unauthorised absence	%
School data	0.4
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	33	39	72

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	27	28
	Girls	34	36	32
	Total	60	63	60
Percentage of pupils at NC level 2 or above	School	88 (62)	83 (57)	89 (82)
	National	84 (82)	86 (85)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	28	26
	Girls	35	36	31
	Total	61	64	57
Percentage of pupils at NC level 2 or above	School	85 (62)	89 (72)	80 (59)
	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	27	23	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	20
	Girls	18	10	13
	Total	32	25	33
Percentage of pupils at NC level 4 or above	School	55	43	57
	National	75	71	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	16	13
	Girls	18	11	20
	Total	35	27	33
Percentage of pupils at NC level 4 or above	School	55	43	56
	National	72	74	82

This was the first year that Year 6 pupils have taken the tests at this school.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	8
Pakistani	384
Bangladeshi	8
Chinese	0
White	44
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	1
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	25
Number of pupils per qualified teacher	19.76
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	237

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	18
Total number of education support staff	1
Total aggregate hours worked per week	30
Number of pupils per FTE adult	9

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	1,087,900
Total expenditure	947,632
Expenditure per pupil	1,840
Balance brought forward from previous year	46,593
Balance carried forward to next year	186,861

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	18
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	2
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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	572
Number of questionnaires returned	347

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	25	2	1	1
My child is making good progress in school.	46	44	4	1	5
Behaviour in the school is good.	56	34	4	1	5
My child gets the right amount of work to do at home.	42	34	12	7	5
The teaching is good.	52	37	4	1	6
I am kept well informed about how my child is getting on.	45	40	8	3	4
I would feel comfortable about approaching the school with questions or a problem.	52	38	4	1	5
The school expects my child to work hard and achieve his or her best.	59	31	5	1	4
The school works closely with parents.	46	36	10	1	7
The school is well led and managed.	47	39	4	0	10
The school is helping my child become mature and responsible.	50	37	5	1	7
The school provides an interesting range of activities outside lessons.	39	32	10	2	17

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

63. The school makes good provision for children in the Foundation Stage. Satisfactory progress has been made since the last inspection and staff have worked effectively to maintain a good learning environment and continuity during the long term absence of a key member of staff. They have co-operated well to revise their planning in line with the recommended Early Learning Goals. Children are admitted to the Nursery in the term after their third birthday and attend part-time either in the morning or the afternoon. The school begins to establish good relationships with children and their families from an early stage through staff visiting children in their homes and by inviting parents and children into the Nursery before they start. There is a total of 40 part-time Nursery places and the admission number for the Reception is 75. This means that some children enter the Reception year, full time, in the September after their fourth birthday, without the benefit of having attended Nursery. Consequently, these generally younger children start their Reception year with language and social skills that are less developed than those with the advantage of their year in the Nursery class. At the time of the inspection there were 36 children in the Nursery and 76 children in the three Reception classes. Each Nursery and Reception class is staffed by a teacher and a qualified nursery nurse. Two of the nursery nurses are bilingual.
64. The quality of teaching is good overall in the Foundation Stage and some examples of very good teaching were seen in the Reception classes. In one lesson, teaching was unsatisfactory because of the prolonged amount of time children spent on the carpet without being actively involved in speaking or listening. Throughout the Foundation Stage relationships are strong and supportive. Children's contributions are encouraged and valued and the judicious use of praise and rewards helps to build children's confidence and self-esteem. This promotes very good attitudes to learning from an early age. Very good teamwork between teachers and nursery nurses makes the best use of everyone's skills to promote children's learning and lessons are planned together by all staff to give all children similar experiences. Teachers have a very good understanding of the needs of young children and provide a good range of interesting, practical activities, which provide an appropriate balance between direct teaching and the freedom for the children to learn through play. A strength of the planning in Nursery and Reception is the way in which activities across all areas of the curriculum are connected to enhance learning. For example, during the week of the inspection, the story of the week was Little Red Riding Hood and this formed the basis for writing shopping lists, testing gloves for being waterproof and examining the character of the wolf during a drama session. In the best lessons, the skill and enthusiasm of the teacher engender great excitement and enthusiasm for learning. This was seen in the hidden shape game when children squealed with delight as the shape was revealed to confirm they had guessed correctly. Teachers assess children's progress regularly and plan work to suit the children's needs. Clear records are kept so that children's progress can be readily tracked.
65. Attainment varies, but, overall, children begin nursery with skills that are well below those of most children of this age, with some children speaking little or no English. Whilst children make good progress in the Nursery from very low beginnings, school assessments at the beginning of the Reception year show that attainment is still well below average. Through the provision of a good range of well-planned, practical activities children continue to make good progress throughout the Reception year. Nevertheless, the school's assessments and inspection evidence indicate that pupils are unlikely to achieve the early learning goals in communication, language and literacy, mathematics,

knowledge and understanding of the world, physical development and creative development. The high priority rightly placed on personal, social and emotional development enables the children to reach the expected level in this area of development by the time they start in Year 1. From a very low starting point, speaking and writing skills of many children are well below the expected level by the end of Reception.

66. Children with Special Educational Needs are identified and monitored early. They make good progress alongside the rest of their class and are fully included in all areas of learning.
67. Those children who are learning English as an additional language are well supported in all activities by good use of demonstrations by the teachers and by the bilingual nursery nurses who translate some instructions and explanations and who also translate children's thoughts and ideas to ensure their contributions are shared with the class.

Personal, social and emotional development

68. Teaching is very good in the Nursery and Reception classes and reflects the high priority placed on this area, which is promoted through all aspects of school life. The obvious co-operation between all adults and the care and respect they show the children provide a good example for the children to follow. Considering their low social skills when they enter the Nursery, children achieve very well throughout the Foundation Stage. Nursery staff communicate well with the children, giving them confidence and helping them to settle quickly. Daily routines are established consistently so that children come to learn what is expected of them, such as responding when the register is called or tidying away equipment at the end of an activity. They develop their social skills by taking turns in games and in snack time they sit quietly as they wait politely for the helpers to give out the breadsticks, the majority remembering to say 'please' and 'thank you'. They learn to care for creatures as they take turns to feed the fish. Self-confidence is promoted well through drama as children act out well known stories, such as 'The Gingerbread Man'.
69. In the Reception classes, personal development continues to be promoted across all areas of the curriculum, and, in addition, a period each week is devoted to 'Circle Time' where pupils have time to think and reflect about themselves and others. In one good session seen during the inspection, a calm atmosphere was created by the lighting of a candle. This promoted very effective thinking time as children considered their own ways of celebrating Christmas or Eid and shared their ideas. The children adhere to the conventions of listening to the person speaking with respect, helping to build confidence and self-esteem well. A high level of independence is promoted as children are expected to tidy away things they have used and to follow the class rules, such as not exceeding the number allowed in each activity and taking the appropriate coloured band for the sand or the home corner. In the best lessons, the dynamic approach of the teachers creates excitement for learning and sustains the children's interest and concentration. Children learn about their own personal hygiene as they are expected to wash their hands before eating and the majority can get themselves changed for physical education. A class chart encourages children to practise fastening their own coat and stickers are given as a reward for good work or behaviour.

Communication, language and literacy

70. Teaching is good overall, enabling children to do well. Many children start the Nursery with poorly developed language skills. Some children can speak no English at all whilst others can use only single words or phrases. Although they make good progress, by the time they enter Year 1 the children's speaking and writing skills are well below average and their reading skills are below expectations. The nursery teacher uses a good range of

rhymes and songs to develop children's vocabulary and understanding of language. Most children can make the appropriate noise for each animal sound but do not always know the name of the animal, for example, naming the cow as a 'moo'. The adults in the Nursery work together well to encourage children to speak, and the bilingual nursery nurse is a real asset as she sings some songs in Urdu to help to consolidate children's learning. Whilst children are encouraged to speak throughout the day, sometimes a one word answer is too readily accepted, when a phrase or sentence could be prompted. A love of books is encouraged as children follow the lively telling of the story of 'The Gingerbread Man' in the big book and later they dress up and act out the story with enthusiasm. Children recognise their own name and are given books to take home and share with their parents. This motivates children well and they show real interest by discussing the pictures on the covers. There are limited opportunities for children to communicate informally in writing as they 'write' messages to each other in the writing corner. Some children can make marks but cannot as yet use letter shapes.

