

INSPECTION REPORT

ALLERTON PRIMARY SCHOOL

Bradford

LEA area: Bradford

Unique reference number: 107193

Headteacher: Mrs S Lambert

Reporting inspector: Mr C Smith
25211

Dates of inspection: 29th – 31st January 2002

Inspection number: 242881

Inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Garforth Street
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Appropriate authority: The Governing Body

Name of chair of governors: Mrs Carole Brook

Date of previous inspection: September 1997

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30724	Delia Hiscock	Team inspector	The Foundation Stage Art and design Special educational needs English as an additional language	
23887	Peter Nettlehip	Team inspector	English Religious education	Quality and range of opportunities for learning
30954	Brian Ashcroft	Team inspector	Science Information and communication technology Physical education	
18154	Steve Rigby	Team inspector	Design and technology Geography History	Leadership and management

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
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?	5
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	8
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	10
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	13
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	14
HOW WELL IS THE SCHOOL LED AND MANAGED?	15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
PART C: SCHOOL DATA AND INDICATORS	18
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	22

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is above average in size and is situated on the fringe of Bradford. The area served by the school shows some signs of disadvantage and movement into and out of the area is high. There are 255 pupils, 127 boys and 128 girls, and the school has a 52 part time place nursery. Eighty one per cent of pupils are white, 11 per cent are of Pakistani ethnic origin and four per cent are of Indian ethnic origin. A further four per cent represent other ethnic groups. English is an additional language for eight pupils. The free school meal figure of 24 per cent is higher than the national average. Eighty-five pupils have special educational needs, which is also higher than average. Nine of these pupils have statements. Bradford has recently undergone reorganisation and Allerton has changed from a First School to a Primary School. This has created considerable movement of staff and two-thirds of the teachers have been appointed in the last two years. Pupils enter the school with below average attainment.

HOW GOOD THE SCHOOL IS

The school is effective with many good features. Standards in writing, mathematics and science are below the national average by the age of 11, but pupils achieve steadily given their attainment on entry into school. Standards in reading are above average and standards in mathematics and aspects of practical science are rising. Standards in all other subjects are at least average. Teaching is good. Pupils achieve steadily in most subjects, and they achieve well in the nursery and in the reception class. Pupils are very well cared for and those with special educational needs make good progress towards their targets. Pupils' have positive attitudes to learning and their behaviour is very good. The headteacher, along with governors and key staff, provides good leadership and clear direction for the work of the school. Overall, the school gives sound value for money.

What the school does well

- From a below average starting point, pupils achieve well to reach the standards expected in information and communication technology (ICT) and religious education, and they reach above average standards in reading and art and design.
- Teaching is good. The new teachers have settled in quickly.
- Leadership and management are good and the contribution of the governing body is excellent.
- Pupils have positive attitudes to learning and their behaviour is very good.
- The school makes very good provision for pupils' personal development and this is reflected in the harmonious relationships and in the pupils' maturity and growing sense of responsibility.
- Children benefit from the good start they make in the nursery and go on to achieve very well in the reception class.

What could be improved

- Standards in writing could be higher.
- There is scope to improve pupils' ability to solve mathematical problems.
- Computers are not used enough to assist learning in other subjects.
- More able pupils could achieve more in science, history and geography.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved at a steady rate and continues to have many of the strengths noted at the time of the last inspection in September 1997. Trends in results of seven-year-olds in reading, writing and mathematics have matched national improvements. The first set of results for pupils aged 11 in 2001 show favourable comparisons with similar schools in English and science. Results in mathematics were disappointing but the subject has been completely overhauled and standards are rising quickly. Teaching continues to be good, even though there have been extensive staffing changes. The

reorganisation from 'first' to 'primary' school status has been managed successfully because leadership is good. When the school was last inspected, there were three areas to improve. The outcomes are that standards in ICT have improved significantly, pupils' learning is now thoroughly assessed in English and mathematics and teachers have clear guidelines to follow to ensure that pupils can build on earlier learning. The school evaluates its performance rigorously and is in a strong position to move forward

STANDARDS

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

Performance in:	Compared with				Key
	All schools			Similar schools	
	1999	2000	2001	2001	
English	n/a	n/a	C	B	Well above average A above average B
Mathematics	n/a	n/a	E	D	Average C Below average D
Science	n/a	n/a	D	C	Well below average E

In 2001 results achieved by 11-year-olds in English were higher than similar schools, although standards in writing are lower this year. Increasing movement of families into and out of the area and above average numbers of pupils with special educational needs have made it harder to drive up standards. Pupils achieve well in reading to reach above average standards by the ages of seven and 11. However, standards in writing are trailing behind, largely because pupils do not practise and improve their writing sufficiently in other subjects. Standards in mathematics by the age of 11 in 2001 were too low but teaching has improved and standards are rising. However, although pupils are now achieving well, they continue to find difficulty in solving written mathematics problems. Standards in mathematics of pupils aged seven are average. Standards in science are also below the national average at seven and 11, but pupils' achieve well in developing the skills of scientific enquiry. Pupils achieve steadily in English and science from a below average starting point when they enter school. Trends in results for seven-year-olds have been upward and challenging targets have been set, for both seven and 11-year-olds, to ensure that the upward trends continue.

Pupils enter school with below average attainment and achieve well in the nursery and the reception class to reach the levels expected in almost all areas of learning by the time they enter Year 1. Although satisfactory, their progress in writing is comparatively slower to develop and their attainment in literacy is below the level expected. Pupils achieve well in ICT to reach average standards but computers are not used sufficiently to extend pupils' learning in other subjects. Pupils achieve well in religious education, particularly in understanding how religious beliefs affect our lives. Pupils achieve steadily in all other subjects and they achieve well in art and design to reach high standards. Pupils with special educational needs make good progress towards their targets and pupils with English as an additional language achieve steadily and almost always reach the standards expected. More able pupils achieve well enough in English and mathematics but they do not achieve their potential in science, history and geography because the work they are given does not make enough demands on their learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils are keen to learn and concentrate well.
Behaviour, in and out of	Very good; pupils are friendly, helpful and well behaved in class and

classrooms	around school.
Personal development and relationships	Good; relationships are good and pupils respond well to the worthwhile opportunities to take responsibility for duties around school. Pupils are able to work independently when they are encouraged.
Attendance	Satisfactory; close to the national average, despite the few pupils who stay abroad for extended periods and take holidays in term time.

TEACHING AND LEARNING

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

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

Teaching is good or better in two thirds of all lessons seen. The teaching is often very good in the reception class and in the Year 5 and Year 6 class, where it is occasionally excellent. Teaching in the nursery is good because the purpose of the activities is made clear to the children and their language skills effectively developed. In the reception class, teaching is very good because activities are very carefully planned and well matched to children's needs and interests. This helps children to learn skills such as reading and counting successfully. Teaching in Year 1 and 2 is satisfactory but improving as the new teachers adjust to the needs of the pupils. The teaching of English is satisfactory in most classes and good in Year 5 and 6. Mathematics is taught well, particularly in Years 3 to 6. Basic skills are taught well. There is still some room for improvement in the teaching of literacy, specifically to help pupils to improve their writing. In mathematics, learning could be improved if teachers taught pupils how to interpret written problems, in all classes. Art and design, religious education, practical science and ICT are taught well. Teachers have high expectations of their pupils' capacity to learn and they set work of a good level of challenge for pupils with different learning needs in literacy and numeracy. However, in other subjects, such as science, history and geography, challenging work for more able pupils does not feature enough. Classroom assistants make a valuable contribution to pupils' learning. They are particularly successful in helping pupils with special educational needs to make good progress and supporting those with English as an additional language when assistance is required.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory; good in the Foundation Stage and adequate in the infants and the juniors. Pupils' learning is enriched by good provision for their personal development and the wide range of out of school activities. However, there are weaknesses in the time given to some subjects.
Provision for pupils with special educational needs	Very good; their needs are identified early and very good support is provided to encourage them and to help them to reach the targets set.
Provision for pupils with English as an additional language	Good; teachers and support assistants ensure that these pupils understand the language needed to complete the tasks and provide additional opportunities for them to improve their learning of English.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good in all areas. The racial harmony, the good relationships and the very good behaviour of the pupils are attributable to the very good provision.

How well the school cares for its pupils	Very good; pupils' learning and their personal development are closely monitored and very well supported. There are good procedures to assess pupils' progress in English and mathematics but systems to assess learning in other subjects are only just being developed.
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There is a successful partnership between home and school. The school compensates children who do not receive help at home by providing a homework club.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good; the headteacher has a clear vision for the school, good communication skills and a high level of energy and determination to drive up standards. New and existing staff work well as a team with a shared commitment to improving teaching and standards.
How well the governors fulfil their responsibilities	Excellent; governors bring significant management expertise into strategic planning and monitoring of the work of the school.
The school's evaluation of its performance	Good; assessment results are carefully analysed as a basis for making improvements. Standards, teaching and learning are monitored closely in English and mathematics but not as thoroughly in other subjects.
The strategic use of resources	Very good; financial planning is of a high order and founded on clearly identified priorities. Full account is taken of how the school compares with others to ensure that the best value is provided.

The quality of teachers and support staff, the accommodation and the resources available to pupils are all good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school, are well behaved and make good progress. • Parents feel that they are kept well informed and find the staff helpful and easy to talk to. • Parents appreciate the leadership of the school and the teaching. • The school is successful in helping children to act responsibly and to care for others. 	<ul style="list-style-type: none"> • A few parents do not feel that their children get the right amount of homework.

