

INSPECTION REPORT

HOLYCROFT PRIMARY SCHOOL

Keighley, Bradford

LEA area: Bradford

Unique reference number: 107261

Headteacher: Mr. A. Neal

Reporting inspector: C.D. Loizou
18645

Dates of inspection: 29 October – 1 November 2001

Inspection number: 230732

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Victoria Road
Keighley
Bradford
West Yorkshire

Postcode: BD21 1JF

Telephone number: 01535 604183

Fax number: 01535 604183

Appropriate authority: Governing body

Name of chair of governors: Mr. M. Toch

Date of previous inspection: 18 May 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18645	C.D. Loizou	Registered inspector	Information and communication technology Design and technology	How high are standards? How well are pupils taught? How well is the school led and managed?
19741	T. Smith	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?
25509	J. Clarke	Team inspector	Science Art and design Geography	How good are the curricular and other opportunities offered to pupils?
31012	A. Welch	Team inspector	Mathematics Music Religious education	
11922	J. Watkins	Team inspector	Equal opportunities English Physical education	
18342	M. Spark	Team inspector	Foundation stage English as an additional language History	
11510	K. Oglesby	Team inspector	Special educational needs	

The inspection contractor was: Quality in Focus
 Thresher House
 Lea Hall Park
 Demage Lane,
 Lea-by-Backford
 Chester CH1 6LP

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
 Inspection Quality Division
 The Office for Standards in Education
 Alexandra House
 33 Kingsway
 London
 WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	18
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	21
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	23
HOW WELL IS THE SCHOOL LED AND MANAGED?	24
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	26
PART C: SCHOOL DATA AND INDICATORS	28
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	32

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the town of Keighley near Bradford. Most pupils live in the immediate area. Pupil mobility is high because many families are housed in temporary accommodation. Under local authority reorganisation last year, the school became a primary school having formerly been a first school. There are 320 pupils on roll between the ages of four and eleven years, which is above average. There are also 56 part-time three-year-old children (28 full-time equivalent) in the school's Nursery. The school was last inspected in 1998 when it was a first school accommodating pupils between the ages of three and nine. The governors recently appointed a new headteacher. Thirty-three per cent of the pupils are eligible for free school meals, which is above the national average. Twenty-six per cent of pupils are on the school's special educational needs register, which is above average and two per cent have statements of special educational need (SEN), which is high compared to most schools. Forty-four per cent of the pupils are learning English as an additional language, although there is a higher proportion of pupils in the Nursery and Reception classes who are in the early stages of English language acquisition. The school admits up to 60 four-year-olds into its Reception classes and most have attended the Nursery. The attainment on entry of the majority of children on entry to the school is well below that expected for children this age.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory standard of education. The teaching and pupils' achievement are satisfactory. Although the teaching is satisfactory, standards are low because the pupils make satisfactory progress from a very low baseline on entry. There is satisfactory leadership and management provided by the governors and subject co-ordinators. The new headteacher and deputy headteacher are providing good leadership and are giving clear direction and focus towards raising standards. Standards are improving slowly but are low in the core subjects of English, mathematics and science. The pupils learning English as an additional language make satisfactory progress but could do better. The deployment of bi-lingual support staff is not sufficiently focused to support those pupils who are bi-lingual learners. The pupils with special educational needs make satisfactory progress. The school provides satisfactory value for money.

What the school does well

- The pupils make good progress in mathematics in Years 1 and 2 and in art and design throughout the school.
- The children in the Reception year achieve well and make good progress because they are taught well.
- The teaching of English, mathematics and science in Year 6 is very good, enabling the pupils to achieve well in these subjects from a very low baseline.
- The personal and moral development of the pupils is very good. This is having a positive impact on their attitudes to learning, their behaviour and relationships across the school.
- The new headteacher, together with the deputy headteacher, provides good leadership, clear direction and focus on raising standards.

What could be improved

- Attainment in English, mathematics and science.
- Improve the teaching and assessment, especially where the pupils only make satisfactory progress, so that more lessons match the good and very good lessons seen in parts of the school.
- Raise attainment and improve the teaching of information and communication technology.
- Improve the management of bi-lingual support staff so that they are better deployed to meet the specific needs of those pupils who are in the early stages of English language acquisition.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1998 and has made satisfactory progress since then. The staff and governors have addressed the issues raised, particularly in improving curriculum planning. Although some teachers make regular and accurate assessments of their pupils' progress, this is inconsistent across the school and is reflected in teachers' marking and record keeping. The teaching of basic skills has improved because teachers use the National Literacy and Numeracy strategies well to plan their

lessons but inconsistent expectations mean that pupils make better progress in lessons where the teaching is much more challenging. The information and communication technology curriculum (ICT) has not improved, resulting in low standards. The capacity for the school to improve is good. The staff are responding well to the initiatives and improvements to staffing which have focused on raising standards in the core subjects of English, mathematics and science.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
Reading	E	D	E	C	well above average A above average B average C below average D well below average E well below average E* and in the lowest 5% of schools
Writing	D	E	E	D	
Mathematics	E*	E	C	A	

(The "similar" in the table above refers to the percentage of free school meals and not the size of the school.)

The majority of children starting school in the Reception year are still in the early stages of English language acquisition and, consequently, standards are well below average for their age. They make good progress in the Foundation Stage, especially in the Reception year where the teaching is good. By the end of the Reception year most are not likely to reach the expected levels for children of this age because the large majority do not speak or use English regularly at home. They make very good progress in their personal, social and emotional development, and reach the early learning goals by the time they begin Year 1. The school sets targets for the pupils, which are usually met, although the National Curriculum test results for 7-year-olds in 2000 were below national averages in reading and writing and average in mathematics. A high proportion of pupils are on the special educational needs register and this affects the overall results. The most recent results for Year 2 in 2001 show steady improvement in reading and writing scores compared with the 2000 results, indicating rising standards, although mathematics results were slightly lower. Writing results were below average in 2000 compared with similar schools and reading standards were average. Mathematics standards in 2000 were well above average compared with similar schools. Inspection evidence shows that standards in reading and writing by the age of seven are well below those expected and in mathematics, standards are slightly better but are just below average.

By the end of Year 6, standards are well below average in English, mathematics and science. The high proportion of pupils with special educational needs and high pupil mobility affect standards. The school's analysis of those pupils who started in the Reception year and were tested in 2001 shows that they made satisfactory progress from a very low baseline. The pupils for whom English is an additional language make satisfactory progress but support for the pupils who are in the early stages of English language acquisition is lacking. Consequently, they struggle to read and comprehend what they are reading and this has an effect on standards in national tests. Standards in information and communication technology (ICT) are well below those expected by the age eleven because the provision and teaching of ICT are unsatisfactory. Standards in art and design are above those expected across the school. This is mainly attributable to good teaching and the well-planned art and design curriculum. In other subjects, including religious education, standards are in line with those expected by the end of Year 2 and Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils' attitudes to learning, to school and to each other are good.
Behaviour, in and out of classrooms	The standard of behaviour is good. This is helping to create an orderly and effective learning environment. There were some exclusions last year.

Aspect	Comment
Personal development and relationships	This is good. The pupils show maturity and relationships are good across the school. The pupils support and help each other well.
Attendance	Attendance levels are below average but improving. Unauthorised absence rates were high but have been reduced considerably. Some families are not punctual and the school follows these up regularly.

TEACHING AND LEARNING

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

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

Whilst the teaching is satisfactory overall it ranges from unsatisfactory to excellent. This is a satisfactory improvement since the previous inspection. The teaching and standards in ICT have not improved since the last inspection. The very little unsatisfactory teaching seen resulted in some inappropriate behaviour from the pupils because the teaching lacked clear objectives. The pupils achieve satisfactorily in relation to their very low attainment on entry to the school. The teaching is strongest in the Reception year and in Year 6, where the pupils are making good progress. Most teachers fail to assess how well the pupils are doing. Bi-lingual support for those pupils learning English as an additional language is insufficient in some classes. Literacy and numeracy lessons are well planned but more could be done to improve writing skills and develop the pupils' research skills. The pupils who have special educational needs are well supported by classroom assistants, enabling them to make satisfactory progress. The children in the Reception year and pupils in Year 1 make good progress because the pupils are provided with practical tasks that stimulate and motivate them. In Years 3 to 6 the teaching is satisfactory with very good features in Year 6, where the teaching is particularly demanding of the pupils. Art and design is well taught across the school, resulting in standards that are above those expected by the end of both key stages.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory and meets statutory requirements. The ICT curriculum is unsatisfactory, consequently standards are too low in ICT.
Provision for pupils with special educational needs	The pupils receive good support. Those with learning difficulties are identified early and are provided with appropriate support in lessons.
Provision for pupils with English as an additional language	Insufficient provision is made for them through bi-lingual support as this is inconsistently used across the school. The management and deployment of bi-lingual staff is unsatisfactory and impacts on learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good and is supported through daily acts of collective worship. Art and design makes a significant contribution to the pupils' social and cultural development. Very good provision is made for the pupils' personal development and there is very good health education.
How well the school cares for its pupils	There is a good level of care provided. Teachers' assessments of their pupils' progress are unsatisfactory and are not informing their planning. This affects their progress because in some lessons the pupils are not building on the work they have covered previously.

Parents are pleased with the school. They say that their children are well cared for and are particularly pleased with the way the school improves the pupils' personal and social development. The school is doing well to develop effective links with other schools and institutions. The school is very successful in

promoting personal, social and health education and use outside agencies very well, for example, the “Life Caravan” which was operational during the inspection week.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher provide good and effective leadership. They enable the staff to work as a team and focus on improving standards. They monitor lessons and provide support to improve the teaching and pupils’ learning.
How well the governors fulfil their responsibilities	The governing body provides satisfactory support. They are committed to the school and understand its strengths and weaknesses. They fulfil their statutory duties but there are some omissions in their annual report to parents.
The school’s evaluation of its performance	This is satisfactory because the new headteacher has set out a very clear and challenging agenda for school improvement. This perceptive and thorough analysis establishes clear priorities in the school’s development plan.
The strategic use of resources	This is satisfactory. The school manages its finances to ensure value for money when committing resources and school funds.

The school’s accommodation is improving considerably now that the re-building and reorganisation programme is being completed. In a very short time, the headteacher has reviewed and audited the school’s future needs, recognising its weaknesses, especially in relation to standards. There are good plans to improve the school, including the provision for ICT and by improving the teaching further by involving the staff more in assessments of the pupils and target setting. The management of bi-lingual support is currently ineffective as it is not being targeted consistently in those classes where there is greatest need.

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. • The teaching is good. • They feel comfortable approaching the school. • The school is helping their child become mature and responsible. 	<ul style="list-style-type: none"> • Behaviour in the school. • The amount of homework provided. • The information provided by the school. • The range of activities outside lessons.

Very few questionnaires were returned (14 per cent) but there was a very good turnout of parents at the pre-inspection meeting. The views expressed in the questionnaires are listed above and some of these contradict the overwhelming views expressed by those parents who attended the meeting. For example, at the meeting the parents believe that behaviour is good and inspectors agree with this view. Inspectors have judged that homework is satisfactory, although the amount provided varies from class to class. The quality of information provided by the school and extra-curricular activities are good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. On entry to the Nursery the children's attainment is well below that expected of children this age. A large proportion of children who first start Nursery are in the very early stages of English language acquisition. This affects the amount of progress they make in their development of language and communication skills. The children make satisfactory progress in all areas of learning, except in their personal and social development where they make good progress. The children begin to talk and play together although many of them depend on adult guidance to help them integrate with other children when they first start in the Nursery. The children soon settle into routines, for example, when choosing to paint or play with construction toys. They share resources and co-operate well with other children as soon as they feel comfortable with their surroundings and with the adults who care for them.
2. The children learning English as an additional language do as well as can be expected in the Foundation Stage where staff work hard to support their learning. Despite the high quality of the teaching in the Reception year, progress is no better than satisfactory because of the lack of focused support for the development of skills using home languages. An increasing proportion of children are entering the Nursery or Reception year with very little or no English spoken at home. This increase in demand requires more effective bi-lingual support staff to work alongside the children. Consequently, the children who are in the very early stages of English language acquisition are not always receiving appropriate support, especially in their own home language.
3. The children's attainment on entry to the Reception year is well below the standards expected in speaking, listening, reading, their knowledge of letter sounds and in their mathematical development. Twenty-six per cent of the pupils are identified as having special educational needs, which are mainly associated with language, emotional and behavioural difficulties as well as difficulties with speaking and listening skills. They have made good progress in their personal development and show very good attitudes to learning which is helping them to settle quickly in the Reception classes. The children make good progress in both classes but, by the time they reach the end of the Reception year, their attainment is still below the standards expected of children this age in all areas of learning, except in their physical development and in their independence as part of their personal, social and emotional development, as the children reach the expected levels for their age. The school has maintained standards and its good provision in the Foundation Stage since the previous inspection but there has been significant improvement in the standards achieved by children in the Reception classes in all areas of learning because the teaching is much more effective compared with that seen in the Nursery. From a very low baseline, the children make good progress over time although they do not reach the standards expected of children this age mainly because of the acute language difficulties the majority of children experience as they begin to learn spoken English.
4. The standards achieved by the majority of 7-year-olds in the 2000 National Curriculum tests were well below the national average in reading, writing and science, and average in mathematics. Compared with similar schools, the pupils performed well in mathematics where results were well above average. In reading, standards were average compared with schools in similar circumstances but writing standards were below average. Too few pupils achieved the higher Level 3 in the tests as a result of

the large proportion of pupils who are on the school's special educational needs (SEN) register and those for whom English is an additional language which had the effect of depressing test results. Some bi-lingual learners are also on the school's SEN register with moderate learning difficulties or behavioural and emotional difficulties that affects their learning and progress. Reading standards are better than in writing because more attention is given to the early acquisition of letter sounds in Key Stage 1 but, as over half of the pupils are in the early stages of English language acquisition, writing development is slower as more attention is given to speech and language in the early years. In Year 1, where the quality of the support for SEN pupils and bi-lingual learners is particularly good, the pupils make good progress. In Year 2, progress is no more than satisfactory as there is less focused support provided by bi-lingual specialists. The pupils' development is hampered by the lack of books the pupils have experienced at home and in school. Their reading lacks fluency and understanding because the pupils have a limited vocabulary that is well below what would be expected for pupils this age. Science standards are low because the pupils have been used to working with adult support and have not sufficiently explored or planned their own investigations independently. Evidence from the pupils' recorded work shows that they have been use to recording their findings on worksheets without thoroughly exploring conclusions or ideas. This has affected science standards and this is reflected in the teachers' assessments by the time the pupils are 7. Standards are currently well below average in English and science, and they are below average in mathematics by the end of Key Stage 1.

5. There were no 11-year-old pupils in the school in the school year beginning September 1999. Current standards for Year 6 pupils show that English, mathematics and science standards are well below those expected for pupils aged 11. The most recent national test results (2001) confirm that standards are well below average. Results over the last four years cannot be analysed using test results as the school re-organised to become a primary school and last year's tests for 11-year-old pupils were the first to be undertaken by the school. Early indications are, using the school's targets, that standards are rising as more focused and targeted work is provided to ensure that a significant proportion of higher attaining pupils achieve higher than expected levels for their age. Approximately one in four pupils are on the school's special educational needs register and this varies in each year group, with some years where the proportion is much higher or lower. There is also a high mobility of pupils who join or leave the school at some point during the key stage and this affects standards. However, standards could be higher given that the pupils in Year 6 are making good progress and in some subjects such as science, they make very good progress. However, the teachers in Year 6 start with pupils whose attainment is very low so that, although they make very good progress in Year 6, they are still likely to fall short of the standards expected by the end of the year. Reading standards are affected by the pupils' limited vocabulary and experience of books. This is an area identified by the school as a priority for improvement. Evidence from the inspection shows that the pupils are making satisfactory progress in English, mathematics and science in relation to their prior levels of attainment. In Years 5 and 6, where the pupils are grouped by ability for English and mathematics, the teaching is more focused.
6. Science standards are well below those expected because the pupils have not been challenged sufficiently in their science investigations. However, the science work provided for older pupils, especially in Year 6, is much more challenging, resulting in the pupils making good progress. Pupils make satisfactory progress in the rest of the school where there is a lack of any specific focus or support for pupils learning English as an additional language. The previous report found that pupils for whom English is not the language of the home made good progress. This is no longer the case. The

lack of effective bi-lingual support and the inadequate monitoring of the pupils' progress mean that support is not sufficiently well targeted.