71. In the Reception classes, daily language and literacy sessions are more formal and successfully incorporate appropriate elements of the National Literacy Strategy. The whole class part of the lesson is generally well taught with clear objectives, careful explanations and demonstrations that help children understand. The quality of learning is improved by the very good support provided by the nursery nurses in class and in small withdrawal groups where tasks are well matched to children's phonic needs. Most children can recognise some letters by sound and enjoy making the appropriate sounds. Higher attaining pupils can join letters together to sound out simple words, such as cat. In a less successful lesson, the pace was too slow and children became restless. Expectations of children's spoken responses were limited and so some children were insufficiently challenged. An area for development is to give children the opportunity at the end of the lesson to talk about what they have done to reinforce their learning. Children are heard to read regularly in school and, as well as taking home a reading book, parents are asked to practise reading key words with their children to improve their reading skills. Priority is rightly given to the development of speaking and listening skills and also to reading. The acquisition of writing skills is less advanced. By the end of the Reception year children can copy or write simple words though the size of the letters is erratic. Higher attaining children can copy simple sentences and write some of their own words. The school identifies writing as an area for development and some improvement is already apparent since the previous year. In some class lessons, the teacher demonstrates the formation of the letter and children try to copy this in the air and on their white board. However, this strategy is in the early stages and has not yet had a sufficient impact on standards.

Mathematical development

72. Teaching is good overall. Children make good progress although their attainment is below the expected level by the end of the Reception year. This is an improvement since the last inspection when attainment was judged to be well below the expected level and is due to the good quality of teaching. Teachers provide well for the systematic development of skills through a good range of activities for the whole class and in small groups. In the Nursery, children learn a good number of counting rhymes and can sing, 'One, two, three, four five, Once I caught fish alive!' Every opportunity is taken to count and compare, for example, when the children help the teacher to clean out the fish. They can count the number of fish and can recognise that the black one is bigger than the brown one. Although a good range of counting activities is available each day for children to choose, adult led activities do not always take sufficient account of children's previous knowledge. This was seen in a dice activity where children had to count the dots after throwing the dice. This was too difficult for some children who could not count beyond three, whilst others who could already count to ten needed a more demanding challenge.

73. In the Reception classes, appropriate elements of the National Numeracy Strategy are successfully incorporated into the daily mathematics sessions. A strong feature of these sessions is the good use of questions to encourage children to think and solve simple problems. This was seen when, having counted on their fingers to ten, the teacher asked how children could count to 20. One higher attaining pupil realised that they could use their toes. In the best lessons, teachers create an air of excitement, encouraging children to want to count how many cubes are in the string bag. Very good use is made of simple resources to demonstrate, explain and to pose simple problems. This was seen when the teacher punched a hole in a folded piece of paper and unfolded this to reveal two holes. Through gentle questioning, higher attaining children came to realise that the number of holes was doubled as the paper unfolded, and could predict the answer up to ten holes. The majority of pupils can count up to ten with lower attaining pupils secure with numbers up to five. Good emphasis is placed on children learning the names of flat and solid shapes, and most children are successful in identifying the names from clues given by the teacher, though some find this difficult because of their limited linguistic skills. Their linguistic skills also affect children's understanding of mathematical terms, such as more or less than.

Knowledge and understanding of the world

74. Teaching is good overall. Progress is good but, nevertheless, the limited vocabulary of many pupils means that their understanding is below average as they enter Year 1. Children start school with very limited knowledge of the world around them and teachers place great emphasis on planning a good range of practical, hands-on experiences to improve their knowledge. This is seen in the outdoor activities in the Nursery as children learn about crossing the road when they dress up as the lollipop person and also plant seeds and bulbs in the soil tray. They learn about different materials through playing in the water and sand and by mixing the ingredients to make gingerbread men. They learn about other living creatures by feeding the nursery fish and by observing the birds which visit their bird table. Their understanding develops further in Reception as children use their senses critically. They smell different objects and decide that they like the smell of soap but not of garlic. There is a good balance of activities for children to choose to explore alongside more focused experiments with an adult. Children examine the most effective waterproof materials with their teacher and, following a visit to the local supermarket, children plot their route from school with the nursery nurse. These opportunities are also used well to promote children's language development. This is also evident as children are encouraged to discuss different celebrations, such as their birthdays, Eid and Christmas. Children experiment with a good range of construction equipment and also small toys to improve their understanding of their world. Through good demonstrations by the teacher, children learn how to programme the remote control car and they develop good mouse control as they draw pictures on the computer.

Physical development

75. The teaching of this aspect is good and children make good progress, although their attainment is below average by the time they enter Year 1. The range of outdoor toys is used frequently in the nursery playground and children learn to steer and pedal the cars and also use the slide, tunnel and climbing frame to improve their skills of co-ordination. The nursery itself is very cramped yet children are able to move around the areas without bumping into the equipment or each other. Children in the Reception classes have regular lessons in the playground and also in the hall. Teachers make very good use of demonstrations to improve children's skills, such as skipping and children are encouraged to experiment with different body movements as they follow instructions to touch the mats with different parts of their body. Through the good structure to their

physical education lessons, children learn the necessity of warm-up activities and also enjoy cooling down to soothing music. Children can jog, skip and run with control and are mindful of others around them. They can steer small cars round the track and have good opportunities to develop their manipulative skills when playing with a good range of jigsaws and construction toys. Their control of finer movements, such as using a pencil or scissors, is less well developed and this also impinges on the development of their writing skills.

Creative development.

76. The teaching of creative development is good overall, and the opportunities provided for pupils to express themselves through drama are much better than usually found. Although the pupils make good progress they are unlikely to achieve average standards by the time they enter Year 1. Very good use is made of stories to inspire children's role-play as when the nursery children mime the actions of 'The Gingerbread Boy'. In a very good lesson in a Reception class the teacher used her own considerable dramatic talent in the role of the wolf to encourage children to improvise sympathy for Red Riding Hood's wolf who had no friends. Whilst the imaginative play areas themselves are in need of updating, children are encouraged to express themselves, as adults sometimes join them and pretend to visit the shop or the doctor's surgery. Those children who have a limited vocabulary because they are learning English as an additional language are supported well in their play by the bilingual nursery nurses, who help them to verbalise their feelings. Music is an important element in the school day. Children in the Nursery are given every opportunity to sing and listen to music in a group or on the sound centre. In Reception children learn to beat time as they follow the pattern of the metronome and shake their instruments in time to the music. Throughout the Foundation Stage, teachers plan a typical range of experiences for children to paint with brushes or to use their fingers. Children use a variety of materials to create different effects in their collage, and children in Reception use clay to make bees for their hive. However, many drawings are immature for the age of the children

ENGLISH

77. Standards in English throughout the school are below national expectations for pupils at the end of Year 2 and Year 6. Their limited literacy skills inhibit their progress in a number of other subjects. Pupils in Key Stage 1 make good progress. In Key Stage 2, pupils make satisfactory progress overall but pupils in Years 5 and 6, who have suffered considerable disruption to their education in the past, make unsatisfactory progress. For a significant number of lower attaining pupils, including many with English as an additional language, standards are well below national expectations. The standards are similar to those found at the time of the last inspection and the school has made satisfactory progress since that time.
78. Since the previous inspection, the school has continued to review its approaches to implement the literacy strategy, building on some of the good work already emerging at the lower end of the school. Pupils identified as having English as an additional language make good progress in the infant classes, where they try very hard to learn the new language quickly. Progress is only satisfactory in the junior classes because less time is given to support individual pupils. The picture is much the same for pupils with special educational needs who also make good progress in the infants, and satisfactory progress in Years 3 to 6.
79. Pupils enter Year 1 with standards of language and literacy that are well below national expectations. Their progress is good in Years 1 and 2. Results from the National

Curriculum assessments in 2001 show that by the end of Year 2, standards in reading are well below and in writing are below the national average. In comparison to similar schools, pupils achieved above average standards in reading and well above average standards in writing. This good improvement has been achieved by careful analysis of pupils' prior attainment, planning strategies that focus on individual needs and regular additional support for identified groups of children during literacy lessons. The overall numbers of pupils achieving Level 2, in both reading and writing, have increased, but a high proportion of pupils achieve at the lower end of Level 2, and basic literacy skills are not yet securely embedded for a significant number of pupils. Whilst pupils' listening skills are satisfactory, and many try very hard to understand and communicate in English, insufficient time is given to developing their speaking skills and standards in this aspect of their work are generally well below expectations.

