

INSPECTION REPORT

HOLLINGWOOD PRIMARY SCHOOL

Bradford

LEA area: Bradford

Unique reference number: 107435

Headteacher: Mrs R Owen

Reporting inspector: Mrs Rajinder Harrison
18059

Dates of inspection: 8th – 11th July 2002

Inspection number: 244293

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Primary
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Hollingwood Lane BRADFORD West Yorkshire
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr S Simpson
Date of previous inspection:	October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18059	Mrs Rajinder Harrison	Registered inspector	Art and Design	What sort of school is it? How high are standards? The school's results and achievements. How well are pupils taught? How well is the school led and managed.
19361	Keith Ross	Lay inspector		How well does the school work in partnership with parents?
31801	Yvonne Bacchetta	Team inspector	Science Information and Communication Technology	
29899	Georgie Beasley	Team inspector	Mathematics Music	
31862	Julia Coop	Team inspector	Geography Religious Education Special Educational Needs	How good are curricular and other opportunities?
27568	Midge Davidson	Team inspector	Design and Technology Physical Education Foundation Stage	Pupils' attitudes, values and personal development.
20003	Suzi Metcalfe	Team inspector	English History English as an Additional Language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hollingwood Primary School is a larger than average, recently re-modelled primary school providing a full time education for 413 pupils aged from 4 to 11 years. The school has part-time nursery provision for 52 children from the age of three. The majority of the pupils, (over 80%), come from the Great Horton area of Bradford although the school is located in the Queensbury district. The school community has altered tremendously since its previous inspection as a result of population changes, although the area continues to reflect broadly average social circumstances in its immediate vicinity. There are 74 pupils (17%) who have English as an additional language and this is a higher than average. Forty-seven of these pupils are at an early stage of English language acquisition. Fifty pupils (12%) are eligible for free school meals (below the national average). Seventy-four pupils (17%) are included on the school's register of special educational needs, which is slightly below the national average. Six of these pupils have statements of special educational need and this is broadly in line with the national average. In the last year, 58 pupils (14%) left or joined the school other than at the start of the reception class or end of Year 6 and this is higher than average. At the time of the previous inspection Hollingwood was a First School. This is its second year with pupils in Year 6.

The attainment of children on entry to the nursery class is below average.

HOW GOOD THE SCHOOL IS

This is an effective school with many good features. The school is popular with parents and their children are well cared for and happy. Relationships throughout the school are good. Pupils have positive attitudes to learning and their behaviour is good. They work hard and the good teaching helps them to achieve standards that are broadly in line with schools nationally. Inspection findings indicate that standards are improving. The good leadership of the headteacher, governors and key staff has helped the school sustain its valued reputation in the community. The school provides good value for money.

What the school does well

- Standards in art and music are above expectations.
- Teaching is good throughout the school and pupils of all abilities make good progress.
- Provision for all pupils, including those with special educational needs and with English as an additional language is good.
- Provision for children in the nursery and reception classes is very good and children make a very positive start in their learning.
- Pupils have positive attitudes to school; their behaviour is good and the school provides well for pupils' moral and social development.
- Parents hold the school in high regard, and the community contributes well to the life of the school.
- The leadership and management of the headteacher and key staff are good.
- Governors fulfil their responsibilities well and manage the school's finances very effectively.

What could be improved

- Raise standards in information and communication technology for pupils in the junior classes.
- Place greater emphasis on the development of pupils' investigation and enquiry skills, especially in science.
- Ensure the very effective monitoring and assessment procedures are used more effectively to raise standards further, especially of some of the higher attaining pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997 and at that time it was a First School. It was designated primary status in 1999. The school has undergone many difficult changes, not least of all extensive building works, local schools' re-organisation and a changing community in which the school is located. Pupil mobility has increased and is now as high as 20% in some year groups, especially in the junior

classes. Improvement since the last inspection is good.

Teaching is now good throughout the school. Teachers have received appropriate support and training to integrate effectively pupils in Years 5 and 6. The school has developed comprehensive monitoring and target setting strategies and as a result, standards are improving in English and mathematics. Governors and subject co-ordinators are fully involved in monitoring standards and pupils' achievements. Time for monitoring teachers' planning, teaching and pupils' progress has increased. Revised schemes of work are now fully in place and provide a good curriculum with improved opportunities for investigative and enquiry skills, especially in mathematics. Challenge, at varied levels, is presented to pupils in many classes but this practice is not consistent across the school, and sometimes teachers' expectations are not high enough of all pupils, especially the highest attaining pupils at the upper end of the school.

STANDARDS

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

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

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

Note: The school became a primary in 1999 and 2001 was its first year with Year 6 pupils.
(Similar schools – those with a similar number of pupils requiring free school meals).

Standards on entry to the school at the time of the previous inspection were in line with national expectations. Standards are now below average expectations when children start in the nursery. Standards at the end of Years 2 and 4, at the time of the last inspection, were judged to be in line with national expectations. As this is only the second year since the school has had Year 6 pupils, data is not available to illustrate trends. Standards in English, mathematics and science are now broadly in line with national standards and in line with similar schools. The increased pupil mobility in and out of the school has a detrimental impact on the standards some pupils achieve because all their learning does not happen at this school. Sufficiently challenging targets are set to reflect each year group's prior attainment and teachers' expectations are generally satisfactory. Good attention is paid to monitoring progress and ensuring pupils work to their targets. Investigation and enquiry skills have had a significant impact on the standards pupils' attain in mathematics.

Standards in art and design throughout the school and music at the end of Year 6 are above expectations. In design and technology, geography, history and physical education, pupils reach standards that match the expectations for pupils aged eleven. Standards in information and communication technology (ICT) for pupils at the end of Year 6 are below expectations. The school recognises this and an appropriate action plan is in place to raise standards. In religious education pupils aged seven and eleven achieve in line with the expectations of the locally agreed syllabus.

Pupils achieve well overall. Children make good progress in the nursery and reception classes where provision is very good. The majority are broadly in line with expectations in all areas of learning by the time they leave reception classes. In Years 1 and 2, pupils make good progress in English and mathematics and by the age of seven they achieve standards broadly in line with the national average. Their literacy and numeracy skills match these standards. Progress is good for most pupils in the junior classes. For a few higher attaining pupils, expectations are not high enough to raise their standards further. Pupils with special educational needs and those with English as an additional language make similar progress to their peers.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good overall and they work hard.
Behaviour, in and out of classrooms	Pupils' behaviour is generally good; they are polite, courteous and show appropriate respect for the differing views and beliefs of others.
Personal development and relationships	There are good levels of personal development and pupils use their initiative when opportunities are provided. Good relationships exist amongst pupils and between adults and pupils.
Attendance	Attendance is satisfactory. Progress is impaired for pupils who take extended holidays. For a small minority of pupils, punctuality is an issue.

TEACHING AND LEARNING

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

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

Teaching has improved significantly since the last inspection when it was judged to be satisfactory overall. During the inspection, the overall quality of the teaching observed was good and this helps pupils achieve well. Teaching was very good in 24% of the lessons seen, good in 46% of lessons and satisfactory in 23%. Six percent of lessons were unsatisfactory. In these lessons, pupils did not make sufficient progress because teaching lacked pace and challenge, the work was not well matched to pupils' needs and classroom management showed weaknesses. Good teaching was seen in all subjects. Where teachers' subject knowledge, expertise and enthusiasm are very good, teaching is excellent, as seen in one lesson. Pupils with English as an additional language and those with special educational needs are supported well. Teachers and support staff work very sensitively to ensure work is generally carefully matched to help these pupils make good progress.

Teaching in the nursery and reception classes is good and children make good progress in all areas of learning. Activities are organised well and very good use is made of all support staff to help individuals or small groups of pupils. Good teaching of literacy and numeracy contributes to pupils achieving standards that are in line with the national expectations. Teachers successfully promote good attitudes to learning and encourage pupils to work hard. Enquiry and investigation skills have been developed effectively in mathematics and pupils enjoy learning through practical activities that challenge them to think and reason. Assessment is used effectively to set targets and group pupils for specific subjects. Specialist teaching is helping to raise standards throughout the school. Teachers' expectations of what pupils can do are not always high enough for a very small number of higher attaining pupils who, as a result, make only satisfactory progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Children in the Foundation Stage are provided with a good range of learning experiences. Provision is good throughout the school. The introduction of French supports pupils' awareness of that culture well. Contributions from the community and a good range of extra-curricular provision, for pupils in the junior classes, enhance learning well.
Provision for pupils with special educational needs	Provision is good. Early identification of children with special educational needs ensures they are supported well in order to make good progress towards achieving their targets as they move through the school.

Provision for pupils with English as an additional language	Provision for pupils with English as an additional language is good. Targets are set and regular monitoring ensures pupils achieve well. All teachers are very aware of the needs of pupils new to English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good and is a strength of the school. Good opportunities are provided for pupils' moral and social development. All pupils are encouraged to respect each other's differences and every child is valued and given every opportunity to succeed. The school recognises that it needs to accommodate sensitively, the cultural diversity of its changing population. Opportunities for spiritual and cultural development are satisfactory.
How well the school cares for its pupils	The school takes good care of children; procedures for child protection are good. Procedures for monitoring and supporting pupils' academic performance and attendance are effective.

The school's links with parents are good. Parents are regularly encouraged to visit and take part in school life. Parents receive good information about the work of the school and of their children's progress. Parents make a satisfactory contribution to the work of the school and in supporting their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher has clear vision for the school's development and has successfully led the school over the last three years, through some challenging changes. She is assisted well by a hard working team. Capacity to improve is good.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities and support the school well. They play an important role in preparing the school development plan, and recognise the school's strengths and areas for development well.
The school's evaluation of its performance	Procedures for monitoring performance are developing well. The school recognises greater attention needs to be paid to analysing and using relevant assessment information to support target setting for the changing population of the school even more rigorously.
The strategic use of resources	Resources are used very well. Very effective use is made of specific grants. The school ensures every effort is made to give good value for money.

The school is generously staffed and opportunities for staff development are recognised as a priority. Accommodation is very good and the school site is well maintained. The Foundation Stage is particularly well designed for young children. Resources to support teaching are 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"> Parents agree that their children like school, are cared for well and make good progress. Teachers work hard and have high expectations of all pupils in their work and behaviour. The school is led and managed well. The school provides them with good information and welcomes parents in school. Most parents believe the school successfully develops, amongst pupils, high levels of co-operation 	<ul style="list-style-type: none"> A small number of parents do not feel children have the right amount of homework. A small number of parents are not satisfied with the range of activities on offer outside lessons.

between people with differing cultures and beliefs.	
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Inspectors fully agree with parents' positive views of the school. Inspectors feel the range of homework is satisfactory. Extra-curricular provision for pupils in the junior classes is good. Provision for pupils in the infant classes is in line with many other primary schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards on entry to the nursery class are below average, especially in the areas of children's social development and their communication, language and literacy skills. Both of these areas have an impact on children's knowledge and understanding of the world, especially as the school population is changing in its cultural diversity. Approximately 25% of children in the nursery have English as an additional language, and this is a higher percentage than at the time of the previous inspection. At the time of the previous inspection, standards on entry to the school were broadly average. Overall, standards are in line with expectations at the end of the Foundation Stage and remain so at the end of infants and juniors. However, standards do fluctuate because an increasing number of pupils enter or leave the school at times other than at the start of the school year. This trend has a significant impact on the overall standards pupils achieve, depending on whether they are at the school for all their schooling or enter part way. Those who remain at the school for all their primary years attain in line with national expectations. Pupils who join the school partway or who have disruptions in their school as a result of one or more extended holiday periods, generally achieve less well.
2. When compared to similar schools, standards and test results at the end of Year 6 were below average in 2001. This was the first year in which the school took pupils through to Year 6. The school has devised very good monitoring and pupil tracking strategies to reconcile this situation. The evidence from this inspection indicates that standards are broadly in line with national averages in English, mathematics and science, at the age of eleven. Progress is good throughout the school, and the teachers use their knowledge of pupils' abilities well to set realistic targets.
3. The school provides well for pupils with special educational needs and this has a positive impact on their progress and achievement. Pupils make the same progress as their friends in lessons and good progress overall. In particular, ability setting arrangements in literacy and numeracy together with good quality support from classroom assistants enables them to make good progress, overall, in these key skills. These arrangements are having a positive effect because teachers are more easily able to adapt work to meet pupils' needs. When appropriate, individuals or small groups of pupils are withdrawn for additional support, especially with literacy and numeracy skills and this also encourages good progress.
4. Pupils with more complex learning needs are very effectively supported because the school has worked hard to ensure that wide ranges of additional and relevant resources are available to enable these pupils to access the curriculum. This has a very positive impact on the progress and achievement of these pupils. The school is fully inclusive, and it welcomes, and supports pupils with a wide range of complex special educational needs. They are successfully enabled to take part in all aspects of learning and achieve well in relation to their abilities, as a result of the good quality individual support they receive from dedicated and well-trained classroom assistants.
5. Similarly, pupils at an early stage of English language acquisition are given specific and intensive support in order to ensure they have full access to the curriculum. Here, both the specialist teacher and other staff work together to draw up suitable provision to ensure pupils make rapid progress as early in their schooling as possible. Standards attained by the majority of pupils from homes where English is an additional language, is generally better than average for the school. Pupils are supported well by the school and by their parents and other family members.
6. For the majority of pupils, standards in literacy and numeracy are in line with national expectations at both key stages. Pupils are encouraged to listen and respond to a range of situations, and are confident from an early age to present ideas. Only the shy and less fluent members in a class

hesitate in their presentations, but teachers are sensitive to this and lend support appropriately. Pupils develop these skills through reading, for example, in history, where they are asked to consider material and form their own opinions. Throughout the school, pupils of all abilities make good progress in developing number skills and applying them in mathematics lessons. Well-planned, daily mental mathematics sessions make a strong contribution to pupils' confidence and ability to handle numbers. They particularly enjoy the challenge and pace of competitions in the classroom, either against each other or against their class's previous success. The development of the numeracy strategy has helped to raise pupils' levels of attainment. However, they are given limited opportunities to use them to support learning in other subjects.