7. Inspection evidence, and the school's own analysis of test results at the age of 7 and 11, show that the pupils who joined in the Reception year and leave after Year 6 make good progress. Mobility rates are higher than normal and this affects standards as some pupils who leave and then return miss large parts of the curriculum. A high proportion of pupils are not achieving the higher than expected levels in the national tests. The school has begun to identify those pupils who have the potential to achieve higher than expected standards for their age and, particularly in Year 6, this is having a positive impact on standards. The targets for next year by the end of Year 6 are much more challenging, although still below national levels. A number of circumstances affect standards at the end of each key stage. An increasing number of pupils start school learning English as an additional language. For example, next year's intake to Nursery and Reception includes more than 70 per cent who are bi-lingual learners. A higher than average proportion of pupils are on the special educational needs register and this varies in each year group where the concentration of pupils on the register is much higher in some classes.
8. Standards in information and communication technology (ICT) are well below those expected nationally by the age of 7 and 11. The pupils make unsatisfactory progress in ICT because there are insufficient opportunities provided for the pupils to use new technology to support their learning. Since the last inspection there has been no significant improvement because resources and staff training have not kept up with the demands of the ICT curriculum. The pupils do not have regular or consistent access to computers, digital cameras, tape recorders and robotic devices. The new headteacher and coordinator have good plans in place to remedy the situation but currently standards are too low.
9. Standards have fallen by the end of Year 2 since the last inspection as a result of the increase in the proportion of pupils with special educational needs and those learning English as an additional language. The school serves an area where much of the housing is temporary and the social context the school is working in has greatly affected pupil mobility rates which have increased year on year. The school's targets were exceeded this year and the agreed targets for future years show that standards are improving. There are no comparative national data to show whether standards are improving in line with the national trend because the school had only received Year 6 pupils last year. However, the agreed attainment targets, verified by the local authority, show that the proportion of pupils achieving the expected levels for their age is expected to rise year on year. From the very good work seen in Year 6 and the current rate of progress made in the core subjects, this is likely to be the case.
10. Infant pupils make good progress in mathematics and junior pupils make satisfactory progress. The variation in the juniors means that the pupils make satisfactory progress in the early years, that is Years 3 and 4, and then they make better progress in Years 5 and 6. Both infant and junior pupils make satisfactory progress in English, science, design and technology, history, music and physical education. They make good progress in art and design, geography and religious education. Standards in other subjects, apart from English, mathematics and science, are broadly in line with those expected, except in art and design, where standards are higher than expected by the end of each key stage. The pupils make unsatisfactory progress in information and communication technology where they achieve very low standards for their age. Art and design is a strong feature of the school's provision as it is taught well across the school, enabling the pupils to achieve above average standards. Swimming standards

are too low as too few pupils can swim 25 metres unaided by the time they are 11 years of age.

11. Pupils with special educational needs throughout the school make satisfactory progress, especially in reading, writing and numeracy where they get most support. The school provides identifies their needs early in Key Stage 1 and provides appropriate support for groups and individuals in lessons. In Years 5 and 6, the school groups the pupils by ability in some subjects and this is helping the special educational needs pupils to make good progress in English and mathematics as they are taught in small groups and can be monitored closely. Classroom assistants provide good support in lessons. The pupils are fully included in the life and work of the school and are not excluded from any part of the curriculum. Most of the work being done with special educational needs pupils focuses on language skills, as this is an area that greatly affects attainment across the school.

Pupils' attitudes, values and personal development

12. Attitudes to learning are generally good, although they are noticeably better in Year 6 because of the high expectation set and the very good teaching. The personal and social development of the children in the Foundation Stage is good. They are confident, friendly, and enjoy good relationships with one another, with their teachers and other adults in both the Nursery and Reception classes. They are learning to be self-sufficient. For example, when children in a Reception class had their physical education lesson, they participated enthusiastically as they held hands watching how to strike a ball with a bat and rose to the challenge when it was their turn.
13. In the rest of the school, the pupils enjoy their work and are ready to work. In general, they listen carefully to their teachers or to others and answer questions sensibly. They settle quickly when given tasks to do and pursue them steadily and productively. In an excellent science lesson, Year 6 pupils were eager to experiment with their self-made paper spinners. The pupils demonstrated a hunger for knowledge and enthusiasm when suggesting how best to organise their experiment. This lesson clearly demonstrated the willingness and eagerness of the pupils during their learning experiences. Pupils with special educational needs have good attitudes towards their work, both in their own classroom and when they are withdrawn from classes to work in small groups. This contributes well to the good progress they make. The school ensures that when the pupils are withdrawn from lessons they are provided with sufficient work or an explanation from their teachers to ensure that they do not miss any part of the curriculum.
14. Behaviour remains good, both in and out of class. Pupils fully understand the system of discipline operating in the school and usually react well to it. Challenging behaviour is managed well and there is also very effective additional support from learning mentors for pupils who the school feels would benefit from extra targeted support. Some of these pupils are on the SEN register and have been provided with specific support in some lessons so that they can participate fully. Bullying is not a problem and no signs of any racial tension were observed during the inspection. Exclusions also remain quite low and are dealt with properly when these are deemed necessary. Pupils care for their school and show due respect for its fabric, fittings and resources. During the inspection a considerable amount of building work was taking place and the pupils adhered to the school's safety measures and rules very well.
15. Relationships between pupils, and between pupils and staff remain strong. This makes a significant contribution to the quality of education provided. Pupils are polite and friendly, and work together well when opportunities arise. They understand the impact

of their actions on others, and show due respect for other peoples' feelings and beliefs. The children in the Reception and Nursery classes are well settled into school life and already starting to develop good work habits. Opportunities for pupils to take on responsibilities around the school are limited, although satisfactory at present, but there are plans to extend opportunities as the school has organised a school council and buddy system. The school hopes that these will enable the pupils to support each other and to participate in decision making about the future of the school. In lessons, there are not enough opportunities in most classes for the pupils to plan their own learning, or to show originality through their work. They are mostly told exactly what to do, and as a result creativity and the development of independent learning is restricted. The best examples of independent learning were found in Year 6 and the pupils respond to these opportunities with enthusiasm.

16. Despite the school's best efforts, attendance remains unsatisfactory. It is well below the national norm and still adversely affected by a large number of pupils taking extended holidays during term-time. This not only disrupts their learning, but also has a detrimental effect on their overall achievements as they miss large parts of the curriculum. Unauthorised absence, however, has been dramatically reduced as a result of the recent introduction of the first day contact scheme, supported through the 'every day counts' initiative. Consequently, at the time of the inspection unauthorised absence is now extremely low. The scheme has had an immediate impact on attendance rates so that the school is now making significant improvements to attendance with clear signs that the school's average is converging on the national average.
17. Poor punctuality by many pupils is an acknowledged problem that the school is now trying to solve. Many pupils, often accompanied by their parents, regularly arrive late and show no real urgency to get into class, even when prompted by the teacher on duty at the door. This has been recognised by the school as a priority and there are now effective procedures in place to follow up the persistent cases through the use of its home school links teacher.

HOW WELL ARE PUPILS TAUGHT?

18. The teaching is satisfactory overall with a significant proportion that is good and very good. Most of the teaching seen was satisfactory and a large amount was found to be good or better. Very little unsatisfactory teaching was seen, amounting to one per cent of all the lessons observed. This was mainly related to a lack of control in Years 3 and 4 so that pupils were not being challenged during a lesson resulting in unsatisfactory behaviour. Thirty-six per cent of the lessons seen were of good quality and fourteen per cent of lessons observed, mainly in the Reception classes and in Year 6, were judged to be very good. The teaching is effective in most parts of the school and is having an impact on pupils' learning and their achievement. However, the quality of teaching varies to the extent that in some years the pupils make more progress than in other years. The teaching has improved since the last inspection, but the provision for those pupils learning English as an additional language has not improved and is not effective in parts of the school. For example, in the Nursery, there is an increasing demand for specialised bi-lingual support due to an increasing numbers of families choosing to send their children to the school. These are mainly bi-lingual families who need more Punjabi or Bangla speaking support in school to help them improve their children's communication skills. This is currently being provided on a temporary basis and is not meeting current demand. Standards are low because the teaching does not sufficiently address the needs of bi-lingual learners in all parts of the school. There is inconsistency in the expectations set by some teachers which stand out compared to other parts of the school, for example. In the Reception year and in Year 6, where the pupils are making much better progress.

19. The teaching in the Foundation Stage is good overall. It is satisfactory in the Nursery but is mainly good with very good features in the Reception classes. In the Nursery, the children learn to settle quickly to routines and make most progress in their personal and social development because adults respond well to the children. Adults are attentive to the children's needs and they provide a good range of activities for the children to interact with others. The teaching of children learning English as an additional language is satisfactory in the Foundation Stage where speaking and listening skills are given a very high priority. However, the lack of specific bi-lingual support given to children throughout the Foundation Stage means that they are not always fully included in lessons despite the best efforts of class teachers and classroom assistants. In the Reception year the pupils are taught very effectively. This is a strength. Very early in the school year the teaching is crisp, well planned and challenging. Reception children are quickly learning to sound out letters and recognise familiar words in stories. They can count, match numbers and order them so that they are developing a good range of numeracy skills. Speaking skills are being developed very well as the children participate in well planned class discussions. The teaching in both Reception classes is very effective because it sets high expectations and is having the effect of improving the rate of progress the children make by the time they reach Year 1. The children are continually being challenged, questioned or stimulated by relevant and practical activities, such as when a real live hen was brought into their class as part of their topic and story about "The little red hen".
20. The teaching in Years 1 and 2 is satisfactory overall with good features in Year 1. Approximately half of the lessons seen were satisfactory and the rest, mainly in Year 1 were good with one excellent lesson seen in Year 1. In the good lessons, teachers plan work carefully so that pupils in all year groups have work that is matched to their capabilities. The pupils respond well to the teaching. They listen carefully to instructions and during class discussions they offer thoughtful answers and responses. They persevere with tasks, for example, when calculating how much money is left after spending a fixed amount during a mathematics lesson. The teaching is having a positive impact on the pupils' attitudes to learning and their behaviour. The introductions to lessons make it clear what is expected because teachers show the pupils the learning objectives at the start of each lesson. For example, in a very good Year 1 art and design lesson, the teacher reminded the pupils what they learned last time and then shared the objectives of the current lesson. In this way the pupils were able to share ideas as they reminded each other of the pictures they made in previous lessons when they looked at self-portraits. Numeracy is well taught, enabling the pupils to make good gains in their learning. In Year 1 and 2 mathematics lessons, the pupils develop their counting skills well, with the teachers using number lines represented on a stick to practise counting numbers, ordering them and working out the position of numbers in relation to others. Some of the work provided following these crisp introductions is not always as challenging, for example, in Year 2, work sheets are provided with little scope for the pupils to extend their thinking further so that most of the middle part of the lessons only reinforces what the pupils already know or have learned.
21. In nearly half the lessons observed in Key Stage 1, although satisfactory overall, teachers missed good opportunities to extend the pupils' thinking further. In one lesson, the pupils coloured pictures on their worksheet during a literacy lesson, the colouring activity only served to delay the pupil's work resulting in less challenge. Science worksheets do not always challenge or extend pupils' thinking and in other subjects worksheets only serve to hinder the pupils' progress as they do not encourage them to experiment with their writing as they fill in empty boxes or colour in pictures. In Year 2, during an English lesson, although the resources used were appropriate to

interest the pupils as they studied the structure of a story, very little was achieved in the middle part of the lesson because the pupils were not challenged or questioned sufficiently. Nor was the home language of the bi-lingual pupils used to support their understanding so that these pupils struggled when attempting to grasp letter sounds during the reading activities. However, some of the teaching helps to improve the pupils' understanding because it is more responsive to the individual needs of every pupil. In an excellent Year 1 English lesson for example, much more focused bi-lingual support was provided which helped the pupils to concentrate on letter sounds and, using puppets and toys as a stimulus, the pupils enjoyed using language to sound out letters and link these to the initial letter sounds in familiar words beginning with "g". The most effective lessons in the infant classes set more challenge in the middle part of the lesson with more demanding writing or mathematics tasks rather than the completion of simple worksheets. Computers are not being used sufficiently to support the pupils' learning throughout Key Stage 1. Computers are usually used as an additional activity and often this is not related to the objectives of the lesson. For example, in Year 2, during a mathematics lesson, one pupil was asked to use a language program on the computer that had nothing to do with the counting activities being practised in the mathematics lesson.

22. Support for pupils learning English as an additional language is satisfactory in Year 2, and in Year 1, it is of a very high quality. The support given by classroom assistants across the school helps ensure that pupils make satisfactory progress. The previous report commented that the work of the teachers and staff funded through the Ethnic Minorities Achievement Grant (EMAG) was not always well targeted to meet specific language needs. With the notable exception of Year 1, where support is very carefully focused and monitored, this is still the case.
23. In the junior classes, the teaching is satisfactory overall, ranging from unsatisfactory to very good with one excellent science lesson seen in Year 6. Forty-seven per cent of the lessons observed were good or better, including nearly one in five lessons that were very good or excellent. In Year 6, teachers prepare challenging and interesting tasks that motivate and sustain the pupils' concentration, enabling them to work hard and persevere with tasks. In most lessons there is a good structure so that time is provided for the pupils to ask questions. For example, in an excellent science lesson, Year 6 pupils asked thoughtful and intelligent questions, suggesting very good ideas about how best to plan their investigation into the flight of paper spinners or gyrocopters. In a very good Year 6 mathematics lesson, the teacher provided homework as a basis for the next lesson so that the pupils could ask questions and explain their methods to other pupils in the class. In this way the pupils used their homework to think of different methods when calculating multiplication facts using number grids. The grouping of pupils by ability is particularly effective for older junior pupils because it allows the teachers to plan work that is closely matched to the abilities of the pupils in each group. For example, in a very good literacy lesson, Year 6 pupils made very good progress using dictionaries, which helped them to write clear autobiographical accounts with a partner. The lesson successfully developed the pupils' writing skills because the teacher allowed time for them to explore words and to write their own passages before re-drafting and improving their writing with a partner. In some lessons, the work provided is not as challenging. For example, in an unsatisfactory Year 3 and 4 geography lesson, the teacher did not use consistent or effective methods to keep the pupils on task. The lack of clear objectives in this and some other lessons leads to lower expectations and the work the pupils produce is adequate but is not extended through critical thinking.

