

INSPECTION REPORT

BARKEREND PRIMARY SCHOOL

Bradford

LEA area: Bradford

Unique reference number: 107202

Headteacher: Richard Kunicki

Reporting inspector: J. Ann Sharpe
18101

Dates of inspection: 24th – 27th February 2003

Inspection number: 246657

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Hendford Drive Bradford
Postcode:	BD3 0QT
Telephone number:	01274 773003
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Appropriate authority:	The governing body
Name of chair of governors:	Timothy Taylor
Date of previous inspection:	This is the first inspection since the school opened.

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18101	J. Ann Sharpe	Registered inspector	Art and design English as an additional language	What sort of a school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9981	Saleem Hussain	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
23801	Jenny Kime	Team inspector	Foundation Stage Religious education Provision in the special educational needs nursery	
1390	Arthur Markham	Team inspector	Science Design and technology	How good are the curricular and other opportunities offered to pupils?
32180	David Sleightholme	Team inspector	English Music	Pupils' attitudes, values and personal development
1678	David Peckett	Team inspector	Mathematics Information and communication technology	Education inclusion
4676	Mary Griffiths	Team inspector	Geography History Physical education	Special educational needs

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Barkerend Primary is a very large school serving a socially disadvantaged area close to the centre of Bradford. It opened in September 2000, with a new headteacher and many new staff, following the reorganisation of schools in Bradford. The 523 pupils (280 girls and 243 boys) are between the ages of three and eleven. Ninety-two children attend the nursery part-time, including 12 places allocated for children with special educational needs. Pupils are from a range of ethnic backgrounds, although most are from Pakistani and Bangladeshi homes. The mother tongue of most pupils is not English, and 186 pupils (a very high proportion) are at an early stage of learning to speak English. This number includes a few refugee pupils. The school receives extra funding to help minority ethnic pupils. Almost half the pupils have free school meals, and this is well above the national average. The number of pupils with special educational needs, including those who have formal statements, is about average. The proportion of pupils with formal statements, however, is above average. Pupils' attainment when they start at school is well below average, and it is often low in language and literacy skills. A large number of pupils do not start and finish their primary education at the same school, and some pupils of all ages arrive from abroad with little or no English. The school benefits from grants to improve provision as part of the Excellence in Cities and the Sure Start projects. Since it opened, there have been several major improvements to the premises.

HOW GOOD THE SCHOOL IS

This happy, friendly and caring school gives all its pupils a good quality of education. Although standards are below average, pupils achieve well from their low starting points. Most of the teaching is good or better, and support staff play a large part in pupils' good progress. The school is very well led and managed, and the headteacher helps all staff to work together as a team to improve the school. Senior staff make a very good contribution to the smooth running and success of the school. Pupils' good behaviour and their very good attitudes towards learning make the school a busy and purposeful place. It costs a lot to educate each pupil, but this is good value for money considering the many barriers to learning that the school helps pupils and the local community to overcome.

What the school does well

- National test results for seven year olds in reading, writing and mathematics improved a lot in 2002.
- All pupils achieve well because of the good teaching and combined efforts of teachers and support staff.
- Pupils' very good attitudes and their good behaviour help them to do well at school.
- The headteacher helps everyone to do their best for the pupils, and the school is very well led and managed.
- Staff care about the pupils and look after them well.
- The school reaches out very well to parents and the community in its efforts to educate the pupils.

What could be improved

- The standard of pupils' work is below average in English, mathematics, science and religious education.

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

HOW THE SCHOOL HAS IMPROVED

This is the first inspection since the school opened in September 2000, and the amount of improvement since that time is good, overall. National test results for seven year olds improved a lot in 2002, as did the teachers' assessments in science. Results for eleven year olds improved a little in mathematics and science, but they dipped in English. The pupils tested in both 2001 and 2002, however, were pupils who had suffered a lot of disruption to their education because of the reorganisation of Bradford schools. Since it opened, the headteacher and staff have put into place many new ways of helping pupils to overcome their language and learning difficulties. Although the full effect of these is not yet evident in national test results for eleven year olds, there are clear signs that pupils are likely to do better in the future. Owing to the school's efforts, pupils' attendance improved between 2001 and 2002, and it has continued to improve. The school is very well placed to lift standards in the future because of the shared commitment of governors, the headteacher and staff.