7. Targets set for the school in 2001 for English and mathematics were very challenging but realistic when set against pupils' prior attainment. These targets were nearly achieved. However, pupil mobility does have a detrimental impact on standards, and the school is unable to predict pupils of which prior attainment may leave or enter the school in any particular year. Against this background, it is difficult to set targets that will always be realised. Monitoring of individual pupils' progress is effectively devised to inform the target setting process. The school has a clear grasp on analysing a range of data and is able to forecast more accurately how well pupils might achieve in English and mathematics. Targets are generally realistic, and with the school's better monitoring of pupils' individual progress, they are achievable.
8. By the end of Years 2 and 6, standards in English are in line with those expected nationally and pupils make good progress. Despite fluctuations in the end of key stage tests, standards since the last inspection have remained broadly in line with the national averages. The school has quite rightly focussed on integrating the upper two years effectively into its planning, and procedures to deliver effective provision are good overall. The school has not yet begun to focus as effectively as possible on the needs of some of the higher attaining pupils. Pupils with special educational needs make good progress. They are well supported in the classroom by teachers and support staff where available.
9. Standards in speaking and listening are satisfactory at the end of both key stages. Interesting introductions to lessons stimulate discussion and debate, and generally pupils are confident in voicing their views and opinions. Standards in reading are satisfactory. Emphasis is placed on providing a good grounding for the development of reading skills and lower attaining pupils are supported well and given extra practice. Sometimes, pupils with English as an additional language demonstrate good technical ability in their reading, but their understanding of text is limited. Teachers recognise this as a key target for improvement. Pupils' attainment in writing is satisfactory, but at times restricted by the vocabulary pupils have access to, especially if they are learning English as an additional language. The school has made satisfactory provision to identify this need in order to raise standards of reading and subsequently the quality of pupils' writing. Teachers identify relevant vocabulary in new topics pupils encounter and ensure this is consolidated well. Writing across the curriculum is a school priority at present.
10. In the tests in 2001, most seven-year-old pupils achieved at least Level 2 in the national tests for mathematics, but a slightly lower than average proportion of them reached Level 3. At the end of Year 6, attainment in the tests was well below average in mathematics. Since that time, the school has placed a better emphasis on investigation skills, in order to help pupils apply their knowledge and understanding to new learning. Standards have improved to satisfactory levels for the majority of pupils this year. The numbers of pupils who achieved the higher level 5 in 2001 was very low. This number has increased in the results of tests and assessments in 2002.
11. In science in 2001, teachers' assessments, of pupils at the end of Year 2, showed standards that were broadly in line with national averages. Results, of the National Assessment Tests for pupils at the end of Year 6, showed that achievement was below the national average, and well below the average for similar schools. The inspection findings in 2002 are broadly similar at the end of Year 2, but standards are in line with pupils attaining level 4 or above at the end of Year 6. The

- numbers of pupils attaining the higher level 5 remains limited. Pupils' attainment is below national expectations at this level, because there are minor weaknesses in the curriculum for science and because insufficient time is given to investigation and enquiry skills. Pupils make sound progress in building their factual knowledge, but their skills in the experimental and investigative aspects of science are weaker and, in some classes, little of this type of work is completed effectively.
12. In information and communication technology (ICT) by the age of seven, the majority of pupils achieve standards that are in line with national expectations. Standards at the end of Year 6 have declined and are now below expectations. This decline is largely due to the unreliable ICT hardware, which has held the school back in its ICT action plan. The school has now replaced the old system with better hardware and machines. Procedures are in place to network computers across the school before the next school year commences, in order to allow pupils to access a wide range of facilities including e-mail, internet, power-point and a good range of software for publishing and research tasks. Pupils who have access to ICT facilities outside school make good progress.
 13. Pupils achieve standards in line with those expected in the Locally Agreed Syllabus for religious education. Assemblies and productions, such as at Christmas and Divali, satisfactorily reinforce the teaching and learning that goes on in lessons, and regular opportunities are given to support pupils' spiritual awareness. The school recognises there is a need to review its approaches to spiritual development through other subjects of the curriculum, and to integrate more coherently the spiritual beliefs and values of its changing population.
 14. Pupils' learning in art and design is good throughout the school and pupils attain standards higher than those expected for pupils of a similar age. The clear enjoyment and enthusiasm for the subject is highlighted by the range and quality of the activities and experiences teachers and support staff offer through visits and from visiting artists to the school. Teachers' expectations are generally challenging, especially of the higher attaining pupils. Standards have been maintained since the previous inspection. Standards of singing throughout the school are good, and pupils achieve above expectations in their music in the junior classes. The teacher's expertise and enthusiasm is a major factor in the subject's popularity and all pupils make good progress. This is similar to the judgement of the last inspection.

Pupils' attitudes, values and personal development

15. Pupils' attitudes to work, their behaviour, their relationships and their personal development are good. Children like coming to school. In the nursery and reception classes, children under five develop good attitudes and respond very well to the very effective provision and positive environment in which they work. Because young children are gently drawn into the life of the school before they commence formally, they are confident when leaving their parents or carers and are quick to settle into classroom activities. For the most part, pupils throughout the school listen well to their teachers and each other and instructions are usually followed quickly and quietly. In lessons where the teachers have high expectations, pupils settle to work readily and maintain good concentration. For example, in a literacy lesson in Year 4, pupils were very serious as they set about writing a poem inspired by a previous art lesson. Pupils take pride in their school and agree that everyone gets on well together.
16. Behaviour of the vast majority of pupils is good. Some instances of inappropriate behaviour were seen, but teachers generally dealt with them well. Unfortunately, where teaching is not challenging and does not hold pupils' interest well, a small minority of pupils behave less well and disrupt teaching and learning for others. Behaviour around the school, in the playground and at lunchtime is generally good. The school is generally an orderly and happy community providing a calm and secure place in which pupils learn well. In the year prior to the inspection, there were eleven fixed term exclusions involving three pupils. However, this in no way reflects the overall good standards of behaviour seen in the school, and re-iterates that the school does not tolerate unacceptable behaviour. Relationships within the school are good. Pupils are courteous, polite

and cheerful. They are particularly sensitive to the needs of pupils with special educational needs but occasionally, pupils' respect for each other lapses.

17. Pupils' personal development is good. Parents agree the school helps their children to become mature and responsible. For example, older pupils take responsibility for tasks around the school, acting as cloakroom monitors, carrying out jobs in the school office and helping with younger children at lunchtimes and playtimes. Pupils with assigned duties carry them out effectively, and enjoy being helpful.
18. Overall attendance is broadly in line with the national average. Unauthorised absence is also broadly in line with the national average. A small but increasing minority of parents take children out of school for family holidays and this has an adverse effect on attendance levels and sometimes the progress their children make in their studies. Most pupils are punctual and registration is completed quickly and effectively before the morning and afternoon lessons. However, a significant minority of pupils arrive late each morning thus missing the starts of lessons.

HOW WELL ARE PUPILS TAUGHT?

19. Teaching has improved significantly since the last inspection when it was judged to be satisfactory overall. The overall quality of teaching is now good and ensures pupils make good progress in their learning. Eighty-four lessons were seen during this inspection. Of these lessons, one was excellent, twenty were very good, thirty-nine were good and nine satisfactory. Very good lessons were seen throughout the school and across many subjects. The five lessons judged to be unsatisfactory were all in the junior classes where work was not sufficiently well matched to pupils' needs and lacked pace and challenge. In these few weaker lessons, teachers were not totally secure with the subject matter, for example, in the two unsatisfactory science lessons. In one or two situations, classroom management was also an issue and this resulted in pupils making unsatisfactory progress. Pupils with special educational needs and with English as an additional language are supported well and they make good progress. Teachers are very aware of the needs of some particular pupils, and handle sensitive situations gently and carefully.
20. The quality of teaching and learning for pupils with special educational needs is good overall. Teachers are sensitive to the needs of these pupils, and take care to ensure they are supported appropriately. Most teachers have a good understanding of how to set work to meet the needs of lower attaining pupils especially in literacy and numeracy lessons. However, these skills are not always well developed or supported in other subjects because targets on pupils' individual education plans are too broad and not specific enough to support teachers planning. Pupils are supported well in lessons and because of the high quality tracking, and monitoring procedures, they make the same progress as their friends in lessons.
21. Teaching in the Foundation Stage is good overall, and examples of very good teaching were observed during the inspection in both the nursery and reception unit. Teachers have a clear grasp of the Foundation Stage curriculum and expectations of children are high to behave well, organise themselves appropriately to work hard. Activities are designed so children make good progress in their learning and achieve expected standards in all six areas of learning. Sometimes, progress for a few children is limited because staff do not encourage children to help themselves, but rather do too much for the children. This is particularly the case when children do not understand fully what to do or have limited English language skills. Children are carefully guided into activities and tasks and shown how to settle to work quickly and efficiently. Consistent use of strategies to ensure children develop good self-discipline, enables them to learn purposefully whilst at the same time enjoying all that they are given to explore and experience. Children are supported well by all adults who work with them and are encouraged to select structured play activities for themselves as well as carry out the set learning tasks in each session. Very good

relationships between children and between adults and children means children are confident in asking for help and talking about their experiences.

22. The quality of teaching of literacy and numeracy is good throughout the school. Both of these national strategies have been implemented successfully. Teachers have taken time to evaluate suitable techniques to ensure basic skills are taught well. A strength in the teaching of literacy is the emphasis teachers are placing on developing writing so that it matches the good progress pupils make in reading, speaking and listening. Pupils' speaking and listening skills are competently applied to discussions, for example, when talking about issues raised in PHSE where they express ideas and opinions, or evaluating learning, when explaining the difficulties individuals experience when selecting materials for specific art and design work. A limitation which has an impact on pupils' speaking, reading and writing skills, is the range of vocabulary pupils experience. For lower attaining pupils or pupils who are learning English as an additional language, acquiring and using new vocabulary is a key learning area. Teachers work hard on this aspect, and support staff spend valuable time consolidating pupils' vocabulary.
23. The school's strategies for teaching numeracy are good. There are good links to some subjects and this enables pupils to use their skills in practical situations. For example, pupils measure materials carefully when making models and items in design and technology. In geography, pupils in Year 5 have recorded how much traffic goes past the school at different times of the day and represented this in graphs and tables. Pupils in Year 2 have used Venn and Carroll diagrams to sort living things into groups according to their similarities and differences. Some teachers have developed a daily expectation for pupils to work out how many pupils are in school if a certain number are absent. Problems are posed so that pupils work out how many dinners and sandwiches need to be ordered everyday. Number work is taught particularly well, and pupils enjoy the challenge teachers provide through the mental mathematics sessions. The competitive nature of these activities generates interest and enthusiasm, and motivates many pupils to make good progress.
24. The teaching of English and mathematics is generally good and pupils enjoy these subjects. Teachers generally organise lessons well and where support staff are available, they are involved in supporting individual or small groups of pupils. Pupils generally benefit from this additional support and those with special educational needs are helped to make good progress. Sometimes this support is not utilised to maximum effect, for example, during teachers' presentations at the start of lessons, where sometimes assistants have limited input to teaching. Teaching is generally appropriately planned to suit all ability groups and the school's setting arrangements and specialist teaching is effective in focussing more clearly on the needs of specific groups of pupils. In a significant number of lessons, higher attaining pupils are not challenged sufficiently, and a small number do not make the progress of which they were capable. For example, pupils in a science lesson in Year 3 working on 'light', became distracted by the making of 'whirlers' and a few did not absorb how this related to splitting light through prisms, for example. In this lesson, teaching lacked pace and rigour, and progress for some pupils was restricted by the task. Because pupils are keen to learn and want to do well, they enjoy challenging activities and tasks. Teachers' expectations are not always high enough for all pupils to consistently do their best work. Sometimes, teachers miss opportunities to help pupils think and work out solutions to problems independently. For example, this is sometimes the case in science, where limited emphasis is placed on enquiry and investigation skills, as teachers try to ensure pupils learn information. Effective use of good resources helps teachers make lessons more interesting, and pupils enjoy learning through their practical work, for example investigations in mathematics and making in design and technology. The school has made good progress in developing its ICT facilities, and teachers are becoming more confident with making use of this valuable resource in day-to-day teaching in the classroom. The school acknowledges this is an area for further improvement. The school now has access to a good and more reliable facility and plans are in place to extend pupils' use of ICT for developing independent study and research skills.

25. Teachers have good relationships with pupils, and this is an important factor in helping to motivate them to try and do their best. Where teaching is of a high standard, teachers involve pupils through skilful questioning and help them extend learning through challenging tasks. For example, the excellent music lesson in Year 5 completely captured pupils' creativity and interest and it was evident the teacher's own passion in the subject was being transmitted in the learning. From start to finish, the teacher's expectations were high and the lesson moved briskly and effectively through a range of activities. The session was engaging and fun, and pupils made very good progress in singing and performance skills. Similarly, the hard work and persistence of the teacher in a literacy and ICT lesson in Year 4, made very effective use of the 'smart-board' to help pupils see and understand how many syllables they needed to apply when composing their poems. In a few lessons, judged as satisfactory overall, teaching lacks pace and rigour, and sometimes work is not sufficiently challenging for all pupils, especially the higher attaining pupils. The introduction of French at the upper end of the school has been received enthusiastically, and pupils enjoy learning the language, which is presented to them in a lively and interactive manner.