The inspection team agrees with the parents' positive views. The homework provided is satisfactory overall and plays a particularly important part in pupil's learning in Year 6.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Following the reorganisation of Bradford schools, the 2001 national tests were Allerton's first experience of conducting assessments for 11-year-olds. Consequently, there are no previous Year 6 results to compare with national trends over time. However, the trend in results obtained by pupils aged seven indicates a broadly upward picture that mirrors the national improvement, with a notable increase in 2001. Challenging targets have been set for the next three years. This is firmly rooted in assessments made of pupils' attainment each year and takes account of those on course to reach the levels expected, and the higher levels, at the ages of seven and 11.
2. As the school approached its first tests for 11-year-olds in 2001, there were several changes of staff and pupils' education was disrupted. This also coincided with an increase in the movement of families in and out of the area. For example, one third of the pupils taking their tests last year had spent only two years or less in the school and a further seven pupils left before the tests were administered. In addition, a quarter of the pupils had special educational needs. Evidence from school assessments indicates that without the effects of this high mobility and incidence of special educational needs, results would have been much higher.
3. When children enter the nursery their attainment is below average. They have little understanding of the wider world and find difficulty in expressing their ideas. They make good progress in the nursery, particularly in the area of personal and social development. This area is regarded as a priority and good opportunities are provided for children to explore for themselves and to talk about the things they do. Children achieve very well in the reception class in all areas of learning, but in mathematical understanding in particular. In both the nursery and the reception class, teachers are very aware of the importance of spoken language as a basis for the children's learning of reading, writing and number. As a result, all activities are designed to encourage pupils to talk about their work and share their ideas. By the time children enter Year 1, they have reached the levels expected in all areas of learning, apart from the writing elements of literacy.
4. In the national tests at the age of 11 in English in 2001, the school's results matched the national average and were higher than those in similar schools. Standards in writing are not quite as high in the current Year 6 classes, although reading standards remain good. At seven, results were above average in reading but below in writing. This pattern continues through the school. Pupils achieve well in reading and learn useful strategies for reading unfamiliar and difficult words. Pupils achieve steadily in the technical aspects of writing, such as spelling, punctuation and handwriting. However, the content of their writing is often weak because there are not enough opportunities to develop and improve their writing skills in other subjects. This is an area to improve.
5. Although results in English were high enough, results in mathematics in the national tests of 2001 were well below the national average and lower than similar schools. The school recognised that standards in mathematics were too low and immediately began rigorous preparations to improve future results. These consisted of teaching pupils in sets according to their ability, providing intensive training for teachers in mathematics and specialist teaching in Year 6. In addition, the test results were

carefully analysed to identify and strengthen the weaker areas. Finally, teachers ensured that pupils were familiar with the kind of questions likely to appear on the test papers and set challenging but realistic targets to aim for. The teaching of mathematics is now good and pupils are achieving well. Standards are rising. Standards amongst the current Year 6 pupils are still below average, but not well below as they were last year. That said, pupils still have difficulty in interpreting mathematical problems when they are written in words and are not sure which operations to use to find the answer. This is another area to improve.

6. Standards in science are below the national average at the ages of seven and 11 but the school's results in the 2001 tests were equally as good as those obtained by pupils in similar schools. Since the last inspection, there have been notable improvements in pupils' skills of scientific inquiry. Regular opportunities to investigate and experiment have resulted in pupils being able to plan and carry out fair tests and systematically record their findings. This, in turn, is helping to deepen their understanding of scientific ideas.
7. Pupils achieve well in religious education to reach the standards expected at seven and 11. Their secure knowledge of Christianity is matched by a clear understanding of other religions. Pupils learn particularly well from religions. This helps them to understand their own beliefs and develop respect for others.
8. Pupils also achieve well in ICT. In this subject, significant improvements have been made since the last inspection and standards are now at the levels expected at the ages of seven and 11. The new computer suite and training of teachers have played a large part in raising standards. However, pupils are rarely encouraged to use ICT in the learning of other subjects and there is scope to improve this aspect.
9. In almost all other subjects, pupils' achievements are satisfactory and standards are at the levels expected at the ages of seven and 11. Standards in art and in design are high, largely because of specialist teaching and the school's involvement with various arts projects. In music, singing is particularly good and the good range of extra-curricular activities enhances pupils' learning in both music and physical education. Standards in swimming are satisfactory and almost all pupils reach the 25-metre distance. Although average, standards in design and technology are not as high as they once were. This is largely because more time is now spent on literacy and numeracy, which squeezes in the time available for some other subjects.
10. Pupils with special educational needs make good progress in almost all lessons. Very clear targets for learning are provided and the work they are given is tailored effectively to match their particular learning needs. They benefit greatly from the support of classroom assistants and from working in small groups where they have good opportunities to discuss their work and clarify their ideas.
11. Pupils with English as an additional language, although few in number, almost always reach the levels expected by the age of 11. These pupils aspire to do well, achieve steadily and have positive attitudes to learning. When they enter school, their particular needs are carefully identified and support is provided. Once their English skills are secure and additional support is no longer needed, they work alongside other pupils on similar tasks.
12. More able pupils achieve steadily in English and are now achieving well in mathematics because challenging work is provided. However, in other subjects, such as science, geography and history, they are given similar work to the rest of the class. As a result, they do not achieve their full potential and more could be done to improve

their learning. Gifted and talented pupils are not identified formally but setting pupils according to their ability in literacy and numeracy provides suitable opportunities for those with exceptional capability to work with older children. The school has identified the underachievement of boys as a concern, particularly in the junior classes. Although there are no results dating back before 2001 to compare the progress of boys and girls, the 2001 results provided clear evidence that girls were performing much better. Teachers know this and now make a conscious effort to involve boys in lessons and track their progress.

Pupils' attitudes, values and personal development

13. Pupils' attitudes to school and their personal development are good and their behaviour is very good. This was the picture at the time of the last inspection and reflects the care and concern shown by all adults in the school. Pupils' attitudes to learning are consistently good in all classes and are an important part of the good teaching seen in the school. Pupils concentrate well and work hard and are pleased to show their work to visitors. This positive attitude enables all pupils, including those with special educational needs, to make progress and justifies the perception of parents expressed in response to the questionnaire that their children like coming to school. Pupils' good attitudes to learning were reflected in a Year 3 mathematics lesson, when they readily accepted the challenge of finding equivalent fractions through mathematical games. They made good progress because the learning was fun. Children in the nursery and the reception class have very good attitudes to learning. They gasped with delight as they made bubbles, then watched them change shape.
14. Behaviour is very good both in lessons and around the school. On the rare occasions when poor behaviour occurs, prompt action without fuss ensures that the loss of teaching time is minimal. There has been one fixed-period exclusion and this reflects the school's determination to ensure that all pupils have a positive learning experience. During assemblies, pupils sit quietly and patiently as classes arrive and their very good behaviour is reflected in the calm, tranquil atmosphere. Movement around school is orderly and demonstrates the children's awareness of the need to consider others who are still working. In the playground, their play is happy and lively and no incidents of bullying or unpleasant behaviour were observed during the inspection. Examples of very good behaviour were seen during wet playtimes, when sharing activities in the Breakfast Club and during extra curricular activities. In lessons, pupils know the rules and almost all conform.
15. Pupils clearly enjoy working cooperatively in the friendly atmosphere the school presents. The relationships formed between classmates and between pupils and teachers are very good. The same very good rapport extends between pupils and classroom support staff and adult helpers. Nursery and reception children have a carefully planned welcome to school and staff quickly gain their trust, giving children the confidence to join in the activities. Pupils with special educational needs, who start school with below average skills in personal, social and emotional development, gain confidence because they develop good relationships with adults and other pupils. Pupils with English as an additional language achieve well in developing personal and social skills through joining in with play activities and forming positive relationships with adults and pupils. Very good relationships exist between reception children and their Year 3 'buddies', as seen in the dining hall when the older pupils helped the children and talked to them about their experiences in school. The Playground Council and the Playground Helpers share their expertise well by organising playground resources and helping and assisting children who may be feeling left out. They acted

out their roles in a mature and sensible way during an assembly so that all pupils fully understand who they can turn to for help.

16. Pupils show a good level of acceptance of personal responsibility when volunteering for tasks around the school. Year 6 pupils confirmed that they regard these as a privilege and take their duties seriously. When given the opportunity, this mature approach is extended to some lessons when teachers allow them to work independently. Most pupils are willing to attempt challenging work and would benefit from more opportunities for independent learning in lessons. Attendance at the school is satisfactory and most pupils arrive at school on time. There is little unauthorised absence and when it happens it is due to holidays taken in term time some of which are extended when pupils stay abroad for prolonged periods. There are also a few families who do not appreciate the effect that the poor attendance of their children has on the progress they make. Most pupils like school and during the autumn term, a quarter of all pupils achieved or almost achieved one hundred per cent attendance. Lessons get off to a good start because pupils arrive at school on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. Teaching is good as it was at that time of the last inspection. Teaching is very good in the reception class and often very good and occasionally excellent in Years 5 and 6. Teaching was good in over two-thirds of the lessons seen during the inspection. Only one lesson was unsatisfactory and in this respect teaching has improved. The headteacher and governors have been successful in maintaining the good quality of teaching, despite half of the current teaching staff having been in post for little more than one term. Their success is attributable to a combination of shrewd appointments and effective staff training. All three teachers in Years 1 and 2 are new appointments. Their teaching is at least satisfactory and the work in pupils' books shows that the teaching is becoming stronger as these teachers learn more about the pupils' different needs.
18. All teachers have good discipline. This is built on trust, good relationships and fair and encouraging treatment of all pupils. This ensures that pupils settle quickly, concentrate and apply themselves well and take pride in their work. Teachers encourage pupils to ask for help when they are unsure and provide regular feedback on how they are progressing. For example, teachers and pupils discuss and agree upon the next learning target. Pupils' work is carefully marked and teachers provide written comments to guide them in their next learning steps. This helps pupils, particularly in Years 3 to 6, to understand what they need to do to improve.
19. Teachers have a good knowledge of the subjects they teach, particularly in the reception and junior classes. Teachers have particularly good expertise in mathematics, art and design, geography, ICT and the practical aspects of science. This enables them to explain new learning very clearly and use questioning effectively to make pupils think and to probe their understanding. For example, in a Year 3/4 science lesson pupils' understanding of magnetism was significantly improved when the teacher explained and questioned them on the use of magnets in and around the home. Teachers' secure understanding of the subjects they teach also enables them to select effective methods and approaches. For example, in mathematics teachers often use games effectively. They know that pupils will be highly motivated to learn when there is an element of healthy competition. This increases the pace of learning and encourages pupils to think quickly and accurately to try to be first with the correct answer. Although teachers make good use of the computer suite and teach the basic skills well, ICT is very seldom used in the teaching of other subjects. Classroom computers are switched on but are often left unused. Similarly, although all teachers

provide good opportunities for pupils to work collaboratively, pupils are not always encouraged to find out for themselves.