24. The teachers' use of assessment to inform their planning is unsatisfactory. The methods used to assess what the pupils know and can do vary across the school and are inconsistently applied. Consequently, this is not helping to inform teachers' planning so that, in some lessons, the work provided does not build on what the pupils have done before. In the Reception year, and in Years 1, 5 and 6, there are more accurate assessments made of pupils' work, including some of the teachers' marking which is more informative for the pupils. However, this is not consistent across the school as it relies very much on the particular expertise of the individual teacher so that ongoing assessments of pupils' work are not being used sufficiently to inform teachers' planning. Work is usually marked up to date but is not clear to the pupils what they have to do to improve further. Teachers' marking also reflects this as most of the work seen is marked but most of it lacks sufficient rigour to make the process effective. Marking throughout the school is not being used as an assessment tool nor does it help the pupils to improve their work or even distinguish between good and satisfactory work. Teachers keep some records having tested what the pupils know but this information is not used to prepare future work for different groups of pupils according to their ability or whether they have specific language needs, especially if they are learning English as an additional language and this is unsatisfactory.
25. The school has made satisfactory progress since its last inspection as a significant proportion of teaching, one in seven lessons seen, was of high quality, most of which was found in the Reception year and in Year 6. Art and design teaching is usually good or very good and this is having an immediate effect on the standards achieved. The key features which set this standard of teaching apart from the rest are the pace, challenge and enthusiasm for the subjects being taught. In these lessons, resources are very well used to support and enhance the pupils' experiences. For example, in a very good numeracy lesson in Key Stage 2, the pupils quickly grasped the concept of multiplication because the teacher directed their thinking clearly and set a very good pace to ensure that they paid attention. In good and very good literacy lessons seen, the pupils investigate how characters in stories are presented and their learning is enhanced by thorough investigations of the text using words or passages to re-draft and improve their writing. Both Year 6 teachers have worked very effectively to accelerate the rate of learning so that the pupils have made very good progress in the year, especially in English, mathematics and science. The pupils are likely to achieve the targets set for this year group by the end of the year which is a significant improvement on last years' national test results. Currently there are fewer pupils in Key Stage 2 than in Key Stage 1 who are learning English as an additional language so that provision for the few who are in the early stages of English language acquisition is just satisfactory. However, an increasing proportion of families are joining the school in the Nursery and Reception year which will eventually have an impact on Key Stage 2. The school recognises that it ought to manage bi-lingual support more effectively so that any pupils joining the school are immediately provided with appropriate support. At present the inconsistent levels of support provided in lessons means that some bi-lingual learners are not coping with the curriculum provided.
26. The school keeps good records of progress made by pupils with special educational needs (SEN). Teacher's planning generally takes account of this information to match work to ability. The best teaching is systematically planned to move pupils forward against the targets set in their individual education plans. Teachers use the support assistants well in individual and small group work. The pupils' progress is monitored closely by class teachers and managed well by the SEN co-ordinator. The school's decision to group all pupils by ability for some subjects in Key Stage 2 enables a teacher and support staff to work with small groups of pupils who struggle to make progress because of moderate learning difficulties identified earlier in their schooling. This enables class teachers and the SEN co-ordinator to plan work that focuses on

basic skills, such as reading, writing and numeracy. Much of the work provided focuses on spoken language, reading letter sounds and basic writing activities. For example, a group of lower attaining pupils were taught to complete their spelling log and then, for homework, to complete a piece of writing which would be shared the following day with others. The pupils have made very good progress as they are grouped by ability and the teacher is able to concentrate on specific reading, spelling and writing tasks at the same level for all the pupils.

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

27. The curriculum is satisfactory overall; it is broad, balanced and relevant to most of the pupils but the lack of support for some bi-lingual learners affects their progress and can exclude them from effective learning experiences. The quality and range of learning experiences provided by the school for the pupils are appropriate. This is a similar position to the time of the last inspection, although significant changes in the curriculum have taken place since this date. This is because the school is now a primary school and so caters for all the age groups in Key Stage 2. In the past twelve months the school has developed the curriculum to take into account the needs of the pupils in Years 5 and 6. The school has endeavoured to provide a curriculum, which will interest and be relevant to all the pupils. There is still work to be done in ensuring that the curriculum builds securely on what has gone before, as the ICT curriculum has not improved, resulting in low standards in ICT. The school has good procedures in place to monitor this aspect of its work. There are policies and schemes of work for all the subjects of the National Curriculum which guide teachers' planning ensuring that pupils can build on their earlier learning. The government schemes of work are being incorporated into subject areas and tailored to the needs of the school. Foundation subjects (those other than English, mathematics and science) are taught in blocks of time allowing for the development of each subject over a specific time, for example, art and design is taught alternately with design and technology and history alternately with geography. In all subjects statutory requirements are met and religious education is taught in accordance with the requirements of the locally agreed syllabus.
28. The quality of education provided for children in the Foundation Stage is generally good, demonstrating good improvement since the previous inspection. It is satisfactory in the Nursery and good with very good features in the Reception classes. The curriculum is broad and balanced and well planned to cover the six areas of learning. The environment in all of the classes is welcoming, with a variety of planned activities ready for the children when they arrive at the beginning of each session. The children settle quickly and happily to the activities on offer.
29. All lessons have clear learning objectives, which the teachers share with the pupils so that they know what it is they are learning. However, in some lessons teachers do not assess what the pupils are learning which affects the work they provide in future lessons. The teachers develop medium and long-term plans so that they help them to prepare their short-term plans. The format of these plans is very individual and some are more detailed than others, leading to some inconsistency in teachers' planning. This affects the progress that pupils make because in the most effective lessons the teachers have been more accurate in their assessments of what the pupils have done and how well they have achieved. In some plans the teachers do not indicate clearly what the different groups of pupils in the class are to be taught. In these cases there is not always an accurate match of work for the pupils, consequently, some pupils are not making enough progress because the tasks set do not build on previous work covered. In Years 5 and 6 the pupils are grouped for literacy and numeracy and this means that the pupils are taught in small groups and have more individual help. One of the Year 6

teachers takes all of the Year 5 and 6 classes for science and as a consequence these pupils have very effective science teaching which is leading to improving standards. The school is effective in looking at the way it groups its pupils and encourages teachers especially at the end of Key Stage 2 to deliver specialist teaching in lessons.

30. The school has successfully implemented the National Literacy Strategy. The staff have analysed where improvements needed to be made and have clearly focused on the teaching of spelling and phonics to improve writing. There are opportunities for the pupils to develop and extend their writing skills in other subject areas. For example, in geography the pupils explained clearly what happened in their experiment to measure the flow of water in the North Beck. The National Numeracy Strategy has been implemented satisfactorily and the teachers have been particularly successful in implementing the mental arithmetic part of the lessons. For example, at the beginning of one numeracy lesson the pupils worked hard to beat their previous time in a loop game, the pupils were eager to make significant improvements as they tried to improve on their previous score. Booster classes are run for the pupils in Year 6, which gives them the chance to improve their literacy, numeracy and science skills. These lessons also help the pupils to prepare for the end of key stage tests and give the pupils the opportunity to cover any part of the curriculum they may have missed because of extended family holidays.
31. Up to now the school has not identified able and gifted pupils. However, the school is to introduce a tracking system of levels of attainment for the pupils and this will identify these particular groups of pupils so that they will be better catered for in the school. Learning mentors provided by the school from the "Excellence in Cities" funding give good support to those pupils who have difficulty managing their behaviour and learning in school. They help pupils to understand the consequences of their actions and also help them to cope with situations they find difficult. They work alongside the pupils in lessons and in this way these pupils have full access to learning throughout the entire curriculum and are in no way disadvantaged.
32. The number of pupils with identified special educational needs (SEN) has increased since the last inspection. This is partly due to the recent reorganisation, but is mainly due to the school's efforts to identify pupils' strengths and weaknesses earlier. The school then organises support well, to ensure that pupils make the best possible progress in their lessons or groups. Pupils' individual education plans are kept up to date, and teachers use them effectively to plan full access to the curriculum so that SEN pupils are included in all parts of the school's curriculum. There are good arrangements to provide extra help in literacy and numeracy. The code of practice for SEN is fully implemented and managed satisfactorily.
33. Curricular opportunities for pupils learning English as an additional language are inconsistent across the school, reflecting the lack of direction and management of the provision for these pupils. It is unsatisfactory in the Foundation Stage because there is insufficient bi-lingual support to meet the specific needs of pupils, most of whom are in the very early stages of English language acquisition. The support provided in Year 1 is excellent and it is satisfactory in Year 2. There are currently fewer pupils in Key Stage 2 requiring bi-lingual support so that most of the current deployment of staff is in Key Stage 1. All the staff make strenuous efforts to include pupils of all abilities and backgrounds into every activity but the inconsistent deployment of bi-lingual support staff affects the progress of bi-lingual learners, especially where this support is lacking or insufficient. The school ethos values and celebrates the achievements of all the pupils and there is a clear focus in the school that every lesson counts and that learning is for all.

34. The school provides a good range of activities to strengthen the curriculum. The curriculum is planned to ensure the pupils have appropriate practical educational experiences. This makes their learning relevant as lessons usually relate to their own experiences. Visitors are encouraged to come into school to talk to the pupils and pupils visit places of educational interest in the immediate and wider neighbourhood. Pupils' personal development is addressed through a programme that includes personal, social and health education and drug awareness. The governors make clear statements on their policy with regard to sex education in their annual report and the school prospectus. Sex education is not taught formally, and a statement to this effect is clearly set out in the prospectus and has the full agreement of parents. The comprehensive programme in place clearly prepares all the pupils to play an active and informed role as citizens in the wider world. Specialists in health awareness come to the school to talk to the pupils and give expert input. There is good provision of extra-curricular activities that enrich the curriculum, for example, football coaching provided by a local professional football club. The staff, including learning mentors run after school clubs, for example table-tennis and an art club. There is a range of activities available for the pupils covering different interests with a good number of pupils who take the opportunity to attend these activities. The pupils have the opportunity to go on a residential visit, which strengthens their personal and social development. Relationships with the local secondary school are good. The positive pastoral and academic relationships established with the secondary school allow a smooth transition for the pupils' next phase of education.
35. Strong emphasis is placed on pupils' personal, social and health education. The programme is developing well and now makes a very positive contribution towards pupils' attitudes, behaviour and ability to accept responsibility for their actions. A notable example of this was observed when Year 6 pupils discussed issues revolving around the use of drugs and medicines with a local authority specialist support worker in the visiting Life Caravan.
36. The school's ethos and the good relationships contribute positively to the provision for pupils' spiritual, moral, social and cultural development, which is good overall. Provision for pupils' moral development has improved since the last inspection and is now very good. It is a strength of the school. Provision for social development has also improved and is now good while provision for cultural development remains good. Provision for pupils' spiritual development is satisfactory although it was better at the time of the last inspection. This decrease is because, although pupils are given time to reflect on what they have heard both in infant and junior assemblies, the same does not apply to most of the class assemblies and opportunities are missed to develop their spirituality further.
37. Pupils' spiritual development is promoted mainly through key stage assemblies and religious education. The headteacher and deputy headteacher use assemblies to raise spiritual awareness by telling relevant stories or relating personal experiences about themes such as special places. New Testament stories such as the parable of the lost sheep help pupils to reflect on the ways in which people care for each other. Time is made for lighting the candle, the singing of hymns, listening to a variety of music and for discussion. Teachers are sensitive to the needs of pupils with various beliefs and cultures and prayers are ended with the term "Let it be so". There is a quiet time for pupils to reflect on what they have heard during the assembly. Apart from religious education and music lessons, opportunities for the development of spirituality are not systematically planned into the curriculum, although teachers take advantage of opportunities when they arise. The children in the Reception classes were spellbound as they stroked the feathers of a real hen in their classroom as part of their topic work while pupils in Year 6 were enthralled when they let go of their spinners during a

science experiment. One boy commented, "Wow!", as he watched his spinner fall to the ground.

38. Teachers provide a strong moral code. The ethos of the school is based on care and consideration for others and is reflected in the good examples set by all the staff. Very strong emphasis is placed on encouraging pupils to accept responsibility for their own actions and to think carefully before making choices about which action they should take. The staff spend time talking with pupils about unacceptable behaviour if it occurs and the pupils are left in no doubt about the difference between right and wrong. The school has a very positive approach to teaching moral codes and every opportunity is taken to acknowledge improvements in behaviour. Pupils look forward to Monday assemblies when the good behaviour from the previous week is celebrated and they are disappointed if their class's name does not go on to the school shield. An improvement since the last inspection is the introduction of personal, social and health education where pupils are given the opportunity to discuss moral and social issues.
39. The school's provision for social development is closely linked to the way the school promotes moral development. Teachers encourage pupils to work together responsibly and in a co-operative way and many opportunities are provided for them to practise and develop their social skills in class discussions, particularly in religious education lessons. The school places strong emphasis on preparing pupils for good citizenship through the "treasure chest" reward system. The pupils receive a reward when they do a good deed for another pupil. During the first half term the number of rewards more than doubled. Raising money for charities such as Oxfam and the British Heart Foundation also makes an important contribution to their understanding of citizenship. Year 4 pupils take part in an annual residential visit, which helps to develop social skills in an unfamiliar setting. The school has gone some way to address a criticism in the last report of not providing pupils with opportunities to show initiative, work independently and take on responsibility. The introduction of the playground "buddy system" and the school council have given pupils some responsibility but this is an aspect of social development that still requires attention, particularly with regards to opportunities within the curriculum.
40. The school's provision for cultural development is good. In subjects such as geography, history and religious education, teachers plan work to allow pupils to learn of other cultures and traditions. Fieldwork in geography and visits to places of historic interest, allow the pupils to become familiar with local traditions. Their studies in history, of the Victorians and Britain since the 1940s help them to see how their own culture has been shaped over time. Pupils learn of the cultural and ethnic diversity of British society when they study faiths such as Islam, Judaism and Hinduism. Festivals such as Divali, Hanukah and Eid are celebrated in assemblies. Pupils have many opportunities to listen to and appraise music from different cultures both in their classrooms and during assembly times. Artists in residence give pupils the opportunities to try different crafts such as the Indonesian technique of batik. Other visitors to the school include musicians and theatre groups. However, there are few opportunities for pupils to gain experience from visitors of other faiths or to visit places of worship.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school has made satisfactory progress since the last inspection and has maintained good provision for the pupils' welfare and care. The school continues to have proper concern for the welfare of its pupils and, overall, looks after them well with some very good procedures to monitor the pupils' personal development. These are having a very positive effect on their behaviour and attitudes to school. The pupils are supervised carefully throughout the day and working practices adopted by all members

of staff are good. Suitable health and safety arrangements are in place and regular checks are carried out around the buildings and grounds. During the inspection, however, a few minor health and safety concerns were identified and drawn to the headteacher's attention. Child protection arrangements remain effective.

42. Procedures for monitoring and supporting pupils' personal development are very good, and remain a significant strength of the school. Teachers know their pupils very well and have good relationships with them. They work hard to develop confidence and self-esteem and successfully promote good standards of behaviour across the school. The additional support from learning mentors, given to pupils experiencing behavioural difficulties, is particularly good. The pupils identified with special educational needs are well supported, but provision for pupils who have English as an additional language is not always properly targeted. This is particularly relevant to those pupils who are in the early stages of English language acquisition who are in need of more focused bi-lingual support. There is no analysis made of the acquisition of basic language skills of pupils for whom English is not the language of the home and no assessment is made to ensure they make appropriate progress. There is a tendency to confuse special educational needs with language acquisition and this is unsatisfactory.
43. Satisfactory procedures are in place for monitoring pupils' academic performance in English, mathematics and science. This is an improvement since the previous inspection but some teachers are not using the information sufficiently to inform their planning. There is no comprehensive agreed assessment system in place for other subjects and this has a direct impact on the match of activities provided by teachers to pupils of different abilities. The school assesses attainment on entry and progress in each area of learning is well monitored during the Foundation Stage. As pupils pass through the school regular testing is carried out using nationally recognised materials in reading and mathematics. Independent writing assessments guide the setting of future targets. Science topics are assessed in Key Stage 2. An agreed format for the transfer of information between classes has been drawn up. A graphic approach to predicting and recording attainment has been formulated but is not yet in operation. Optional national tests as well as the statutory end of key stage tests are carried out appropriately. The information is collated by the school's deputy headteacher and analysed to identify the performance of boys and girls and those whose first language is not English. It is used to guide the way pupils are grouped. There are good systems in place for the regular assessment of pupils with statements of special educational needs. Individual education plans contain appropriate targets, which are informed by assessment of pupils' difficulties, enabling them to make satisfactory progress. There is no systematic assessment and recording procedure covering the speaking and listening skills for pupils with English as an additional language. The school has effective systems to share information on pupils' special educational needs and the support that is being given. This is effective in ensuring that time is not wasted at the beginning of each year.
44. The use of on-going assessment in the classroom is unsatisfactory overall. There are some examples of good practice. For example, in all the observed literacy lessons, tasks and objectives were clear, the plenary session was often used to assess what pupils had learned during the lesson and if necessary, plans amended for the next day to take account of this. As a result literacy tasks are usually well matched to pupils' attainment. The compilation by the Year 6 teacher of annotated and assessed written work by the current Year 6 pupils since they were in Year 4 is a good example of skilful assessment being used to track progress and raise standards. However, shortcomings in other subject areas include mathematics, where assessment does not adequately inform the planning of tasks set for the pupils and the work being set is often the same for all pupils so that those who have the potential to achieve higher standards are not

always being stretched. Methods of recording progress in science overlooks the possibility that extended pupils absences may have caused them to miss vital sections of the science curriculum which accounts for the low National Curriculum test scores last year. There are inconsistencies in the effectiveness with which the school's marking and presentation policy is implemented and in the use made of the target-setting system. These are having a significant impact on the quality of teaching and learning and are the main reason for low test scores in the past.