26. Pupils are generally managed well throughout the school, and expectations for pupils to behave well are good. Adults and pupils show a respect for each other and everyone is treated with consideration and courtesy. On occasions, when classroom management is less secure, pupils sometimes talk over each other's and their teacher's presentations. Adults provide good role models for pupils, and there is a calm friendly atmosphere in the school, reflecting well the school aims. Because pupils feel secure and cared for, they are happy to learn.
27. Procedures for monitoring teaching and learning are very good for English and mathematics, and procedures are improving in other subjects. As a result of this monitoring, teachers identify curriculum development issues and areas where they need training or support. The very good monitoring in English and mathematics has helped to improve standards effectively. Assessment procedures are very good in English and mathematics, and teachers use this information to inform planning on a day-to-day basis. Subject co-ordinators have opportunities to monitor teachers' planning, and regularly review pupils' progress by looking at and assessing the work they produce in other subjects. Marking, whilst satisfactory overall, varies from good to unsatisfactory. Where teachers assess work thoroughly, comments explain to pupils how to improve their work to meet their targets. Where marking is unsatisfactory, cursory comments do not help pupils see what they have not done well, or how they can improve in future. Homework is given on a regular basis and the amount set is generally satisfactory and relevant to the work pupils are doing in class. Parents are encouraged to support pupils with their homework, and teachers value this help.

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

28. The school has continued to offer the good quality curriculum that existed at the time of the last inspection. With re-organisation to a primary school, it has also fully developed the curriculum for pupils in Years 5 and 6. The curriculum meets statutory requirements and all subjects including religious education are taught on a regular basis. The school has successfully implemented the National Literacy and Numeracy strategies. Many opportunities are given to pupils to use and develop these skills in other areas of the curriculum. This is making a positive contribution to the raising of standards in these subjects.
29. The curriculum in the Foundation Stage is good and provision for children under five years old is a strength of the school. A wide range of good quality activities is carefully planned around the six areas of learning. Activities are effectively combined across these areas and this ensures that children can make clear links in their learning. For example, number is taught skilfully combining music and movement tasks to make learning fun as well as effective. Every opportunity is thoughtfully developed to enhance children's learning. Activities are interesting, captivating children's interest purposefully. Children enjoy the learning experiences presented immensely and this has a positive impact on their progress and achievements.
30. Curriculum planning is good for many subjects including art, history, music and physical education. A wide range of additional activities, visits and visitors enhance these subjects effectively, and this has a positive impact on pupils' progress. The introduction of French in the upper junior classes has been effective in extending pupils' awareness of the country, its language and its culture. In general the school has adapted the curriculum well to include Years 5 and 6. Staff have worked hard to extend and enhance the learning opportunities in these year groups, but recognise that some further adaptations are still required. In geography, for example, too many themes are currently planned. As a result, pupils have not had sufficient opportunities to study topics in sufficient depth in order to raise standards further. Similarly, in science, the school has recognised a need to further adapt and refine their planning for these year groups, to ensure that topics are appropriate to develop pupils' investigative and enquiry skills. The provision for ICT has recently improved with the installation of a new computer suite. This has not, however, been in place long

- enough to raise standards. Interactive white boards are to be installed in each classroom. This very appropriately ensures that more opportunities are provided to support pupils' ICT applications in other subjects. The school recognises this is an essential area for attention.
31. The school is welcoming and supportive of all groups of pupils promoting a very effective equal opportunities policy. The very good quality procedures for monitoring and tracking pupils' progress, together with the clearly defined setting arrangements ensure that all pupils, whatever their gender, race or disability have full and equal access to the curriculum, and make the same progress in lessons as their friends. The good quality provision for pupils with special educational needs remains a positive aspect of school life. The school makes full use of outside support agencies and takes advantage of all available funding to support the provision to ensure pupils with special educational needs have full access to the curriculum. With limited advice and guidance, the school has adapted its procedures appropriately to comply with the revised code of practice. The co-ordinator for special educational needs is aware that targets within pupils' individual education plans require further development in order to be more easily shared with pupils and parents. Currently, there are too many targets and they are too general. As a result, they are not easily used to support teachers' planning in subjects other than English.
32. Provision for pupils who learn English as an additional language is good. Teachers try to ensure support is available, especially when new subject specific vocabulary or new information are to be presented to pupils. Teachers and support staff work together effectively to plan what pupils need help with, and ensure work is matched well to individual needs wherever possible. In some instances, specialist support is very limited. The school recognises that as its population is changing, a more cohesive strategy is required to focus attention on targeted groups of pupils, who have more urgent language acquisition requirements.
33. To its credit, the school has maintained its good quality range of extra-curricular activities, throughout the upheaval of rebuilding the school. The provision makes a significant contribution to learning for pupils in Years 3 to 6. A wide range of lunchtime and after school clubs take place regularly. These include, craft, homework, poetry, mathematics, ICT, games, drama, and a wide range of musical and sporting activities. Many pupils regularly participate and these opportunities make a positive contribution to their learning and social development. Currently, however, there are no similar opportunities for younger pupils to participate in extra-curricular activities, especially those planned at lunchtimes. A number of visits and visitors make a positive contribution to pupils' studies and topic work. Older pupils have the opportunity to participate in a residential visit and this helps develop a sense of independence, whilst enhancing their studies in geography and physical education for example. They clearly look forward to visits and talk of their experiences on the residential trips with animated pleasure. Clearly learning and fun are seen as valuable outcomes, and are highlights of their time in the school.
34. The school makes good provision for personal, social and health education. Pupils in all year groups have regular planned opportunities to discuss issues that are significant and relevant to them. A school council for pupils in Years 3 to 6 is well established and the school has recently been awarded a charter award for its programme for pupils' drug awareness training. Sex and relationship education is incorporated into the curriculum and is an area that the school plans to develop further, following staff training and an increased range of resource materials. The school is successfully developing an awareness of healthy eating, and is currently applying for a healthy school award. Very good links within the community enhance learning provision in subjects including music, physical education and religious education. The school has benefited through community organisations providing additional funds for resources, specialised coaching and educational visit as part of pupils' studies.

Spiritual, Moral, Social and Cultural Education

35. The overall provision for pupils' spiritual, moral, social and cultural education is satisfactory. Provision for their spiritual development is satisfactory and provides pupils with appropriate

opportunities to explore values and beliefs. They study major world faiths in religious education and listen to stories that help them reflect on issues and views about, for example, world events in assemblies. They are invited, sensitively, to pray in their own custom and pupils often read prayers. Through the implementation of the personal, social and health education curriculum, pupils are able to participate in discussions about feelings and emotions. During the inspection, moments of great intensity and absorbed attention were witnessed, for example in a literacy lesson, with the unwrapping of a wheat sheaf. Pupils showed immense anticipation and were impressed that this had been made by a teacher just for them to see and comment on as they developed their skills in using superlatives and metaphors. Occasionally, pupils interpret feelings and words through music and art, but there is room to improve the planning to make this happen more often. The youngest children show great delight in making corn-flour dough as they explore its tactile properties. Spiritual development is not yet deliberately planned into the wider curriculum and is largely left to the skills and creativity of individual teachers.

36. Provision for pupils' moral development is good. There is a clear pattern of good behaviour within the school, upheld by an effective positive behaviour policy. Frequently, classes display agreed codes of conduct and rules designed and agreed by pupils. Pupils understand the sanctions of losing minutes of 'golden time' and work hard to obtain points for their teams or houses. Pupils are encouraged to think through the consequences of their own actions in personal, social and health education. In history, religious education and assemblies particularly, pupils hear about people who provide models of virtue, like St Martin of Porres. There are further opportunities for pupils to learn about their role as 'citizens' from visits to the school from members of the wider community, like 'people who help us' in the reception unit, and coaches who come to support various sports activities. Pupils are helped to understand their responsibilities to each other and their families well.
37. Provision for pupils' social development is good. Older pupils have the chance to discuss school issues in class councils, which are later brought to the school council. Some decisions have been made effectively through this process to improve school life, as in the purchase of high gates for the playground. The school provides good opportunities for corporate experiences, like assemblies, residential excursions and class visits to places of local interest, linked to the curriculum. Young children have visited the local takeaway, and older pupils spend days or occasionally longer periods at a rural centre, where they experience teamwork and adventurous activities. This latter provision enriches their physical education curriculum. Good behaviour and effort in their work are celebrated well, in achievement assemblies. Older pupils have good opportunities to act as monitors, carrying out dinner time and playground responsibilities effectively and efficiently. They also spend time sometimes in reading to younger pupils, sharing books and poems they have written especially for this purpose.
38. Provision for pupils' cultural development is satisfactory. The school provides a satisfactory number of opportunities to experience traditional customs and these sometimes reflect the multicultural dimension well. Western art traditions are celebrated well, but there are fewer opportunities for pupils to investigate the art of non-western cultures. Pupils learn successfully about being a global citizen during assembly time and in reflections on during story times and PHSE debates. The music curriculum offers pupils satisfactory opportunities to learn about compositions and traditions from various cultures and historical periods. Religious education makes a significant contribution to cultural development through its studies of world faiths. Visitors have occasionally been invited to the school through the local inter-faith centre. The sensitive development of the history curriculum is now giving teachers the chance to consider their planning and to investigate alternative role models and attitudes to support a multi-cultural community. Although a satisfactory start has been made, this approach does not underpin the whole curriculum well at present. The school acknowledges the need to recompense the missed opportunities to celebrate fully the richness of the cultural diversity within school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. Improvement since the time of the previous inspection has been very good in the use of assessment to raise standards and support curriculum development. Assessment procedures are now generally good and implemented especially effectively in mathematics and English. An effective baseline assessment system is used well to identify the attainment of all children, including those who have special educational needs or English as an additional language, soon after they start at the school. The school responds well to this early identification and makes good provision for all pupils especially those who need extra support and guidance. Information from reviewing children's progress at the end of the Foundation Stage and the very detailed analysis of results from national tests at the age of seven enables appropriate targets to be set for individual pupils in English and mathematics. The use of these very good procedures to track pupils' progress contributes well to the rising standards of pupils at the age of seven and eleven in these subjects. Teachers' written comments on pupils' general academic achievements are used satisfactorily to plan individual lessons in the junior classes, but this good practice does not extend consistently across some infant classes. In some instances, the school has collated too much information, and this level of detail is unwieldy when teachers need to identify appropriate targets for some pupils.
40. Computer analysis of collated information helps to identify pupils who are not meeting expectations in the core subjects. Identified weaknesses are discussed with the staff and governing body and incorporated in the school improvement plan. A direct result of this, for example, has been increased opportunities to develop pupils' writing skills in order to raise standards. In mathematics, more opportunities were provided for pupils to have, for example, practice in investigating number skills, and this is having a positive impact on their learning. General strengths and weaknesses in pupils' knowledge and understanding in science are identified but insufficient attention is given to monitor pupils' progress in their investigation and enquiry skills. The school has not focussed well enough to address this weakness in science observed at the time of the previous inspection.
41. There is an over reliance on pencil and paper tests and insufficient use is made of other forms of day-to-day assessment. For example, marking is used inconsistently to monitor pupils work and set improvement targets in areas including handwriting, spelling and general presentation. Class records of all subjects are diligently kept. These are too time consuming for teachers and do not indicate the rate of pupils' progress, although some monitoring of standards is becoming evident, for example, in artwork levelled against national expectations. Portfolios of moderated work are available for several subjects but not fully exploited to raise pupils' standards even further.
42. Pupils maintain individual records of achievement of their personal development. These records show pupils to be confident when identifying their difficulties and setting their own targets for improving their academic and personal development. Teachers discuss these targets with pupils and ensure they are supported well. Teachers encourage pupils to take responsibility in order to achieve well. Parents too are expected to share and support their children's targets. The school regards parents' support as vital to helping their children do well and offers help and guidance to parents through regular workshops on various aspects of the curriculum.
43. Procedures for the early identification of children with special educational needs who start school in the Foundation Stage are good. These ensure that help is provided early and is a key factor in the good progress they make. When relevant, additional diagnostic assessments are used to enable staff to plan specific support programmes. As pupils move through the school their progress is regularly reviewed, and when necessary, outside agencies are used effectively to support pupils. The co-ordinator, in particular, has worked hard to ensure that a range of additional funds have been accessed to support pupils with statements of special educational needs and those with additional complex needs. This has resulted in a range of communication equipment being available to enable these pupils to have full access to the curriculum. Support

staff very effectively support these pupils. Their dedication to their work, together with very warm relationships with the pupils in their care is a key factor in the high quality provision the school provides for pupils with statements of special educational needs.

44. Procedures for assessing pupils with English as an additional language are very comprehensive and time consuming. Whilst providing extremely valuable information to plan work that is well matched to pupils' needs, less cumbersome and more effective procedures used by other schools in the area have not been explored. The co-ordinator recognises time for assessment needs to be more efficiently used in order to support pupils for longer periods more often.
45. Overall, the school has good arrangements for the care and protection of its pupils. The vast majority of parents are appreciative of the care and support provided. The school succeeds with its aims to be a welcoming place for children, parents and members of the community and that pupils are taught in a secure environment where children feel happy and confident. Procedures for child protection are good and meet statutory requirements. The school has an appropriate child protection policy, which is based on locally agreed guidelines. All staff are aware of their responsibilities and duties if they feel a child is at risk. There is suitable liaison with other responsible agencies that ensures that additional help is available when needed.
46. Regular reviews are made of the condition of the premises and any issues arising are dealt with promptly and effectively. There are effective procedures to report health and safety concerns and to record any remedial action taken. Risk assessments are undertaken and recorded appropriately. Regular safety checks of equipment are completed and fire drills are held each term and correctly recorded. First aid procedures are implemented well and there are sufficient staff trained in first aid. The school has a suitable medical room and appropriate procedures are in place for recording accidents and informing parents of any injury that may require further monitoring.
47. The school's procedures for monitoring and improving attendance are good. Administrative arrangements are efficient and unexplained absences are investigated. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are good. The school has a positive approach to behaviour management and is clear on rules, consequences and awards. The school does well in eliminating bullying and racism. This is acknowledged by the parents who see this as an essential aspect of the work of the school.
48. The induction procedures for the children starting in the nursery are good and ensure that they settle quickly and enjoy coming to school. The transition to full time schooling in the reception classes is also well managed. An appropriate programme is in place to ease pupils' transfer to secondary school. The overall impact of the good care provision results in a secure and caring environment where pupils know they are valued. This sets a firm foundation for developing the pupils' positive attitudes to school and learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The parents consider the school to be very good. Parents are appreciative of the education provided by the school and its provision for children's welfare. They report, for example, that their children like coming to school and that their behaviour is good. They believe teaching is good and that the school is well led and managed. Appropriate steps are taken by the school to evaluate its effectiveness in working with parents. The school has an 'open door' policy and encourages parents to voice any concerns. Questionnaires have been sent out to find parents views on such matters as change of school uniform, timings for the school day, homework and travel to school arrangements.
50. Parents of pupils with special educational needs are fully informed and involved at all stages.