20. Teaching of mathematics is now good. Teaching pupils in sets according to their ability works well. As a result, the level of challenge is high and the work provided is matched accurately to pupils' different learning needs. The subject leader has influenced other teachers to encourage pupils to look for relationships between numbers to make calculating quicker, easier and more accurate. The basic skills of addition, subtraction, multiplication and division are taught very well and rooted firmly in understanding. For example, pupils approximate, then calculate and then check to see if their answer is correct. However, pupils are not given enough experience of mathematical problems in written form or sufficient opportunities to plan and carry out their own mathematical investigations. This hinders their learning and makes it harder for them to interpret questions on assessments.
21. Teaching of English is satisfactory overall and good in Years 5 and 6. The teaching of the basic skills, such as spelling, handwriting and punctuation is good. In particular, pupils benefit from good teaching of how to blend letters to make words and form their letters correctly. However, too few opportunities are given to use their skills in developing their own ideas in creative writing, in both infant and junior classes. Pupils are taught to listen carefully and to explain themselves clearly. These skills are particularly valuable in learning other subjects. Pupils are taught systematically to spell correctly and punctuate their written work. However, teachers do not provide enough opportunities for pupils to apply, refine and improve their writing, both in English and in other subjects. This holds back their achievement in writing.
22. Pupils with special educational needs are taught well. Teachers involve and encourage them to take an active part in all lessons. Every opportunity is taken to reinforce their learning and to develop their self-confidence. The tasks provided are always within their reach but make demands on their thinking. Clear targets are set. These help learning support assistants to know exactly what help is needed. There were many occasions during the inspection when classroom assistants helped pupils with special needs to follow teachers' instructions and to understand difficult ideas. For example, in a Year 5/6 science lesson the classroom assistant, using a paper boat and rolled up tube of paper, successfully explained the idea of the curved surface of the earth.
23. The teaching of pupils for whom English is an additional language is satisfactory. These pupils benefit from the care that teachers take to enable all pupils to understand new learning. In the early years, specific and effective teaching of language skills takes place. This helps pupils who are just learning English to extend their vocabulary and use words correctly. These pupils are usually found in the higher achieving sets.
24. The previous underachievement of boys has been recognised, Effective strategies are now in place to improve their learning. Teachers make a point of questioning them to ensure that they are paying attention and understand the work. Teaching pupils in sets often provides good opportunities for teachers to concentrate on smaller groups of boys and give them more attention. During the inspection, these strategies worked well and boys were seen to be learning as well as girls despite their lower attainment.
25. Teaching in the nursery is good and often very good in the reception class. Very interesting and purposeful learning activities are planned and organised. This ensures that children's curiosity is stimulated and once this is achieved teachers and support staff take every opportunity to develop their understanding. Children are encouraged

to find out for themselves and to develop independence in learning. Teachers and support staff intervene extremely well to move children's learning on. They ask perceptive questions to prompt children to predict what will happen next and encourage them to look closely and notice details. For example, nursery children were encouraged to use binoculars to observe birds. Priority is given to developing children's spoken language and this is done well. For example, children are given a precious shell to hold, during which time they are asked to share their thoughts. This is very successful in developing children's spoken language and also in helping them to understand themselves and others.

26. There are comparatively few weaknesses in teaching. However, one area requiring improvement is the provision made to extend the learning of the more able pupils in some subjects. Lesson planning in English and mathematics is good and work is provided for pupils' different learning needs. However, when planning science, geography and history lessons only a minority of teachers take account of pupils' different stages of learning. As a result, pupils are all given the same work, which is sometimes too easy for those who learn quickly. There are too few opportunities for more able pupils to extend their learning by finding out for themselves, using computers or reference materials. This limits their learning.
27. Occasionally teachers do not make the best use of time. In some lessons where time is used well, teachers set time targets for pupils to work to and pupils learn at a good pace. However, in three or four lessons during the inspection teachers talked for too long, leaving pupils insufficient time to practise and improve their skills.

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

28. The curriculum is satisfactory and the requirements to teach all subjects of the National Curriculum and religious education are fully met. Teaching the skills of literacy and numeracy has a central place within the curriculum. Teachers are guided adequately in their work through documents which tell what to teach and when. This is an improvement on the last inspection. The strategies for teaching numeracy have been implemented successfully. Pupils are now taught effectively in sets according to their level of attainment in all numeracy lessons in Years 3 to 6. Sound strategies are in place for teaching literacy. These are particularly good in Years 5 and 6 where pupils are taught in ability groups. Teachers with specialist knowledge of teaching literacy and mathematics further enhance this organisation. Work is well matched to pupils' different learning needs. Suitable arrangements are made to ensure that pupils in mixed age classes do not repeat work or miss out important stages as they move from one class to the next. Art is particularly well provided for through links with other schools. However, subjects such as geography, history and design and technology do not receive an adequate share of time and this prevents pupils from achieving higher standards in these subjects.
29. The curriculum for children in the Foundation Stage, in the nursery and in the reception class, is good. It covers all the recommended areas of learning and the children benefit from experiencing a wide range of stimulating and well-organised challenges. This is particularly evident in the areas of mathematical, creative and personal development.
30. The school's provision for pupils with special educational needs is very good. Systems for early identification are very well established. Individual learning plans are detailed and well implemented by teachers and the support staff. Pupils are helped to learn successfully both within the classroom and in withdrawal groups. They are fully

included in all activities. Consequently, they make good progress towards their learning targets. However, more able pupils are not so well catered for in some subjects. In history, geography and science, for example, the tasks provided do not extend their learning sufficiently and they do not achieve as well as they should. There are not enough opportunities for pupils to improve and develop their ICT skills in other subjects.

31. Pupils with English as an additional language are suitably provided for. When they enter school, additional English sessions are provided to enable them to learn key words, and to improve their basic skills of spelling, reading and writing. When these pupils move into junior classes, good opportunities for speaking and listening continue and they are often asked selective questions to encourage them to make observation and comments. Most of these pupils aspire to achieve well and often benefit from the pace of learning in the higher attaining English and mathematics groups.
32. Following the analysis of assessment results, the underachievement of boys is now well understood by teachers in the school. Regrouping pupils into ability sets, often with smaller numbers in the lower sets, provides good opportunities for boys to be observed and involved in the lessons. When planning lessons, teachers consider approaches that are likely to be of interest to all pupils, but particularly the boys.
33. The curriculum is enhanced and enriched in a number of ways. A good range of visits, visitors and first hand experiences enriches the curriculum. For example residential visits are used well to promote pupils' personal development. The very good extra clubs that take place outside lessons also provide many rich experiences. They significantly enhance the opportunities for pupils to broaden their interests. Members of the school staff lead most of these activities but outside experts, from sporting clubs and the local authority music team, provide specialist coaching of a high quality.
34. The provision for pupils' personal, social and health education is good. Pupils are helped to gain an increasing awareness of themselves as they progress through the school. For example, younger pupils know what constitutes a healthy diet and they link this to their own eating habits. Older pupils are taught sensitively on issues relating to sex education and the dangers of the misuse of drugs. The ethos of the school and the good links forged with the local community contribute positively to their education for citizenship.
35. The school has good links with the community and particularly strong links with local churches. Sporting ties with cricket, rugby and table tennis clubs raise the profile of sport significantly within the school. Pupils benefit from contacts with local businesses, such as factories and supermarkets that allow them to make visits. Theatre groups make annual visits to involve pupils in drama workshops.
36. The school has also established very good relationships with other schools in the area. Of most significance is the enrichment in art and ICT directly arising from links with a local secondary school that has attained specialist status in these subjects. Standards of both teaching and learning have improved, and continue to improve, as a result of this collaboration.
37. There is very good provision for pupils' spiritual, moral, social and cultural development. This is an improvement since the last inspection. Pupils are encouraged to work together in harmony and learn to respect and be sensitive to the needs of others. The provision for pupils' spiritual development is very good. There are sensitive assemblies matched well to pupils' spiritual needs. These are

meaningful experiences for pupils, particularly when they link up with the whole school theme of respect. Pupils' individual needs are catered for well in the multi-faith assemblies and in the Christian, Muslim and Pathways assemblies. Pupils are encouraged to care for the environment and to be aware that beautiful things can grow in it just as they are growing in a caring school environment. When the teacher produced a snowdrop plant from a bag of litter, they gazed in rapt attention and fully understood the message. Some lessons help pupils to experience a range of emotions, for example when they gazed with awe at the sheer size of the earth in a Year 6 science lesson, and in poetry written by pupils of their view from a rocket in space.

38. The provision for pupils' moral development is very good. The 'Good Book' assembly is effective in raising pupils' moral awareness. They are rewarded for good behaviour and effort and for being kind to others, and these rewards help to give a positive feel to the daily life of the school. Pupils write their own class rules and are well aware of the school's high expectations of behaviour through 'SCARF' (safety, caring, awareness, respect and friendliness). The work of the Learning Mentor is having a good effect on the behaviour of pupils when they are experiencing difficulties in conforming to the school's code of conduct. The personal and social education programme is giving pupils the skills and knowledge to make important decisions about their lives in and out of school.
39. The provision for the social development of pupils is very good. There are many opportunities for pupils to work together in lessons. In the Foundation years, children are learning to share equipment and talk to each other and to visitors about their work. This continues throughout their school life, and boys and girls work and play well together in a fully inclusive educational setting. This can be seen in the way that pupils with special educational needs and those pupils for whom English is an additional language form good relationships with other pupils. Educational visits, extra curricular activities, visitors into school and the very good provision through the Breakfast Club enrich pupils' lives and ensure that they are confident when interacting with others.
40. The provision for pupils' cultural development is very good. The diversity of visitors into school and visits out of school has a positive impact on pupils' understanding of their own culture and that of others. For example, visitors have included a governor dressed in traditional costume as part of the school's Costume Day celebrations. All members of the school community are respected for their individuality and their own unique talents, as reinforced in the singing in assemblies 'Let me walk with my brother in perfect harmony'. Pupils have a good awareness of the rich cultural diversity of the local community through its strong links with local churches and the Interfaith Educational Centre. Opportunities are available for pupils to experience and use a range of musical instruments and there are very good displays of pupils' artwork around the school. Pupils are encouraged to appreciate the beauty and tranquillity of the local park. Residential visits raise pupils' awareness of their own countryside – Year 6 pupils said 'We stood on top of a mountain and felt very small'.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The procedures for child protection and ensuring pupils' welfare, health and safety are very good. The procedures for promoting and monitoring behaviour and attendance are also very good. There are good procedures in place for monitoring pupils' personal development and sound procedures for monitoring academic progress. This broadly reflects the picture at the time of the last inspection.
42. All staff, including support staff, have a good awareness of pupils who may be experiencing difficulties or whose welfare is giving cause for concern. Child protection procedures are good. The designated teacher and the Learning Mentor ensure that all adults who work with the children have a good awareness of the importance of early notification of any concerns. There are very good procedures for monitoring and promoting good attendance and following up any absences. The school has benefited from the support of the Learning Mentor whose work with identified pupils is having a positive effect on improving their attendance. The Breakfast Club is also ensuring that pupils arrive on time. The school is aware of the increasing tendency for pupils to take holidays in term time, some of which extend beyond the agreed period and does its best to discourage this. Registration periods are efficient and provide an orderly start to the day.
43. The school has very good procedures for the promotion of pupils' behaviour and for dealing with unsatisfactory behaviour. All staff have clear expectations of pupils' behaviour and are consistent in their approach to any lapses. The system of rewards and sanctions and entry into the 'Good Book' encourage pupils to behave well. They are confident that the headteacher and staff will deal quickly with any worries that they may have about unkind behaviour or bullying and parents confirm this. The SCARF initiative provides a framework for pupils to follow and works well as seen in the impact it has on pupils' behaviour.
44. The school meets the statutory requirements for providing a safe place for pupils and adults to work in. The school has clear health and safety procedures and an enthusiastic and dedicated coordinator to oversee them. Fire drills and evacuation procedures are conducted regularly. The caretaker is vigilant on a daily basis and reports any hazards or concerns to the headteacher. Risk assessments are conducted each term and are documented and prioritised and reported to the governing body. This generous provision ensures that all parts of the building have a qualified first aid person available in them. The coordinator has provided training for the mid-day supervisors.
45. The personal development of pupils is good and is monitored well through the personal and social education programme. Pupils are acquiring the skills and knowledge to make informed decisions about their lives in and out of school. Pupils who are experiencing difficulties in learning have a personal support programme in which targets are set for improved behaviour, attendance or effort and records show that this initiative is meeting with success.
46. Pupils for whom English is an additional language are well supported. Teachers and support staff are conscious of the need to ensure that they understand the language used. At intervals, adults talk to them to find out if they are experiencing any difficulties and to check that they are fully integrated into all activities
47. The procedures for assessing pupils' learning and the progress they make are satisfactory. In English and mathematics, pupils' skills, knowledge and understanding are thoroughly assessed, both during and at the end of the school year. The