80. Results from the National Curriculum assessments for 2001 show that pupils at the end of Year 6 achieved well below national expectations but that standards were in line with similar schools. From inspection evidence, it is clear that a significant number of pupils in the current Year 6 are working at the lower Level 3 and below, and very few are working at the higher Level 5. The school has implemented a strategy for setting pupils in literacy, grouping pupils of differing attainment. This is at an early stage of development and is yet to make significant impact on standards.
81. Pupils' listening skills in both key stages are generally satisfactory. Listening is good when pupils can fully understand or work out what is being communicated, for example, when they listen to lively, exciting stories or factual information they can relate to. When information becomes difficult to interpret or follow, or when presentations from teachers are too long, pupils' concentration lapses, and they become less attentive.
82. Pupils' skills in speaking English are well below average by the end of Year 6. How well pupils speak is directly related to how carefully they listen and hear, and how much time is given to encourage them to practise talking. Opportunities for pupils to speak are limited throughout the school, and whilst pupils are encouraged to listen, they do not always practise speaking in structured activities regularly enough. Generally, opportunities for pupils to speak well are missed during the question/answer sessions at the start of lessons.
83. Overall standards in reading throughout the school are below national expectations, and for a significant minority of pupils standards are well below expectations. There are able readers in each year group, but there are also a number of pupils who read reasonably well in terms of technical ability, but demonstrate a lack of understanding of what they have read. Good attention is given to developing comprehension skills, with directed exercises in literacy and other lessons, for example, history and geography. The guided reading sessions in literacy lessons give all pupils regular, but insufficient, opportunities to read and be heard reading. Individual reading practice varies from class to class and is often dependent on the availability of support staff, which in the junior classes are fewer in number.
84. In the infant classes, time is given to listen to children read, and support staff and teachers work together to help pupils acquire appropriate strategies to sound out and build words, and to explore fiction and non-fiction books. Big books are used effectively to engage pupils' interest, and to develop their awareness of punctuation and speech. In Years 1 and 2, sufficient emphasis is placed on encouraging pupils to develop their understanding of phonics and time is given to developing this in most literacy sessions. Most pupils have a sound knowledge of phonics, although the lowest attaining pupils and pupils at an early stage of learning English struggle to retain this information from day to day. Where necessary, words are sent home for pupils to practise, and pupils are keen

to take books home whenever possible. Routines for reading daily in school are not clearly established and, for a significant minority of pupils, this lack of disciplined practice limits the progress they make.

85. In the junior classes, pupils continue to read in guided reading sessions. Some lower attaining pupils have some extra help from support staff. Teachers use these opportunities to continue to expand pupils' reading experiences, both through fiction and non-fiction texts and poetry, introducing these in the formal literacy sessions, and through extended basic skills lessons. The highest attaining pupils in Year 6 progress to independent 'free choice' books and read, for example, 'The Hobbit' and 'Harry Potter'. However, too few attractive, good quality books are available for individual reading, and the library is not well resourced to entice pupils to 'browse' at leisure. Teachers record specific details about difficulties lower attaining readers have regarding acquiring technical skills, and this information is used effectively by support staff to note the progress pupils make. A positive feature, which has helped participating pupils make satisfactory, and sometimes good progress, is the 'Better Reading' scheme whereby trained helpers hear pupils read on a regular basis.
86. Standards in writing are below national expectations by the end of Year 6. Whilst standards have improved considerably by the end of Year 2 on the basis of the 2001 National Curriculum assessments, the standard of work seen during the inspection is below average and, for a significant number of pupils, well below expectations. From a generally low level at the start of Year 1, progress is generally good with the formal skills being taught well throughout the school. However, progress is inhibited by the lack of time for pupils to practise the skills they learn across other areas of the curriculum. For example, written work in history or science does not reflect well the accurate use of punctuation, spelling and strategies for report writing that are covered by the literacy strategy. The time devoted to practising handwriting is not reflected well in the quality of pupils' written presentations, which are sometimes untidy, careless and incomplete.
87. Pupils learn to use punctuation in Years 1 and 2, and know that capital letters are used, for example, for names of people, places and special celebrations. Standards in spelling and punctuation are a weakness for average and below average attaining pupils, with pupils in Years 5 and 6 still not using speech marks and punctuation accurately enough. However, despite these errors, pupils enjoy writing and some of their story telling is imaginative.
88. The quality of teaching and learning is satisfactory overall, although some examples of good teaching were observed at both key stages during the inspection. Where teaching is good or better, teachers plan work that is well matched to pupils' needs and modify planning as the lesson progresses, to engage as many pupils as possible in question/answer sessions and discussion. In these good lessons, pace of teaching is not too challenging to overwhelm pupils, and learning, therefore, is good. Teachers manage pupils well and, when appropriate, support individuals sensitively to ensure they understand what is required. Relationships are generally good, and pupils are keen to work hard and to do well. Where learning support staff are available, they are used to help individual pupils or small groups effectively. Very good use is made of the expertise of bilingual staff and specialist language staff to raise the attainment of all pupils. Expectations are generally high and the work is sufficiently challenging for pupils from Years 1 to 4. In Years 5 and 6 the pace of teaching and learning is sometimes not so rigorous, and pupils' overall progress is unsatisfactory. The quality of marking is inconsistent varying from crosses and ticks, to brief comments, to some very detailed remarks showing pupils how to improve. Information regarding pupils' previous performance is not yet being used sufficiently, especially in some junior classes, to set

individual targets. The school recognises this as an area for development, and is considering ways of agreeing targets with pupils and parents.

89. The subject leaders are working hard to develop the teaching of literacy across the school. They recognise that some teachers lack expertise in managing the literacy hour creatively to best match the needs of their pupils. The sharing of good practice has been limited, and is an area for improvement. The school is reviewing its approaches to teaching literacy across the curriculum in order to embed the skills taught during formal literacy lessons. Whilst results of National Curriculum assessments are analysed in great detail, use of this information is limited to grouping pupils in ability sets and monitoring progress at the end of each term. Individual tracking and target setting is at an early stage of development, and the subject leaders acknowledge that the monitoring of teaching, learning and standards is a key priority.