Teachers inform parents early if they have concerns and they are kept well informed of their progress through regular meetings and reviews. Parents have copies of their child's individual education plans, but currently the targets are too broad and are generally written in 'professional language'. This makes it difficult for parents to support their child's progress. The school policy is available to parents, and the school rightly plans to revise and update the information available to parents to comply with the revised code of practice. Its plans to provide an additional information booklet to accompany the school's policy are highly appropriate.

51. The school provides parents with a good level of information, which gives them an opportunity to become involved in their children's education and to have a secure understanding of the schoolwork. This begins with good induction procedures. The governors' annual report to parents contains useful and relevant information about the work of the school and governing body, and is illustrated well with examples of children's work. The school brochure is well presented, shows clear and precise aims for pupils and provides parents with a practical insight into many aspects of the school's work. Newsletters and other correspondence, written in an appropriate and friendly style are sent home regularly. They keep parents informed about such matters as dates of parents' assemblies, extra-curricular activities in school, homework club and key dates for the term. Of particular merit are the parents' information sheets sent out each half term by all year groups. These provide useful information on subjects together with tips on how parents can support their child's learning at home. Parents' annual reports regarding their children's progress are good, with a very helpful section highlighting pupils' attitudes to learning and their personal development.
52. The school has a small but active Parent-Teacher Association whose work adds a further dimension to the work of the school. Monies raised make a valuable contribution to school resources. Recent purchases include playground toys, paying for marking out the playground and for puppet shows. This support is much appreciated by the school and increases pupils' learning opportunities. A few parents already support learning, for example, by listening to readers, assisting with craftwork, photocopying, laminating, and helping with school trips and sporting activities. The school has a positive approach to engaging with parents in supporting their children's learning, and is looking to involve parents further.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The leadership and management of the school are good. Since the previous inspection, the school has been managed effectively. The headteacher, supported well by strong commitment from the governing body and all staff, has led the school through a period of challenging changes. She has worked diligently to establish an effective primary school. The headteacher leads by example and gives clear educational direction for the school. This is reflected in the comprehensive school development plan, which drives improvements forward. All members of staff are involved in making sure the school's aims are fully integrated into the life of the school. Subject co-ordinators and other key staff are very clear about the expectations placed upon them and the headteacher provides very good support and guidance in order to help them succeed in their roles. The school ensures a caring and secure learning environment where children feel valued and are encouraged to achieve well.
54. A particular improvement is in the monitoring and evaluation of the school's performance. Subject co-ordinators are now fully involved in this and have a good knowledge of the standards and the quality of teaching and learning in their aspects. The information they gather, as they review their areas of responsibility, is shared with all staff. Areas for improvement are identified and acted upon effectively in the school's performance management procedures, which identify particular objectives for development for individual members of staff. Teaching assistants are fully involved in this constructive process. They clearly value the very good opportunities they are given to discuss their work alongside the full teaching team. Every encouragement is offered to help them

identify strategies that allow individual and groups of pupils to make the best progress possible. There are very comprehensive monitoring procedures, which includes talking to pupils and looking at their work, in addition to observing lessons and noting particular strengths and weaknesses in the provision. This information is used well to make improvements in the curriculum. However, these changes are not yet followed up rigorously enough to make sure that the identified weaknesses are fully addressed by all members of staff in their teaching. Induction procedures are good. There is a comprehensive staff handbook, which gives good information about policies and procedures and the day-to-day organisation of the school. There are a good number of trained mentors to support new staff, including newly qualified teachers and those in training.

55. The management of the school's provision for special educational needs is very good. The special needs co-ordinator performs her role very effectively. She has ensured that pupils with special educational needs have access to a wide range of additional resources and has made very good use of designated and other funds to support and enhance the school provision for pupils with statements of special educational needs. She has ensured that classroom assistants are well trained and informed. With little outside advice or support she has adapted the school's procedures in line with the revised code of practice and her plans to further enhance and develop the provision are well thought out and relevant.
56. The management of English as an additional language support is satisfactory, although the work the specialist teacher carries out is effective in raising the achievement of pupils who require this assistance. The teacher works closely with teachers to identify the help that individual pupils need in order to access the curriculum effectively. However, she has had limited opportunities to explore strategies and resources with other specialist staff in the locality, in order to identify best practice. The limited time she has available is shared between supporting pupils and assessing their progress. As the number of pupils requiring her attention increases, clear attention needs to be given to identifying more efficient use of her time in order to provide best value.
57. The governors fulfil their statutory duties very well. They are very supportive of the school and make sure that the agreed policies are in place. They have a well organised structure for looking at all aspects of the school's work, although the recent building work has taken up much of their valuable time and energy over the last few years. They understand well the school's strengths and areas that still need to be improved. The governing body plays an effective role in shaping the direction of the school through its involvement in policy development and in identifying priorities for improvement in the school development plan. Individual governors ask astute questions and this helps the governing body to look closely at its work and make sure that statutory requirements are met fully. They have every confidence that staff in the school are working well as an effective team to provide pupils with good quality learning experiences. Quite justifiably, governors are proud of the standing the school enjoys within the community.
58. The school has a good number of teachers to meet the demands of the curriculum and pupils' needs. The decision to use the teachers' specialist skills in teaching English, mathematics and music is helping to raise standards in these subjects. Effective use is made of peripatetic teachers and other support staff to add value to the work of the school. The school has a good number of teaching assistants who support pupils in and out of lessons very well. The school's decision to include the bursar on the senior management team means that administrative tasks are completed efficiently and supports teaching and learning well. Administrative support in the school is very good and parents clearly feel they are welcome if they have any queries or problems.
59. The accommodation is very good. Teachers ensure the environment is organised well and pupils are clear about how they are expected to treat their surroundings. Because cleaning staff are proud of the school, the premises are in good order throughout. Teachers have access to a wide range of good quality resources, which allow them to plan lessons that stimulate pupils' interest and enthusiasm for their learning.

60. The school makes very good use of its financial resources. The finance committee has a very good understanding of the day-to-day financial running of the school and works very closely with the senior management on the strategic management of financial resources. There are detailed plans showing how the large surplus of funds is to be used next year, including the purchase of additional whiteboards for the classrooms and provide necessary support to groups of pupils in lessons. The focus of spending is always clearly based on raising standards of learning. The school considers closely the principles of best value when comparing costs of contracts and services and the school bursar considers very carefully whether items of expenditure give value for money. The school is not yet comparing its costs with other schools to monitor whether particular approaches are cost effective in terms of raising standards in pupils' attainment. This is an area governors plan to develop shortly. Parents support the school well by raising additional funds for designated resources. Assessment information, analysed by using appropriate computer technology, is helping the school to identify, more quickly, how well different groups of pupils are achieving.
61. The very effective management of finances, improving standards and good teaching, ensure the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. The school has made good improvement since the previous inspection. In order for the school to sustain this good work and reach the highest possible standards, the governing body, headteacher and staff need to:

- (1) Raise standards in information and communication technology for pupils in the junior classes by:
 - a) ensuring pupils experience all areas required for the National Curriculum.
 - b) giving pupils more frequent opportunities to consolidate and use newly acquired skills and knowledge in their learning across the curriculum.
(*Paras: 12, 30, 87, 92, 105, 111, 114, 115*)
- (2) Place greater emphasis on developing of pupils' investigation and enquiry skills, especially in science by providing more planned opportunities to learn through independent, practical, and problem solving activities.
(*Paras: 11, 21, 24, 40, 87, 90, 91, 92, 100*)
- (3) Ensure the very effective monitoring and assessment procedures are used more effectively to raise standards further, especially of some of the higher attaining pupils.
(*Paras: 19, 21, 24, 30, 88, 91, 100*)

In addition to the issues above, the school should consider the following when drawing up its action plan:

Identify more curriculum opportunities for raising pupils' spiritual and cultural awareness, especially to reflect the changing nature of the community in which the school is located.
(*paras: 13, 35, 38, 103, 110, 121, 129, 131*)

Encourage more involvement of parents and helpers in the day-to-day work of the school.
(*para: 52*)

Enable staff, responsible for supporting the needs of pupils who are learning English as an additional language, to explore best practice in order to raise standards more effectively.
(*paras: 32, 44, 56*)

Ensure teachers' marking helps pupils understand what makes their work of a good standard or what steps they have to take to improve their work.
(*paras: 27, 39, 41, 104, 13*)

Review the curriculum for geography, to teach topics to greater depth.
(*paras: 21, 102 103*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

84

Number of discussions with staff, governors, other adults and pupils

55

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	20	39	19	5	0	0
Percentage	1	24	46	23	6	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	413
Number of full-time pupils known to be eligible for free school meals		50

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	6
Number of pupils on the school's special educational needs register	2	74

English as an additional language

	No of pupils
Number of pupils with English as an additional language	74

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	31

Attendance

Authorised absence

	%
School data	95
National comparative data	93.9

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	30	29	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	27	29
	Girls	26	27	28
	Total	54	54	57
Percentage of pupils at NC level 2 or above	School	92 (92)	92 (92)	97 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	27	29
	Girls	26	23	27
	Total	53	50	56
Percentage of pupils at NC level 2 or above	School	90 (96)	85 (94)	95 (94)
	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	19	27	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	17
	Girls	21	15	23
	Total	35	28	40
Percentage of pupils at NC level 4 or above	School	76 (n/a)	61 (n/a)	87 (n/a)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	16	12
	Girls	21	18	21
	Total	33	34	33
Percentage of pupils	School	72 (n/a)	74 (n/a)	72 (n/a)

at NC level 4 or above	National	72 (70)	74 (72)	82 (79)
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Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	8
Indian	25
Pakistani	58
Bangladeshi	2
Chinese	1
White	255
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	11	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: Y R– Y6

Total number of qualified teachers (FTE)	15.8
Number of pupils per qualified teacher	23.5
Average class size	29.5

Education support staff: YR – Y6

Total number of education support staff	18
Total aggregate hours worked per week	344

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	33
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
	£
Total income	965 663
Total expenditure	1 005 930
Expenditure per pupil	2 398
Balance brought forward from previous year	162 090
Balance carried forward to next year	121 823

Recruitment of teachers

Number of teachers who left the school during the last two years	3.6
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.3

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	435
Number of questionnaires returned	258

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	34	2	0	0
My child is making good progress in school.	52	42	4	0	2
Behaviour in the school is good.	56	40	3	0	1
My child gets the right amount of work to do at home.	40	42	8	3	2
The teaching is good.	62	36	2	0	0
I am kept well informed about how my child is getting on.	53	36	7	2	1
I would feel comfortable about approaching the school with questions or a problem.	65	28	5	1	0
The school expects my child to work hard and achieve his or her best.	68	31	1	0	0
The school works closely with parents.	52	38	7	2	1
The school is well led and managed.	63	34	3	0	0
The school is helping my child become mature and responsible.	55	36	6	1	1
The school provides an interesting range of activities outside lessons.	48	28	11	3	8

(Where percentages do not total 100, numbers have been rounded up or down or a number of parents did not respond to the question)

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

Foundation Stage

63. Provision for children in the Foundation Stage is very good. The Foundation Stage has a nursery, with 52 part-time places, and two reception classes. Children come from a variety of pre-school settings and most children move from the nursery into the reception classes. Children enter nursery with a very wide range of abilities and up to one quarter of them are at an early stage of English acquisition, making attainment on entry to the school below average overall. Children make good progress and by the end of the Foundation Stage most attain the early learning goals in communication, language and literacy, mathematical development and physical development. They achieve particularly well and exceed the national expectations in knowledge and understanding of the world, creative development, and personal, social and emotional development.
64. Good links are established with parents and carers from the outset, by successful home visits made by the nursery teacher. These good relationships are sustained through a relaxed start to the day, when parents and carers are left to judge the correct time to say 'goodbye' and have ample opportunity to share queries or concerns with the teacher or nursery nurse. This creative approach recognises the sensitivity and care the school takes to welcome adults and children into the formal setting. Children settle quickly into a relaxed but stimulating environment. The transition to the reception unit is smooth, with both children and parents having the opportunity to visit new classes and ask questions about the next stage of education. Each term, parents are informed well about the content of the curriculum and how they can help at home, as well as having the opportunity to attend more formal interviews. They also receive a detailed annual report specifically centred on the Foundation Stage. Staff keep an informative scrapbook of achievements and photographs by the entrance to the nursery. Parents and carers regularly sit and talk about the experiences illustrated in this book with their children, and this again makes people feel they are important in the day-to-day life in the Foundation Stage.
65. The curriculum offered to the children is broad and balanced. It is enriched through creative and thoughtful planning, which takes into account maximising the very good quality accommodation, both inside and outside. Early intervention and a fairly flexible approach to time tabling enables pupils with special educational needs to be supported well and these pupils make good progress. Pupils with English as an additional language are very well supported in the nursery, acquiring speaking and comprehension skills that help them to make good progress alongside other children. Staff work very well together planning through topics in the six areas of learning, and ensure learning progresses suitably from the nursery to the reception classes. The vision demonstrated by the Foundation Stage manager, particularly in the organisation of the reception unit, is very good. A particularly good balance between teacher-focused and child-selected activities is maintained in both areas. This is developed in the reception unit, where small groups, based on ability, have well planned teaching time, enabling all children, and particularly the higher attaining children, to make good progress. The classroom assistants and nursery nurse contribute well to planning and take an appropriate part in the management of pupils. They play a significant role in the classroom and contribute greatly to the quality of education provided for these young children. Visits to places of interest, including special buildings and the countryside, and an array of visitors, including 'people who help us' add an extra and valuable dimension to all the experiences the school strives to offer, to help children learn new things well.
66. Teachers keep good records of children's achievements in all areas of the curriculum. They use this information to ensure that each child has appropriate support and makes suitable progress towards the next steps in learning. A record of achievement, based on local authority guidelines, passes from nursery to reception ensuring successive teachers have helpful information about

each child. The nursery teacher ensures appropriate time is spent in direct observation of children's activities to record progress, and all professionals working with the children share this responsibility. A more detailed analysis of attainment is made at the start of the reception year and the results analysed systematically to provide targets and tracking opportunities later in the school.