information gathered is used effectively to make curriculum changes, which in turn yields better results. In mathematics, for example, the assessment of pupils' learning revealed weaknesses in their understanding of fractions, decimals and percentages. As a result, a series of lessons have been devised to remedy this. Careful assessment of pupils' learning of English and mathematics has other benefits. For example, the information is used to allocate pupils to ability groups in mathematics in all junior classes and in English in Years 5 and 6. As a result, teachers are able to prepare lessons that are more accurately matched to pupils' different learning needs. In addition, teachers and pupils use the information to agree targets to aim for in the coming weeks and are able to reflect on the relative success of their efforts. The school was left with an issue to improve the use of assessment from the last inspection and in English and mathematics the school has responded well. Furthermore, a system has been devised to track pupils' assessment results from year to year. This has many benefits, not least in identifying pupils whose performance appears to slip and enabling action to be taken to put them back on track.

48. Pupils' learning in other subjects, such as science and ICT, is not assessed to the same degree. Individual teachers make assessments of pupils' learning at intervals, for example by administering a written test at the end of a unit of work in science. However, individual teachers vary in their use of assessments in these subjects and a consistent approach is only just being introduced to ensure that pupils are provided with work at the correct level. Inconsistencies in assessing pupils' learning in subjects such as science, geography and history result in more able pupils not being sufficiently challenged. In these subjects, more needs to be done.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The partnership between parents and the school is good, as it was at the time of the last inspection. Parents view the school as successful in helping their children to become mature and responsible. Parents describe it as a school which is happy, caring and supportive. They confirm that the headteacher and staff are approachable and that they feel able to discuss any worries or concerns with them. Parents feel positive about the school and the improvements that are being made. Most parents feel that their children are making good progress because the school expects them to work hard and achieve well.
50. The quality and quantity of information which parents receive is good. They receive regular newsletters about events and activities taking place in the school as well as information on what children are learning. The prospective is informative and in 'parent-friendly' language. Parents have the opportunity to meet with teachers during the autumn and spring terms when the targets set for pupils are discussed. They are given good information about the progress that their children are making and how they can help them with their learning. For example, parents are given an information pack when their children arrive in nursery or reception. Reports to parents are satisfactory. They contain detailed statements of what children can do but are inconsistent in their comments about what children need to do to improve. Targets are set for pupils but these are not as specific as those discussed at consultation evenings. This concern was expressed at the parents' meeting prior to the inspection. The annual report of the governing body is a very helpful, attractively presented document.
51. Parental involvement in the work of the school and the impact that parents have on their children's learning at school and at home is satisfactory. Some parents support their children well and help them to complete their homework. The school provides a homework club for those children who wish to complete their homework after school.

The school does not have a parent-teacher association but there is a small, dedicated band of parents who can be called upon to help in school, for example they run the school book club. The headteacher and staff are a visible presence at the beginning and end of the school day and parents were seen talking to them on an informal basis. The school tries to involve parents in its development by consulting them through questionnaires and the headteacher and the governing body value and follow up their suggestions and concerns.

52. Parents of children due to start in the nursery receive a home visit and this ensures that staff are well informed and able to offer maximum support to the children. The Learning Mentor also visits parents at home when there is a particular concern. Parents have welcomed the Breakfast Club and some were observed eating with their children in a friendly, sociable atmosphere. They confirm that their children get a better start to the day and enjoy the range of activities on offer. Parents of children with special educational needs are invited to review meetings and to open days, assemblies, concerts and sports days. Five parents attend the computer course run by the school bursar. They confirm that their learning is giving them an insight into their children's learning. A member of the local community listens to children read and expressed his pride in their achievements when he presented certificates to them in the award assembly. The school reaches out to parents but not all parents respond as enthusiastically as the school would like.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The quality of leadership and management within the school is good. Since the previous inspection, relationships between key members of staff have remained very positive with roles that are clearly defined. The headteacher has a clear vision for the school and leads by example. She is well supported through an effective partnership with the deputy headteacher. The school's development plan is comprehensive and focused, with financial implications clearly outlined. The school's needs are communicated clearly.
54. The school ethos ensures a high standard of behaviour and a good working environment. In addition, the school has a strong sense of care towards its pupils. It provides regular daily routines and a good pastoral role has been established to support the school's changing intake. The support staff are well trained and effectively managed. They play an important role in helping support and monitor progress for children with a range of special needs. They provide effective records and provide good links with external agencies.
55. The governors make an excellent contribution to strategic planning and evaluating the work of the school. They act as critical friends, raise important questions about school performance and draw effectively on the many specialist skills they possess. For example, the governing body includes well-informed parents, local clergy and an accountant who all work very professionally in various committees. The headteacher and senior management team provide the governors with accurate information on which to base their decision-making. This is further enhanced through discussions with key staff, allowing them to agree and prioritise areas for improvement. For example, the targets for pupils' attainment at the end of Year 2 and Year 6 that have been negotiated are demanding.
56. School performance information, including attendance figures and tests results, is analysed in detail and shared with staff and governors. This ensures that there is a continuous focus on driving up standards. For example, the underachievement of boys has been recognised and strategies have been implemented to improve their

learning. The headteacher's role alongside key members of staff in monitoring the teaching of literacy and numeracy is good. Teaching and learning in both subjects are regularly observed by the headteacher and the deputy headteacher. Teachers receive feedback, highlighting the good qualities and identifying areas for improvement. In addition, performance management has been introduced successfully and this helps teachers in their setting of personal targets within the whole school setting. Teachers and support assistants benefit from the strong staff-training programme. An effective team of teachers and support staff has been built very quickly to which much of the good teaching is attributable.

57. Whilst monitoring standards of teaching and learning in the core subjects has been thorough, the unusually high turnover of teachers has resulted in little monitoring of pupils' work in the foundation subjects, such as history and geography. In these subjects pupils' work is not recorded in separate books in all classes and samples of pupils' work are not kept as evidence of the progress they make. This makes it harder for subject leaders to keep an eye on standards.
58. Financial management and budgetary control are very good. The headteacher and governors review the needs of the school carefully and consult parents before agreeing on spending decisions. The priorities are organised well within the School Improvement Plan. Funding is used wisely and good resources are provided which have an impact on standards within the school, for example the ICT suite and the work of the learning mentor. Outside agencies are consulted to ensure that best value is achieved. Benchmarks against other school are used to give a clear picture of the school's performance. Effective budgetary control is provided by the Finance Committee which meets regularly and which receive updates on spending. The specific grants that the school receives are all used very effectively for their designated purposes. All the recommendations of the latest audit report have been implemented.
59. The school has a sufficient number of teaching staff. They are suitably qualified and match the needs of the curriculum. After a period of instability and reorganisation within the school, there have been many staff changes. However, the situation is now more stable and a good team of teachers has been appointed. The new members of staff have been well inducted into the procedures of the school. Newly qualified teachers receive clear guidance and support. Good monitoring systems help staff fit in quickly to the life of the school. There are a number of good quality support staff, who also make a valuable contribution to the pupil's learning.
60. Now that the building improvements have been completed, the accommodation is good. The additional areas within the school are all used well. The recent provision of the ICT suite has greatly enhanced pupils' learning. Although the present nursery building is very small, plans are in hand to locate the nursery in another part of the building. Learning resources are good overall, very good in art and design and religious education.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. The headteacher, governors and staff should now:

a) **Improve standards in writing by:**

- linking the work in the literacy lessons more closely with the work being undertaken in other subjects, to give it greater relevance and purpose;
- achieving a suitable balance between using worksheets to develop skills and applying these in creative writing situations, both in the English and in other lessons;
- giving more opportunities for pupils to analyse, discuss and improve upon their original writing;
- displaying the work of the pupils to greater effect, both to celebrate individual achievement and to learn from the best.

(Paragraphs 4, 21, 86, 89, 90 and 115)

b) **Improve pupils' ability to solve mathematical problems by:**

- teaching pupils at an earlier stage how to interpret written problems correctly, select the best methods to find a solution and check the results;
- providing more opportunities for pupils to plan and carry out their own investigations.

(Paragraphs 5, 20 and 100)

c) **Improve pupils' learning in all subjects through the use of ICT by:**

- evaluating computer programs and selecting suitable ones to promote learning in other subjects;
- providing further training to ensure that teachers are able to use the programs;
- identifying and planning opportunities for pupils to use classroom computers;
- monitoring lessons to ensure that computers are used effectively.

(Paragraphs 8, 19, 30, 86, 100, 102, 115 and 122)

d) **Improve the achievement of the more able pupils in science, history and geography by:**

- planning opportunities for more able pupils to extend their learning;
- improving procedures for assessing pupils' work;
- ensuring that by using information gained from assessment that the work provided is sufficiently challenging.