MATHEMATICS

90. The school has worked hard to raise standards in mathematics. It has been particularly successful in Years 1 and 2 where standards rose dramatically last year. Pupil mobility, changes in staffing and previous changes in the school mean that, although there has been an overall improvement in Years 3 to 6, it is taking longer to have an impact on standards.
91. The most recent National Test results show that pupils are above average at the age of seven years compared to all schools and very high compared to similar schools. The present group of seven-year-olds is slightly below this level because of differences in the cohort. Inspection evidence shows that standards are average by the age of seven years. The reasons for the improvement in recent years include intensive support from a numeracy consultant in Years 1 and 2. Areas of weakness have been identified and addressed effectively. The quality of teaching has improved. Teachers benefit from the skills of the Reception teacher, who is a leading mathematics teacher. Pupils up to the age of seven achieve well and make good progress. Teachers ensure that pupils of different ethnic and cultural backgrounds are fully involved in the lessons. As a result, pupils with English as an additional language make good progress. Work set at different levels and good use of questioning ensures that pupils with special educational needs make good progress that is in line with the rest of the class.
92. In the most recent National Tests the attainment of 11-year-olds was in the bottom five per cent of schools and below average when compared to similar schools. The pupils had made insufficient progress over time. Inspection evidence shows that the present Year 6 pupils are below average but, given their low levels of attainment in the past, they are achieving satisfactorily. The school has used the results from assessments and tests to identify areas for development and is addressing these effectively. Pupils are set in attainment groups with work that is usually at a level that challenges them. Occasionally, there is repetition of work for the highest attainers. Pupils achieve satisfactorily in their development of mathematical skills. The teachers ensure that pupils with English as an additional language are fully included in all aspects of the lesson. In test-type situations, pupils' difficulties in the understanding of language mean that scores do not always reflect their mathematical knowledge and understanding. For example, in a Year 6 lesson pupils quickly grasped the relationship between percentages, fractions and decimal numbers but many then had difficulty in answering written questions because of their limited language skills. This problem is recognised by the school, and teachers in most classes pay particular attention to developing vocabulary and give cues to help pupils to solve written problems. Work set at different levels and support from staff ensure that pupils with special educational needs make satisfactory progress. Additional

support in 'Springboard' sessions and booster classes are helping to raise mathematical standards. There are no marked differences in the performance of girls and boys.

93. By the age of seven, pupils have a satisfactory knowledge of place value to 100, but few pupils solve problems with numbers up to 1000. Most pupils understand and identify odd and even numbers. They add and subtract using the correct symbols. Many pupils understand the concept of repeated addition, for example, when completing two-times tables. Average and higher attaining pupils identify simple fractions, such as a half. Lower attaining pupils find this difficult. In the area of shape, space and measures, pupils know some of the properties of shapes, for example, sides and faces, but measuring skills are not well developed, with some pupils having difficulty in measuring in centimetres.
94. By the age of 11, higher attaining pupils have good understanding of multiplying two digit numbers. They use a variety of methods to divide numbers. There is good knowledge and understanding of the relationship between percentages, fractions and decimal numbers. Pupils use the language of probability, using terms such as 'likely and unlikely', but are not secure in their understanding of the probability scale. In the area of shape, space and measures pupils have satisfactory understanding of symmetry. They are not confident in interpreting co-ordinates other than in the first quadrant. There is good understanding of the use of formulae to calculate the perimeter of two-dimensional shapes. Pupils have difficulties in measuring accurately. In data handling, pupils collect data and tally. They do not confidently interpret the data they have collected. Pupils find it difficult to apply their mathematical knowledge to problem solving, partly because of language difficulties and partly because of restricted opportunities in some groups.
95. The quality of teaching and learning was good and at times very good in the inspection period. Analysis of pupils' work shows that the quality has not been as high as this in the past and over time teaching and learning are satisfactory overall. No unsatisfactory teaching was seen during the inspection but the analysis of work showed some unsatisfactory elements. In the lessons seen, mental and oral starters were used effectively to develop mental mathematics skills. In a Year 5 lesson, the teacher made good use of a doubles game, number fans and white boards to develop learning and to assess what the pupils knew and understood about doubling numbers up to 100. Pupils are kept interested in most lessons because the teachers ensure there is a good pace, although, occasionally, introductory sessions are too long and pupils become a little restless. Regular oral and written questions are used effectively to develop learning. For example, in a Year 1 lesson the teacher had a good range of written questions available, such as 'Can you find me a number between 2 and 6?' Clear explanations, for example, in a lower attaining Year 5/6 group working on perimeters of shapes, help to improve pupils' understanding of mathematical concepts. All teachers manage their pupils well and, as a result, little time is lost in the lessons. Moral understanding is effectively developed because teachers make it clear what is or is not acceptable behaviour. In the analysis of previous work there were isolated examples of incorrect answers being marked correctly and, as a result, pupils would be confused. The use of marking to develop learning is unsatisfactory. There are few examples of questions, such as 'What if?' or 'Is there another way of doing this?' At times, pupils are asked to complete repetitive work when they have mastered a skill and this slows progress. Opportunities for older pupils to carry out 'real life' problems and investigations are limited. Homework is used satisfactorily to develop learning.
96. Teachers are familiar with the National Numeracy Strategy, which is applied satisfactorily. The planning for the three-part lesson is sound. The basic skill of arithmetic is taught effectively, particularly in the mental and oral starter. There are numerous opportunities to develop the four rules of number. Most teachers share with pupils what

is to be learned during the lesson. There is satisfactory use of mathematics across the other subjects, for example, when carrying out a traffic survey in a Year 1 geography lesson or recording on graphs and charts in science. The use of information and communication technology to support mathematical development is unsatisfactory. There are too few opportunities for pupils to access computers and other information and communication technology equipment.

97. Pupils throughout the school enjoy mathematics. Almost all respond positively in all aspects of the lesson. Their social skills are developed well when they work together in groups. When other pupils are speaking the majority of pupils listen very carefully. When working in groups they concentrate and apply themselves, allowing the teacher to concentrate on giving additional support where necessary.
98. There is regular assessment in mathematics to see what pupils know, understand and can do. The information gathered is used effectively to identify and address areas of weakness. The use of information to predict and track pupils' progress and attainment is at an early stage and has not yet had sufficient impact. The previous and recently appointed subject leaders for the subject give good leadership and are determined to raise standards. There has been monitoring of teaching and learning in conjunction with the numeracy consultant. This has led to an improvement in the quality of teaching. The school has involved parents by having meetings to explain what children are learning and how parents can help at home. Resources overall are satisfactory but the shortage of a wide range of good quality measuring and weighing equipment compounds the difficulties in this area. The school has made good progress since the previous inspection.

SCIENCE

99. In 2001, teacher assessments at the end of Key Stage 1 show that pupils achieved standards that were well below the national average but were close to the average for similar schools. At the end of Year 6, the pupils achieved standards that were in the lowest five per cent of schools nationally and below the average for similar schools. Since the last inspection, standards in science have been maintained at the end of Year 2. This is the first time Year 6 pupils have taken National Curriculum tests.
100. Inspection evidence shows that by the end of Year 2, standards are steadily improving and pupils are achieving broadly in line with national expectations. A significant number of pupils in Year 2 struggle with both spoken and written English and this holds back their performance. By the end of Year 6, inspection evidence indicates that pupils are achieving standards that are below expectations for their age. Standards are starting to improve in Years 3 to 6, but they are still not as good as they should be. This is because of weaknesses in the past in the quality of teaching and also gaps in the curriculum.
101. The rate of progress in Years 1 to 2 is good overall for all pupils, including those with English as an additional language and pupils with special educational needs. The good progress is because teaching in Years 1 and 2 is good overall and at times is excellent. Lessons in Key Stage 1 are carefully planned and well organised and care is taken to match work to pupils' abilities. Good attention is also given to supporting pupils who have difficulties with speaking and writing English. In Years 3 to 6, the quality of teaching observed during lessons in the inspection was satisfactory but the low standards at the end of Year 6 indicate that, in the past, the quality of teaching has been unsatisfactory. Pupils in Years 5 and 6, in particular, have significant gaps in their knowledge and understanding and their skills of performing scientific experiments and investigations are weak. Throughout the school, teachers take care to ensure that all pupils, regardless of

gender, ethnic background or ability, are included equally in all elements of science lessons.