67. Teaching in the Foundation Stage is good overall, and examples of very good teaching were observed in both the nursery and reception unit. Good teaching is characterised by particularly good classroom management and organisation. Pupils in the nursery have particular areas in which to work on specific tasks. The complex but effective organisation in reception allows pupils to receive suitable adult teaching as well as good opportunities to select structured play activities for themselves. The very good relationships established in the nursery are sustained in the reception unit and children happily ask for help and share their experiences when given the opportunity. They develop conversation and language confidently and enjoy sharing time with any adults working with them. Teachers have a secure knowledge of the Foundation Stage curriculum and they make creative links in their planning, for example, in singing number rhymes and action verses that do not isolate learning into unrelated activities. In another instance, children understand that different jobs require different specialist tools as they move from working in a 'woodwork' shop into a 'café' area. In the latter, children proficiently take 'orders' from customers, and 'advise' on what is good to eat and why. Their seriousness about the whole process was delightful to note, showing clearly, that some children have clearly observed such activities in 'real life'. Systems and routines are established well and learning time is used very well.
68. All children in the reception unit join in with school assemblies and use the hall for physical development sessions. The reception children join their friends in Years 1 and 2, at playtimes, so that transition into main school life is smooth. This very good provision enables children to develop very positive attitudes to work. They concentrate for longer periods of time as they mature, converse with each other and take turns sensibly.

Personal, Social and Emotional Development

69. Very good teaching in this area ensures children achieve particularly well and most exceed the early learning goals at the end of the Foundation Stage. Because relationships established between adults and children are very good, children feel safe, secure and well cared for, and they model their development on the constructive role models adults provide. From their earliest days in the nursery, children understand how to behave and follow well-established routines and systems. They are helped to spend sustained periods of time on each activity, even when working alone. Great concentration was observed, for example, when some children made green cornflour paste and explored its tactile properties with the support assistant. Through regular routines, they learn how to dress and undress themselves and wash their hands after activities. In the nursery they assist with snacks by putting out name cards, thus developing the early stages of reading effectively. In the reception unit, children work well in groups, helping each other to complete jigsaws or to build a complex wall out of large bricks. Teachers encourage co-operation by helping children take turns in games designed to check word recognition; this makes learning great fun, almost a lively game where accuracy and speed are expected as they try to achieve their targets. All children love to listen to stories which teachers read or tell very engagingly. Children sit quietly and listen attentively, and their excitement regularly spills into eagerness to guess what happens next.

Communication, Language and Literacy

70. Children achieve well in this area and most attain the early learning goals at the end of the reception year. Teaching is good in this area. Appropriate emphasis is placed on speaking and listening in the nursery. Every opportunity is given to extend vocabulary and understanding

through conversation in the role-play area and good questioning sessions during activities led by teachers and support staff. For example, adults take an active role in the 'Clever Cats Café', asking questions and helping children to order from the menu. In a lesson led by a classroom assistant in the Reception Class, children looked at Victorian wash day routines and spoke quite animatedly about why they might not have enjoyed being poor in that period of history. They took this useful opportunity to reflect about the hard life young children endured at the time, and learning was clearly effective. Children concentrate well on making invitations and mark making in the writing area. Many enjoy composing stories and re-telling them, embellishing them with words they have recently acquired, for example, using a 'big heavy posser' to 'scrub' the clothes in the 'dolly-tub'. Children approaching the end of their reception year, experience most aspects of the literacy hour. Many write independently, forming their letters well and writing simple words confidently, forming sentences. Good modelling from teachers enables children in the reception classes to write, for example, a story about summer, ready to entertain nursery children on their planned visit. By the end of the reception year, children demonstrate suitable competency with reading. The higher attaining children understand rhymes and use phonic and picture cues to aid reading. The school's new commercial reading scheme has helped to raise standards in this area.

Mathematical Development

71. Throughout their time in the Foundation Stage, children have many well-planned opportunities to investigate all areas of mathematical development. Consequently, they achieve well and most attain the early learning goals by the age of five. Teaching in this area of learning is good. In the nursery, they have many opportunities to count and the stimulating environment has many displays of numbers and well designed structured play activities. No opportunities are missed to extend understanding. For example, children used their recent visit to the butterfly-park to count butterflies and match them to numbered quiz cards. They select and name simple two-dimensional shapes and recognise shapes from random pictures and designs. In the reception classes, children have appropriate experience using numeracy skills. These lessons are particularly well planned and extend children's learning effectively. For example, when teaching ordinal numbers, teachers used a story about going shopping and children identified which animals the boy met first, second and so on. They made animal masks to act out the story and the higher attaining children drew and labelled the events sequence. As groups are selected by ability and since lessons are particularly well planned, they extend children's learning effectively.

Knowledge and Understanding of the World

72. Children have many opportunities for structured play and very effective direct teaching in this area. They achieve very well. Very good teaching ensures most exceed the early learning goals at the end of the reception class. In the nursery, there is an emphasis on children using their senses to find out about the world around them. They have tactile experiences in the classroom, using dough, clay and sand, and also in the outside play area. Teachers in the reception classes also use senses to enable children to learn. For example, children taste, talk about and prepare banana sandwiches. Their learning is reinforced by opportunities linked to painting and drawing the fruit, and with a counting story about shopping for fruit. They develop their understanding of the passage of time well, by looking at old washing equipment, like a dolly tub and tongs, 'things from the olden days'. Children design and make cardboard caterpillars, joined with treasury tags and paper fasteners, using safe and simple tools in the nursery. They have good regard for safety and wear masks when working with wood and tools. Children in the reception classes have particularly good opportunities to develop their ICT, for example, by using a tape recorder to record their own singing. They use relevant computer programs to support literacy and mathematical development. Children are confident with a mouse and select, drag and drop objects on the screen.

Creative Development

73. Children achieve very well in this area and as a result of very good teaching, most exceed the early learning goals. Throughout the Foundation Stage pupils have good opportunities to develop creative skills. They learn how to mix paint from powder colour to make pictures well in the nursery. They make splatter pictures and use the outside area effectively to paint with water, continuing to take every care to do their best work. They use oil pastels to make detailed drawings of fruit, using paint washes to create backgrounds, and pen and ink highlights to define the outline effectively. Fruit print patterns help children observe similarities in shapes, and consider symmetry. Specialist music tuition supports the work of the class teachers and the resulting standards achieved in singing are good. Role-play in the nursery is supported well, allowing children to explore language and work with others through effective 'make believe' situations. Role-play opportunities in both areas are re-designed regularly to match the current class work. Children enjoy imaginative play as they play in the outside learning area, with a variety of small equipment and wheeled vehicles.

Physical Development

74. By the end of the reception year most children attain the early learning goals in their physical development. They work hard in this area of learning and good teaching ensures that they achieve well. They develop their running, balancing and jumping skills in the outside area. They use a good range of wheeled toys and adventurous climbing apparatus confidently, as they explore their physical capabilities. In the reception classes, they continue to develop particular skills by having lessons in the school hall, where focused tasks help them to jump over beanbags and learn skills of bouncing and catching. They learn effectively how to use space and are beginning to recognise how their bodies change during exercise. Team skills add a lively edge of competition and excitement, and children clearly enjoy all the experiences presented to them.

ENGLISH

75. At the time of the previous inspection, the standards for pupils at age seven and at the end of Year 4 were judged to be in line with the national averages in all aspects of English. Since then, the school has become a primary school and this is its second year accommodating pupils aged eleven. The curriculum for older pupils is still being developed as teachers plan work to challenge the full ability range in Year 6. Standards remain at expected levels for pupils aged seven. Standards are just below national average, especially in reading, speaking and listening for pupils aged eleven though there is still work to be done to raise standards in writing and the school is working on this particular area. The school has very clear tracking systems to enable teachers to focus planning to match pupils' specific needs. Short term planning, is reviewed regularly to ensure pupils work to the targets they are expected to achieve. Each year group is set by ability to enable teachers to target work specifically to meet pupils needs effectively. Additional support from specialist staff is made available where appropriate; to ensure good progress is maintained throughout the school. Inspection findings confirm every effort is being made to raise standards and teachers are now more confident in their expertise to deliver effective teaching to pupils in Year 6. The decision to place teachers in their specialist subjects for literacy or numeracy has been effective in helping teachers concentrate on good curriculum planning. Pupils with special educational needs make good progress across the school, as do those with English as an additional language.
76. Throughout the school, pupils achieve satisfactory levels in speaking and listening. By Year 6, pupils accurately communicate their ideas and present reasoned arguments effectively during classroom discussions. Younger pupils are encouraged to listen carefully to teachers' questions. They skilfully learn to use the question to form part of the answer rather than reply in one-word answers. Teachers place this expectation on them along and encourage pupils to develop and apply a growing range of vocabulary as they move through the school. Because teachers clearly understand their pupils, and appreciate that some lack confidence in speaking in front of others,

they persuade them gently to try out new learning in the security of small groups often supported extremely sensitively by the support staff. This subsequently helps pupils contribute clearly and confidently in lessons, as they enjoy being listened to by their class friends. For example, younger pupils recall information from previous lessons and repeat the dialogue in “You can’t park an elephant in a car park” by Judith Nicholls. They join in using the speech marks as the teacher reads the story. They listen to and identify the humour of an elephant in an ordinary situation and suggest humorous events in their own lives, with a good grasp of vocabulary that evokes laughter. Older pupils, discussing persuasive language in arguments, think how to convey inflection, humour and feeling so that personal convictions become hidden within factual information. They apply this understanding well when composing letters to members of the local council regarding their class’ views on environmental issues. Frequent opportunities to talk before an audience in class or group in, for example, the school council or assemblies for parents, has a positive impact on pupils’ confidence as they explore public speaking. They express themselves accurately and use language effectively to explain, inquire and compare. However, sometimes teachers do accept one-word answers rather than expecting pupils to develop a coherent argument or offer a sound explanation for their ideas and views. All pupils have opportunities to practice their speaking skills individually or in guided groups when reading aloud to adults. Older pupils regularly read to younger pupils in the infants, and in these instances, they are made aware of how to sustain people’s interest by reading with expression and enthusiasm. Pupils use punctuation and phrasing correctly within a text to ensure they understand what they are reading. By Year 6, all pupils, including those with special educational needs and those for whom English is an additional language, are articulate in most situations and listen attentively to complex instructions. They have a wide and appropriate vocabulary and are confident in making sure others understand what they have to communicate orally. Teachers and support staff are very clear about the importance of developing pupils’ confidence in using language for many purposes, and provide very good role models. Occasionally, the local dialect or pupils’ first language makes some dialogue less clear to follow. However, pupils recognise errors and self correct when they realise they have not been understood.

77. Standards of reading are at national levels for pupils at the ages of seven and eleven. Younger pupils read accurately from the school’s reading scheme that introduces them to progressively more difficult texts, consolidating their skills well. Older pupils use skimming skills to scan text in, for example, history and geography. Pupils in Year 2, for instance, read expressively, enjoying the texts as they read them aloud with their teacher. They skilfully break up words into parts to read and make sense of unfamiliar words. They correct errors when they realise that what they have read does not make sense. Older pupils read an appropriate range of fiction and non-fiction texts. Pupils tackle unfamiliar text with confidence. They talk about different authors and styles of writing. Pupils in Year 6, for example, read books by a wide range of authors, including, J K Rowling, Jacqui Wilson and Rosemary Sutcliff. Older pupils in particular like books with specific themes. Older boys, for example, enjoy books linked to their work in history on the Egyptians or Romans, and are keen to gather detailed information for their written tasks. Home school reading diaries record pupils’ progress and offer parents and teachers opportunities to make constructive comments on children’s oral skills, and identify difficulties that require support to improve. All classes have library sessions each week and pupils know how to select books using the correct cataloguing systems. Teachers encourage pupils to read for pleasure whenever they find time during the school day as well as reading independently at home. Because teachers present books with such enthusiasm, highlighting the valuable information and the pleasure books offer, the majority of pupils take an active interest in reading well.
78. Standards in writing are broadly in line with national levels at age seven and eleven. This represents good progress across the school, indicating that the school has focussed on developing pupils’ writing skills effectively this year. Pupils in Year 2 are aware of accurate sentence structures and they compose good questions as well as replying to questions confidently. The vast majority effectively use capital letters, full stops and a range of appropriate punctuation markings to add emphasis to their work. They ask questions beginning with words such as who, what,

when, where, and know if responses are correct. High frequency words are spelt accurately with letters properly formed and consistent in size. Pupils write confidently for different purposes including ordering and retelling well-known stories, their own stories and lists of instructions. Because teachers place a good emphasis on introducing new vocabulary at every opportunity, pupils enjoy experimenting with these words and use a wide range of appropriate and technical vocabulary depending upon the task and audience. Pupils in Year 6 write using a range of interesting and lively vocabulary to convey their intentions precisely. Their work shows they practice a wide range of skills when constructing sentences using correct grammar including adjectives, nouns, adverbs and connectives. Pupils who are less secure in their writing skills make simple errors in spelling, correct word order, and occasionally omit key words especially when they rush their work. Pupils write clearly as they practice chronological report writing, informal and formal letter writing, diaries and stories. Pupil's presentation skills are satisfactory with handwriting joined and legible though some older pupils still write words that are erratic in size, shape and space. Throughout the school, pupils of all prior attainment make good progress as a result of the very good quality of support from teachers and classroom assistants, as well as being placed in ability groupings for specific tasks. The range of opportunities to write has improved as a result of the clearer short term planning and tracking of pupil's progress. Each class now has a writing session separate from their literacy sessions. This extra time is having a positive impact on writing across other subjects, especially as teachers use this time to consolidate or complete written work linked to lessons other than English.