(Paragraphs 12, 26, 30, 48, 102, 115 and 120)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	17	29	18	1	0	0
Percentage	3	25	43	27	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	255
Number of full-time pupils known to be eligible for free school meals	0	60

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	9	85

English as an additional language	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	26

Attendance

Authorised absence

	%
School data	6.0

Unauthorised absence

	%
School data	0.6

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	21	14	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	18	21
	Girls	13	13	13
	Total	33	31	34
Percentage of pupils at NC level 2 or above	School	94 (76)	89 (53)	97 (82)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	21	21
	Girls	12	13	13
	Total	29	34	34
Percentage of pupils at NC level 2 or above	School	83 (74)	97 (74)	97 (82)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	29	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	14
	Girls	24	18	23
	Total	32	26	37
Percentage of pupils at NC level 4 or above	School	74 (n/a)	59 (n/a)	84 (n/a)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	9	14
	Girls	22	23	23
	Total	28	32	37
Percentage of pupils at NC level 4 or above	School	64 (n/a)	73 (n/a)	84 (n/a)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	1
Indian	10
Pakistani	27
Bangladeshi	0
Chinese	1
White	205
Any other minority ethnic group	10

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)	12.2
Number of pupils per qualified teacher	26
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	217

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26.1
Total number of education support staff	2
Total aggregate hours worked per week	45
Number of pupils per FTE adult	10.1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	8

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	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	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2001
	£
Total income	611,261
Total expenditure	567,084
Expenditure per pupil	1,872
Balance brought forward from previous year	4,581
Balance carried forward to next year	35,956

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	307
Number of questionnaires returned	44

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	32	0	0	0
My child is making good progress in school.	59	36	5	0	0
Behaviour in the school is good.	43	53	2	2	0
My child gets the right amount of work to do at home.	32	48	16	2	2
The teaching is good.	63	32	5	0	0
I am kept well informed about how my child is getting on.	64	27	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	22	5	0	0
The school expects my child to work hard and achieve his or her best.	73	23	4	0	0
The school works closely with parents.	52	41	7	0	0
The school is well led and managed.	61	21	7	0	11
The school is helping my child become mature and responsible.	55	43	0	0	2
The school provides an interesting range of activities outside lessons.	48	30	11	2	9

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

62. Children are admitted to nursery as they become three-years-old. There are currently 52 children on roll, who attend in either the morning or the afternoon sessions. The reception class admits children either in September or January depending on the term in which they become five. This year the reception classes have a total of 31 children, most of whom have transferred from the nursery in September or January. It is expected that most children will have spent a minimum of two terms full-time in the nursery, as a preparation for the next stage of their education.
63. In the last report, the quality of provision in the Foundation Stage was described as good in reception and in the nursery. Provision has improved and children get off to a good start in nursery. Very good provision is made for children's learning in reception, particularly in mathematics. Many mathematical games and activities are introduced and these are successful in enabling children to add and subtract mentally. Children achieve well overall because of the well-planned curriculum and the mainly good teaching.
64. Teachers assess children when they enter nursery and the reception classes. When children start nursery their attainment is below average in all areas when compared with other children of their age. Weaknesses are particularly evident in girls' physical development. This is seen in the difficulties they have when climbing and balancing. Although children make significant steps in learning during their time in nursery, they are still below average in the key areas of Language and Communication, on entry to reception.
65. Children with special educational needs are quickly identified. They achieve particularly well because of the well-planned support provided by the very successful team of adults in both nursery and reception. It helps children to gain from new experiences and routines because the guidance provided closely relates to their level of development. Good learning support is provided and this is continued through the reception class. As a result, they grow in confidence and begin to acquire the basic skills of communication. Children who begin nursery and reception with more advanced skills are well challenged.
66. The few children with English as an additional language also achieve well. Parents are quickly involved to enable staff to understand the nature of their language needs. There is a strong focus on speaking and listening and checking that new words are thoroughly understood. As a result, these children are soon interacting with adults and other children and acquiring the confidence to explain their ideas.
67. Established daily routines prepare children to work and play with growing independence alongside and with other children. Relationships are very good. Arrangements for introducing new children and parents into the nursery provide security and confidence in helping the children to take big steps socially. Because of this the majority of children settle into school with ease. This is evident in their often very good attitudes to both work and play. Regular assessments of children's learning help teachers and adults to decide the next level of activity appropriate to the needs of each child, including children who have special educational needs.

Personal, social and emotional development

68. Nursery and reception teachers and support staff regard children's personal and social development as a priority. Every opportunity is taken to promote these skills and most children achieve well to reach the Early Learning Goals by the time they leave reception.
69. Good teaching helps children to grow in confidence because they feel secure in the routines in nursery. Adults create special time for children to talk and share their stories and news with each other. Adults often reinforce and extend children's ideas in their play and contribute ideas to guide them further. On one occasion, the idea of an expedition inspired a child as he explored the topic of wild animals. An adult helped him to 'go on an expedition' making binoculars and safari equipment. Other children joined in, learning to share and play together through new and exciting experiences, begun by the child. As children progress through reception, they begin to refine the way they work, sustaining their attention for longer periods of time. They begin to take responsibility early in their learning. In nursery they select their own activity from a range of options, learning to take some personal responsibility. This is taken further in reception where older children begin to tidy away. They begin to talk about feelings and develop their understanding of life very well in sessions devoted to different cultures.

Communication, language and literacy

70. Most children have levels of attainment below that expected for their age, especially in speaking, when they start nursery. Adults are good at developing children's skills in speaking and listening and in the early stages of writing. The different groups of pupils achieve well given their low starting points.
71. The majority of children are unlikely to attain the expected level by the end of their reception year. As children reach reception age, their vocabulary has improved though not all children speak clearly. They communicate well with each other when playing or exploring materials together. This is because of the good teaching and good provision of activities designed to extend their speaking and listening skills. Responses to teacher's questions are often restricted to one or two words in the nursery because adults ask questions that do not encourage children to offer an extended answer. However, when questions guide children to think further, this extends their understanding rapidly. This often occurs in both reception groups, extending children's ideas well.
72. In the nursery, children handle books with interest and curiosity. Some children tell their own stories based on those in the book area. This is because support staff and teachers share favourite stories. Boys and girls recite the rhymes and phrases with delight, responding to sound patterns well. They are introduced to non-fiction books to find out for example, where wild animals live. Nursery children learn to recognise and reproduce letter sounds and shapes and reception children learn to spot familiar words and listen for sounds in these words as they arise in the big books. This ensures that an effective start is made with reading.
73. Good teaching helps children to begin to use the letters and words in their early writing experiences in nursery. Children new to reception are encouraged to form their ideas and the teacher scribes them appropriately. Older children in reception are supported well in their reading and in their sentence writing and some write a sentence independently, taking great care to form their handwriting correctly. However in reception too much emphasis is placed on correct handwriting at the expense of encouraging children to use the rich language that they hear and speak in their

exciting learning activities. Although the accuracy of their writing improves, the content of what they write does not develop at the same rate.

Mathematical development

74. Children make very good progress in their mathematical development, with the majority of pupils reaching the expected standards by the time they leave reception. A good proportion of these children are above the level expected. This is because of the very good teaching of number and excellent methods that children use to count on by holding a number in their head. These build a strong foundation for mathematical understanding and numeracy adding to the appropriately planned activities for other aspects of mathematics.
75. In the nursery, children are given a range of interesting activities that help to build concepts of shape and number as they count and use numbers using familiar rhymes and characters to ten. Adults assess children's awareness of numbers regularly and base their plans for activities on these observations. This includes number songs and games that entice children to count, name and label animals. The daily activities in sand and water well support children's mathematical learning as they move through the school day. For example, when children use the construction area, they encounter differently shaped bricks, enabling them to recognise and match 2 and 3 dimensional shapes and repeating patterns.
76. Reception children are given a similar range of resources but their learning is geared up by more structured activities planned to accelerate their progress. For example, they order numbers to ten using zero, then combine two groups of teddies to add two numbers together, record it, then subtract. The majority of children use numbers in their everyday play and a small proportion of them can count beyond ten. The very good teaching guides children well. Adults praise children with special educational needs very well as they learn number and shape and this contributes well to their confidence.

Knowledge and Understanding of the world.

77. Many children have little understanding of the wider world when they start nursery and many have the additional difficulty in expressing what they do know. They make good progress as they go through nursery, beginning to learn about scientific ideas as they explore and manipulate play-dough, often re-creating their experiences. Good progress is made in ICT because adults support children appropriately to develop control of the mouse and cursor on the computer screen. Most children reach the levels expected for their age by the end of the year
78. Teaching is good with very good teaching in reception. Adults plan interesting hands-on activities for children to do. They learn about different animals and their habitats in nursery though there are some missed opportunities to enrich children's vocabulary especially for children who can absorb more information. In reception the teacher plans well for children to explore the nature, texture and scientific ideas about different materials. For example, children were asked to observe soap bubbles. As a result, their ideas and explanations spilled out with delight as the teacher pursued their answers with questions that stoked their curiosity.
79. Some reception children are developing the confidence to work without adult support at the computer. They show interest and sustain their attention for a short period of

time. Other children still need adult support to encourage them to move through a reading book program to begin to understand the use of the cursor.

Physical development

80. Children make good progress in both nursery and reception and reach the levels expected in this area of learning. Children enter nursery with below average levels of attainment. Planned experiences develop their manipulative skills well. However, the limited outdoor arrangements for play, particularly for the reception classes, limit their skills in scrambling, racing and manoeuvring with large equipment. Teachers compensate by planning activities, involving the use of benches, boxes and mats in the school hall to ensure that children make as much progress as possible.
81. In the nursery, children have the opportunity to work with a good range of small construction materials. They make towers and demonstrate good skills with scissors. Many children are able to use fine tools such as cotton buds. Other children need help from adults who offer just enough support so that they can climb or use tools for themselves. Children are given daily time outside to practice pedalling and racing larger scooters around the small outdoor playground. This promotes their physical development appropriately
82. Teaching is good because the teacher supports the imaginative aspect of learning, for example, by guiding children to climb small frames, balance and use the slides. Teaching in reception is very good. Children explore and refine their movements, changing direction, holding their positions then changing to meet the rhythm of the music. This adds to their understanding of the language of movement, instruction, space and direction in a meaningful way.

Creative development

83. Most children reach the Early Learning Goals by the end of reception in their artistic and musical awareness. Children use the 'Office' play area imaginatively and independently in both nursery and reception classes to great effect. This includes the play laptop computer, clipboards and stationery. Children communicate their imaginative ideas better where adults sensitively guide their play.
84. Children make very good progress from a below average starting point. At the beginning of nursery, their drawings are fragmented, showing little maturity. Within a term, children's achievements are visible. Children paint pictures of fairytale characters such as Rapunzel. The use of detailed brushwork in the pictures indicates children's progress. As they start reception, most are able to make recognisable pictures of people they know. In reception, children design and improve the design of their kites. Lots of different materials help them to realise that not all of it will make a good kite.
85. Teaching is very good. Activities are well linked into the current topic and allow children to explore further. Children use the objects and areas around to create their imaginary play. One pair of children decided to go on a bird-watching trip, their imagination fired by the bird table outside the classroom and pairs of interesting binoculars.