45. Attendance is monitored thoroughly. Registers are marked properly at the start of sessions and all unexplained absences are now investigated on the first day pupils are not present in school. This scheme, supported through the local 'every day counts' initiative, is working very effectively, and has dramatically reduced unauthorised absence so that they are currently below national averages but have been well above average in the past. However, although the school is also doing a lot to encourage better and more regular attendance, its initiatives in this area are only just starting to have a positive impact. Improved attendance levels are now being maintained with gradual improvements but a lot more needs to be done to reduce the amount of long term absence. This is mainly due to families who have to visit close relatives abroad. Poor punctuality is an acknowledged problem that the school is now starting to address. These are areas which the recently appointed headteacher has identified as priorities in the school improvement and development plan.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Parents continue to express strong support for the school, and educational links with them remain satisfactory. The school does a lot to engage them in their children's learning and most parents do what they can to help. The school has established high quality links with parents of children entering the Foundation Stage and for pupils newly arrived into the school or the country. Staff from minority ethnic communities provide invaluable support in forming good relationships with parents who feel that their language and culture are valued and respected by the school. A member of staff has designated responsibility for home-school liaison, but the role is far too diverse to be clearly understood by parents. Concerns raised by some parents about homework are not supported by the inspection findings. Suitable amounts are set regularly throughout the school in accordance with the school's policy statement. The school does not have an official Parent Teachers Association, but organised events are always well supported and this helps to forge close links between parents and the school.
47. The quality of information provided for parents about their children's learning is good, and most parents are happy with what they receive. Pupils' annual reports give a clear picture about how they are getting on as well as identifying any areas where they could do better and fully meet national guidance. Parents also receive sufficient correspondence to let them know what is happening in school, and this now includes regular details from teachers about class work. The prospectus and governors' annual report, however, remain incomplete and do not meet all statutory requirements. Both lack full attendance data, and there is no information in the governors' report about what the school has done to deal with the main issues raised at the last inspection. Parents of pupils with special educational needs are properly involved and kept fully updated about subsequent developments. Parents of pupils with special educational needs are kept well informed of their children's progress and have opportunities to be fully involved in their work.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The leadership and management of the school are now satisfactory overall. The new headteacher has made a good start having identified relevant areas for school improvement. He and his deputy headteacher provide good leadership. The headteacher works closely with the pupils, staff, parents and governors and has brought a welcome air of optimism as he supports, advises and steers the work of the school in the right direction. Raising standards has been the main focus for development and there are now effective routines and procedures in place which are beginning help the staff and governors to evaluate how well the school is doing in relation to similar schools. There has been satisfactory improvement since the last inspection because the school has dealt with its reorganisation well, assimilating Year 5 and 6 pupils, providing an appropriate curriculum, and having dealt with the issues raised in the last report. However, better deployment of bi-lingual support staff is needed to raise standards further and improve the provision for the increasing number of families joining the school who speak English as an additional language. The personal commitment of the headteacher and his staff to the needs of the pupils is good. The headteacher is building an effective senior management team who are expected to prepare their own analyses and actions plans, as well as contribute towards an evaluation of the progress the pupils make in each subject. The senior management team is very much dependent on the stewardship of the new headteacher. In this respect the management of the school is satisfactory because, since the last inspection, curriculum co-ordinators have not sufficiently addressed the low standards achieved by the pupils in National Curriculum tests. Last year's tests for 11-year-olds were the first the school conducted since re-organisation. Since then new appointments have strengthened the management of the school, especially in the upper years of Key Stage 2, where the staff have worked tirelessly in a short space of time to implement changes that are having an immediate impact on standards. These changes have included the introduction of grouping by ability; the implementation of effective teaching for older pupils so that standards are improving markedly; and the effective analysis of test scores which show that current standards by the end of Key Stage 2 are significantly better than the previous year.
49. The staff and governors are greatly influenced by the headteacher's leadership and enthusiasm to improve the school. There are accurate and realistic targets for improvement in the form of agreed attainment targets which have been ratified by the local authority. Teachers are now more certain about what they are going to teach and what they are aiming for. The school development plan includes a comprehensive training and professional development programme, which aims to improve the way teachers assess the pupils' progress. In a very short time the headteacher has undertaken a thorough needs analysis and assessed the effectiveness of the school. This has helped him to work with the deputy headteacher and together they have used the headteacher's analysis and plans to take the school forward. This has been done sensitively with the staff so that job descriptions and an analysis of the current roles of the staff are being reviewed so that the school can be organised more effectively.
50. The governors are committed to the needs of the school and its pupils but there are some failings in their statutory responsibility to provide a complete annual report for parents. Formal and effective monitoring procedures are not yet established and consequently governors rely very much on the headteacher and staff to keep them informed about standards and the work of the school. Some governors visit the school regularly and receive reports from the deputy headteacher and staff. The school development plan is used to steer the work of the school but until now governors and staff have not been expected to contribute contribute to the process. The headteacher has not had enough time to establish effective procedures that will enable all the staff

and governors to prepare parts of the development plan which is currently being put together by headteacher and senior management team. They are setting the school's priorities for school improvement. Subject co-ordinators have only just started to prepare audits and action plans to determine what priorities need to be established before committing resources. The current school development plan, prepared by the new headteacher and deputy headteacher, entitled "Developing a new school", involves a thorough and perceptive analysis of the school's position and future needs. The headteacher refers to, "Our VAST future" (an acronym for Vision, Aims, Strategy and Tactics), which sets out the areas of concern, such as low standards, suggests appropriate action against each concern and the plan provides a thorough description of the effect of the intended actions. The plan is set against a backdrop of low standards in the school's first end of year national tests for 11-year-olds following its reorganisation. The targets for improved standards are realistic and attainable with significant signs of improvement in the current Year 6 groups of pupils.

51. Resources are managed satisfactorily and subject co-ordinators check teachers' planning to ensure that there is appropriate work being done but the inconsistencies on teachers' assessments affects how well lessons are covered and this was not always picked up or addressed in the past. The school's use of new technology is unsatisfactory. The pupils are not being provided with regular access to up-to-date ICT software or hardware. The deployment of bi-lingual support staff has been inconsistent with no co-ordinator specifically assigned to manage this. Given that the school works in an area which presents some challenging social problems, the demands placed on the home and school liaison role are increasingly complex and difficult to discharge. The effect has been to diminish the effectiveness of bi-lingual support at a time when the school's roll is changing with more families who speak additional languages wishing to send their children to the school. The headteacher has identified in his audit of the school's needs that this is unsatisfactory and requires urgent action. The ethnic minority achievement grant is appropriately spent on meeting the needs of pupils for whom English is not the language of the home but it is inappropriately targeted and, consequently, pupils' progress is not effectively monitored. Recent demographic changes mean that nearly half of the pupils in the school are from homes where English is not the first language. The number of children currently in the Foundation Stage for whom English is not the main language of the home is approaching 85 per cent. This is going to have an impact on standards in the future and the school recognises that it must respond to this change by assessing the need of bi-lingual learners and deploying sufficient support to meet this increasing demand.

52. The school has adequate numbers of appropriately trained and experienced staff to meet the needs of the National Curriculum and religious education. Satisfactory job descriptions are in place for all members of staff. There are well qualified staff to support those pupils identified with special educational needs. These include the SEN co-ordinator and a good number of classroom assistants. The school manages its provision for special educational needs well. There are a generous number of learning support assistants, many with experience and training in helping pupils with special educational needs. They are deployed well and make a good contribution to learning by giving individual and small group help. The school has recently increased the time available for the coordinator to work with pupils and other adults. This time is used well so that there is a consistent approach to teaching and learning. Records of pupils' progress are kept carefully and used in planning. Despite the temporary shortage of teaching areas and the disruption of building work, the school has found adequate space for support work to continue and the progress of the pupils has not been greatly affected. The school supports its newly qualified teachers well with appropriate documentation and strategies to support any new member of staff. Although the school benefits from the limited number of bi-lingual support workers, these are not always

being deployed effectively. For example, in the Nursery where there is greatest need the school currently depends on the bi-lingual support of students who are currently working in the school as part of their training programme. Administrative staff are effective in helping the school to function efficiently.

53. Present facilities are generally adequate to meet curricular needs, although there are also some shortcomings, for example, the lack of water in mobile classrooms restricts art and design work and there is limited space in the hall for physical education, even if all resources currently stored there are removed. Displays throughout the school are generally good. They are attractively mounted and contain significant quantities of pupils' own work. Outside, there is a large yard, but pupils do not have access to any grassed areas for sport. The school is currently undergoing extensive redevelopment and modernisation, with building work due to finish by September 2002.
54. The school's finances are managed satisfactorily and the governors use sound principles when considering spending priorities and how best to allocate the school's funds. Due to re-organisation and the extensive re-building programme to accommodate more age groups, the school's budget had a large carry forward. This has been reduced considerably as new staff are appointed and budgets are allocated to purchase new facilities and resources. For example, a large amount of money is being spent on the refurbishment of new teaching areas, a library and ICT suite. Resources to support pupils' learning remain generally satisfactory, although they do have some short-comings, particularly in music, religious education and outdoor provision for the children in the Foundation Stage.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. In order to improve the quality of education further, the governing body, headteacher and staff should:

* **Raise standards in English, mathematics and science by:**

- improving opportunities for the pupils to write extended pieces of writing independently, particularly in Key Stage 1 and in Years 3 and 4 where this is lacking;
- ensuring that all pupils have more opportunities to research, locate information in books and engage in independent study using non-fiction sources;
- providing more challenging problem solving activities in mathematics and ensuring that these are better matched to the abilities of the pupils;
- improving the way pupils record and write up their science investigations so that it is clear what the pupils understand and can do to help them improve their understanding further.

(Paragraphs: 4-7; 9; 20-21; 25; 48; 58; 66-71; 78-84; 89-91; 93; 100-101; 105; 148)

* **Improve the quality of teaching so that more lessons reach the high quality seen in parts of the school by:**

- ensuring that the work provided for the pupils is always challenging and matched to their capabilities;
- raising expectations of what the pupils are capable of achieving and reflecting this in the objectives of every lesson and the work provided for pupils;
- implementing effective and consistent procedures across the school to assess and mark pupils' work and record how well they are doing.

(Paragraphs: 18-26;43-44;85; 92; 94-95;97;102;104)

* **Raise standards and improve the quality of teaching in information and communication technology (ICT) by:**

- improving teachers' subject expertise through an effective professional development programme;
- ensuring that the pupils have regular access to computers and other ICT technology to enhance their learning experiences in other subjects;
- teaching basic skills in ICT more effectively, regularly and consistently across the school.

(Paragraphs: 8; 10; 21; 27; 51; 98; 129-134)

* **Improve the support provided for pupils learning English as an additional language, ensuring that their deployment is better matched to those pupils who are in the early stages of English language acquisition so that:**

- there is effective deployment of bi-lingual support staff, especially in the early years and throughout Key Stage 1;
- the school is better prepared for the increasing numbers of families sending their children to the school who are bi-lingual learners;
- the bi-lingual staff are appropriately trained in the relevant home languages of the pupils they support.

(Paragraphs: 2; 18-19; 22; 24-25; 33; 43; 46; 48; 51-52; 64)

OTHER LESS SERIOUS AREAS FOR DEVELOPMENT WHICH SHOULD BE CONSIDERED BY THE SCHOOL

* **Improve attendance rates further by continually monitoring unauthorised absence as well as the attendance of those families who are persistently failing to send their children to school regularly or punctually.**

(Paragraphs: 16-17; 45; 47; 103)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	73
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	8	26	36	1	0	0
Percentage	3	11	36	49	1	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)	28	320
Number of full-time pupils known to be eligible for free school meals	0	109

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	84

English as an additional language	No of pupils
Number of pupils with English as an additional language	142

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	46
Pupils who left the school other than at the usual time of leaving	58

Attendance

Authorised absence	%
School data	5.1
National comparative data	5.2

Unauthorised absence	%
School data	2.2
National comparative data	0.5

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

There are no 2000 results for pupils in Year 6 because the school was formerly a First School at that time. Year 6 test results will be published from the 2001 data at a later date and will be included in appropriate school documentation sent to parents by the school.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	23	22	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	17	23
	Girls	15	17	21
	Total	31	34	44
Percentage of pupils at NC level 2 or above	School	69 (76)	76 (72)	98 (80)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	19	13
	Girls	15	20	13
	Total	32	39	26
Percentage of pupils at NC level 2 or above	School	71 (72)	87 (87)	58 (89)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	69
Bangladeshi	71
Chinese	0
White	142
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17.3
Number of pupils per qualified teacher	18.5
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	19
Total aggregate hours worked per week	494

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	28
Total number of education support staff	3
Total aggregate hours worked per week	91
Number of pupils per FTE adult	7

FTE means full-time equivalent.

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	5
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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	1	0
Bangladeshi	1	0
Chinese	0	0
White	4	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000/2001
	£
Total income	826,589
Total expenditure	746,244
Expenditure per pupil	2,255
Balance brought forward from previous year	38,795
Balance carried forward to next year	119,140

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	340
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	29	4	0	0
My child is making good progress in school.	61	31	4	0	4
Behaviour in the school is good.	45	33	14	2	6
My child gets the right amount of work to do at home.	45	35	14	6	0
The teaching is good.	59	37	0	0	4
I am kept well informed about how my child is getting on.	47	33	12	6	2
I would feel comfortable about approaching the school with questions or a problem.	71	22	2	2	2
The school expects my child to work hard and achieve his or her best.	65	24	6	0	4
The school works closely with parents.	49	39	8	2	2
The school is well led and managed.	57	27	8	2	6
The school is helping my child become mature and responsible.	57	29	2	2	10
The school provides an interesting range of activities outside lessons.	41	31	12	8	8

Other issues raised by parents

The parents who attended the pre-inspection meeting were generally very pleased with the school and the good start made by the new headteacher. Relationships between the parents and the school are good as many say that the school supports them and their children very well. They are particularly pleased with the way the school improves the personal and social development of their children.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

56. Parents are welcome in the Nursery, although building works currently in progress make it difficult to maintain the contact teachers would wish with parents of children in the Reception classes. Good links are established between the Nursery and Reception classes and the completion of the building works in the late spring of 2002 will enable staff to work very closely together as a Foundation Stage unit.
57. The children enter the Nursery at the age of three and most transfer to the Reception classes at the beginning of the year in which they are five. At the time of the inspection, 21 children attended the Nursery in the mornings and 18 in the afternoons. Attainment on entry to the Nursery is well below that expected for children of this age. Very few children speak English as their first language and this is having a strong impact on their learning at this stage. There is an urgent need for the school to provide adequate bilingual support in both the Nursery and the Reception classes to enable all children to benefit fully from the activities on offer. An increasing number of families who are Bengali and Punjabi speakers are registering for places in the Nursery and Reception classes, making the need for additional bi-lingual support an urgent priority for the school.
58. Assessments on entry to the Reception classes indicate that, although the children make satisfactory progress during their time in the Nursery, their attainment is still well below that expected of most four-year-olds. This is largely due to the poor skills in English of the majority of the children. This is affecting their progress in nearly all areas of learning. Detailed records are kept in each class of children's progress and attainment and work is being effectively matched to the children's needs and abilities. Standardised assessment indicates that children make good progress in mathematics during their time in Reception but their progress in reading is slow. This is a direct result of the children's poor communication skills and understanding of English on entry to the school. The children make good progress in all areas of learning during their time in the Reception classes but few of the children are likely to reach the expected standards in communication, language and literacy or mathematical development by the time they start Year 1. Most of the children are not expected to reach the standards expected by the age of six in all areas of learning, except in their personal, social and emotional development and in their physical development, where the children reach the standards expected for their age.
59. There is a good balance between teacher-directed and child-initiated activities and the high quality work that is carried out within the small groups in the Reception classes ensures that the children make good progress. Staff work very effectively as a team, planning together on a weekly basis. The teaching in the Nursery is satisfactory and in the Reception classes it is good with some very good features. This is having a positive impact on the children's progress in the Reception year. A strength of the teaching in the Reception classes is the way teachers assess what the children can do and build on this assessment to plan appropriate work for children of all abilities. This is a significant improvement since the last inspection.
60. The atmosphere in both the Nursery and the Reception classes is very calm, happy and purposeful; no opportunity is missed to develop the children's social skills. There are clearly identified areas within the classrooms so that children may choose for themselves where they want to work and this is very successful in encouraging the

children to become independent learners. The classrooms are bright and attractive, with good displays to support children's learning.