79. The literacy strategy is used flexibly to develop pupils' skills in English. In addition, the school uses the early literacy support scheme with some younger pupils to accelerate their progress. Pupils identified benefit from the additional intensive adult input. Literacy is applied well across the curriculum. In history, for example, pupils in Year 3 report on Viking long ships for the "Viking Times". Pupils use holiday brochures to make notes of routes and places to stay in a range of resorts for staff, having written letters asking for information about preferred holidays. Pupils in Year 6 listen to "Kensukes Kingdom" by Michael Morpurgo, and relate the character's homesickness and anger to their work in personal, social and health education. They write rhymes and poems to convey the emotions and despondency of the character from the story, and clearly identify with these feelings. The curriculum includes opportunities for drama, and this aspect too, develops pupils' speaking and listening skills as well as opportunities to develop physical movement. Drama gives good support to pupils' personal development and confidence in role-play activities as well as the opportunity to study play-scripts from a range of writers, including Shakespeare. Pupils regularly put these skills into practice in music and drama productions for their parents and other members of the school community.
80. The quality of teaching across the school is at least good. Teaching for older pupils is often very good. Planning is good and builds successively on prior learning so pupils understand well, how to apply what they already know to new situations. Teachers extend and develop concepts further and a plenary session at the end of each lesson is used well to ensure that they have met the learning objectives. Booster classes for older pupils, led often by support staff as well as teachers, help to raise standards effectively. Very good learning occurs where relationships are strong; teachers are relaxed and confident and make learning challenging but fun. For example, in a lesson in Year 2, pupils sat entranced as they listened to the story that the teacher presented extremely enthusiastically in order to hold pupils' interest. Teachers explain clearly what pupils are expected to learn. Teachers hold high expectations of good behaviour and remind pupils of what must be completed during the lesson and what to do for homework. Good use is made of structured, open questioning to motivate and check understanding and pupils usually respond positively to questions. Teachers are beginning to incorporate ICT facilities in their lessons effectively, and pupils regularly word process and re-draft work, compose poems, and develop their skills in research using the Internet facilities. They also produce a newsletter, which has the potential to be even more interesting, as pupils' ICT skills improve.
81. Basic skills are taught well, giving pupils plenty of varied opportunities to explore resources and

work in collaboration as well as independently. In group activities support staff have specific teaching and learning plans drawn from pupil's individual learning plans, supporting and extending the learning of pupils with special educational needs. In lessons where teaching is weaker, pace is often too slow, and work is not sufficiently challenging for all pupils. As a result, pupils' interest and behaviour slip and interferes with the progress they make. Pupils' attitudes to work are generally good overall with the older pupils, in particular, having very positive attitudes. The majority of pupils enjoy sharing texts and resources, co-operating and collaborating positively, with adults and each other. Pupils work hard and sustain their concentration for some considerable periods of time. When challenged by exciting presentations, and rapid-fire questions, pupils respond enthusiastically and love to be praised for their efforts.

82. The co-ordinator manages the subject very effectively. She monitors teaching and learning through classroom observations as well as reviewing pupils' work and teachers' planning. Tracking systems are linked to regular assessments of pupils' progress and identify areas for development early. Teachers' planning is closely matched to the needs of specific ability groups. As a result, the co-ordinator has a clear picture of the standards within the school and is able to identify staff training to develop expertise and drive up standards further. A good range of resources has been established to meet the needs of the different abilities of pupils. Since the previous inspection, library resources have been expanded, and pupils in Year 6 are trained to administer the computerised cataloguing system when issuing books to borrowers.

MATHEMATICS

83. Standards in mathematics broadly match national expected levels by the end of Year 6, despite an increasing number of pupils joining the school at various times in their junior years. This indicates very good improvement since last year when standards were well below average, although that was partly due to that cohort having higher than average numbers of pupils with special educational needs. It was also the first year the school had taken pupils through to the age of eleven. A greater number of pupils are achieving at above average levels this year as a result of teachers having raised their expectations of what pupils aged eleven can do and planning work that presents greater challenge. The improvement is also partly due to the careful analysis of strengths and weaknesses in pupils' learning. This carefully analysed information has been used effectively to improve the curriculum and thus overall teaching and learning. Staff development has also been of great benefit in improving the quality of teaching in mathematics across the school. There is significant improvement in pupils applying their numeracy and literacy skills and their prior learning well to solve problems and to explain the strategies they use to reach particular answers. This aspect was judged a weakness in the previous inspection. The school has placed high emphasis on problem solving skills, and to ensuring pupils' effective understanding of mathematical vocabulary. Pupils understand questions more clearly and use the vocabulary appropriately in their work. Pupils of all abilities, including those having special educational needs and English as an additional language achieve well, and regular effective support is provided for those pupils who require it.
84. Standards at the end of Year 2 meet expected levels for those pupils who have been at the school for all their infant teaching. A significant minority of pupils have joined this year group at various times in this last year. Because, for many of these pupils, attainment was below expected levels when they started, pupils' overall good progress is not reflected in this year's national test results. In addition, there are higher than average number of pupils with special educational needs in this year group. They all achieve well in comparison with their prior attainment. Pupils' good progress is due to the very valuable support they receive in lessons from teachers and classroom assistants, who make every effort to encourage all pupils to take an active part in every learning opportunity presented. Lessons are interesting and generally very interactive and pupils are very keen to suggest answers. In one lesson in Year 2, pupils were so keen to tell the teacher that $4 \times 2 = 8$ that nearly every hand was raised in anticipation. They are familiar with the multiplication

square and by the end of the lessons all pupils were using this successfully to find the answers to multiplication sums in the two and ten times tables. Pupils have a sound knowledge and understanding of shapes and recognise where the line of symmetry is in a range of patterns and everyday objects. Pupils enjoy success and appreciate the praise they receive when they try hard.

85. Pupils in Years 3, 4, 5 and 6 recognise there are more ways than one to solve problems and they develop high levels of confidence when explaining how they arrive at a particular answer. Because they have developed good investigation skills, by the end of Year 6, pupils look carefully for patterns and relationships between numbers to help them with new work. In Year 5, for example, higher attaining pupils successfully developed the rule for recognising when a number is a multiple of 3, 6 and 9 and applied this to consider whether 645 was such a multiple. The curriculum builds on previous learning well in numeracy. Other aspects of mathematics are not yet so well developed. Expectations are not always high enough to challenge higher attaining pupils, especially, for example, in data handling and shape and measuring aspects. This is because the school has quite rightly concentrated on improving pupils' knowledge and understanding of numeracy, using correct vocabulary and secure mathematical strategies to solve problems. The successful development of these areas now allows the school to make improvements in other aspects of mathematics confidently.

86. The quality of teaching is good throughout the school. The school's decision to arrange setting for mathematics in all year groups means teachers match work well to pupils' previous learning. Higher attaining pupils are generally challenged effectively in their numeracy skills, although a few have the capacity to respond to higher expectations. Teachers and available support staff ensure pupils with special educational needs are supported very effectively especially when new work is presented. For example, in a lesson in Year 2 on telling the time in digital and chronological format, staff quickly identified those pupils who did not understand this work, and spent time re-iterating the activity with additional resource materials. Because staff know their pupils well, questions are clearly graded to allow all pupils to feel they are succeeding. Teachers use the oral sessions of lessons to consolidate previous work, assess understanding and move learning on at a pace that suits each child. Lessons are practical and interesting and engage all pupils well. For example, number sticks are used effectively to develop pupils' knowledge and understanding of numbers to one hundred. From one marked spot, pupils work out numbers along the stick. This practical approach means pupils have a good understanding of place value by the end of Year 6. They know where to write each numeral when adding and subtracting decimals to two places and correctly identify whether a digit represents a whole, tenth or hundredth in a number. Teachers give pupils good verbal guidance in lessons, but marking does not give pupils clear enough information to help them consolidate learning or know what they need to do to improve further. Teachers who have chosen to teach mathematics in specific years, have secure subject expertise. They continually review improvements in their day-to-day planning as they consider how to meet individual pupils' needs effectively.
87. Subject co-ordination is good. Learning is carefully monitored through a mixture of lesson observations, talking to pupils and looking at work. The information is used effectively to set priorities for improvement. Assessment procedures are very good. The information is used very carefully to track the progress of individual pupils and to set them targets for improvement. As a result of this detailed analysis, some pupils receive booster lessons, which help them to achieve very well. Resources are good and support learning well. They are attractive, practical and at hand for all pupils to use. Unfortunately, pupils are not always given enough opportunity to decide for themselves which resources are most useful in guiding their learning. The use of ICT is satisfactory. Pupils use computers for recording graphs and for practising their rapid recall of number facts. This provision is improving steadily as pupils become more confident and independent.

SCIENCE

88. Standards in science are close to the national averages at the ages of seven and eleven. However, the proportion of pupils at eleven years achieving the higher levels is lower than attained nationally. Improvement since the previous inspection is satisfactory. The school has increased practical opportunities for pupils to learn through investigation work, but many pupils still need a great deal of guidance in recording their findings and transferring learning to new situations. Insufficient attention has been given to plan carefully enough for pupils to develop their skills of scientific enquiry alongside new knowledge and information. Pupils' overall progress is good, and those having English as an additional language or special educational needs are supported well in order to achieve well too. Good assessment procedures have been introduced effectively for pupils in the junior classes. Information gathered through careful analysis of these assessments has highlighted areas where teachers need to plan lessons at greater depth to challenge and extend pupils' understanding in order to improve standards further.
89. By the age of seven, pupils have a secure understanding of the life cycles of plants and animals and the importance of healthy living because teachers provide good opportunities for pupils to investigate changes in living things. Pupils develop a lively awareness of the complexities of life and the world, in which they live, and are keen to know more. They learn to handle practical activities sensibly, and recognise the reasons to take care. Writing and recording findings are

sometimes less diligently followed through. However, higher attaining pupils present clear written descriptions about different places where plants and animals live in the school grounds. Pupils group common materials, identify change when ice is heated but do not identify the properties of materials that make them suitable for a range of specific purposes. They recognise a complete circuit but do not compare the differences between a range of circuits.

90. By the age of eleven, pupils' standards in science enquiry skills are below expectations. From the analysis of pupils' work, they frequently fail to use scientific ideas to give their reasons as to how, for example, forces affect movement. Average attaining pupils provide explanations such as 'red wires are better than black' but have no clear understanding of why wires of different colours are used. They learn new knowledge but do not always question information or consider how such information might be confirmed through investigation. They have a sound understanding of the possible effects of changing elements in a food chain and their understanding of the processes involved in separating materials is good.
91. The quality of teaching is generally satisfactory. Teachers support pupils well in carrying out fair tests and pupils learn to measure, for example, time and distance accurately. However, teachers do not always challenge pupils to explain what they observe or understand or why things happen as they do, for example, why two objects of different weights dropped from the same height fall at varying speeds. The good lessons seen in Years 3 and 4, showed how teachers' high expectations urged pupils to apply prior knowledge to identify what changes they might assume in their investigations and to provide reasoned explanations. When testing parachutes, pupils in a lesson in Year 4 use correct scientific vocabulary as they work out the effect of different forces on falling objects. Pupils generally respond well to practical activities, and are keen to work things out when guided appropriately. They explore ideas confidently and apply their science skills very well. The school environment is used effectively to develop pupils' understanding of the relationships between living things, and concepts of inter-dependence. Pupils generally enjoy science, but the lower attaining pupils occasionally find the work too difficult, and in some instances extra attention is given to pupils who find new vocabulary hard to understand. Good marking includes comments that clarify pupils' ideas but there are missed opportunities to extend pupils thinking and to correct misconceptions. There is inconsistency in the good practice some teachers have adopted of handing on very helpful comments that describe individual pupil's needs to receiving teachers to inform further teaching.
92. The subject is co-ordinated well. The focus on analysing pupils' progress, using the school's very good assessment guidelines, enables the co-ordinator to identify areas for curriculum improvement. The school is in the process of constructing its own curriculum for science based on recommended guidelines, but taking into consideration what teachers feel needs to be included for their pupils to learn effectively. Opportunities to link learning from ICT and numeracy work are currently not planned for sufficiently well to show pupils how to transfer learning from one subject to another. Pupils' science enquiry skills are not linked effectively to encourage pupils to think about the new knowledge and information they learn. This has a detrimental impact on pupils' working through ideas and building hypotheses that requires them to use what they know and thus reach the higher levels of attainment at the end of Year 6.

ART AND DESIGN

93. Standards at the end of both infants and juniors are above national expectations as was the picture in the previous inspection. The school has quite appropriately prioritised core subjects for development in the recent past, but standards in art have been sustained and the subject is to be reviewed in next year's school development plan. Pupils of all abilities make good progress in developing skills and awareness of art as they move through the school, and there are some very good features, often very effectively initiated by visiting artists and other helpers in the school. For example, the concrete and metal 'Tudor Chair' in the school field looks magnificent against

the hillside and pupils clearly enjoyed creating this quite dramatic piece of sculpture under the guidance of a local artist. Displays around the school highlight a range of good quality work involving intricate use of fabrics, paints, pastels and other suitable materials. The tapestries involving a fine range of materials, both man-made and natural show pupils have taken great care and pride in their work. Their creative efforts are celebrated in attractive frames for everyone to view. Pupils are skilfully taught to explore and consider their ideas and designs before selecting suitable materials. For example, in a 'talking textiles' lesson in Year 5, one pupil chose a very fine chiffon to dress the character she was making, and very quickly recognised that the fabric was a little too difficult to work with. When asked to explain to her peers her difficulties in handling the material, some immediately modified their designs appropriately.