102. By the end of Year 2, pupils have developed a secure knowledge and understanding of how to perform scientific investigations with reasonable independence. During an excellent lesson in a higher attaining set in Year 2, pupils demonstrated a good ability to work on their own in order to find out whether or not their predictions about which materials are waterproof or absorbent were accurate. In so doing, pupils showed a secure understanding of the importance of fair testing, involving keeping everything the same except one thing. Throughout Year 2, pupils are developing a good knowledge and understanding of the properties of materials. They know the difference between magnetic and non-magnetic materials and the way some materials are translucent whilst others are either opaque or transparent. Pupils have developed a satisfactory knowledge and understanding of different foods and the importance of healthy eating. Simple investigations into exercise have been used to highlight the importance of keeping fit. In Year 1, pupils are developing secure ideas about light and know that a light source is needed to see an object. Many pupils in Year 1 and 2 have restricted vocabulary that impacts upon the quality of their written work and their ability to explain what they think and know. However, discussions with pupils indicate that their knowledge and understanding is securely in line with what is expected for their age.
103. Standards at the end of Year 6 are below national expectations. Although pupils have a rudimentary knowledge and understanding of how to perform investigations, the level at which they do this is below what the pupils should and could be capable of. Most pupils are not as confident as they should be and do not plan, perform and record their work with sufficient independence and accuracy and despite the difficulties some pupils have with aspects of English, the quality of recording is not good enough. Pupils in Year 4 know and understand that some materials will retain heat but are unsure of terms, such as 'insulator' or 'conductor' to explain this. As part of an activity to test which materials are effective thermal insulators, pupils needed strong guidance from teachers in using thermometers to read temperatures. Pupils successfully followed instructions to complete a table recording changes in temperature over a period of thirty minutes and competently interpreted the data and made predictions of what would happen over time. However, many pupils were unsure of basic ideas about heat. For example, they believed that if warm water was left out for a long time, its temperature would steadily fall to zero and only a minority talked of the temperature dropping to room temperature. The pupils' difficulties in understanding aspects of English are still evident in Year 4 and they affect the performance of pupils in science. For instance, in discussions many pupils could satisfactorily explain the basic principles of the water cycle and describe the way water changes into different states, but had great difficulty using terms, such as 'evaporation' and 'condensation' accurately. By Year 6, pupils have only made very slow progress from Year 4. There are many gaps in pupils' knowledge and understanding and their development of practical skills. In a Year 6 lesson, pupils demonstrated a rudimentary knowledge and understanding of force and how it can be measured in Newtons. Pupils require a lot of direction to complete experiments and lack the confidence to plan, perform and record their work independently. Their knowledge and understanding of forces and their effects is below expectations for their age and pupils struggle to use equipment accurately to gather information and to record it appropriately.
104. The quality of teaching and learning is good in Key Stage 1. Very good use is made in Years 1 and 2 of setting pupils by prior ability so that the wide range of needs of pupils can be successfully met. Throughout Key Stage 1, teachers make high expectations of pupils to use the correct scientific terminology and pupils respond well to this, even those who have difficulty with many aspects of spoken and written English. During an excellent lesson in Year 2, the teacher focused discussions on using terms, such as 'transparent',

'translucent', 'flexible' and 'waterproof' to explain the properties of different materials and pupils responded very well to these expectations. When teachers in Key Stage 1 avoid using correct vocabulary, it causes more confusion. For example, during an activity exploring magnetism, the word 'stick' was used instead of 'attract' to describe the properties of a magnet and, as a result, some pupils developed the idea that sticky tape was magnetic. Lessons are very well organised and pupils work within clear classroom routines. Resources are very well used so that pupils develop their practical skills of investigation and experimentation very well. The expectation for pupils to plan, perform and record their activities on their own or by working with a partner, not only promotes good social skills, but also successfully develops pupils' ability to act responsibly and to use their initiative. Teachers know their pupils well and are sensitive to the ideas that pupils have about science. Well chosen activities are provided that challenge pupils' existing ideas so that misconceptions are removed.

105. In Years 3 to 6, teaching has been weak in recent years but improvements are now being made and, during lessons observed during the inspection, teaching was satisfactory overall. The new curriculum and supporting commercial scheme of work ensure that each aspect of science is taught for an appropriate amount of time. Pupils in Years 3 and 4 are successfully building on the learning made in Years 1 and 2 in terms of their knowledge and understanding of science, but expectations for pupils to work on their own to perform experiments and investigations are too low. Pupils in Year 4 responded well to activities focusing on learning about thermal insulators but their skills of measurement and recording were weak and this reduced the quality of learning and the progress they made. Some teachers struggle with their own subject knowledge and are unsure of how to teach elements of practical science. Throughout Years 3 to 6, opportunities for linking science to information and communication technology, literacy and numeracy occur incidentally, but there is no direct link planned. This reduces opportunities for pupils to apply their basic skills of reading, writing and mathematics to science lessons. Teachers in Years 5 and 6 recognise that pupils have many gaps in scientific experience, knowledge and understanding and are adjusting the content of lessons accordingly. However, there is a tendency to over direct the pupils, resulting in unsatisfactory progress in their independent learning skills. Although the pace of lessons is satisfactory overall, the length of some lessons causes a problem for some teachers. The slot for science can be two hours, and where this is the case, there are times when the time is not used as effectively as it should be. This contributes to some misbehaviour as was observed in a Year 4 lesson during the inspection. In the majority of lessons observed, pupils showed good attitudes to learning, behaved well and worked hard but, on the occasions when lessons were poorly structured so that time was not used well, a significant number of pupils misbehaved and little learning took place.
106. Throughout the school, the quality of marking in science varies and could be better overall. Important mistakes in spelling are not always corrected and pupils are not used to checking their work and responding to their teachers' comments. Teachers in Key Stage 1 know their pupils well and through teacher assessment make good use of setting groups by ability. In Key Stage 2, the use of assessment to inform planning is unsatisfactory. Teachers are currently adjusting to the demands of the Key Stage 2 curriculum and tend to teach all pupils the same work.
107. There are two subject leaders managing the subject, one in Key Stage 1 and one in Key Stage 2. Both have been in post for less than two terms but in this time they have made a very good start on evaluating how standards in science can be improved. They recognise that resources are unsatisfactory overall, that teachers need significant support and training and that there are inconsistencies in the way science is taught across the school. Their role in monitoring and evaluating what happens in science

lessons across the school and the rate of learning and standards achieved by pupils is, however, currently unsatisfactory.

ART AND DESIGN

108. Standards at the end of both key stages are in line with the national expectations and all pupils, including those with special educational needs and those who are learning English as an additional language, make satisfactory progress in relation to their prior attainment. Similar standards were reported in the last inspection and the school has made satisfactory progress since that time.
109. Pupils in both key stages learn an appropriate range of art techniques, including painting, printing, sketching and collage and develop a sound understanding of two and three-dimensional work. They gain an appreciation of the work of famous artists such as Van Gogh in Key Stage 1 and George Baselitz and Kenneth Armitage in Key Stage 2. As a result of these studies, pupils are developing an awareness of the styles and techniques used to achieve different effects. The samples of work and displays around the school do not reflect to a significant degree the increasing progression and creativity of some of the work observed in lessons during the inspection. Pupils enjoy art and design and show a desire to use an interesting variety of materials, tools and techniques in their artwork. They are eager to talk about their work in an enthusiastic manner. The suitable range of resources and activities that are available have a positive impact on their learning. In Key Stage 1, the pupils' work is often based on the style of famous artists as seen in their textured paint work to produce Rangoli patterns and the self portraits linked to the work of Van Gogh. Information and communication technology is used to develop the pupils' awareness of shape and pattern, for example, when a poster by Kandinsky was used as a stimulus. Some colour mixing skills are developed appropriately and some interesting results have been produced in the work linked to looking at shades of the colour green and the line and tone work using a viewfinder. Some pupils use a computer programme to draw interesting firework pictures.
110. Portrait painting is developed further in Key Stage 2 in the work linked to history on portraits of rich people in Tudor times, using a variety of suitable materials to fill in the outlines of the portrait and provide a collage. Drawing skills are developed in the key stage and pupils demonstrate increasing skills, drawing from memory, observation and imagination. Examples of pupils' increasing competence are seen in their drawings depicting feelings of misery, happiness, anger and depression. Pupils in a Year 6 lesson experimented with collage techniques very successfully to create exciting figures and forms in motion, sitting, running and jumping. There are insufficient planned opportunities for the pupils to use information and communication technology to support learning in art and design, particularly at Key Stage 2.
111. The quality of teaching and learning overall is satisfactory and some good teaching was seen during the inspection. The teachers manage and organise their classes competently. Their instructions are clear, and they and some of the classroom assistants support the pupils well, providing plenty of help and encouragement when needed. Relationships between teachers, support staff and pupils are good. In most lessons there is a strong emphasis on pupils acquiring and extending their skills. The teachers support pupils well with ideas and appropriate resources and encourage them to modify their work after reflecting on its strengths and weaknesses. At the time of the inspection there was no designated subject leader for art but the school is in the process of making an appointment.