Personal, social and emotional development

61. Children enter the Nursery having had little experience of being part of a larger group. The majority of children are very immature and dependent on adults. Personal, social and emotional development is a very strong feature of all the activities planned within the Nursery and the teaching in this area of learning is good. When they first arrive, many children are overwhelmed by the activities offered to them. By the time of the inspection very few of the children were interacting well with other children during their activities, although they could be seen beginning to converse in the home corner particularly when supported by adults. Teachers and support staff are patient and understanding. They explain instructions as clearly as possible so that the children know exactly what is expected of them and, as a result, there is a calm working atmosphere where the children feel happy and valued. The children are encouraged to work together, help each other and share equipment good-naturedly. They are beginning to choose for themselves when they will have their milk or fruit juice, and they pour this for themselves confidently and competently. Whatever they do, most children's behaviour is good. Much of this good behaviour results from firm management and from interesting and enjoyable activities.
62. The teaching of personal and social skills in the Reception classes is very good, with a consistent approach that enables the children to understand the behaviour that is expected in school. There is a strong emphasis on the development of independence in learning. For example, the children use pictures to indicate what fruit they have brought for mid-morning break and enter this information independently on a chart that is used to distribute the fruit later. The children settle down quickly at the beginning of lessons and they concentrate well. They behave sensibly during discussions, show an interest in all that is happening and can be trusted to get on with their work independently. Most children learn quickly to become independent, for instance, by registering on arrival as they write their own name. Children are praised for their efforts and rewarded with house points, stickers, certificates and marbles in a jar. They make good progress in personal development in both the Nursery and Reception classes and are likely to attain the standards expected in this area of learning by the time they enter Year 1.
63. The high levels of good behaviour and social development established by all the staff in the Foundation Stage have a continuing impact on pupils' good behaviour and positive attitudes to learning throughout the school. There has been good improvement in this area since the last inspection.

Communication, language and literacy

64. The teaching of communication, language and literacy skills in the Nursery is satisfactory but the inadequate access to appropriate bi-lingual support means that the children's progress is limited, although satisfactory as a whole. The Nursery teacher is inexperienced with this age-group and there is insufficient emphasis given to the development of language through all activities within the Nursery for the children to be able to make the necessary progress for them to achieve at the same level as their English-speaking peers. The work of support staff is good. They use gesture and demonstration very effectively as a means of communication and model language appropriately for the maturity of the children. Consequently, the children interact well in the role-play areas, particularly when supported by a member of staff who is able to communicate with them in their home language. At the time of the inspection the

school relied heavily on the bi-lingual support provided by a student because there is no support of this kind permanently deployed to work in the Nursery. This is unsatisfactory as the increasing numbers of children entering who are learning English as an additional language makes it necessary for the school to reconsider its deployment of bi-lingual support staff.

65. The teaching of communication, language and literacy in the Reception classes is good. Teachers and support staff have a thorough knowledge of how to develop early communication, language and literacy skills using the stepping-stones that lead to the objectives set out (the Early Learning Goals) for children in the Foundation Stage. They promote the development of language in everything children do. Handwriting skills are carefully taught and, as a result, most children hold pencils correctly and form letters appropriately when practising or copy-writing. They are beginning to make marks and to use very simple pretend-writing. The children are expected to write their own names, for example on their artwork and they are thus able to practise their skills in a meaningful situation. The children listen attentively to stories and enjoy the pictures, using these cues to follow the plot despite the fact that many do not have sufficiently well-developed spoken English to join in with discussion. Stories are well chosen so that the children become familiar with repetitive language to enable them to practice for themselves.
66. The children for whom English is not their first language make satisfactory progress in communication skills. Constant emphasis is placed on developing language skills. Good opportunities are made for learning simple songs and rhymes. Later in the year the children take books home to read with their family. The children have poor writing skills when they enter the Reception year. Good opportunities are provided for children to practise making marks on paper and other surfaces, for example, sand, white boards and card.
67. The children are encouraged to look at books and enjoy them in the attractive book areas in the Reception classes. They turn the pages carefully and treat books with respect but, although some children can recognise a few words in isolation, others are unable to distinguish between text and pictures. The selection of books available to the Reception children is attractive and appropriate for the age group and teachers take care to ensure that there are familiar and simple repetitive stories available to encourage them to “read” the story for themselves and so improve their early reading skills. The children make good progress in handling books, enjoying stories and beginning to recognise that print carries meaning. A structured scheme for learning letter sounds is contributing to the children’s good progress in reading. Most children recognise the initial sound of their own name and the higher attaining children know the sounds and names of many letters. The children have good opportunities to practice writing during role-play and in group activities. Despite the good teaching and learning opportunities created in both Reception classes, the majority of children are unlikely to attain the standards expected for their age in communication language and literacy by the time they enter Year 1. There has been satisfactory improvement in the provision for children in the Nursery since the last inspection and good improvement in the Reception year. The stronger emphasis placed on the provision of bi-lingual support in the Reception classes is making a significant contribution to early language development.

Mathematical development

68. In this aspect the teaching in the Nursery is satisfactory. When they enter the Nursery, most children have little awareness of number, shape or pattern. Good opportunities are provided to help children acquire an appreciation of number. Many incidental

opportunities are used to help children count objects so they begin to appreciate the relevance of their counting. The children make satisfactory progress as, for example, when they match plates and cutlery when laying the table and sort the “food” into categories for storage in the home corner, separating fruit and vegetables from bread and cakes with confidence.

69. The teaching of mathematics in the Reception classes is very good. The children entering the Reception year are well below the expected standards for their age in understanding number, shape and measures. Lessons are effectively planned to help them acquire and improve their understanding. During whole class lessons, questions are directed well to individual children at their own ability level. The lower attaining children have very little concept of number, whilst the most able count forwards and backwards to 20 and use this to calculate how many more are needed to make 10 and what will be left if one is given away. Higher attaining children write numbers independently, but the majority of children have difficulty controlling a pencil and forming the numbers. Songs and rhymes are used very effectively to ensure full understanding and the children thoroughly enjoy paying for and removing a “Currant Bun” to find the number remaining. Evidence from their books shows that the children make good progress, but they are still below the standards expected by the end of the year. Carefully planned activities and daily opportunities to count and use mathematical language help the children to make good progress in understanding number. By the time they are at the end of the Reception year however, most children are still working below the standards expected in mathematics although they have made good progress. The school has made good progress in mathematics since the last inspection.

Knowledge and understanding of the world

70. The teaching in the Nursery is satisfactory. Many Nursery children and those in the Reception classes have few experiences beyond the home and family. They lack curiosity when they first come to school and have to be guided towards various activities. At first some children are overwhelmed by the many facilities available to them. They quickly become comfortable with the rich environment provided and begin to explore how things work, what they are made of and why things happen the way they do. In the Nursery, the children find out which things float and why, they discover the differences between wet and dry sand, they learn about animals and plants and about their own bodies. They begin to learn how to control the mouse on the computer and are delighted when their pictures are printed out. The children make satisfactory progress, but this is sometimes restricted by their lack of spoken English as most of the children do not fully understand what is being said to them in English. At the time of the inspection the Nursery was making good use of a temporary bi-lingual student but the lack of a permanently deployed specialist inhibits the work being done to improve the communication skills of those children who are in the very early stages of English language acquisition.
71. The children in the Reception classes continue their exploration of the world around them and learning is exciting and it is fun. The quality of the teaching is very good in this area of learning. The staff plan a very good range of activities and provide opportunities to widen the children’s knowledge of the world around them. Teaching is imaginative and well planned. For example, in one class, the children thoroughly enjoyed making honey sandwiches, learning about one of the favourite foods of “The Three Bears”, and most were able to spread butter and jam competently, with a little help from an adult. In the other Reception class, the children were awe-struck to meet the hens (belonging to one of the parents) that had laid the eggs they had recently eaten at school. They listened in wonder to the soft clucking of these amiable creatures and gently, and very tentatively, stroked their smooth feathers. Through regular

opportunities to use the computer, children know how to use a mouse to move objects round the screen, for example, to dress a teddy by pointing and clicking on various items of clothing. The children's lack of spoken English is affecting their attainment because they are find it difficult to explain or articulate their ideas. Although they are making very good progress in this area of learning, very few children are likely to reach the standards expected for their age by the time they start Year 1. Satisfactory progress has been made in the Nursery and good progress in the Reception year since the last inspection.

Physical development

72. There is good teaching in the Nursery, which ensures that the children gain confidence and improve their agility in games and play activities as well as becoming competent at using pencils, paintbrushes and scissors by the time they transfer to the Reception classes. The children lack pencil and scissor control when they begin in the Nursery, but there are many opportunities provided to use different kinds of markers and paint. Good opportunities are also given to manipulate small objects, such as building blocks and threading beads. These experiences enable the children to make good progress. Outdoors, the children enjoy pedalling tricycles. They steer them with confidence around a track and avoid colliding with others.
73. By the end of the Reception year, the children generally achieve the skills expected of five-year-olds in the manipulation of bricks and other construction materials, and in the control of pencils and scissors. Plenty of opportunities are provided for the children to practise and develop these skills. They were encouraged, for example, to manipulate scissors with increasing confidence as they cut a flexible plasticised material to make collage Teddy Bears. The development of skills such as climbing and balancing, ball control, and the use of space is currently restricted for children in the Reception classes by the building work being carried out at the school and, although staff are working hard to overcome the problems, this is affecting the children's progress. Teaching in this area of learning is good with a clear demonstration of technique in order to ensure children improve their performance. The current state of the accommodation means, however, that although they are making good progress, the children are likely to achieve the standards expected. The Reception classes have no direct access to an outside play area which can be used regularly for them to play and use climbing apparatus but the current building programme is addressing this.

Creative development

74. The quality of teaching in the creative area of learning is satisfactory overall with good features. For example, the children are often provided with opportunities to paint, draw and sculpt during free-choice activity times. The children make satisfactory progress overall in creative development, although progress in learning in some areas is better than it is in others. Very good organisation of the available space in both the Nursery and both Reception classes results in classrooms that are bright and attractive. Display is colourful and available for the children to interact with and includes good examples of children's work.
75. The children begin in the Nursery with very little awareness of paint, music or dance. They make steady progress and enjoy their experiences at school. The staff provide many activities where children can explore colour, texture and shape and ensure that children experience a wide range of techniques such as collage work, working with play-dough and printing. In the Reception year, the children continue to explore different media and develop their skills in handling paint, crayon and modelling materials. The children's drawing, painting and sculpting skills are progressing

satisfactorily but are still below the standards expected for this age group. For example, many of their drawings are still very immature, often lacking main body parts.

76. The teachings is good in the Nursery when the imagination and expertise of support staff ensures that the children have access to a wide range of experiences and successfully develop the children's self-expression through art and creative work. This was seen when the children blew through straws to make bubbles of green paint for their paintings. The skill and experience of the Nursery nurse was clearly evident as she blew on to each child's hand to ensure that they understood what they had to do, and the children were amazed and delighted to watch the bubbles grow in their paint pot. Creative artwork in the Reception year sometimes tends to be over-directed by the adults and as a result children do not continue to develop free expression as effectively as they did in the Nursery.
77. Role-play forms a strong area of development in both the Nursery and Reception classes. Support staff work very effectively alongside the children, dressing up in tunics, taking tea in the home corner, and helping with the baby. This encourages the children to participate fully in the role-play areas and is a very important and effective factor in the development of language skills. The Reception children thoroughly enjoy dressing up as "Goldilocks and the three bears" and acting out the story for themselves. The children's enjoyment of music is apparent in their exploratory use of percussion instruments in the Nursery as they investigate for themselves the different sounds made, including the scrape of two pieces of sandpaper rubbed together. They are taught to hold percussion instruments properly and are taught the words and actions of traditional songs and rhymes. They enjoy singing songs and joining in action rhymes although very few know the words. The children in the Reception classes sing enthusiastically and with clear enjoyment. In this area of learning they are likely to achieve the standards expected in music by the end of the Reception year, but overall, standards in creative development are still below those expected for children of this age by the time they start Year 1. There has been satisfactory improvement since the last inspection.

ENGLISH

78. Standards in English are well below those found nationally at the end of Key Stage 2. This judgement is based on current findings and on the 2001 results of the national tests, which were carried out for the first time by the school following reorganisation. The significant proportion of pupils learning English as an additional language, an above average proportion with special educational needs combined with the high level of pupil mobility all contribute to the standards achieved in the tests. Although the percentage of 11-year-old pupils last year who reached the expected Level 4 is small, a quarter of these reached the higher Level 5, which was in line with the national average. Results exceeded the targets agreed with the local authority, which were too low. The school is now on course to reach the higher, more challenging target of 60 per cent of pupils achieving at least Level 4 at the end of the current year.
79. In Years 1 and 2, overall standards are well below those found nationally. Attainment in reading in the latest 2001 national tests, for seven-year-olds, improved on the previous year, when more pupils achieved the expected Level 2. In the previous year, the school's performance, although close to the average for similar schools in reading, was well below the national average in both reading and writing. In 2001 fewer pupils achieved the expected Level 2 in writing but an increased percentage reached the higher Level 3. In the current Year 2 class, more than a quarter of the pupils have special educational needs and fifty eight per cent of the pupils are learning English as an additional language. Given that the majority of pupils are in the early stages of

English language acquisition when they first start school, they are making satisfactory progress but their attainment is well below the national average by the age of seven.

80. There is currently no significant difference between the overall performance of boys and girls in either key stage. The school analyses attainment levels by gender and for those learning English as an additional language. The school's own analysis, for example, shows that a group of 11-year-old Bangladeshi girls achieved well in the previous school year, reaching the expected targets in the national tests.
81. Standards of speaking and listening are well below average at the end of both key stages. Listening skills are more highly developed than those for speaking. Many pupils lack basic English vocabulary, knowledge about the structure of language, technical terms and comprehension skills. The school has become involved in initiatives such as 'Talking Partners', which uses trained partners, working over a period of several weeks, with small groups of pupils for whom English is an additional language from the Reception year to Year 3. There is no systematic whole-school assessment and recording of pupils' progress in speaking and listening at present. Nevertheless examples of excellent practice exist and needs to be replicated in all subjects. For example, the use of 'Guided Talk' for pupils learning English as an additional language is very effective in Year 1, where very good resources are deployed in the teaching of phonics using a multi-sensory approach. There is clear and specific teaching of the basic skills of letter formation and very good support for individuals, enabling all of them to succeed. In Year 6, there is very good emphasis on the development of new and interesting vocabulary and figures of speech. In other curriculum subjects, pupils are encouraged to offer suggestions in response to teachers' questioning or to express their feelings as in some personal and social education lessons in Key Stage 2. The school has identified the need to focus on oracy as a means of raising pupils' attainment in literacy and there is planned in-service training for teachers in the development of pupils' speaking and listening skills.
82. By the end of Year 2, overall standards in reading are well below those found nationally. This represents satisfactory progress from a well below average starting point. The school has revised its approach to teaching phonics since the previous inspection. This is beginning to have an impact on the standards of reading in Key Stage 1, a judgement which is supported by the latest national test results. By the age of seven, a few high achieving pupils read fluently with good expression. They have good recall of the stories they have read, are able to articulate opinions related to the characters and the plot, and predict what might happen next. They are keen to improve their reading. The pupils of average ability read reasonably confidently and correct errors using phonic strategies. The pupils who attain below average standards, who comprise a significant proportion of the year group, read hesitantly and often struggle with new words. Pupils have access to a satisfactory range of fictional texts in the class libraries. However, for the large majority of pupils there are insufficient opportunities to practise their alphabetical knowledge to locate books and information.
83. By the end of Year 6, overall standards in reading are below those found nationally. This represents satisfactory progress from a low baseline on entry to the key stage, although the pupils in Year 6 make good progress. Those pupils, who did not reach the expected standards at the end of Key Stage 1 last year in the tests, benefit from the 'catch up' phonics lessons provided in Year 3. Initiatives in place at the previous inspection, such as the 'Better Reading Partnership' continue to impact positively on the progress made by individual pupils and the standards they achieve. Careful targeting, individual support and monitoring of progress are important features of this initiative. By the end of Year 6, the highest attaining pupils show good understanding of the books they have read, using them to quote particular incidents and episodes. Average

attaining pupils read fluently with good expression and can skim and scan text for information. The lowest attaining pupils, including those with special educational needs, begin to use letter sounds when reading unfamiliar words. Pupils of all attainment levels in Year 6 are able to demonstrate their knowledge of books and their opinions about them by referring to their reading journals and written book reviews. They read non-literary text such as newspapers and magazines at home. The higher attainers have the appropriate skills to retrieve information in relation to non-fictional text. They have some opportunities to practise these. For example, during the inspection Year 6 pupils successfully used dictionaries and materials from the Internet to establish the exact definitions of unfamiliar foods. Year 5 pupils successfully used secondary sources to make notes about aspects of Victorian Britain. However, most pupils in Key Stage 2 are not provided with sufficient opportunities to use research skills as part of independent study and they lack the basic knowledge of how a library is organised and how to access electronic information for themselves.