ENGLISH

86. Standards in English in Year 2 are average, as they were at the time of the last inspection, although they are above average in reading. In Year 6, although standards in reading are also above average, standards in writing are below average. Pupils' achievements are satisfactory overall, given their below average starting points, but pupils achieve well in Years 2, 5 and 6. The main strengths in English are the high standards of reading, the provision for pupils with special educational needs, and the good subject leadership that strives to drive standards upward. There are weaknesses in English. Skills, which are well developed in literacy lessons, are not sufficiently used in other subjects. For example, the study skills of researching and using information from texts and ICT are not used sufficiently in subjects such as history and geography. In some classes, both in the infants and the juniors, pupils have too few opportunities to create their own stories and poems. Consequently learning opportunities are missed. There are specific weaknesses in writing, especially amongst Year 4, 5 and 6 boys.
87. Standards in speaking and listening are satisfactory in the infants and the juniors. These are regarded as important skills and receive much attention. Questions are posed to make pupils think. Their answers are analysed carefully and pupils are often asked to explain in more detail. However, pupils are not always encouraged to speak loudly enough for all the class to hear their contributions. Opportunities are also missed to enable pupils to benefit from group discussions. For example, when writing tasks are completed, pupils are rarely encouraged to discuss their work with a partner to try to improve it. Pupils gradually learn to speak confidently. They regularly contribute to class and assembly discussions. Visiting theatre groups involve pupils in 'drama workshops' to enact plays. By Year 6, they confidently discuss contrasting views, expressed by residents and stakeholders, on the proposed development of a by-pass around a town. Throughout the school, pupils listen well in lessons and this greatly assists their learning.
88. Standards in reading are good throughout the school. Given their below average attainment on entering school, pupils do well to attain these standards, particularly in the infant classes. Year 1 and 2 pupils are taught effectively a range of strategies to read unfamiliar words. For example, they sound out letters or break words into smaller parts that they then blend together. Clues in the sentence are also used to 'guess' a word by its context. Many parents and volunteer helpers work in partnership with the school, to develop these basic skills. They contribute much to the progress made by their children, both in reading and in spelling. By Year 6, most pupils heed punctuation well and read with a good degree of fluency and expression. They have a clear grasp of the story as it develops and read 'between the lines' to deduce more subtle aspects of the text. Pupils throughout the school have positive attitudes to reading. They develop personal preferences, for authors and genres, and discuss their favourites with obvious enthusiasm. Throughout the school, those pupils who find reading difficult achieve well. They benefit from daily support or from short-term programmes designed to boost their skills. A high proportion of pupils reach the average standard. By the time they leave the school, more-able pupils read complex stories and texts with confidence. However, their skills of researching for information are not as well developed. Opportunities are sometimes missed to use reference books in subjects such as history and geography. Consequently study skills, such as locating and using evidence, do not develop as quickly as other reading skills.
89. Writing standards are at the level expected in Year 2 but below average in Year 6. One area of improvement since the last inspection is the quality of the pupils' handwriting. They now begin to join their letters at an early stage. This is helping

pupils to express themselves on paper with greater fluency and confidence. By the age of seven, the vast majority of pupils produce satisfactory written work. For example, simple spellings are usually accurate; pupils have an awareness of capital letters and full stops; simple stories are structured to interest the reader. However, relatively few pupils are reaching above average standards. The same is true in Year 6. Three-quarters of the 11-year-olds are attaining levels appropriate for their age; words are chosen specifically to add interest; diary extracts are colourful, as in, 'I was as happy as Larry'; cliff-hanging endings are used to create suspense. However, pupils' written work is not valued as much as it should be, for example, their work is seldom displayed. Opportunities to apply and refine pupils' writing skills are missed in other subjects. For example, in both geography and history pupils complete worksheets, which require only brief answers. Pupils rarely write about why changes happen, link cause and effect or offer their opinions and very limited use is made of ICT. A few good examples are seen, such as the Year 3/4 pupils' accounts of their 'encounter' with a Carolina corn snake, one of which joyously concludes, 'It is fun to work with snakes like this'. However, such word-processing tasks are not regularly set. These factors explain why pupils' writing does not develop as quickly as their reading. Although most pupils achieve steadily, the work set for more able pupils does not always extend them much beyond the average level. The school has rightly identified the need to target the large proportion of boys, in the older classes, who are working at lower levels than the girls. Their needs are now being met and they are making better progress as a consequence.

90. The quality of teaching is satisfactory at both key stages. There are a number of real strengths. High expectations of the teachers are reflected in the pupils' very good behaviour, as well as in their positive attitudes to work. The skilled use of questioning, especially at the beginning and end of lessons, enables pupils to be well aware of exactly what it is that they are learning. Good assessment also gives pupils clear targets. These are written in the pupils' books to serve as regular prompts. They help pupils to have some responsibility for maintaining their own progress. Assessment is best seen in Years 2, 5 and 6. Teachers work closely with support staff to ensure that very good levels of provision are made for those who find learning difficult. Regular help, on individual targets, enables good progress to be maintained by this group. However, certain areas of teaching could be improved. In middle junior classes too much time is spent completing exercises and not enough opportunities are given for pupils to write creatively.
91. The small number of pupils for whom English is an additional language are identified early and taught well. They master the basic skills of literacy successfully and almost all of these pupils reach the standards expected by the age of 11.
92. The subject is led and managed well. Teaching is regularly monitored and pupils' work is scrutinised to ensure there is good progression, both within and between classes. Results of annual tests are rigorously examined to identify those areas most in need of development. Standards in handwriting are rising, as is the performance of older boys, as a result of such accurate assessment. The use of the specialist skills of the deputy headteacher in the older classes is proving especially beneficial. A wide range of teaching skills is used to meet the varying needs of these older pupils. Resources in the school are good and contribute to the success of the literacy hour lessons. There is a strong momentum within the school to raise standards. The seamless way that new teachers, including two who are newly qualified, have been able to teach so successfully gives a clear indication of how well the foundations have been laid for future development.

MATHEMATICS

93. Standards in mathematics achieved by pupils aged seven are close to the national average as they were at the time of the last inspection. Standards are below the national average by the time pupils reach the age of 11. Standards are rising throughout the school because teaching is improving rapidly. The subject leader is a recognised expert who leads by example. Most teachers have observed her teaching and learnt from it. Teaching and pupils' learning throughout the school are tightly monitored and effective support is provided for the many new teachers.
94. Pupils achieve well in Year 1 and steadily in Year 2. The work provided makes considerable demands on pupils' reasoning but they enjoy the challenge and handle quite complex calculations for their age. For example, in Year 1, pupils add two numbers correctly and decide whether the sum is odd or even. Pupils are encouraged to look for relationships between numbers to help them to calculate quickly and accurately. For example, Year 2 pupils add numbers such as $22+31$ by rounding each number to the nearest 10, adding them and then adjusting the units. By the age of seven, most pupils have secure knowledge of flat and solid shapes and know how to represent information using simple graphs. In Year 2, pupils are allowed to mark their own work. Occasionally, mistakes go unnoticed and the presentation of their work becomes untidy.
95. Pupils are now achieving well in Years 3, 5 and 6. The national numeracy strategy has been introduced very successfully and teaching is consistently good. Pupils' attainment in Year 3 is particularly good. Many Year 3 pupils work comfortably with Year 4 pupils in their mathematics sets. In Year 3, pupils acquire a good understanding hundreds, tens and units and they add, subtract, multiply and divide numbers to 30 competently. Progress is not as rapid in Year 4 because more time is spent consolidating earlier work and there is not the same drive to push on with more advanced number operations. Teaching eight and nine year old pupils in sets according to their ability has advantages for the younger pupils because they reach up to the level of the older ones. However, the same is not true of the older pupils who appear to revisit earlier work for too long. That said, there are occasions when more is expected of the Year 4 pupils. During the inspection, for example, good teaching enabled Year 4 pupils to understand the difficult idea of equivalent fractions. In Year 5 and 6, pupils are set according to their age and ability. This works well. Year 5 and 6 are very productive years during which much is learnt at a challenging level. In Year 5, pupils have good opportunities to compare different methods of calculation. For example, they set out their addition and subtraction of large numbers both vertically and horizontally. This helps them to understand number operations fully. A teacher with specialist knowledge and skills teaches Year 6 pupils. They achieve very well and by the age of 11, they understand the relationship between decimals, fraction and percentages and convert smoothly from one to another. The higher attaining set is working at levels above those expected for their age for much of the time. They have a good grasp of angular measure, of two and three-dimensional shapes and are conversant with many different forms of frequency graphs and their uses.
96. When the most recent national tests were completed for 11 year olds in June 2001, teachers were surprised and very disappointed by the well below average results. This was the first group of pupils to remain in the school to the age of 11 and take the national tests. Part of the problem was the lack of knowledge on the teachers' part of how to prepare pupils for the tests. To some extent this has been taken care of. Previous test papers are now analysed carefully and any weaknesses are thoroughly examined in lessons. Pupils are now taught in ability sets, homework in Year 6 has been stepped up and teachers are choosing to pitch the work at a higher level and

simplify it for pupils who struggle to understand. These measures are proving effective in raising standards.

97. Another reason why standards are below average is reflected in the above average numbers of pupils with learning difficulties. Many of these pupils, often boys, entered school in Years 4, 5 and 6 and it is these pupils who largely make up the lower attaining sets. During inspection, these pupils were making good gains in their learning, despite their low attainment.
98. Pupils who are regarded as having special educational needs make good progress. Well-trained learning support assistants teach them effectively in very small groups. Teachers go to considerable lengths to involve them in the lesson by asking them specific questions which they know they will be able to answer. In Year 6, the support assistant is deliberately encouraging them to tackle problems on their own but is on hand to guide them when difficulties arise. This prepares them well for secondary school in helping them to become independent learners.
99. Pupils who speak English as an additional language are generally found in the upper sets. Almost all of these pupils achieve well to reach the levels expected or higher when they reach the age of 11. Their learning is assessed regularly and thoroughly.
100. Teaching is good in almost all classes, very good in Year 5 and excellent in Year 6, yet half of the teachers only started work in the school from September 2001. Discipline is good everywhere. Lessons are carefully planned, well organised and efficiently managed. Pupils work hard and enjoy the tasks. The work provided is almost always challenging and matched well to pupils' different learning needs. Teaching methods are good. Games are used in many instances. Pupils relish these and strive to improve their speed and accuracy of calculation. For example, the doubles Bingo game, in a Year 2 lesson, played a major part in enabling pupils to sharpen their skills of adding numbers. The most noticeable feature of teaching is the way teachers embrace the message of the National Numeracy Strategy. In all lessons, pupils are guided well to consider the advantage and disadvantages of different methods of calculation and mental calculation is strongly encouraged. Pupils are frequently asked to explain how they have arrived at the answer. This not only improves pupils' understanding of the subject but also increases their speaking and listening skills. Despite these important developments pupils are often thrown off course when questions are posed in written form. Pupils have no trouble in carrying out number operations when they recognise them. However, when the problem is written in words they cannot decide whether they need to add, subtract, multiply or divide. This difficulty is compounded when two operations are needed. Pupils are taught how to tackle written problems in Year 6 and occasionally in Year 5 but this is not enough. There is scope to improve this element of teaching at an earlier stage. In Year 6 and occasionally in Year 5 pupils have good opportunities to investigate mathematics problems using ICT but computers are very seldom used in other classes. This is another reason why pupils struggle to solve problems in written form.