94. Teaching is good overall. Children learn colour mixing and blending skills in the Foundation Stage and continue to develop and apply these appropriately as they work through the school. Young children are helped to apply brush strokes evenly and take care over their work. This skill has then been extended to work for example, in Year 4, where pupils have created colourful, vibrant backgrounds to accentuate digital camera images of themselves in a 'dream' scene. Here, pupils select from a range of media including beads, fabrics, and paints to good effect. Their work in emulating the work of a wide range of western artists carefully leads them into exploring shades and hues and they recognise when they have produced a piece of work that is pleasing. They thoroughly enjoy the pleasure they gain from having their efforts praised by others. There is evidence of pupils working with a satisfactory range of media including fabric, collage, chalk pastels and some 3D activities including puppets and models made from clay. Pupils explore 'tie and dye' techniques and explain quite clearly how to prevent colours running into each other by using plastics as a barrier. The 'Harry Potter' storybook has enabled pupils in the Year 5 classes to combine art and design and technology skills very effectively with graphics. Texture is explored through applying layers of colour through wash techniques. Teaching pays appropriate attention to helping pupils make careful observations of, for example, fruits and plants, and work produced indicates care is taken to draw accurately. Pupils add an element of artistic flair when applying quite fine and delicate watercolour pastels to the bold colours of, for example, portraits by Picasso and landscapes in the style of Monet and Seurat. Being close to the home of David Hockney, regular visits to this art gallery has promoted pupils' interest in the works of this local artist very effectively. Teachers place good emphasis on pupils 'looking and interpreting' and pupils clearly take appropriate care over, and pride in, their efforts. The subject provides pupils of all abilities to explore their talents well, and gentle support and guidance from staff allows all of them to achieve well as they enjoy discussing their ideas enthusiastically as they work.
95. Work in art effectively supports learning in other areas of the curriculum. For example, pupils in the infants have studied plants and mini-beasts in science and their collages using fabrics, paints and beadwork are quite striking to look at. Similarly, at the upper end of juniors, pupils work on a range of literature has inspired book reviews illustrated with fine designs. Similarly, pupils have studied the Egyptian era in history and taken designs and other facets from the period to explore in their art lessons. These links support pupils' cultural and social development well. Work of artists from the communities the school currently serves is less well celebrated. The school recognises this to be an area for development. Formal and informal portraits, including surreal and photographic images have been studied to help pupils appreciate how different societies view artistic styles. Pupils throughout the school use design sketches to build up their ideas step by step and teachers allow pupils to experiment in order to create work that is 'their own'. Teaching encourages pupils' development of individuality and independence. Where time is given to reflect and evaluate their own and other people's work, learning is good. The majority of pupils are confident and articulate their ideas well.
96. The curriculum offers a good range of experiences to develop learning in art and effective use is made of contributions from visiting artists. There is a good emphasis on providing a broad and balanced experience from which all pupils learn enthusiastically. ICT is being used to support design work to a limited extent, as seen for example in pictures produced by children in the

infants. The co-ordinator acknowledges assessment to evaluate pupils' progress, as they move through the school, is beginning to be used by staff to guide pupils and help them gain confidence. Teachers know their pupils well, relationships are good and where support staff are available they are deployed very effectively to offer support and guidance as required. Portfolios of the pupils' work are annotated against the subject guidelines and retained to identify strengths and weaknesses in the curriculum and the teaching. The information also informs pupils and staff of the progress made from year to year.

DESIGN AND TECHNOLOGY

97. By the end of Years 2 and 6, pupils achieve satisfactorily and attain standards that are in line with national expectations. Similar standards to those in the previous report have been maintained, but there is now a much more developed and enriched curriculum that is supported by a lively craft club for pupils in the junior classes.
98. By the end of Year 2, pupils make puppets, which they have planned. They learn a satisfactory range of sewing techniques to complete their designs and select from a good range of materials. They explore winding mechanisms to create simple moving toys and work with food materials to design a fruit salad. Time is given for pupils to test their work and suggest improvements they might consider in future designs. For example, pupils understand how to ensure the winding mechanisms might move more freely if they are lined up more accurately, and how the addition of colourful fruits enhances the appearance of their salad. By the end of Year 6, pupils develop satisfactory skills in most aspects of the curriculum. They investigate the structure of slippers and design and make their own, using a range of fabrics fit for the purpose, understanding well, which materials will wear better and why. They develop satisfactory sewing and decorating skills. They apply their knowledge of fabrics well when investigating types of shelters and develop their own designs by testing fabrics and attaching these to wooden frames. They use paper and card correctly to make a pop-up book that will entertain young children, taking care to use colour and text effectively. They consider links to other subjects when designing and making their own 'new' instruments to create sound effects that are original. In the junior classes, pupils take the opportunity to investigate, develop and produce a complete marketing project, for example, selling biscuits. This work encourages them to think of appropriate features to consider regarding packaging as well as the ingredients they might use to make tasty biscuits for different age groups of customers.
99. Teaching is satisfactory overall. In the better lesson seen, pupils were given adequate choices and good features of finished products were discussed, for example photograph frames. Pupils thus were inspired to design frames that were varied and interesting, as well as practical. Where choices are limited, the resulting products are all similar, for example, the winding toys. Teachers plan well and throughout the school there is good emphasis on recording design specifications, plans and evaluations. Appropriate attention is paid to the quality of finish of products. Good experiences gained in the Foundation Stage, for joining materials, are extended as pupils progress through the school. Pupils with special educational needs and those learning English as an additional language are supported well and work with other pupils to achieve well too.
100. The co-ordinator has effectively ensured subject development and the beginnings of an assessment programme by keeping an effective portfolio of plans with finished items or photographs. She has opportunities to monitor planning and pupils' work. By taking time to discuss their work with pupils, the co-ordinator evaluates their positive responses and takes into consideration ideas they suggest as possible improvements. At present, there are few opportunities for older pupils to work with advanced mechanisms such as gears and cams. Scientific skills are used well in the design of circuits to make alarms but links to ICT are less effective.

GEOGRAPHY

101. Standards in geography for pupils at the end of Year 2 and Year 6 are broadly in line with national expectations. Pupils of all abilities, and pupils for whom English is not their first language, make satisfactory progress. This is similar to the findings of the last inspection. The curriculum has been adapted and extended to provide for pupils in Years 5 and 6. However, although currently covering statutory elements, the planning covers more topics than are required and is too ambitious. As a result, topics are not developed to the required depth and this impacts on the

overall standards attained.

102. By the end of Year 2, pupils' knowledge and understanding of topics covered is satisfactory. Teachers use the local area well to support learning and as a result, pupils have a secure understanding of the locality and in simple terms, to compare this to the features of an Island in Scotland. As found at the last inspection, pupils' mapping skills are developed well. Walks enable pupils to create simple routes and to compare the features of the different styles of houses they see. In their study of seaside places, pupils consider plans for a caravan site, and take appropriate account of amenities that might be required. Higher attaining pupils devise their own map symbols, and make mature and sensible judgements about where to place certain features such as cafes and swings. All pupils, however, use simple 'keys' to identify features on their maps. The higher attaining pupils in Year 2 describe the physical and human geographical features of the areas studied and present their ideas in a variety of forms, including graphs. Lower attaining pupils and those who attain expected standards, are less confident with key subject vocabulary, and find recording their ideas more difficult.
103. In Years 3 to 6, pupils make satisfactory progress. Pupils identify physical and man-made features correctly, and are aware of different climatic conditions around the world. Pupils' abilities to draw maps and plans are appropriately developed but limited evidence is seen in books of more able pupils being challenged, for example, to use 2 and 4 figure grid references, or to use ordinance survey symbols in their work. Pupils in Year 6, as part of their residential visit, learn these skills in their orienteering course satisfactorily. Work of a contrasting and less economically developed area of St Lucia is not fully developed. Although, pupils have used this topic to support other subjects including music, for example, when they listen to and learn songs from this region. By studying this particular location, the school misses the opportunity, for example, to use a geographical area more pertinent to the community, which the school now serves. Pupils have a sound understanding of water when they studied the heating system in the school, for example, but teachers missed the opportunity to link this study to pupils' learning about rivers. Pupils have a sound understanding of coastal features and mountain environments and are aware of local environmental issues when they study local traffic conditions. Overall, teachers attempt to cover too many topics, and as a consequence, pupils do not acquire the depth of knowledge and understanding, required to raise standards. There are good opportunities for pupils to consider items of national and international news, which have geographical implications and these opportunities motivate pupils and engage their interest well in setting their lives in a global context.
104. The teaching of geography is satisfactory overall. Pupils of all abilities make sound progress, and visits to places of interest and the local area are used well to support learning. In these instances, pupils have a good recall of these visits, which bring their learning to life. In general, pupils indicate they do not really enjoy the subject and are not overly excited by the topics studied. In lessons observed, teachers often spend too much time in discussions and this limits pupils' opportunities to research and work independently. An analysis of pupils' books indicates coverage varies in different year groups, and marking is not always helpful in identifying for pupils of how to improve their skills.
105. A recently qualified teacher leads the subject and this is her first management role. She is well supported in developing her skills and her analysis of pupils' books and teachers' planning, and clearly understands how the subject needs to be developed. She is aware that planning requires further consideration, in order to ensure topics chosen are relevant, and are developed sufficiently to motivate and challenge pupils. In addition, planning needs to take greater advantage of the rich cultural diversity and experiences of the pupils. Although good procedures are in place to assess pupils' attainment and progress, these systems are not fully utilised to inform teachers' planning and raise standards further. The range of resources, whilst adequate, do not support teachers' planning sufficiently well to engage pupils' interest more actively. In particular, opportunities to use ICT are not fully exploited at present.

HISTORY

106. Standards are in line with national expectations for pupils in Year 2 and Year 6, maintaining those found at the time of the previous inspection. Pupils make good progress because they are enthusiastic about history and enjoy learning about people and events in the past. Because teaching is good, the enthusiasm of teachers for the subject and the resources they use promote effective learning.
107. Younger pupils acquire well, their knowledge about people and events and a good sense of chronology. Through work on toys, houses, famous people including Louis Braille, holidays and the seaside, pupils ask questions, and through their research, answer questions such as “What can we learn from the past. Pupils investigate the differences between their own and others’ lives; for example, family life 100 years ago compared to today. They learn effectively from stories, for example, the ‘Great Fire of London’. They devise questionnaires to ask their families and question visitors to the school who act as ‘living resources’, to find out more. Pupils develop skills of interpretation by drawing conclusions from texts, pictures and artefacts. When listening to their teacher talk about a ‘Butlins’ holiday when she was a girl, pupils sat captivated as they tried to visualise the event. Pupils use information in different ways including factual writing, sketches and diagrams to retell stories accurately. Older pupils develop their awareness of chronological, investigative and enquiry skills further. They recognise patterns and relationships by studying periods including the Egyptians, Ancient Greeks, Tudors and Vikings. In this way, they explore the lives of ordinary people, their houses, food, clothes, employment sports and other leisure activities. Common features between different people around the world and thousands of years apart are identified well. For example, pupils in Year 3, question a ‘Viking’ from the Jorvik Centre in York, asking him to explain why the Vikings came to Britain and how they lived. Pupils clearly understand the differences between being an invader and a settler, and relate this closely to migrants to this country including asylum seekers.
108. History makes a positive contribution to pupils’ literacy development as they read about the circumstances, people and events in other times. Younger pupils, for example, consider the life and legends of the ‘Lady with the Lamp’ while older pupils use texts on ancient Egypt and Greece with interest. Pupils have positive attitudes towards their work; and are confident in discussing their learning. In written work, they take care with presentation skills with neat handwriting and careful illustrations. Many older pupils bring in extra information found on the Internet or in books and posters to share with teachers; this was seen in work on archaeology in Year 3 and John Lennon in Year 5.
109. The quality of teaching is good overall with very good teaching seen for younger pupils. Lessons are carefully planned to meet the needs of the range of abilities in each class. Teachers have good subject knowledge and match this to high quality resources to support learning. There is the development of chronological skills and the use of a wide range of research materials to investigate different historical periods, particularly at the upper end of the school. In these classes, teachers focus particularly well on how pupils might investigate rather than just learn information about different people and places. Discussions are clearly focused and the majority of pupils take turns to speak and listen carefully to each other and to their teachers. Teachers’ behaviour management strategies are positive and pupils requiring specific support are helped sensitively. Evaluations of pupil’s progress are made using progress statements from the national curriculum attainment targets at the end of each block of work. Written work is usually marked conscientiously, and the best examples, as well as being supportive and encouraging, include specific comments drawing attention to future learning.
110. The co-ordinator has not monitored standards through class observations but has looked at work pupils produce and teachers’ planning. In addition, work is discussed with groups of pupils to identify areas for further curriculum development. Resources are good and used effectively to motivate pupils’ interest and enthusiasm. Good use of the Internet is developing to support

learning. The subject provides good support for pupils' moral and social development and an awareness of British culture. The school recognises the need to extend pupils' awareness of a wider range cultural heritage represented in multicultural Britain today.