84. Standards of writing are well below national expectations at the end of both key stages. This depresses the overall standards achieved in English and is evident in the most recent 2001, test results. The previous report found the quality of writing to 'vary considerably across the school'. Evidence gained from samples of work by pupils currently in Year 6, covering the period since they were in Year 4, indicates that many started out with poor levels of competence in writing and have since made good progress. The school has drawn up a satisfactory handwriting policy resulting in standards of handwriting and presentation in completed work by Year 6 pupils being good. There is still need for a greater rigour in the teaching of handwriting in order to improve the quality in other parts of the school. The introduction of a more systematic approach to the teaching of phonics and spelling is beginning to impact on pupils' skills in writing but the overuse of work sheets is still limiting opportunities for pupils to write extensively. There are insufficient opportunities provided for pupils to write for a real purpose with a real audience in mind, rather than merely giving them writing tasks to fulfil. There is little evidence to show they use information and communication technology as an aid to writing. By the end of Year 6 the pupils are reflecting on their own learning, for example, one pupil wrote, "I will make changes in my writing to create effect". The more able pupils in Year 6, who are attaining standards above those expected for their age, write in well-structured paragraphs. Across the school, weaknesses in the work of average and below average pupils include grammatical and punctuation errors, spelling mistakes, a lack of imaginative vocabulary and extended sentences. There is good evidence of drafting, which is an improvement since the previous inspection. Writing tasks cover an appropriate range of styles, but no evidence of pupils undertaking extended writing tasks such as individual projects, was observed. There is a lack of extended writing across the school although in Year 6, the pupils have made good progress in their writing as they are being taught how to structure their writing and this is having an immediate effect on standards.
85. The quality of teaching is satisfactory overall and results in pupils making satisfactory progress in both key stages. The use of 'specialist' teaching of older pupils grouped by attainment is effective. Recent staff development in the teaching of literacy has begun to have a positive impact on the quality of teaching. Improvements since the previous inspection include planning which conforms to the principles of the National Literacy Strategy and clear lesson objectives, which are shared with pupils and usually revisited at the end of the lesson in the plenary session. There is very good teaching in Year 6, which is linked to good subject knowledge, good questioning techniques, high expectations and lessons conducted at a brisk pace with an imaginative use of resources. However, there are some inconsistencies still to be addressed in the quality of teaching in both key stages, before it can be regarded as good overall. These relate to aspects of ongoing assessment. For example, not all teachers carry out the marking

policy with equal effectiveness. Comments such as, “Lively dialogue. Check the stage directions are keeping up and giving the actors instructions to show all the activity going on in the play”, are both encouraging and helpful to the pupil to make progress. Conversely a handwriting exercise containing poorly formed letters, marked with a ‘tick’ and no guidance about mistakes and how to rectify them, is not helpful. Targets for individual pupils are set throughout the school but there are inconsistencies in their usage, resulting in some work being provided for them which is not sufficiently challenging and does not build on the work previously covered.

86. Pupils with special educational needs are usually well supported in both key stages and make satisfactory progress. They are included in all lessons and not withdrawn from lessons for support. Work is generally designed for their specific needs and is most effective when this is closely linked to the mainstream of the lesson. The provision for pupils learning English as an additional language lacks clarity, usually because there is insufficient bi-lingual support or the use of the pupils’ home languages. For example, the excellent teaching observed in Year 1 is counterbalanced by the insufficient bi-lingual support available for children in the Foundation Stage. The behaviour and attitude to work of most pupils of all attainment levels contributes positively to the progress they make. They respond especially well in small group and individual teaching situations.
87. The subject is well led and the co-ordinator has a clear vision, which is backed by an appropriate plan of action for improvement. However, information and communication technology is not being used to support English lessons and this is unsatisfactory. In the very short time at the school, the co-ordinator has ensured that formal initiatives such as early intervention strategies, additional literacy support and booster classes have been appropriately designated. She has organised and promoted training for teachers, produced an informative literacy newsletter for them, and involves external consultants who have the necessary subject expertise. Occasional events such as a poetry competition, intended to promote pupils’ interest in writing, have been successful in overcoming stereotypes. For example, one Year 6 boy wrote “I used to think writing poems was for girls, but now I know it isn’t!” A useful file of pupils’ written work has been compiled to show the development of writing as an aid to teachers’ understanding of assessment. The involvement and expertise of other members of staff has been crucial. The compilation by the Year 6 teacher of annotated and assessed written work by the current Year 6 pupils is a prime example of skilful assessment being used to track progress and raise standards. It enables pupils to see for themselves the progress they have made. This is a very good example of the effective teaching seen in Year 6 and the new headteacher intends to use this to direct the future work of the school.
88. Resources for teaching the subject are unsatisfactory because the library is inadequate and is currently scheduled for re-development under the building and refurbishment programme. This accounts for the pupils’ lack of knowledge about reference work, research skills and using non-fiction sources and indexes.

MATHEMATICS

89. In the National Curriculum tests in 2001, the number of eleven-year-olds reaching the standards expected was well below the national average. This is the first time that Year 6 pupils have taken the tests following the school’s change in status from a first school to a primary school and the results were affected by a number of factors. An above average number of pupils were identified with special educational needs for their learning difficulties and more than a third of the year group joined the school part way through the infants or juniors and did not go through the complete stages. Also, over

half the class were pupils who speak English as an additional language, a significant number of whom had extended holidays during the year which affected how much of the curriculum they covered. The disruption and uncertainty caused by the reorganisation from first to primary school, particularly in respect of staffing and accommodation, also had a detrimental affect on standards. Despite these factors, the school exceeded the target it had set for raising standards in 2001, although this target is lower than you would expect from similar schools. Also, the proportion of pupils reaching the higher level in the tests was in line with that found in similar schools.

90. Although at the time of the last inspection most seven-year-olds were working at the expected level, this was not reflected in their performance in national tests which was well below expectations. However, three years of using the new approaches and the more structured curriculum of the National Numeracy Strategy, standards achieved by Year 2 pupils in 2001 were similar to those achieved nationally, and well above those of similar schools.
91. Inspection findings show that standards remain well below expectations for eleven-year-olds although pupils have made good progress from their levels on entry into the juniors in Year 3, and more pupils are now likely to reach the expected level in the 2002 national tests. Standards for the current seven-year-olds are below expectations, partly as a result of an increased number of bi-lingual pupils and the number of pupils leaving and joining the school during the infant stage. Also, there was some disruption during the previous year due to staffing difficulties and this affected the progress that the pupils made because some were being taught by supply teachers and this disrupted their continuity.
92. The quality of teaching and learning in the infants is good overall and is satisfactory overall in the juniors. Good and very good teaching was seen in Year 6. Monitoring of the quality of teaching by the co-ordinator has ensured that teachers are aware of their strengths and know what they need to do to improve their teaching. A common area identified was that the mental mathematics session at the beginning of the lesson lacked pace and did not involve all pupils. The school has worked hard to improve this aspect of mathematics and it is now a good feature of most lessons. When all pupils take part and it is fast, and paced well, pupils enjoy the challenge of having to think quickly and "beat the clock". This was seen in a Year 5 class when pupils worked very hard to complete more addition, subtraction, multiplication and division sums than their previous attempts, as they worked round a number circle game.
93. The school sees the raising of standards in mathematics as a priority and has begun to take steps to do so. Pupils in Years 5 and 6 are now taught in classes of similar ability. The brightest pupils benefit from work that is more challenging, while pupils with special educational needs are taught in a small group where they receive more individual attention. However at times, all the pupils in a set are given the same work to complete with the result that the less able pupils do not make fast enough progress when they are unable to keep up with the more able. This is most noticeable when worksheets are used. For example, less able pupils struggled to identify decimal fractions beyond tenths on a worksheet more appropriate for the higher-attaining pupils within the set. The problem is further intensified in Years 3 and 4 where the spread of ability is much wider. The result, as seen in pupils' books, is that less able pupils, at times, complete very little of exercises more suitable for higher-attaining pupils. This is also an indication of unsatisfactory assessments made by teachers so that planning is not building on the work covered or the progress the pupils are making. Even when work is planned to match the abilities and attainment of pupils, it is not always done well enough and the effect is essentially the same. For example, in a Year 3 class, higher-attaining pupils' progress was not fast enough when they were unable to solve a missing number

problem because the work set involved too many calculation stages and was beyond their previous experience of this aspect of mathematics.

94. Teachers in Years 1 and 2 know how to teach the basic skills of numeracy and recognise the importance of practical activities in helping the pupils to understand mathematical concepts. In good lessons in both Year 1 classes, teachers used a variety of activities involving coins to help pupils complete simple shopping tasks. The work was planned well to match the abilities of all pupils with the result that higher-attaining pupils worked with coins to twenty pence while average-attaining pupils were given much needed practice in adding numbers to ten as they added three smaller coins. Teachers in Year 2 provided lots of opportunities for pupils to count in twos from different starting points and this enabled them to recognise, and to count in, odd and even numbers to a hundred, although only the higher attaining pupils were able to work out the pattern and relationship between the numbers.
95. The Year 6 teacher, who teaches two of the three Year 6 sets, uses his mathematical expertise well to help pupils develop their own strategies to solve mentally problems which at first appear too challenging. For example, using rounding up or down techniques and then adjusting by adding or subtracting the difference caused by rounding. In a very good lesson in the more able set, the teacher made the pupils think hard and explain their thinking about the relationship between the perimeter and the area of a shape. This enabled them to make rapid progress and resulted in them working out the formulae for both. Another very good feature of the lesson was that pupils were given the opportunity to apply their new skill as they worked out the surface area of a tea packet as a costing exercise.
96. Satisfactory support is given to pupils with special educational needs and those learning English as an additional language. However, in some classes the level of bi-lingual support is inadequate to meet demand. Teachers make sure that the pupils who need support are included in all activities and give them opportunities, for instance, to complete examples on the board or share their findings during the plenary session. Support assistants sit with them during discussions and prompt them to try to answer questions. Teachers plan work to match the targets on their individual education plans and pupils respond well to the extra support they are given during group activities. In the Year 6 special educational needs group, the teacher's very good relationships with the pupils encouraged them to divide numbers to 40 by four. By constantly reminding them to use what they already knew about the four times table, she enabled the pupils to complete, with success, sums such as 24 or 36 divided by four. Another good feature of the lesson was the extra support given to a bi-lingual pupil who had just returned from an extended holiday.
97. A strength of all teaching lies in the good relationships teachers have with their pupils. Pupils are praised for their efforts and reassured if they give a wrong answer. They respond well to the positive comments made in their books by teachers and are motivated by the prospect of team points. Marking, however, is inconsistent and is generally not sufficiently constructive to move pupils on. Although there is good practice in Year 1 and, at times, in Year 6, some work is unmarked and untidy work is accepted particularly in Years 3 and 4. Pupils do not do corrections and, at times, exercises are not completed, although pupils have been requested to finish the task.
98. Pupils use mathematics to develop learning in other subjects. Pupils in Year 6 draw line graphs to illustrate extension in an elastic band during their work science work on forces, while in geography they use their knowledge of scale in their diagrams of a cross section of a channel of the North Beck. The school is aware of the need to develop the use of information communication technology (ICT) in mathematics, which

is unsatisfactory overall. However, in Year 6 the teaching has included good examples of ICT such as spreadsheets and the use of simple databases to record and interpret data. There are also plans to increase teachers' expertise in, for instance, the use of spreadsheets. Homework is used satisfactorily to consolidate pupils' learning in lessons or to prepare them for future work.

99. The co-ordinator provides satisfactory leadership in the subject. She has monitored and evaluated the teaching of mathematics and has been observed teaching by other members of staff in order to gain from her expertise. She is aware that assessment procedures need to be developed further to check what pupils can do, whether they are learning at a fast enough rate and to predict the levels they will achieve by the time they leave school. There are sufficient resources, which are generally used well to assist pupils' learning. The plan to develop the use of ICT together with all teachers' shared commitment to succeed in the subject, places the school in a good position to continue to raise standards in both key stages.

SCIENCE

100. Pupil's attainment in science is well below the national average at the age of seven and eleven. This is a similar position to that shown by the teacher assessments at the time of the last inspection. The attainment of the pupils is slowly rising in science although a number of factors depress the schools' overall results in national tests. These factors include:

- A quarter of the pupils in the school are on the special educational needs register.
- Half of the pupils are bi-lingual and are held back by their lack of spoken English.
- There are a significant number of pupils who join the school from other schools.
- A number of pupils have extended family holidays and this disrupts their learning.

101. The teacher assessments of the pupils' attainment at the age of seven in 2001 show that four out of ten pupils achieved Level 1, which is below the nationally expected level for their age. Four in ten pupils achieved at the expected level and two in ten pupils achieved at the higher than expected level. The significant number of pupils who achieved at the lower levels reflects the number of pupils on the special educational needs register and also those pupils who are developing bi-lingual pupils and are held back by their delayed development of spoken and written English. The 2001 national tests for science for eleven-year-olds were the first time these tests were taken by pupils in the school. They indicated that the pupils achieved well below the national average, with 62 per cent of pupils achieving at the expected level and above. The school felt that although the pupils had exceeded the targets set for them other factors had affected their levels of attainment. For example, the change from a first school to a primary school had meant new staff arriving, a new curriculum to be created and extensive building work to be undertaken. Alongside this were the feelings of some of the pupils who had expected to be moving on to the next phase of their education. The school has worked hard to put into place a number of strategies to bring about improvement and to involve and enthuse all in their learning. These strategies include:

- A clearer focused whole school assessment procedure.
- In service training for staff to further develop their expertise.
- Appropriate support materials to aid teaching and learning.
- Specialist teaching for Years 5 and 6 to give focused specialised teaching for these year groups.
- Booster classes to give support for targeted groups of pupils.