DESIGN AND TECHNOLOGY

112. Standards of pupils' work at the age of seven are satisfactory. All pupils in Years 1 and 2, including those with special educational needs and those who are learning English as an additional language, make steady progress. However, for pupils in Years 3 to 6, learning opportunities are limited because of a poor level of resources. This is a significant reason why pupils in Key Stage 2 are not achieving high enough standards of work by the time they are eleven. The progress made by Key Stage 2 pupils, including those with special educational needs and English as an additional language, is unsatisfactory.
113. Pupils in Years 1 and 2 achieve average standards in the work they produce in their lessons, but opportunities to experience a sufficiently wide range of learning activities are curtailed by an inadequacy of materials. Added to this there are too few books or other sources of ideas for teachers to use to help them plan their lessons. Nevertheless, in both year groups, the teaching promotes and encourages the pupils to create their own designs and evaluate the success of their ideas. Pupils gain experience of designing and making carrier bags using plastic or strong paper. They evaluate the most suitable material for carrying water, wheat, fruit and vegetables. When answering questions about their work most pupils could explain the merits of each type of material and the importance of selecting the best method to seal the sides and attach handles. However, their use of descriptive language is limited and does not reflect the level of knowledge and understanding of the processes they use. Teachers frequently make effective links between literacy and design technology by selecting well-known stories as a stimulus for pupils' work. For example, pupils were set challenges to find out ways in which 'Little Miss Muffet' could catch the spider. In a Year 1 lesson, pupils consolidated this aspect of their learning when they designed and made scenes with moving parts based on the story of 'Cinderella'. As part of this, they investigated methods of joining fabric, including sewing and the use of glue, staples and sticky tape. However, no opportunities were provided for them to use information and communication technology in designing their scenes. The standard of pupils' work, whilst satisfactory, could be even better if teachers provided more constructive comments when evaluating their work.
114. Teaching and learning in Years 3 to 6 continue to be satisfactory, although, the range of learning experiences pupils receive is limited by the serious shortage of resources. In spite of this, some lessons observed during the inspection were well taught. In two Year 3 classes, for example, where the quality of teaching was good and very good, pupils made significant progress and the work they produced was of a good standard. In discussion, pupils generated good ideas about the best forms of packaging for a range of objects, including a house plant, a soft toy and a ceramic money box. Skilful teaching challenged pupils' discussion and evaluation of various materials. The pace of learning was lively and, as a result, there was a sense of urgency and excitement throughout the lesson. Pupils demonstrated an eagerness to complete their task and share some innovative ideas about making products attractive, an important feature in making the package marketable. However, in a parallel class, because the lesson was more controlled by the teacher, the more able pupils were not given enough work which challenged them. Pupils in Year 5 make better progress than the oldest pupils in Year 6. This is because both year groups are taught the same lessons. As a result, whilst the work is suitable for Year 5, it lacks adequate challenge for the oldest pupils. Consequently, by the time pupils are eleven they have not made enough progress and their work is not of a high enough standard.
115. Pupils enjoy the practical aspects of the subject. They work together safely and sensibly. Older pupils discuss their work objectively, offer and receive help willingly, whilst being sensitive in how they discuss the work of others in the class. However, their limited experiences mean that, in discussion about their work, they are not sufficiently confident

to suggest how to utilise options, such as electrical components, information and communication technology control or mouldable materials. There is no subject leader within Key Stage 2 for the subject. Because the school occupies a split site, the subject leader in Key Stage 1 has no opportunity to influence the quality of teaching and learning in the other part of the school.

116. Lack of resources, lack of detailed planning that fully reflects the National Curriculum and unsatisfactory assessment procedures are weaknesses which are repressing standards and insufficient progress has been made in this subject. Whilst design technology now appears as part of the planned curriculum on class timetables there are no monitoring procedures in place to ensure that lessons take place and to ensure that pupils produce satisfactory standards of work. Teachers who lack confidence in teaching the subject are further disadvantaged, as they have no opportunity to share the more effective practice of competent colleagues. In spite of all these difficulties teachers are committed to providing the best education they can for their pupils and frequently supplement the poor resources with materials they purchase themselves.

GEOGRAPHY

117. By the end of both key stages, pupils' work in geography is at a level that is broadly in line with that expected for their age. Pupils, including those with special educational needs and those who are learning English as an additional language make satisfactory progress in developing their skills, knowledge and understanding. Standards in the last inspection at the end of Key Stage 1 were also judged to be satisfactory.
118. In Key Stage 1, pupils develop appropriate mapping skills by drawing simple plans of objects and of their routes to school. Their detailed study of Leeds Old Road, which included an interesting traffic survey, gave them an appropriate awareness of their own locality. They further developed their knowledge of the locality in the lesson on making their immediate area safer by identifying dangerous features immediately surrounding the school. This lesson also provided an ideal opportunity for pupils to become more aware of Road Safety issues. Pupils are gaining a satisfactory knowledge of countries other than their own in tracing the journey of their friend Ekoko the bear from Nigeria. Higher attaining pupils are able to identify five other countries other than their own using a map of the world.
119. In Key Stage 2, progress is satisfactory and pupils are beginning to work effectively on the acquisition and application of subject specific skills. They use geographical language appropriately in their written work linked to their comprehensive study of St. Lucia, which includes the study of the island's main produce, bananas, and the main areas of work undertaken by the inhabitants. Older pupils have a good appreciation of where water comes from, what is done with it and how it is used in our everyday life. Pupils show an appropriate knowledge and understanding of the purpose and meanings of symbols on maps through their work on a map for a typical village.
120. The overall quality of teaching is satisfactory. Evidence gained from examining the pupils' books and the teachers' planning, from talking to the pupils and teachers and from the direct observation of lessons, indicates that there are satisfactory features in the teaching. These features contribute to the overall progress of pupils. The quality of the teachers' planning is satisfactory as it does build on pupils' previous learning. There is little evidence of the assessment of pupils' work being used effectively to identify future learning. The use of information and communication technology to develop learning in geography is unsatisfactory. Teachers do not plan to its use and consequently valuable

learning opportunities are missed. Resources are judged to be satisfactory in quantity and quality.

HISTORY

121. The pupils' attainment at the end of both key stages is below average and the pupils make unsatisfactory progress. Throughout Years 1 to 6, pupils with special educational needs and those learning English as an additional language make similar progress to their classmates. Standards at the end of Key Stage 1 are similar to those at the time of the last inspection.
122. By the age of seven, pupils have some understanding of chronology and of how things change over time, such as the clothes people wear and the things people choose to do in their leisure time. Past events in British history often capture their imagination. In discussion, a minority of more able Year 2 pupils talked enthusiastically about the Gunpowder Plot and how we still remember those events on 'Bonfire Night'. With encouragement they could remember that Florence Nightingale was a famous nurse, although some thought she was a doctor, and that the Great Fire of London happened a long time ago. However, the quality of work produced by pupils of the same age, but in different classes, is inconsistent. All pupils study the same aspects of the curriculum, but too much emphasis is placed upon the use of mundane worksheets in some classes. Pupils are not encouraged to write about what they have learned using their own ideas and by drawing upon information they have been given. Because much of the work is mundane, many pupils do not like the subject, make too little effort and show little pride in their work. This was particularly evident in one lesson observed where teaching and learning and the pupils' attitudes and behaviour were unsatisfactory. .
123. At age eleven, pupils have a vague knowledge about key dates, events and periods in British history. Their level and range of knowledge is not adequately developed so they have too little confidence to explore arguments about past events. Pupils' experience of the history of other eras and cultures, such as the Romans, Vikings and Victorians, is superficial. Pupils are given too few opportunities to examine different perspectives and aspects they find of particular interest. More confident teachers are better at exploiting this teaching strategy. During the inspection a good example was observed in a Year 3 class where the teacher was adept at drawing pupils' attention to the differences between rich and poor people of Tudor times. As a result, some of the more able pupils could draw comparisons between life five hundred years ago and that of today. They raised points, such as the rich today, as then, are still employers, whilst the poor continue to be employees.
124. Throughout the key stage, opportunities are planned for pupils to learn about ancient civilisations, including the Greeks, Romans, Egyptians and Anglo-Saxons. However, in discussion with a group of year 6 pupils, they could recall little of what they had learned, beyond some superficial facts. They knew the Romans came from Rome and a significant event for the Ancient Greeks was the Battle of Marathon. Their knowledge and understanding of the Ancient Egyptians and World War II are poor.
125. Six history lessons were observed during the inspection and in two of those the teaching was good. Over time, the quality of teaching in history throughout the school is satisfactory. In the Year 3 lessons, where teaching was good, pupils made greater gains in their knowledge and understanding of the impact the Tudors had on industry and commerce because the teachers made learning exciting. Pupils were encouraged to debate fact and opinion in relation to the lifestyle of servants. This resulted in pupils showing good levels of concentration and an eagerness to learn. In the lessons, all