SCIENCE

101. Pupils enter the school with below average attainment. By the ages of seven and 11, standards are below the national average but match those of similar schools. Although there were no pupils aged 11 at the time of the last inspection, standards in the school were at a similar level. Challenging targets have been agreed for 2002 and pupils are on course to achieve them. Improvements have been made since the last inspection in enabling pupils to acquire the skills of scientific enquiry. Pupils are now given more responsibility for planning and developing their own investigations. They

use planning sheets well to make predictions, analyse the evidence and draw conclusions. This in turn enables pupils to understand scientific ideas. Pupils achieve well in the practical aspects of science. The recently appointed subject leader has considerable expertise but has not yet had time to make an impact on standards. Teachers are aware of the need to develop assessment procedures to track the progress pupils make from year to year.

102. Pupils achieve steadily in the knowledge and understanding areas of science. Those with special educational needs make good progress in developing their scientific skills in relation to their abilities. This is because they are given good support. For example, in a Year 3/4 lesson, when pupils were investigating magnetic materials, the classroom assistant asked searching questions to make pupils think. Pupils with English as an additional language make satisfactory progress and are helped to understand the meaning of unfamiliar scientific terms during lessons. In a Year 2 lesson about turning water into ice, for example, the two pupils with English as an additional language benefited from discussing their ideas and the spelling of words with the classroom assistant. Teachers do not always plan work to match the pupils' different learning needs. All pupils complete similar work, which holds back the learning of the more able pupils, particularly. For example, in a Year 5/6 lesson there was no attempt to provide work to match the needs of all the pupils, who all worked from the same page of the science textbook. ICT is seldom used to enable pupils to learn for themselves.
103. Pupils' skills of experimenting and investigating develop well throughout the school but especially so in the juniors. Practical science has a high profile and pupils enjoy experimenting and develop good attitudes towards learning science. They handle equipment carefully and work together well during investigations. By the age of 11 pupils are competent in devising fair tests and obtaining results. Teachers in the juniors encourage pupils to predict, observe and record their findings. In a lesson in a Year 3/4 class, pupils were predicting which materials were magnetic. Great excitement was created when the pupils found out that old two pence pieces are non-magnetic but new two pence pieces are magnetic.
104. Pupils achieve at a satisfactory rate in the infants. By the age of seven, they know that to be healthy they need to eat lots of fruits and vegetables and that sugar is bad for their teeth. They understand, from their work on materials, that some changes can be reversed and others cannot. They know that materials often change when they are heated. This was evident in a Year 1 lesson when the children were comparing raw eggs with cooked eggs.
105. When pupils move into the juniors they make steady progress in all aspects of science. Pupils in the Year 5 and the Year 6 class achieve well because the teaching is good. For example, in Year 5 pupils were guided effectively to use magnifying glasses to explore the composition of flowers. This activity improved their observation skills and their knowledge of the parts of flowers considerably. In Year 6, more emphasis is currently being placed on the knowledge and understanding aspects of science in preparation for the tests at the age of 11.
106. Teaching and learning are satisfactory in the infant classes and mainly good in the juniors. However, one lesson in the juniors was unsatisfactory because the scientific ideas discussed in the lesson were too abstract. The teacher did not provide any imaginative resources to help pupils to understand. In all lessons, teachers manage the pupils well and, as a result, they are attentive and behave well. Teachers know their pupils well and have formed good relationships with them. This motivates them to work hard. In most lessons, teachers explain clearly what pupils are expected to

learn and provide interesting resources for them to work with. For example, in a good Year 6 lesson, the teacher used ice, wax and oil to demonstrate how materials change. This was successful in enabling pupils to understand the differences between solids, liquids and gases. Teachers have good subject knowledge and ask perceptive questions to probe and extend pupils' learning.

ART AND DESIGN

107. The variety and vibrancy of the art in the school seen during the inspection, is mainly due to the strong influence of the subject leader. She has specialist expertise, which enables the pupils in her class to produce work of a very high standard. This sets an excellent example for other teachers to aim for. Above average standards have been maintained since the previous inspection, although standards achieved by pupils aged seven are at the levels expected. Pupils benefit from important artistic links with galleries and more significantly, the work of contemporary artists to which children can relate. For example, Year 6 pupils explore the work of different artists and use the techniques they find to capture images of movement and speed. Their drawings are enhanced by overlapping materials and shapes to create intriguing effects. However their skills in using pencils to create line, shade and tone, are not at the same high level. This is because there are too few lessons planned over a half term for them to practice these skills as they move through the school.
108. Pupils achieve very well throughout the junior classes. Year 3 and 4 pupils explore sculpture and design and watch artists and craftspeople as they work. In a cutting edge project with Cartwright Hall Art Gallery, Year 3 pupils are making a storyboard of words and pictures like a comic design layout. This story is their response to a sculpture of the artist; Anish Kapoor entitled 'The World Turns Inside Out.' With expert support, this is animated into a small cartoon. It extends the pupils' artistic understanding, spilling into their Literacy and ICT. This inspirational approach shows the pupils how design begins and flows in the real world. It forms a bridge across subjects and recognises pupils' creativity by fitting it into the rich culture around them.
109. Teaching is very good in lessons seen. Teachers in the juniors are very effective in encouraging pupils to share and refine ideas and techniques by exploring pattern and texture as they juggle with different ways to represent a journey through a landscape. Pupils with special educational needs are well catered for in lessons, often with extra classroom support. The emphasis teachers place on seeing and designing like an artist helps all pupils to develop their artistic understanding, irrespective of their different cultural background. However, evidence seen during the inspection indicates that these important skills are not taught as well in Years 1 and 2. For example, there are not enough opportunities for pupils to develop their skills in art and design in other subjects, such as history. Apart from this weakness, the art and design curriculum fosters imagination and inspires pupils to express themselves freely.

DESIGN AND TECHNOLOGY

110. Standards are at the levels expected at the ages of seven and 11. Evidence shows that pupils develop satisfactory skills in design, construction, textiles and food technology. For example, Year 5 pupils successfully created a number of moving toys. These involved the use of levers, pivots and sliders that were used effectively. Pupils understand the design, drafting and evaluation process, learn from their work and recognise the potential for improvement. For example, when Year 3/4 pupils designed and made sandwiches, they selected the ingredients and identified criteria by which they could judge how successful they had been. They then evaluated and recorded the most popular product. Pupils have a sound knowledge of the tools used

for cutting different materials. However, because pupils do not have a wide knowledge of methods of joining and fixing, they depend too much on glue and tape when fastening materials together.

111. Teaching and learning are satisfactory. Pupils are well managed and lessons are well organised. This ensures that pupils work safely and with good concentration. Pupils for whom English is an additional language, in particular, and all pupils in general, benefit from teachers' good explanations and demonstrations to illustrate the task. In a Year 2 lesson, for example, the teacher showed pupils how to make a moving part with a level mechanism. This ensured that pupils knew exactly what to do and successfully developed their understanding of how levers work. Pupils with special educational needs are well supported by classroom assistants. This helps them to acquire the skills of cutting and folding enabling them to make sound progress. However other pupils are given the same task to complete, irrespective of their different learning needs and as a result, the learning of the more able pupils is not sufficiently extended. Pupils enjoy the subject but they express frustration at the limited amount of time provided and the time it takes to complete a piece of work. The limited time afforded to the subject in the timetable also reduces the opportunities to link with other subjects.
112. The subject is soundly led and is well resourced, although links with ICT is underdeveloped. The time available for design and technology has been greatly reduced. Pupils themselves comment on not having enough time to complete their projects. This in turn has affected standards, which are lower now than they were at the time of the last inspection.

GEOGRAPHY

113. Standards are at the levels expected for pupils aged seven and 11. Standards were at the levels expected at the time of the last inspection. Evidence from pupils' work and teachers' records shows that pupils achieve steadily throughout the school. Since the last inspection, a programme of work to guide teachers has been introduced. This ensures that pupils' geographical skills are built up systematically from year to year.
114. Year 1 and 2 pupils have a sound knowledge of their local environment. For example, they are aware of different housing types and building materials within the area. They use their knowledge of compass point well to give simple directions around a map. They recognise the globe and find the location of the United Kingdom correctly. More able pupils have a good grasp of global features such as oceans, deserts and mountain areas. Year 5 and 6 pupils know about different forms of pollution and explain their implication convincingly. Residential and local visits have a positive impact on pupils' attitudes and learning. They relate their experiences with enthusiasm and produce some good observational and descriptive workbooks.
115. Teaching is good. Lessons are very carefully planned and resources, such as maps and photographs, are used effectively. In a Year 5/6 lesson, for example, the teacher's demonstration of how a sand cliff collapses when water is sprayed on its base, successfully enabled pupils to understand the process of erosion. Pupils with special educational needs benefit from working closely with support assistants. This enables them to make good progress. In a Year 3/4 lesson, for example, the joint planning of a journey with the classroom assistant, helped them to understand clearly how journeys are affected by changes in weather. In all geography lessons, teachers explain new ideas clearly and use questioning well to probe pupils' understanding. However, this quality of teaching is not fully reflected in pupils' work in their books. This is due to a

number of factors, such as the limited amount of time the subject is taught and the fact that many worksheets are completed. This reduces the opportunities for pupils to write extended accounts and research information for themselves, using books and ICT. These factors hold back the learning of the more able pupils, particularly. In all lessons observed, teachers' confidence and correct use of technical vocabulary was good. This was reflected in pupils' use of the correct geographical language and particularly helped those for whom English is an additional language.

116. The new subject leader is well qualified and has made a sound start in leading the subject. For example, she has catalogued resources and identified a weakness in links with I.C.T. An action plan has been written and financial implications identified. As yet, monitoring of pupils' achievement in the subject is weak. Teachers' planning is monitored, but there is no collection of pupils' work to compare the progress they make in different classes.