- The use of writing frames to help the pupils to structure the recording of experiments.
102. The school believes that the improvement of assessment procedures in the school will enable teachers to target their lessons better as they will be able to focus more accurately on the levels of attainment of the pupils. This will help the teachers to plan their lesson to take into account the differing levels of attainment of the pupils. Further gains and improvements in the writing up of experiments will also help teachers to raise pupils' standards in science still further.
 103. In all classes there is no significant difference in the performance of boys and girls. The pupils with special educational needs and the pupils who are developing bi-lingual and are held back by their knowledge of English are supported by their class teachers and the learning support staff. They work alongside the other pupils in the class and they make satisfactory progress in developing their scientific skills in relation to their abilities. The science curriculum is planned to ensure that the pupils have opportunities to plan, predict, observe and consider what has happened during their investigations. All areas of science are given appropriate coverage and the pupils are given opportunities to consolidate and extend their learning. However, the pupils who have extended holidays abroad miss large blocks of the planned science curriculum.
 104. The quality of teaching observed during the inspection was satisfactory overall. The teaching for the pupils in Year 5 and 6, who are taught their science lessons by one of the Year 6 teachers, is consistently very good and in these classes the pupils make rapid progress. The quality of teaching throughout the school would benefit from a tighter focus on pupils' learning. The curriculum co-ordinators consider that the new assessment procedures will act as a vehicle for this improvement.
 105. The pupils in the infants make satisfactory progress in their science learning as a result of satisfactory teaching. In each year group the class teaching promotes observational skills and practical activities. For example, in the Year 1 class the pupils investigated different light sources, checking the school building for the light sources present and recording their findings on their work sheet. Some of the pupils remained in the classroom and decided just how a wide range of lights worked. In Year 2, the pupils investigated the forces of push, pull, squeeze and squash. The teacher intrigued the pupils at the start of the lesson by making a ping-pong ball move as if by magic! The result of holding a plastic straw rubbed by a cloth near to the ball. The pupils decided it was not magic which made the ball move that the teacher must have touched the ball or that there was something inside the ball that made it move. In this way the teacher encouraged the pupils to think about what had caused the movement when apparently there was no reason for it. The pupils then grouped a range of toys that could be pushed, pulled, squeezed and squashed. The pupils worked well together, they listened to each other and helped each other to record their findings. In both these lessons the pupils worked to sort, explain and discover what they had observed and used the appropriate scientific vocabulary for the tasks.
 106. The teachers plan their lessons satisfactorily and ensure that the pupils are fully involved in their learning, this ensures that they learn appropriately. Tasks are recorded in a number of ways. The pupils work on a wide range of practical activities that interest and intrigue them. Those who are developing bi-lingual skills and are held back by their knowledge of English and the pupils with special educational needs are given good support by the class teachers and learning support staff. The teachers have begun to assess the pupils' levels of attainment at the end of each topic and this is beginning to give the teachers a clearer picture of each achievement. In turn this will lead to more focused learning for the different ability groups in the class.

107. In the junior classes the pupils develop their skills in observing, recording and explaining their observations. The pupils begin to work on the concept of a fair test. In Years 3 and 4 the pupils experiment with different kinds of materials deciding why the materials were effective for that particular object. For example, one pupil put forwards the idea that scissors were made from metal because metal was hard and could be sharpened so that the scissors would cut cleanly. The pupils are encouraged to use the correct scientific terms and vocabulary in their work so that the Year 3 and 4 pupils learning about teeth knew that *molars*, *canines* and *incisors* all have different roles when eating food. Pupils record the number of teeth they have present in their mouths and count how many of their second set they have and how many of their first set remain.
108. In Years 5 and 6, the pupils make rapid progress in extending and developing their scientific enquiry skills, fair testing and accurate recording of their results becomes more refined. This is because all the Year 5 and 6 classes are taught by one of the Year 6 teachers. His very high expectations, outstanding subject knowledge and very good relationships with the pupils means that they strive hard to succeed and achieve well. The class teacher ensures that the pupils are fully involved in their work and have many opportunities to talk about their work, pose questions and consider their findings carefully. The pupils work well collaboratively. For example, in a Year 6 lesson, the pupils worked together to make their Gyrocopters. They considered the results of the initial part of their lesson and thought about the different types of papers they had used. The pupils considered what would affect their flight, their answers reflecting the different weights and size of the papers. The teacher uses the pupils' homework sessions as an effective tool to support lessons and to extend and develop their understanding further. Computers are used effectively by the pupils to create graphs to show the results of their experiment. For example, the pupils in Year 6 created a line graph to show the results of their experiment measuring the effect of hanging different weights from elastic bands. The junior teachers consider that tighter assessment procedures will enable them to further focus the pupils learning and extend the work of some of the more able pupils, whilst supporting further the needs of the pupils who are held back by their knowledge of English. In Year 6, the pupils use increasingly complex scientific vocabulary. Experimentation and investigation are both used very well by the class teacher to ensure that the pupils achieve well.
109. The co-ordinators work hard to encourage and support other teachers. They have introduced a new scheme of work and arranged courses for the teachers. The co-ordinators have rightly identified the need for a whole school assessment policy to further improve the standards the school achieves. They have developed a whole school procedure and it is in its early stages of implementation. There is a good range of science resources in the school.

ART AND DESIGN

110. Standards in art and design are above average at the age of seven and eleven. This is a similar position to that at the time of the last inspection. Art and design has a secure place in the work and life of the school as it is a subject in which all the pupils, regardless of their abilities and level of English acquisition, achieve well. The staff work hard to make sure that the pupils' working environment is bright and stimulating. The teaching of art and design is good overall. The co-ordinator and staff display the pupils' work in such a way that it captures their imagination and encourages them to try hard with their own work.

111. The scheme of work for art and design is a thorough document and ensures that art is taught not only in its own right but also used to support other curriculum areas. For example, the pupils drew pictures of Tutankhamen's mask as an integral part of their history topic. The co-ordinator has arranged for a number of artists to come to work in the school with the staff and the pupils. This expert input gives the pupils opportunities to work with people who are recognised as being gifted in the particular media in which they work. The teachers are at present working under very trying circumstances; this is because at present there is considerable building work going on in and around the school and many of the temporary classrooms do not have a supply of water. Judgements have been based upon interviews with the pupils, observations of the pupils' work and the co-ordinators monitoring file, as only two lessons were observed during the inspection.
112. By the age of seven, pupils use a range of media to record their observations. In Year 1, the pupils looked at a number of portraits and then the pupils use pastels, paint, charcoal, chalks and pencils to record their own observations and portraits. The pupils built upon this knowledge as they worked with clay and play dough to create faces. In the two good Year 1 lessons observed, the class teachers ensured that the pupils brought their previous learning of close observations of portraits to their work with clay. The pupils thoroughly enjoyed knocking out the air from the clay and manipulated the clay to make an oval shape for the face and then added facial features. The pupils took pleasure in working with the clay. They responded to the feel of the clay on their fingers and took great care as they added noses, ears and lips. The pupils who are bi-lingual were given good support by the bi-lingual support assistants and because of this the pupils succeed well. The completed faces showed a clear development of observational skills in a different media. In Year 2, the pupils thought about and drew the background needed for their animal pictures. For example, drawing a tree for the parrot to sit in and a jungle for the lion to prowl in. The pupils were encouraged to look closely at their work and to use their imaginations and then give free reign to their ideas. In this way they completed parts of pictures they had been given and looked carefully through a camera lens and drew exactly what they saw.
113. By the age of eleven, the pupils build upon the skills and techniques acquired when they were younger and develop a critical awareness of their own and others work. They speak knowledgeably about their work. The pupils study a range of artists and their work and look at different cultures and the patterns and techniques they use. For example, in Year 3 the pupils studied the work of Frank Stella and created some colourful pictures in response to his work. They paint in response to a range of stimuli and show their feelings and thoughts through their artwork. The pupils are given opportunities to use a wide range of materials and techniques. They use clay and paint and can draw using a variety of pastels. They choose their materials with care and show good levels of application in their work. Observation skills are highly developed such as those in Year 5 where the pupils create their own still life studies which they sketched using charcoal, pastels and then watercolours. In Year 6, the pupils have produced some good quality pen drawings of Victorian houses in support of their history topic. They have also looked at movement in pictures drawing ballerinas, footballers and Venus during the tennis tournament at Wimbledon. They extended this idea by creating montage pictures, again showing moving figures.
114. The enthusiastic and knowledgeable co-ordinator gives good support to her colleagues. She has made a positive impact upon the development of art and design throughout the school. The pupils visit places of interest and a number of artists have been to the school to work with them. There is a satisfactory range and quantity of resources in the school and the staff uses them effectively.

DESIGN AND TECHNOLOGY

115. Only one design and technology lesson was observed during the inspection. Evidence has been drawn from analysis of the pupils' previous work, which was recorded either in their portfolios or in the curriculum manager's file for the subject, and from discussion with staff and pupils. Standards are at the expected level for pupils aged 7 and 11. Standards are similar to those found at the time of the last inspection and there has been satisfactory improvement since then. The planning of the design and technology curriculum offers an appropriate and varied programme, based on clear guidelines and for those classes with mixed ages, takes into account the needs of pupils in age group. Design and technology is also being used in relation to other subjects, for example in science, Year 6 pupils investigated forces when designing paper gyrocopters.
116. In Years 2 and 3, the pupils can explain how to use a winding mechanism as they explore designing "Incy Wincy Spider" models. A very good diorama displayed in Year 1 shows the pupils have successfully designed and made their houses, shops and roads using cardboard, paper and textiles. Other work previously covered in Key Stage 1 includes investigations into sliding mechanisms where the pupils have successfully completed their models, again linked to other subjects or topics. For example, a topic about the circus includes two-dimensional cardboard clown models juggling balls, or magicians with rabbits popping out of top hats. These involved a satisfactory range of model and puppet making and good attention to the mechanisms, for example, using split pins to allow two parts of a model to move. The teaching is satisfactory overall, with clear planning and a satisfactory coverage of the curriculum. There are also good curriculum links with Keighley College, where Year 1 pupils visited to complete a project about homes. Here the pupils made dolls houses which were eventually displayed in the classroom. Years 2 pupils investigated vehicles last year and successfully completed designs and models of vehicles. There were good links with health education in this topic because the focus was on emergency vehicles, such as ambulances so that the curriculum is enhanced with relevant topics that are familiar to the pupils.
117. In Key Stage 2, the pupils make sound progress because the work planned covers a good range of topics. In Year 3 last year, the pupils designed sandwich snacks as part of their personal, social and health education and food technology. They are developing a good understanding of the importance of packaging to keep food fresh and undamaged. For example, making crisp packets and sandwich boxes as well as investigating healthy food groups in their science work. Year 4 pupils investigated money containers, having gone through the design process with good examples of the choices the pupils have made when choosing materials such as textiles and joining techniques such as pins, tape and staples. Again, good links with other subjects, for example, Year 4 pupils investigated time and clocks in particular as part of their mathematics work. The pupils made three-dimensional box clock or alarm clocks and have designed these to take account of the function of different clocks and they are used in everyday life. There are also good examples of literacy work being used as a stimulus, for example, Ted Hughes', "The Iron Man" and Roald Dahl's, "Charlie and the chocolate factory", have been used to produce models representing parts of the story or their settings, such as the chocolate factory, using construction toys. Year 4 pupils last year produced a "Fairy tale chair" and a "Magic chair" as part of their work about stories and different genres. Year 5 and 6 pupils are making slippers for a variety of uses, for example either to be worn as footwear or displayed as ornaments. The teaching is satisfactory and has been carefully thought through to give the pupils a variety of experiences. There are good opportunities for them to draw their own designs, evaluate and improve them, and make them aware of different types of materials and their suitability for different purposes.

118. The subject is being effectively managed and there are useful guidelines for how the subject is to be taught, consequently, there is consistency of practice across the school which is evident in the work the pupils produce and the way it is presented. Good use is made of educational visits and cross-curricular topics to make design and technology interesting and varied for the pupils. An annual residential visit for older pupils is used to encourage problem-solving skills and team work. Design and technology work is also enhanced by visiting groups such as the “Small world” group who visited this term working with Key Stage 2 pupils making model plants which have been displayed in a local park. A visiting music group, “Back-beat”, also linked design and technology very well with the pupils’ music work as they pupils designed and made drums and other tympanic instruments.

GEOGRAPHY

119. Standards in geography are in line with those expected at the ages of seven and eleven. The standards achieved reflect the relevant curriculum which is tailored to the needs of the pupils in the school. The pupils learn about their own environment and study areas of the world that echoes the cultural origins of those pupils who speak English as an additional language. Standards are similar to those at the time of the last inspection. However, since the last inspection the nature of the school has altered as it has ceased being a first school and is now a primary school. The curriculum in the juniors has been adapted to take into account the curriculum for Year 5 and 6 pupils and appropriate resources have been purchased. Regular visits to different parts of the locality enable the pupils to learn about features and changes that are taking place in the town of Keighley and are relevant and interesting to them. The teaching is satisfactory overall.
120. By the age of seven, the pupils have a good understanding of the locality. In Year 1, the pupils study the roads around the school deciding which are the busiest and which are not so busy. The teacher in this successful lesson ensured that the pupils learnt appropriately as the learning was carefully targeted to include all the pupils. They have studied homes in the area and they talked about whether houses are bungalows or terraces. In Year 2, the pupils learn about Katie Morag and her island home. They consider the transport used on the island and label a map of the island with the bridge, the jetty and the mainland. The pupils also learn about the countries Barnaby Bear (an imaginary character represented by a toy bear) travels to. Barnaby Bear has recently been to France with one of the teachers and the pupils are learning about the similarities and differences in lifestyles in France and Britain. The pupils locate the British Isles on a map of Europe and talk about one of the photographs of France as being like Skipton market.
121. By the age of eleven, the pupils’ specific geographical language develops well. This is because the teachers work hard to ensure that the correct geographical terms are used by themselves and the pupils. In a less effective lesson in Year 3, the pupils were not fully engaged in their learning and so they did not make sufficient progress during the lesson. In contrast, in Year 6 effective teaching enabled the pupils to achieve good standards in their work because expectations were much higher and the pace and challenge set for the pupils was much more demanding. In these classes the pupils’ learning is at present based upon a field trip the pupils made to North Beck. The pupils observed the natural features of the area. They measured the profile of the Beck and conducted an experiment to measure where the water flowed fastest. Afterwards the pupils successfully came to conclusions why this was so. They made careful sketches of the Beck and in subsequent lessons matched their observations to learning about meanders, flow of water, erosion and deposition. A group of pupils were helped by the

class teacher to make a full size cross-section of the depth of the water in the North Beck during one lesson. Because the pupils learning was based upon their field trip the pupils learning was relevant and practical and so they learnt well. The pupils were exceptionally interested in this area of their work and this was shown by the quality of questions that they asked the teacher during the lesson.

122. The co-ordinator is enthusiastic and is keen to promote the subject throughout the school. She has an effective action plan for the further development of the subject but assessment procedures are unsatisfactory as they are not helping to inform teachers' planning. Resources for geography are satisfactory overall, but some improvements are needed in the range of ICT software available to support the geography curriculum.

HISTORY

123. Attainment in history is typical of that expected of seven and eleven-year-olds. This means that standards have been maintained since the previous inspection. An improved programme for teaching, based on a national scheme of work, enables teachers to take the pupils through interesting and challenging work. This allows all pupils to make steady progress so that by the time they leave school, most pupils, including those with special educational needs, have a sound understanding of the periods and people they study. By the time they leave the school, the pupils know about periods of history from ancient times to the recent past including the Ancient Egyptians, Tudor England and the Second World War.
124. By the time they are seven, the pupils begin to understand about the passage of time as they use objects and facts about children in Victorian times as an introduction to the past. Teachers choose topics that are interesting to pupils and ensure that there is a wide range of resources available to them. For example, the pupils in Year 1, as part of their "Old and New" topic, enjoyed handling everyday objects such as flat irons and hot-water bottles from another era and compared them with similar items used today. They learn first hand from visitors to school who talk about life when they were children and their own experiences at Holycroft primary school many years ago.
125. It was not possible to observe any teaching of history at Key Stage 1 during the inspection but from observation of displays in classrooms and the scrutiny of teachers' planning it is evident that pupils make satisfactory progress. They learn about chronology through a simple use of time lines and note the year of their own birth alongside that of their teacher and famous people from the past.
126. The teaching seen in Key Stage 2 is good with teachers demonstrating good subject knowledge. However, assessments of pupils' progress vary across the key stage and are unsatisfactory overall. Teachers are successful in developing the pupils' research skills. Teachers use their good knowledge of history to enable the pupils to focus clearly on the events or circumstances that brought about changes in society and to the politics of the time. For example, the pupils in Year 6 investigate events since the 1950s and learn about John Lennon, Martin Luther King and the Civil Rights Movement in the United States of America. The pupils in Year 5 learn about the changes that occurred during the reign of Queen Victoria and how the industrial revolution affected the lives of many Victorians as they moved from the country to work in the grim conditions of the factories. A further strength of the teaching is the way in which teachers develop pupils' skills of empathy. For example, pupils in Year 3 wrote letters home as if they were evacuee children during the Second World War with a good understanding of the situation in which the children of that time found themselves.