groups of pupils made good progress because the work they were required to complete was challenging. The teachers' own love of the subject and their secure subject knowledge was central to good teaching and learning. A good command of the subject was shown through a mixture of questioning, prompting and explaining and was effective in getting pupils to confidently share their views. To achieve this quality of teaching and learning, teachers have to be innovative and imaginative in their approach to the subject. This is because there are too few resources to help them teach the planned curriculum well. Staff do not lack skills, but they do lack adequate books, reference materials, artefacts and computer software to bring the subject to life.

126. The school has established a programme of visits and visitors to help pupils enjoy learning about events from the past. Pupils have been to places, such as the Industrial Museum in Bradford and Clark Hall in Wakefield. However, within the immediate vicinity of the school the rich local heritage is not so well used. In few classes are opportunities provided for pupils to develop their research skills and then write extended accounts of what they have discovered. The school is now using the national guidelines to help teachers plan their lessons to enable pupils to make better progress and to develop a wider knowledge and understanding of the subject.
127. The role of the subject leaders is unsatisfactory and they have not been enabled to fulfil their roles and responsibilities. Appropriate assessment procedures for monitoring pupils' performance have not been implemented and no evaluation of the quality of teaching and learning in the subject has been undertaken. The weaknesses in the management of the subject are adversely affecting the educational direction of the subject throughout the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

128. At the time of the previous inspection, levels of attainment were judged to be below average at the end of Key Stage 1 and at the end of Year 4 and progress was unsatisfactory. Standards in information and communication technology are now average at the end of both key stages and the school has made good progress since the last inspection. Progress in both key stages is good and frequently very good in some aspects in Key Stage 2. Improvements are due to improved teacher knowledge, regular teaching of basic skills and the availability of better equipment. Because of technological problems beyond the control of the school, there is still no access to the Internet and this inhibits the use the school makes of this resource.
129. At the end of Key Stage 1, pupils' attainment is in line with the standards expected nationally. Attainment is consistent across all the National Curriculum areas of using, exploring and examining equipment, communicating and handling information and controlling and modelling. Pupils log on to the computer, identify and use different tools within specific programs and use the mouse confidently and competently to locate information. They write and change text, using appropriate keys, and draw pictures, selecting from a range of suitable tools. There are some good links with art and design. For example, in a good Year 2 lesson, the teacher used a poster by Kandinsky as a starting point for one of a series of lessons for a discussion on shapes and patterns created by black lines. The pupils then experimented with creating their own shapes and patterns and learned how to use a variety of techniques to fill in spaces with colours and styles. Younger pupils use programmable toys to learn about distance and angles of turning but this could be developed further throughout the key stage.
130. By the time they leave the school at eleven, most pupils are achieving broadly average standards. Most pupils achieve good keyboard skills as a result of the regular teaching

and opportunities to use computers. Word processing skills are developed systematically, building effectively on the skills learned in Key Stage 1. In a good Year 4 lesson seen during the inspection, the pupils were seen producing a school newspaper and were confident in accessing files, inserting pictures, adding and changing text, and altering fonts. During the course of the lesson they learned how to make global changes to text and used the skills effectively. The pupils' skills in using a publishing program are above what one might expect for pupils of this age. Older pupils have a secure understanding of how computer programs can be used for modelling. For example, in a very good Year 5 lesson, the pupils were given the task of designing the internal layout of a classroom, a pertinent task in view of the impending move to new premises. The pupils demonstrated good mouse skills, picking up pictures of desks and finding the best position. They learned how to rotate and flip pictures by a specified number of degrees. Year 6 pupils demonstrated good skills in using computers to produce a multi-media presentation. Photographs, some taken by the pupils using a digital camera, are inserted into a slide show and the pupils improve their ability to refine and present the information.

131. The quality of teaching and learning is good overall and frequently very good for those pupils in Years 5 and 6. Teachers with expertise in information and communication technology take most of the lessons and this has a good impact on the progress made by the pupils. In the best lessons, the teachers have high expectations of what the pupils will achieve and the pupils respond accordingly, producing work and demonstrating skills that are above national expectations. In Key Stage 2, the teachers make excellent use of the computer suite, and their high level of skill in using computer projection equipment enables them to teach with confidence. As they ascertain the level of pupils' understanding, they make good use of this facility to reinforce learning points to the whole class. The specialist teachers assess the pupils' progress very effectively and make good use of the data to plan future lessons. However, class teachers do not make sufficient use of the information to plan learning in other subjects. Whilst the use of specialist teachers has resulted in improved skills for the pupils, the negative side is that too little use is made of computers by class teachers to develop knowledge in other subjects. These teachers are not aware of what the pupils can do and planning does not identify how appropriate use will be of information and communication technology in subjects, such as history, geography and science. The pupils have very positive attitudes towards information and communication technology in both key stages. They co-operate very effectively, and more able pupils pass on their understanding to others willingly. Their enjoyment of the subject is enabling them to make consistently good progress.
132. The subject leader is well aware of the shortcomings in the subject and much has been achieved in a short time. The specialist teachers assess the pupils' progress very effectively and make good use of the data to plan future lessons. However, class teachers do not make sufficient use of the information to plan learning in other subjects. The establishment of a computer suite is ensuring all pupils in Key Stage 2 are being taught information and communication technology on a regular basis and the process of using specialist teachers has improved the pupils' progress. Because of the nature of the site, pupils in Key Stage 1 do not have access to the computer suite, but staff are compensating by ensuring that pupils are taught regularly in small groups, enabling them to develop a satisfactory level of skill.

MUSIC

133. Throughout the school pupils, including those with special educational needs and those who are learning English as an additional language, attain the standards expected for their age and achieve well at Key Stage 1 and satisfactorily at Key Stage 2. The picture at the last inspection was of above expected standards at Key Stage 1 and in line by the end of Year 4, apart from singing, which was below average. Satisfactory progress has

been made since the last inspection. A decision was taken in 2000 to buy in specialist music teaching for one and a half days each week from the local music service. This enables all pupils in Key Stage 2 to have a regular weekly lesson with a music specialist. In Key Stage 1, a rolling programme operates where for half the term the lessons are taught by a specialist teacher and the rest of the time by the class teachers. The teaching observed was from one of the two music specialists employed by the school. The provision is good in lessons because of the effective teaching.