HISTORY

117. Standards are at the levels expected at the ages of seven and 11. Standards were similar to this at the time of the last inspection. Pupils achieve steadily throughout the school. Teachers are suitably guided by a policy and a scheme of work that enables pupils to build on what they have learnt earlier. The units of work are based on a two-year cycle to ensure that all pupils meet each topic once. The teaching staff plan well and have a sound knowledge of the history units studied.
118. Pupils have a positive attitude towards the subject and are eager to share their knowledge. The younger pupils are aware of certain famous characters from their Victorian studies, such as Florence Nightingale. From this work, they were able to draw comparisons between today's health care and that experienced by the Victorians.
119. Year 6 pupils confidently place the Egyptians, Greeks, Vikings, Tudors and Victorians in the correct historical order. They also discuss knowledgeably the social changes, such as transport and changes within the home. School visits are highly regarded by pupils. Visits to the Jorvik Centre and The Industrial Museum to study Vikings and medical procedures have had considerable positive impact on their learning. For example, pupils describe in graphic detail medical practices during the Victorian era. However, pupils' progress is hampered by the limited amount of time given to the subject. This has resulted in pupils not having time to write explanations and accounts. This weakens the links with other subjects in the curriculum.
120. The quality of teaching is satisfactory. In one lesson seen, a video clip of Florence Nightingale was used effectively to help pupils to understand the changes brought about by her work. Good questioning skills were in evidence, which encouraged pupils to express and share their opinions and feelings. Pupils with special educational needs and those for whom English is an additional language are supported well in their learning. For example, they are encouraged to formulate their own questions, such as, 'What would you like to ask Florence about the hospital in Scutari?' This enables them to use language effectively and gain confidence in speaking and listening. However, the learning needs of more able pupils are not sufficiently planned for, consequently the level of challenge is not always enough to extend their learning.
121. There are plenty of books and artefacts to support pupils' learning but worksheets are used too often. As a result, ICT is seldom used to encourage pupils to research information for themselves and not enough opportunities are provided for pupils to express their ideas and opinions in their own words. The newly appointed subject

leader has made sound start in identifying what is happening in the subject throughout the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

122. Standards are at the levels expected at the age of seven and 11. Throughout the school all pupils, including those with special educational needs and those with English as an additional language, achieve well over time. This is a significant improvement since the last inspection when standards were judged to be well below the levels expected, and pupils' progress was poor. Since that time there have been major changes that have had a strong impact on the pupils' achievements. The installation of a computer suite has much improved the quality of provision. All pupils now receive lessons each week. The curriculum is better organised to provide progressively challenging experiences for the pupils. There is now systematic teaching of specific skills in using computer programs and functions. Although the subject leader has only been in post for a short length of time, she is managing the subject very effectively and is having an impact on raising standards. She has expertise in the subject and she gives colleagues a good level of support. Satisfactory assessments of infant pupils' learning are made, but as yet there are no procedures to assess how well junior pupils are progressing. A significant weakness is the lack of ICT to support learning in other subjects. During the week of the inspection, for example, classroom computers were often switched on but not used.
123. In both the infants and juniors, the pupils are well motivated, behave sensibly and responsibly and show much enjoyment in their progress when they are using the computers. In Year 1 and 2, pupils achieve well in learning to handle the computer mouse, use the keyboard and operate the different functions on screen. By the age of 7, pupils open and close programs confidently and save and print their work. In Year 3, their use of control technology is developed well when they use a program that imitates the workings of a programmable toy. They are able to give series of instructions and watch the movement on their computer screens. As the pupils progress through the juniors their skills continue to improve at a good rate. They understand and use the language of ICT as they talk about what they are learning. They know how to locate information using the Internet. For example, Year 6 pupils were using search engines to locate geographical information. Word processing skills are developing well and pupils know how to change the font size and colour of the text, before printing off their work. However, because most of the pupils type with their index finger only, it is taking a long time to type in their work. This is an area that needs to be developed.
124. In the lessons observed, the quality of teaching was good in every lesson apart from one, which was satisfactory. The teachers have good expertise in the subject and they use this knowledge to teach specific skills. If any problems occur when the pupils are using the computers, teachers are able to remedy them quickly. Lessons are planned well and the teaching targets for the lesson are discussed with the pupils. They make good use of questions to assess pupils' understanding. Support assistants work effectively and make a valuable contribution to the learning of all pupils. Teachers manage the pupils well and the pupils respond by working hard and remaining interested in the tasks throughout the lessons.

MUSIC

125. Standards are at the levels expected at the ages of seven and 11. Standards were similar to this at the time of the last inspection. The recently appointed subject leader is breathing new life into music. She provides an excellent example of how the subject

should be taught and has made a good start in supporting other teachers in their work. She has also extended the range of extra-curricular music activities. These factors are raising the profile of music and improving standards. Pupils' singing and playing of musical instruments is good because they are taught to sing properly and they are encouraged to practise on their instruments before a performance. Many pupils are acquiring a love of music.

126. Pupils achieve well in Year 1. They develop good listening skills and identify percussion instruments accurately by the sounds they make. They tap, shake and scrape the instruments to create interesting patterns of sound. Pupils develop a good appreciation of how symbols help them to play instruments in a given sequence. This is extended soundly in Year 2 where they learn to use symbols to write down the short pieces they have composed. Pupils achieve very well in Year 5 where they become totally absorbed in composing, for example, their own version of a Victorian Music Hall. All pupils are encouraged to take an active part in lessons. For example, a pupil with English as an additional language correctly informed the class that the hyphens in word 'Lan-ca-shire' were there to help singers to pronounce the rhythm correctly.
127. Teaching and learning are satisfactory. Lessons are well organised, thoroughly prepared and managed effectively. The Year 1 teacher encourages pupils to experiment with different sounds. For example in one lesson she said, 'Listen to the sound, how good is it, can you make it better?' In response, one pupil asked, 'Could I tap and shake this instrument at the same time?' This encourages pupils to think for themselves and look for ways to improve their work. However, there are occasions in other classes when pupils have too little time to play because the discussions go on for too long. In Year 5 the teaching is excellent. Lessons are action packed and pupils are swept along with the fast pace of learning. For example, in one lesson the teacher appeared in Victorian costume. Pupils marvelled at this, particularly when they learnt that it would soon be their turn to dress up to prepare their Victorian extravaganza. Through inspired teaching, by the end of the lesson, pupils made a fair attempt to sing a difficult five part round. Teachers explain new terms systematically and ensure that pupils who struggle to understand are well supported. This ensures that pupils with special educational needs make good progress

PHYSICAL EDUCATION

128. Standards have been maintained since the last inspection and are at the levels expected at seven and 11. Pupils undertake swimming lessons in Year 5. By the time they leave the school at aged 11, the majority are able to swim the national standard of 25 metres. The headteacher is temporarily overseeing the subject. This ensures sound leadership is provided until a permanent subject leader is appointed.
129. Pupils achieve steadily throughout the school. Year 1 pupils show good control of their bodies and have a good awareness of space. For example, when completing exercises on small mats, they were able to stop and change directions without bumping into each other. Pupils understand the effects that exercise has on their muscles and understand the importance of warming up exercises before starting skill practices. A good example of this was seen in a Year 5/6 games lesson, prior to them practising the skills of throwing and catching. In all the lessons, pupils with special educational needs and pupils with English as an additional language are all fully included in the activities and progress equally as well as their peers.
130. The quality of teaching is satisfactory but examples of good teaching were seen in Year 1 and in the games lesson in Year 5/6. Teachers manage the pupils well and they respond by taking part enthusiastically and behaving well in the lessons. Pupils

with special educational needs are supported effectively and they make good progress. In one lesson, for example, a pupil with behaviour difficulties was guided subtly from one activity to another ensuring that his concentration and application held throughout the lesson. Occasionally teachers spend too long discussing the activity. As a result, pupils do not have enough time to practise and improve their skills. Most lessons are well planned and have a good structure. Opportunities are provided for pupils to evaluate and learn from the performance of others. Teachers always present themselves as good role models and pay due attention to safe working practices.

131. There is a wide range of out of school sporting activities, such as cricket, badminton, football and table tennis. These provide pupils good opportunities for pupils to apply the skills they learn in lessons. Resources for the subject are good. They provide pupils with quality equipment that is stored carefully and is easily accessible.

RELIGIOUS EDUCATION

132. Religious education plays a vital role in the life of the school. It enables pupils to understand and to practice those key aims that characterise the schools strong, caring ethos. Pupils gain a clear awareness of the roles of the Christian churches in their local community. They also experience, at first hand, the spiritual values, beliefs and customs of other faiths. Together with assemblies and class lessons in personal and social education, religious education plays a major part in shaping pupils' understanding of themselves, of others and of deeper, spiritual aspects of their lives. Pupils from ethnic minority backgrounds, some of whom have English as an additional language, are encouraged to celebrate and explain their religious festivals in school. This is invaluable in developing their spoken language and in raising other pupils' awareness of different faiths.
133. Standards were satisfactory at the time of the last inspection as they are now. Standards are at the levels expected of pupils in Bradford schools at the ages of seven and 11. Year 6 pupils have a good knowledge and understanding of various faiths. Sometimes they study one particular faith in depth and this works well. For example last term they learned that there are many Gods in the Hindu religion and compared this with the Christian belief of having only one God, when they celebrated the Christmas story. At other times they consider various faiths together. This helps pupils to develop a clearer understanding by noting features common to them all. For example, they examine 'Places of Worship' to find similarities and differences between the religious buildings of the world's major faiths. They understand how religion is important to believers. They have a good awareness of how being a believer affects daily life, for example when encouraging their Muslim friends as they fast during the month of Ramadan.
134. Pupils of all abilities achieve very well. In Year 2, they develop a good understanding of what it means to be special, for example by considering which objects are most precious to them. By Years 3 and 4 they have the capacity to think beyond themselves when learning about the 'Special Journeys' undertaken by different pilgrims. They even look beyond their world when considering the Earth through the eyes of an astronaut. As one pupil in Year 4 wrote, 'I can see the Earth. I can put my thumb over it ... I think about living on that small ball and how many people live on it and how many animals and plants.' High quality discussions in Year 5 help older pupils to identify key elements that make a church, suggesting 'symbols', 'atmosphere', 'praise' and 'people'. Pupils with special educational needs receive good support from classroom assistants and they make good progress. For example, a hearing impaired pupil brought in some Islamic artefacts and with adult support she was able to explain their purpose for the whole class.

135. Religious education is taught well, particularly in the junior classes. The subject is made interesting by relating religious ideas to pupils' personal experiences. They respond well and are keen to learn more. Visits by vicars, guest speakers and parents add interest and give individual insights into different faiths. Resources in the subject are good with books, videos and objects representing the major faiths. Leadership in the subject is also good, ensuring the resources are used to develop themes successfully. The subject has a very positive impact on the pupils' spiritual, moral, social and cultural development. This is further enhanced by discussions on issues important to the pupils in the regular 'circle time' sessions. Each week, there is a secular, a Christian and a Muslim assembly held separately. This allows parents the opportunity to select the one of their choice that they feel is best suited to their child's needs. As a result of this rich provision, pupils develop very caring and tolerant attitudes toward one another.