127. Teachers enrich pupils' understanding of the reality of the past by visits to museums and historic buildings. The pupils in Year 5 visit Batley where they are enthralled to learn in detail about the Pharaohs, mummification, hieroglyphs, and the religious beliefs and customs of Ancient Egypt. In discussion with Year 6 pupils, it was apparent that their knowledge of Ancient Egypt was extensive and that they had a good understanding of the beliefs, rituals and customs of the time. Their visit to Bagshaw Museum was described by the pupils as "awesome!". The pupils in Years 3 and 4 were delighted to meet "Henry VIII" when he visited the school in the company of a Theatre Group that performs for schools.
128. Resources for learning are satisfactory and the school has an appropriate range of artefacts. A good start has been made on monitoring teachers' planning but teachers' assessment in history are unsatisfactory. An improved scheme of work and a considered application of literacy skills within history places the school in a secure position to be able to raise standards further but information and communication technology is not being used enough to support learning or enhance the history curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

129. Attainment in information and communication technology (ICT) is well below the standards expected by the age of 7 and 11. At the time of the last inspection, standards were better than this so in the context of school improvement the school has made poor progress in ICT since then. Although some improvements have been made to resources since the last inspection, which found the provision for ICT to be satisfactory, the curriculum lacks sufficient consistency and the teaching is unsatisfactory overall, due mainly to a lack of subject expertise amongst many staff. However, by the end of Key Stage 2, and particularly in Year 6, there is more effective ICT taking place because the teachers are more inclined to use ICT to support the pupils' learning in a range of subjects. Consequently, the school has introduced some key programs, for example word processors and desk-top publishing to be used in English, and spreadsheets together with data handling programs to be used in science lessons. The most effective ICT is evident in Year 6, due mainly to the higher standard of teaching evident there and the confidence of the staff who are more inclined to use ICT as an aid to learning. Other aspects of the ICT curriculum in other parts of the school are lacking or covered in piecemeal fashion and this is largely influenced by the individual competence of staff and the confidence in using ICT across a range of subjects.
130. By the end of Key Stage 1 standards are well below those expected for pupils aged 7 and the pupils have made unsatisfactory progress. They continue to make unsatisfactory progress, including word processing and some graphics, in Key Stage 2 but make satisfactory progress in Year 6 as a result of the increasing competence of the teaching and the gradual introduction of new computer programs but standards remain well below those expected by the end of the junior years because the pupils have made a slow start during Years 3 and 4, with little ICT being used to support their work. By the end of Key Stage 2, coverage is better because the pupils have used word processors, spreadsheets and graphics programs to illustrate work done in other subjects. Overall, the pupils have, at some time, covered the four strands of the National Curriculum, but this has been ad hoc and staggered depending on the individual competence of their teachers.
131. Key Stage 1 pupils can use simple word processing and graphics programs to produce text and pictures. They can save and print their work with support and understand that the computer can be used to change text and re-organise information. The pupils in

Years 1 and 2 can control a pointing device and manoeuvre a cursor or prompt around the computer screen, sometimes searching for symbols or words but lack confidence and skill as they do not get enough regular practice. The pupils can print but not save their work independently and computers are not always used sufficiently during independent or group work to help them improve in confidence or familiarise themselves with basic skills.

132. In Key Stage 2, the pupils are making satisfactory progress in word processing and some simple graphics programs but the lack of regular access to ICT affects their level of attainment and, as a result, their progress is unsatisfactory in other areas of the ICT curriculum. The pupils have very little understanding of turtle graphics, advanced word processing and desk-top publishing techniques such as importing text and pictures from peripheral files, but this is largely related to the teachers' own confidence and competence in the skills required to teach these important areas of the ICT curriculum. In Year 3 the pupils are beginning to use a range of word processing and graphics skills using the computer but the teaching does not always reinforce basic skills. Year 4 pupils have produced some writing using word processing and have printed their work using colour and different fonts to produce some imaginative writing but standards are well below those expected for their age. Older pupils in Years 5 and 6 are starting to use simple data handling programs to support their mathematics and science work. There is some good work in one Year 6 classroom displayed which has been linked to science investigations. The pupils have produced graphs and data presented as tables and charts to plot measurements. The ICT curriculum has not improved since the last inspection and there is still some way to go before the pupils are working at the levels expected for their age.
133. The teaching is unsatisfactory with many shortcomings. Teachers and support staff are developing an increasing understanding of how computers can be used to enhance the work that pupils do across a range of subjects and activities, but this is currently insufficient to have an impact on accelerating pupils' progress. There is no regular access to computers the school uses a mixture of systems which make it difficult for staff and pupils to improve the skills and confidence due to the lack of continuity. For example, in some parts of the school, the word processing and graphics programs are different to other classes. This does not help the pupils to build on their previous learning if they are having to re-learn new programs using different systems. There is a willingness from all the staff to improve their own knowledge and understanding of ICT and its capability. The recently appointed headteacher has very good ICT expertise and is fully aware of the school's shortcomings. The headteacher together with the ICT coordinator have good plans in place to improve the ICT curriculum and resources. They have rightly identified staff training as the highest priority in order to have an immediate impact on pupils learning. The headteacher has identified that a co-ordinated approach to staff development is needed which secures a consistent ICT curriculum across the school using resources which are better suited to improving continuity for the pupils and consistency for the staff.
134. The school has made unsatisfactory progress since the last inspection, resulting in falling standards. The co-ordinator and headteacher intend to provide support to colleagues, together with focused training to ensure that the staff and pupils have access to new software and can experiment with computers together with their pupils. The support currently being provided is remedial rather than developmental. That is to say, the co-ordinator helps the staff and pupils to cope with problems or computer breakdowns, but, owing to the limited range of software and the different systems, there is no consistency or developmental curriculum in place to help pupils and staff follow a structured programme in each strand of the ICT curriculum. The most effective ICT work is taking place in Year 6 where there is evidence that the teaching is much more

focused and competent in enabling the pupils to make better progress than in other parts of the school.

MUSIC

135. Standards in music have been maintained since the previous inspection and are in line with those expected of seven and eleven-year-olds. Teachers ensure that pupils have opportunities to listen and appraise music. This is a good improvement since the previous report. Pupils of all ages have plenty of opportunity to appreciate music during school assemblies and appropriate music is used well to create a suitable atmosphere for assemblies and collective worship. The composer and the title of the recorded music are displayed at the front of the hall and opportunities are taken to discuss the mood conveyed by the music. The pupils have good opportunities to listen and to appraise music during music lessons. For example, in Year 2 the pupils expressed the view that listening to the “Dance of the Sugar Plum Fairy” made them feel happy and lively while the “Beatrix Potter Symphony” made them feel relaxed and sleepy with pictures of her characters in their heads. Music makes a good contribution to pupils’ spiritual and cultural development when, for example, they have opportunities to listen to pieces as diverse as “African Sanctus, Indian Meditation” and the “Pastoral Symphony”.
136. The quality of teaching is satisfactory in both key stages although a good singing lesson, taken by the music specialist, was seen in Year 5 and 6. Individual teachers’ musical expertise varies greatly and some have good expertise. Attainment in singing is the strongest strand of pupils’ learning. They sing a variety of modern worship songs tunefully, with reasonable diction and some variation in dynamics. They adapt their singing successfully to both light-hearted lively hymns and those of a more solemn nature. Because they have regular opportunities to sing, pupils in Years 1 and 2 perform a range of songs and hymns well from memory. They sing two part rounds such as “Frere Jacque” comfortably, maintaining their own parts yet with an awareness of the other part of the round. The pupils in Years 5 and 6 concentrate hard to perform “Old Abraham’s Dead”, a challenging four part round. Singing in Years 3 and 4 is not as successful because during the session observed the pupils do not listen well and time is lost on maintaining discipline.
137. Teachers use their expertise to lead by example. This was seen in the Year 5 and 6 singing lesson when the teacher used her own clear singing voice to demonstrate a new hymn, “Look After the World”. Her high expectations of pupils’ performance enabled them to make good progress in singing a challenging hymn well at their first attempt. By working alongside the pupils, the Year 2 teacher enabled them to improve their ability to keep to a steady beat without increasing tempo. Teachers ensure that pupils use the correct musical vocabulary. In Year 1 for example, the pupils use the term “pulse” as they beat the drum to keep the tempo of familiar rhymes while pupils in Year 5 use terms such as “concord” and “discord” correctly as they experiment with different combinations of notes on a xylophone.
138. Although the pupils have opportunities to play musical instruments and to compose their own music, these are limited and their knowledge of musical notation is sketchy. Assessments of pupils’ progress are not sufficient to inform teachers’ planning. ICT is not being used to support music even though the school has the hardware and equipment such as electronic keyboards. There are not enough percussion instruments or a sufficient variety of them for whole class work. A number of instruments are in need of replacement and there are very few of a multicultural nature. There are few resources to develop the use of information communication technology, which is a weak

aspect of the curriculum, although the school has plans to increase teachers' expertise in this aspect of music.

139. The music curriculum is enhanced by a number of visiting musicians including African, Asian and brass bands and a string quartet. A number of pupils receive either keyboard or guitar tuition from visiting teachers and there is a recorder club after school to extend pupils' interest in music. The school has plans to re-establish the school choir. The co-ordinator, who took over the role at the beginning of the term, provides satisfactory leadership of the subject. Her plans to evaluate at the end of the year the recent implementation of a new national scheme of work, place the school in a sound position to raise standards in music.

PHYSICAL EDUCATION

140. Standards in physical education are broadly average by the end of both key stages. Discussions with pupils and staff have established that standards in swimming by the end of Key Stage 2 are below those expected as the majority of eleven-year-olds are unable to swim 25 metres unaided but swimming provision has been kept up so that more pupils are provided with opportunities to learn to swim. As was reported at the previous inspection, this represents overall satisfactory progress throughout the school. Additional provision such as after school clubs, and the adventurous activities included in a residential weekend contribute substantially to the overall standards achieved.
141. Pupils enter Key Stage 1 with appropriate co-ordination and the ability to control bodily movements with confidence, imagination and safety. In Year 1, they demonstrate their ability to travel in different ways such as skipping, hopping and sliding using different parts of the body. They are able to link movements to form simple dance sequences. By the end of the key stage they become familiar with the need for 'warm up' and 'warm down' activities and know the effect that exercise has on their bodies.
142. In Year 4, the pupils engage in activities which demonstrate the skills required in ball control, such as rolling, bouncing, throwing and catching, with appropriate accuracy and, in Year 5, they show some understanding of tactics such as dodging, marking and chasing. Standards achieved in swimming during this year reflect the fact that a substantial proportion of pupils have no experience of swimming other than what the school provides. In Year 6, teachers' planning indicates that games skills, techniques and ideas are further developed to include passing, shooting, attacking and intercepting. Learning objectives include a requirement for pupils to combine and perform skills more fluently to apply a range of tactics for attack and defence and to be able to pass, stop and shoot accurately within the context of a small game. Older pupils benefit from their participation in adventurous activities as part of the annual residential visit.
143. The quality of teaching is satisfactory with some good features. Observed lessons in dance were well taught. They successfully developed pupils' imagination and the musical stimuli contributed positively to their cultural development. In swimming, skilful intervention ensures pupils make good progress in the limited time available. In Year 1, bi-lingual support is used effectively to ensure that the pupils learning English as an additional language participate fully in lessons. Similarly pupils with special needs also participate fully and are well supported. In none of the lessons observed were pupils required to evaluate the work of others and make suggestions about how to improve their performance.

144. Pupils' attitudes to learning are good overall. Most enjoy physical education lessons and co-operate when required to work in pairs or groups. Most respond positively to the expectation to dress appropriately, for the activity being undertaken.
145. The co-ordinator has been in post for a very short time. Published schemes of work are in place in each key stage, but there are no agreed systems for the assessment and recording of pupils' progress. Currently the quality of accommodation is unsatisfactory. The Hall is too small and is also a thoroughfare for other classes. The playground, whilst adequate in size is restricted by noise from the building development. Older pupils benefit presently from the use of an off-site sports facility on a weekly basis.
146. Resources are broadly satisfactory, although there are shortcomings in the apparatus available for gymnastics. There are good links with the local Secondary School as part of the school's bid for the development of sporting activities. Professional teams, including the local Premier Division Football Club provide coaching for older pupils outside school hours. Learning mentors, financed by the "Excellence in Cities" grant, supplement extra-curricular activities effectively.

RELIGIOUS EDUCATION

147. Attainment in religious education is in line with the expectations of the locally agreed syllabus by the end of both key stages. These findings are similar to those made last time the school was inspected with regard to pupils at the end of Key Stage 1. At that time the school did not have any pupils in the Year 6 age group so no comparisons can be made. Only two lessons were seen during the week of the inspection. Judgements are based on discussions held with pupils and staff and a scrutiny of teachers' planning and of pupils' work.
148. By the end of Key Stage 1, the pupils have increased their knowledge of Christianity. They know the Christmas and Easter stories and are aware of the meaning of some symbols of Christian worship and the purpose of Christian festivals. Bi-lingual pupils with Asian backgrounds which comprise over half of the Year 2 pupils, have a good understanding of the beliefs and traditions of Islam and are familiar with stories about the lives of religious leaders and teachers. They are able to make simple comparisons between Islam and Christianity, for instance, about the different places of worship. Other pupils in Year 2, are beginning to develop a sound understanding of Islam through learning about special people such as Mohammed, and Muslim festivals including Eid. The pupils in Year 1 learn of the value of care provided by their families and the importance of friendship, while pupils in Year 2 look at wider moral issues such as the damage caused by acid rain and deforestation. At Key Stage 1, much of the work is oral. This is appropriate for pupils of this age because they gain much from talking, discussing and listening. However, teachers do not provide enough opportunities for pupils to use their writing skills to record their thoughts about topics in religious education. Good links are made with art and design when the pupils in Year 1 paint portraits of a member of their family.
149. By the age of eleven, most pupils have acquired a reasonable knowledge and understanding of the major world religions and the main events in the Christian church's calendar. Again, bi-lingual pupils with Asian backgrounds have an above average knowledge and understanding of Islam. The pupils make satisfactory progress overall, including bi-lingual pupils and those with special educational needs. In the lessons seen during the inspection, teachers' secure knowledge and understanding of the subject enabled them to provide the pupils with valuable insights into religious beliefs, moral values, feelings and behaviour. This was seen in Year 6 when the teacher used the story of the "Ramayana" as an example of the strength of love and friendship. A

good feature of the lesson was the way in which the teacher linked the pupils' thoughts about the importance of love and friendship with the assembly theme of "choices". As part of the study of religious leaders in another Year 6 class, the teacher encouraged contributions from Muslim pupils which helped other pupils to understand why the teachings of Mohammed affect how Muslims lead their lives. The pupils enjoyed the discussion and remained attentive. Teachers in upper Key Stage 2 give pupils good opportunities to use and develop their writing skills in religious education. Pupils take an obvious pride in their work which is neatly presented and often enhanced by detailed drawings of, for instance, religious symbols by pupils in Year 5.

150. The management of religious education is satisfactory. The co-ordinator checks teachers' planning but has not been given time to monitor teaching or to check pupils' books. There is no formal assessment of pupils' skills at present, and there are no samples of assessed work to help teachers judge the standard of pupils' achievements. The school is awaiting the arrival of the revised Bradford Agreed Syllabus before reviewing its scheme of work. Although resources are adequate overall, there are not enough artefacts to cover all the religions studied. There have been no recent visits to places of worship, and no visits from members of other major faiths to enhance the work done in school. This is an area for development in the school's action plan for religious education.