INFORMATION AND COMMUNICATION TECHNOLOGY

111. Standards for pupils by the age of seven meet national expectations. The standards pupils attain at the age of eleven are below national expectations. The school has responded very well to the greater demands made of pupils since the previous inspection but the current Year 6 pupils have had insufficient opportunity to reach expected levels. Weaknesses including pupils' competence in combining different forms of information and developing use of email to communicate more efficiently. The hardware for ICT has only recently taken shape to accommodate these aspects effectively. Pupils in Years 2 and 6 use the computer to present information, for example, from surveys to answer questions about popular foods and past times. The use of the computer for handling information is used inadequately to improve learning within different subjects. A good example was seen in geography where pupils explored air temperature and wind direction using data stored on the system. The school acknowledges that these are urgent areas for development.
112. Pupils throughout school enjoy using the computer suite and because they are interested and concentrate very well, they are quick to learn new skills. Pupils work well with partners to support each other and pupils of all abilities make good progress in accessing and using new programs. Pupils in Year 3 follow clear instructions to successfully email to a Year 3 pupil and their previous teacher in a local school. Pupils know how to store and retrieve information correctly. Pupils in Year 2 know how to find information about where animals live and use this to extend their work on habitats in science. Pupils capture events and adventures on residential visits using a digital camera, and know how to scan and move items from one document to another successfully. Pupils in Year 4 combine these skills very well with their writing to produce a newspaper report about their construction of 'Chair for a King' sculptor project, and pupils in Year 6 advertise Castlehead using photographs and other graphics. Pupils make effective use of keyboards to compose their own melodies, and 'Keyboard club' is popular because it provides further opportunities for pupils to explore new learning effectively.
113. Teachers make regular use of the computer for pupils to reinforce number skills or present written work. The youngest pupils use an appropriately modified mouse, decorated like a ladybird, which assists their mouse control. These pupils and pupils in Year 1, gain in independence in using listening centres to improve listening skills. Pupils in infant classes find it difficult to edit work but use the computer to compose poetry and simple sentences. They use appropriate tools to create colourful patterns and imaginative pictures, write instructions to draw a rectangle and print work. They enter their own data about favourite food and arrange the information to identify the most and least popular, moving into graph work as they progress through the school.
114. The quality of teaching is good overall. However, teaching does not challenge pupils in Year 6 sufficiently to make regular or effective use of ICT to produce high quality work. For example, pupils do not regularly apply simple tools to check spelling and grammar, or format work accurately. Most teachers and support teachers are confident with ICT facilities and the part-time technician is generally at hand to remedy technical failings. A significant minority of pupils have computers at home but too few develop good typing skills. Pupils with special educational needs are encouraged to make effective use of specialised equipment to enhance their communication skills. Teachers make adequate use of 'Smartboards' which increase the pace of learning, but recognise the value interactive boards will have on involving pupils more effectively in consolidating new learning across other subjects.
115. The subject is co-ordinated effectively. The need to increase software to make to support teaching across other subjects forms part of the school development plan. The co-ordinator has

not yet had time to monitor pupils' attainment beyond Year 4, nor the overall quality of teaching in the school. Procedures are in place for these actions to happen effectively. Assessment records to monitor pupils' achievement are satisfactory and provide teachers a clear picture of progress. Resources for ICT are good but are not yet not fully applied to enhance learning in all subjects, for example, by handling information adequately, using data-logging equipment in science; or applying control skills in design and technology. The school is realising the potential the ICT suite offers and recognises even more effective use can be made of its use across the curriculum. The two Smartboards are being used effectively to support teaching in a number of curriculum areas. Pupils in Years 5 and 6 take advantage of the very popular ICT club to increase their skills. Staff supervising the homework clubs, build pupils' confidence when applying their ICT skills to conduct independent research and work on class topics.

MUSIC

116. There has been good improvement in the subject since the previous inspection. Standards remain above expected levels by the end of Year 6. This is because all pupils have the opportunity to learn an instrument and read music by the time they leave the school. The very wide range of musical activities on offer provides well for pupils with higher ability and expertise in music. Although standards are not as high as those reported in the previous inspection by the end of Year 2, pupils receive a rich curriculum and are developing good levels of skills in their singing. Lessons taught by the specialist teacher are very good. Her skill and expertise means pupils receive very good guidance as to how to improve their performance, for example, in changing volume and pitch and making diction clearer, and they sing well as a result. The piano accompaniment guides their singing so they know when to sing loudly or quietly. The subsequent evaluation of their performance reinforces this knowledge further. Achievement across the school is good.
117. Pupils' enthusiasm for music is apparent in the way they talk animatedly about the very many opportunities and activities in which they take part. They talk proudly about the occasion when they were invited to sing at the Lord Mayor's function. They are looking forward to the 'Leavers' Concert' and are pleased they have been given the independence to plan this themselves. The valuable experiences they receive means by the end of Year 6, pupils have developed a love of music, which will go with them throughout their lives.
118. Pupils in Years 1 and 2 learn about how composers use different techniques to create a particular mood and effect. This is because the opportunity to evaluate their own performance is built into all lessons. They know the term 'dynamics' means the loudness and quietness of sounds and due to the focussed planning, they use this knowledge to compose interesting sound effects on a small range of musical instruments. For example, in one lesson, pupils composed sound effects to depict falling rain and gusty wind. In some lessons, pupils are not always active enough because they spend too long sitting and listening to teachers and not enough time on composing and performing their practical activities. Therefore, they do not always develop their knowledge and understanding of musical techniques effectively.
119. There are numerous good quality opportunities for pupils to take part in musical activities. The choir is very well attended with a very high number of pupils from Years 3, 4, 5 and 6 taking part. They are extremely keen to perform their repertoire of songs and take pride in their success. For example, pupils performed the 'Boogie Woogie Rock' with verve and energy, managing to keep the syncopated rhythms crisp, the words and the melody in tune while performing a complicated and fast hand jive and actions. The performance encouraged listeners to join in with the jive and it was obvious from the enjoyment in their voices and on their faces that everyone was having a good time. The level of performance was much higher than normally seen for pupils of this age. The teacher inspired pupils by urging them to extend their skills confidently, despite the audience. Many pupils learn to play recorders, violins and keyboard and, as a result of pupils' high interest, guitar lessons are planned for September. These opportunities make a very good contribution to

the quality and range of extra-curricular activities and to pupils' social and cultural experiences.

120. The quality of teaching is good overall. Teachers make sure that lessons are planned carefully so pupils learn about all aspects of music. Songs are chosen to support the set learning very well. For example, the song 'Go on the Ghost Train' was used effectively by the teacher to develop pupils' understanding of how staccato, loud and quiet, are used to make the song sound 'scary'. Pupils have good opportunity to consider the most appropriate instruments to use to add suitable effect to add to the mood and create 'scary music'. The excellent lesson observed was particularly successful because the specialist teacher worked in partnership with the class teacher and their combined high quality expertise ensured pupils learnt very effectively. As a consequence, pupils considered carefully how different layers of sound could be put together to evoke feelings of sadness and anger. The pupils decided which verses to sing as solo, duet, or as a whole group and the combination was particularly successful in achieving the desired effect. Pupils' attitudes were excellent during this lesson as they rose to the challenge and enjoyed the pleasure they gave their teachers and other observers. Pupils listened in silence during the solo performances and concentrated on their own parts to make sure that they contributed fully and in an appropriate manner. Lessons are planned to make sure all pupils build on previous learning well. Higher attaining pupils, who are learning to play an instrument and who can already read music, are often grouped together and are expected to record their compositions using traditional notation. Pupils with special educational needs are supported very effectively to ensure they are fully involved in all aspects.
121. The subject is led and managed very competently. The co-ordinator's enthusiasm for the subject is conveyed to pupils and they respond in like manner. Improvements are continually being made to provision, and in developing interesting lessons and additional activities. The curriculum is rich and linked to other subjects well and makes an effective contribution to pupils' spiritual development. For example, how the composer creates particular feelings in the music is linked to a similar theme in art and design and in literacy, and when pupils learn about 'The Beatles' in history, the music of the time is studied at the same time. Although there are some opportunities to perform and listen to music from different countries, this is not planned in a structured way to make sure pupils develop a knowledge and understanding of the range of cultures in their local environment. There is satisfactory use of ICT, for example in keyboard work and use of tape recorders to record compositions and performances. There is insufficient use of computers to support learning in the subject, although there are plans to develop the range of software to improve this.

PHYSICAL EDUCATION

122. Attainment at the end of Years 2 and 6 is in line with national expectations; the well-planned curriculum and good range of extra-curricular provision allows those pupils with particular talents in this subject to achieve well. The long-term programme ensures all areas of the curriculum are covered effectively. Judgements were not made on standards in all aspects of the curriculum in the last report, but the expertise of the co-ordinators has a positive impact on the good progress pupils make throughout the school.
123. By the end of Year 2, pupils dribble a ball and control their movements effectively. They recognise the changes that take place in their bodies during physical exercise, particularly made aware of these changes during the lively warm-up sessions. They develop satisfactory skills of catching, throwing and bouncing balls to each other and learn how to hit balls correctly, adopting the correct stance for forehand and backhand hits. Teachers are suitably insistent that pupils recognise safety issues and pupils take due consideration of one another's space when playing bat and ball games. They watch and learn from each other and many improve their performance by following the good practice identified. Teachers give time to supporting individual pupils and try to make learning interesting and fun, as well as developing new skills.

124. By the end of Year 6, pupils understand how to use a 'kwik' cricket bat effectively and develop useful tactics in small scale games, to put their learning into action. They develop skills that help them with outdoor and adventurous activities. They work as a team to retrieve objects from the 'water' and develop skills in how to co-operate with each other, learning to take turns, and teachers promote healthy competition in efforts to improve strategies and techniques. Pupils develop a good awareness of the need to warm up and cool down after activity. They identify correctly, the muscle groups needed for particular activities and what impact exercise has on the functioning of the heart and lungs. Older pupils learn to swim and all make satisfactory progress with this skill. About half of the pupils achieve 25 metres at the end of the planned series of lessons, and understand water safety issues well. The preparation for outdoor and adventurous activities is extended during day and residential visits, when pupils experience scrambling, canoeing, orienteering and other team-building activities.
125. Teaching is satisfactory overall. In the junior classes, when teachers have particularly good knowledge and understanding of the subject, some very good lessons were seen. In the best lessons, the pace is brisk and pupils experience a good range of aerobic and skills-based activities. In the less successful lessons, pace is slow and pupils spend too much time waiting for instructions or being organised. The best progress is made in lessons where effective use is made of demonstration and pupils' comments are used to advise class members as to how they might improve performance. In lessons, where it is necessary, pupils with special educational needs are supported well by assistants who understand their specific needs. Every effort is made to ensure that these pupils take a full or appropriate part in lessons and extend their skills suitably.
126. There is an effective development plan for physical education and the co-ordinators regard the subject with enthusiasm. The school benefits greatly from a close-link with a locally designated sports college. Expertise and equipment are shared as a result of this effective link. The co-ordinators have particular expertise and use their coaching abilities along with those extended from the college to develop pupils' skills in particular areas, including gymnastics, cricket and football. This is evident in the success achieved by school teams and during the wide range of extra-curricular clubs. The good assessment procedures are being extended to cover the dance component of the curriculum.

RELIGIOUS EDUCATION

127. The school has maintained the satisfactory standards reported in the previous inspection. Pupils attain levels expected in the Locally Agreed Syllabus for religious education at the end of Year 2 and Year 6. They achieve well in relation to their abilities on entry to the school. All pupils, including those with special educational needs and those learning English as an additional language, make satisfactory progress during their time in school. Progress and standards are not higher, because current curriculum planning, which closely follows the syllabus guidelines, does not allow pupils to study topics in depth in order to develop a deeper understanding of the faiths studied. The Locally Agreed Syllabus has recently changed and revised school planning has addressed this issue. In future, pupils will study one topic per term; this will enable them to study issues in depth with an increased emphasis in learning from religions studied.
128. By the end of Year 2, pupils understand how different special occasions are celebrated. Through visits to a local church and participating in a 'pretend' Christening, pupils are aware of key Christian ceremonies. However, an opportunity was missed in this lesson, to ask pupils of other faiths to talk about their own welcoming ceremonies and to compare these to the Christian baptism. Pupils know Christians believe that Jesus is God's son and talk about aspects of the Sikh faith. They compare, in simple terms, the Sikh temple to the Christian church but do not recognise similarities and differences between the two faiths satisfactorily. Higher attaining pupils, however, relate simple stories they hear to their own lives thoughtfully, and learn to consider the impact

these stories have on how communities are organised and live. When comparing the Christian story of the search for the 'Lost Sheep' for example, with their search for something of value that they lost, they write about their feelings of sadness and loss with maturity. Staff approach pupils' differing beliefs with sensitivity, and as a result, they act as good role models. Pupils are consistently shown how to be thoughtful and considerate towards others and to respect differences. Teachers place appropriate emphasis on relaying serious messages through stories. These provide pupils with opportunities to reflect on the key messages and pupils are encouraged to offer their ideas and views.

129. As they move through the school, pupils continue to make satisfactory progress. Teachers approach the subject sensitively and as a result, pupils show an increasing interest and respect for each other's beliefs. Pupils have a sound knowledge of the six main faiths of communities in Bradford, and use key vocabulary with understanding. Pupils often have good factual knowledge about the faiths studied, however, their appreciation about how belonging to a faith group influences people's lives is weaker. When teaching is good, however, and linked to other subjects such as English, pupils begin to develop a deeper understanding. In a lesson in Year 3, for example, pupils discovered that words in sacred texts sometimes have a real and a non-literal meaning. In this way, they became aware that the Seder plate in the Jewish faith is a metaphor for the Passover. Pupils, however, often find it difficult to express their feelings about deeper moral and religious issues. On occasions, the unsatisfactory or silly immature behaviour of a few older pupils prevents these important discussions from taking place. Work in the books of older pupils satisfactorily illustrates their responses to the themes studied. For example, when studying the founding of the Bible society, pupils reflect on Mary Jones' struggle to obtain a bible in her native Welsh language. Most recognise the story reflects her commitment and dedication to her faith, and understand that sometimes the extraordinary effort required to achieve something of value, is worthwhile.
130. The quality of teaching overall is satisfactory with some good teaching observed during the inspection. Teachers are generally secure in their subject knowledge. Resources, including videos and artefacts, are used effectively to support learning, as seen in a lesson in Year 4, when pupils watched a short video of Hindu ceremonies then discussed pictures downloaded from the internet on the interactive white board. Teachers are sensitive and respectful of pupils' different faiths and as a result, pupils of all faiths and abilities recognise they are valued. Pupils' written work is often neat and beautifully presented with carefully drawn illustrations. This level of care in their work indicates that most pupils value their religious education books, as if they too are special and sacred texts. Marking, however, does not always support pupils' learning usefully in helping them to understand what they have done well, and how they might improve their work further. Teachers' comments generally relate to pupils' neatness or spelling.
131. The subject is managed effectively. The recently appointed co-ordinator has appropriately taken her time to reflect upon the changes to the revised Locally Agreed Syllabus in order to consider appropriate modifications for a multi-cultural / multi-faith school. She has produced a well-considered action plan and staff training is planned for the new term to help staff implement the changes to the curriculum. Assessment procedures are good but they now need to be used more carefully to guide teachers' planning. The subject makes a good contribution to pupils' spiritual and cultural development. Links to the wider faith community in the area are currently limited.