134. The very good teaching for the pupils in Key Stage 1 is successfully helping them to sing tunefully and to play instruments with a good sense of rhythm. Progress is good in lessons. Although some pupils struggle at times to remember the words and diction is not always clear, all pupils enjoy their music making sessions. They are prepared to put a lot of effort into practising and improving their singing and are building up a good repertoire of songs. Very good methods are used in the teaching to help pupils create and develop their musical ideas and early composing skills. Whether they are copying a simple rhythm, keeping to the beat of the music, or adding actions to the songs, the activities chosen are varied and purposeful and help the pupils to learn important skills and make good progress. Throughout the lessons they are extremely busy, listening and making music together and being challenged well through the high expectations of the teacher.
135. Good teaching and sound progress made by the pupils in Key Stage 2 helps them to develop and extend their musical ideas further. During the inspection pupils worked very hard to maintain a different ostinato pattern in their group composition by clapping and playing instruments together. They listened carefully to the teacher's constructive feedback and by the end of the lesson were maintaining their parts well, with good levels of accuracy and control. The quantity and range of instruments is good and they are used well in most lessons. Singing is generally tuneful, but diction and phrasing needs further development. Pupils listen to a variety of music in lessons and assembly and have a basic knowledge and understanding of its structure. The more creative side of composing together in groups has not had as much coverage in the school. Pupils have few opportunities to work on their own in order to plan and perform their compositions together. Older pupils still rely heavily on the teacher for instructions and guidance and do not readily show initiative in lessons.
136. The music specialist observed is very enthusiastic as well as being highly skilled. She motivates the pupils extremely well. Because of this, there is a good level of interest and a keenness to do well. At Key Stage 1, the teachers join in with the lesson and provide good support, not only for the specialist teacher, but also for the pupils. Because of the enhanced staffing levels, pupils significantly improve their performance in the lesson and achieve well. Of equal importance are the training benefits for these teachers in observing the good practice of the teaching of music. At Key Stage 2, the teachers do not take advantage of this arrangement and this explains why the progress and teaching are better overall in Key Stage 1.

PHYSICAL EDUCATION

137. By the end of both key stages, pupils demonstrate standards of skill and performance that are in line with national expectations and they make satisfactory progress throughout the school. Standards have been maintained since the last inspection.
138. In Key Stage 1, pupils successfully control their body movements to represent moods and feelings, as seen in a Year 1 lesson when the pupils were able to respond to the stimulus of the music to illustrate different moods and feelings. Pupils in the key stage are able to travel in a variety of ways and are starting to combine the movements to form a sequence. They have an appropriate awareness of space and are well co-ordinated. They change the direction, speed and level of their movements to add variety to their work, and are able to hold a balance. Pupils welcomed and benefited from opportunities to observe and evaluate the performance of others in order to improve their own actions.
139. In Key Stage 2, pupils learn to refine their movement skills and can evaluate both their own performance and that of others. Pupils approach all physical activities with obvious enthusiasm and good levels of application. In gymnastics in a Year 6 lesson, pupils understand the need to warm up and carry out a variety of flexing and stretching exercises following a gentle jog around the hall. In a Year 4 lesson, pupils worked at producing a variety of balancing exercises. By Year 6 pupils use space well, understand what they have to do and work thoughtfully on improving their own performance. Teachers using demonstrative techniques in an effective manner enhance their work. Pupils control their movements well when working at different speeds and some are developing good handling skills when controlling the flight of a shuttlecock as seen in a Year 6 lesson.
140. The quality of teaching and learning is satisfactory overall in both key stages. Most of the teachers are confident in their own subject knowledge and deliver appropriately planned and organised lessons that move at a satisfactory pace. Instructions are clear and the lesson objectives are shared with the pupils. All teachers are very aware of the safety issues in physical education and ensure that pupils carry out all activities without the risk of harming themselves or others. Good use is made of demonstration. Relationships are good and teaching styles are encouraging, supportive and friendly. There is much enjoyment in many of the physical education lessons and this is due to the teachers and the way in which they value the pupils' contribution and encourage them to do even better. A sports coach from Bradford Bulls Rugby club regularly leads training sessions after school, making a significant contribution to the subject.
141. The two subject leaders provide a balanced curriculum based on nationally recommended guidelines. They provide useful support for their colleagues but do not as yet monitor and evaluate the delivery of their subject at classroom level.

RELIGIOUS EDUCATION

142. The school has made unsatisfactory progress since the previous inspection. Standards at the end of Year 6 are below the expectations of the locally agreed syllabus and pupils are not achieving as well as they could. Insufficient time is allocated to teach the required programmes of work and there is a shortage of resources to enable the subject to be taught effectively. Because of these weaknesses, pupils have a limited understanding of the key people, teachings and events of different faiths. Currently, the pupils in Key Stage 2 are spending less than half the time recommended by the agreed syllabus. Although some cross-curricular links are made with personal and social education lessons, these are not enough to make up the time.

143. At the end of Year 2, standards are in line with the agreed syllabus and pupils are achieving satisfactorily. Resources are also a relative weakness at Key Stage 1, and this affects the quality of teaching at times. However, pupils spend twice as long on the subject as they do in Key Stage 2 and are covering the requirements of the syllabus.
144. By the end of Year 2, pupils have a satisfactory knowledge and understanding of different religious festivals. They are more knowledgeable of aspects of Islam than any other faith, but they remembered well their visit to the local church and could identify and describe some of the special objects, symbols and events of Christianity. An important and successful part of the teaching is the opportunity pupils have to reflect on the values they share with each other. This is helping them to develop a good moral awareness and an understanding of forgiveness, tolerance and care for others. Although questioning skills by the teachers are usually good, they do not always encourage the pupils to answer in whole sentences, accepting instead single words or short phrases. This slows the pupils' progress in gaining confidence and fluency in their spoken language.
145. By the end of Year 6, pupils have a good knowledge of Islam, but only a superficial understanding of Christianity and other faiths. Because of this, they are unable to make any meaningful comparisons between different religions in terms of people, beliefs and values. Pupils are also not gaining enough knowledge and understanding of other faiths for them to be able to reflect on the significance and meaning of the important aspects of different religions. Teachers do not explore a wide enough range and variety of approaches to writing to motivate pupils to want to write and learn.
146. The teaching at Key Stage 1 is satisfactory. In the lessons observed at Key Stage 2 the teaching was good. However, over time, the teaching and progress has been unsatisfactory because of the lack of time to teach the important skills that help pupils to acquire enough knowledge and understanding. There is a shortage of resources, visits and visitors and, as a consequence, pupils have not had the experiences they need to interpret and evaluate how religions show a commitment to their faith. For example, pupils in Year 6 have very little awareness of the similar features that religions share, such as holy books and places of worship.
147. There are good features to the teaching at both key stages. Most teachers have a competent knowledge and understanding of the subject and this helps them to ask probing questions to make pupils think. A very successful feature is the way many teachers positively celebrate the pupils' own faith and make it an important part of the lesson. For example, when discussing the Five pillars of Islam, the pupils in a mixed Year 5 and Year 6 class shared their experiences of Ramadan together. Interest levels were high and pupils learned a lot about the Muslim way of life. However, in this and other lessons at Key Stage 2, time ran out and there was insufficient time to complete the lesson and particularly the written task.
148. Relationships in the school are good and teachers place a strong emphasis on developing the feelings and emotions of the pupils. Although time is short in religious education lessons in Key Stage 2, there are opportunities in 'Circle Time' and personal and social education for pupils to reflect and consider important spiritual, moral and social issues. Religious education makes a good contribution to these aspects of pupils' development and a satisfactory contribution to cultural awareness. However, there is a shortage of visual displays around the school to reflect the multi-cultural aspect of religion. Also, very little of the pupils' own work in religious education is displayed or celebrated, especially in Key Stage 2.

149. Although the co-ordination of the subject has been unsatisfactory in the past, there are now signs of improvement. A new co-ordinator has recently been appointed and she has started to monitor the planning and identify areas for improvement. She does not, however, play any part in the monitoring of standards. The new agreed syllabus is being introduced into Key Stage 2 early next year. The co-ordinator is aware of the shortage of time for the subject and will be discussing the way forward with the senior management team. She is also looking at suitable systems for assessment, as none are currently in place. At the moment, information and control technology is not being used to support the research and recording aspect of the subject.