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
	2000	2001	2002	2002
English	N/a	E	E*	D
Mathematics	N/a	E*	E*	D
Science	N/a	E*	E*	D

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

In 2002, results for eleven year olds were in the lowest five per cent in the country. The pupils tested, however, included a much greater number of pupils speaking English as an additional language than the national average, and this is not considered in national comparisons between similar schools. The 2002 results for seven year olds in reading, writing and mathematics, although well below average, were in line with similar schools, and pupils did well in writing tests. This was an improvement on the previous year, especially in the number of pupils reaching the level expected for their age. Governors have set suitable targets for test results in 2003 and 2004, based on current knowledge of the pupils to be tested. The standard of pupils' work is below average overall by the ages of seven and eleven. It is below average throughout the school in English, mathematics and religious education. In science, work is average by the age of seven, but below average by the age of eleven. Standards are average in all other subjects, except physical education where no judgement is made. Pupils do best in areas of their work that do not rely heavily on their understanding of English, such

as calculating with numbers and using computers. Although pupils listen well, and the school is doing a lot to improve their spoken English, their attainment is often limited by an inability to talk about their work, explain their answers and record their ideas by writing. Nevertheless, all pupils achieve well because of the amount of help they have to try to overcome their difficulties. Children in the nursery and reception classes achieve well from their low starting points, although standards are still below average by the end of the Reception Year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils try hard, show interest in lessons and are keen to do well.
Behaviour, in and out of classrooms	Good overall, and very good in many lessons. Pupils know what adults expect of them, and they try hard to follow the school and classroom rules.
Personal development and relationships	Good, with very good relationships. Pupils of all ages and abilities get along very well together and become more mature and sensible as they grow older. They show respect for one another's religious beliefs and cultural differences.
Attendance	Staff watch over pupils' attendance very well. Although attendance figures were unsatisfactory during the last school year, they improved a lot and are still improving. A lot of pupils go abroad on extended holidays during term time, and this has a negative effect on the school's overall attendance rates.

TEACHING AND LEARNING

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

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

Teaching and learning are good across the school, and some of the teaching is very good or excellent. Unsatisfactory lessons are very rare. Good teaching in literacy and numeracy lessons helps pupils to make good progress in the basic skills of English and mathematics. Teaching is good in science, design and technology, history and information communication technology (ICT). It is satisfactory in all other subjects where judgements are made. Teaching meets the needs of all pupils well, overall. This is because teachers and support staff work hard together to make sure that pupils have a lot of help to overcome the barriers to learning that many of them come up against, particularly their lack of English. Teachers are positive, enthusiastic and caring. They manage pupils' behaviour and organise lessons very well to make good use of learning time. They plan lessons carefully, are clear about what they want pupils to learn and then make sure that pupils have the right work to help them to do so. Teachers emphasise the words that pupils need to learn to understand their work in different subjects. They often ask pupils the right questions to get them talking. They sometimes accept very short answers, however, and do not always follow answers with more questions that take pupils' learning on further. Teachers assess pupils' attainment and

note their progress in a variety of very helpful ways. This varies between classes, however, and not all pupils know enough about how they need to improve their work. Also, teachers sometimes give the few more able pupils work that is too easy for them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, overall. The curriculum is broad and interesting and makes very good links with the community. It provides well for pupils' personal, social, health and citizenship education. Extra-curricular activities are good. There is not enough time for pupils to cover some subjects in sufficient depth, and this leads to below average standards in religious education.
Provision for pupils with special educational needs	Good overall. The very well managed provision ensures that pupils make good progress towards the learning targets that have been set for them.
Provision for pupils with English as an additional language	The very well managed provision helps pupils to make good progress and to become increasingly confident to talk about their ideas in lessons. Several initiatives are fairly new, however, and have not had much time to influence the school's national test results or the standard of pupils' work
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good provision for moral and social development helps pupils to understand the differences between right and wrong, and to see themselves as an important part of the thriving school community. Good provision for spiritual and cultural development helps pupils to become thoughtful young people, who are eager to learn more about the world in which they live.
How well the school cares for its pupils	This is a caring school and staff look after pupils well, overall. They watch over pupils' attendance and behaviour very well, and put everything in place to prevent problems. The school is aware of the need to continue to gather information about the pupils' attainment, so that staff can become better at setting targets and tracking pupils' progress over time.

The school values its growing partnership with parents and with the community served by the school. Everyone works hard to make sure that these links improve the quality of pupils' education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and key staff know what needs to be done to improve the school, and work hard together to achieve common goals. They encourage all other staff to take a part in improving the quality of pupils' education by setting high expectations and providing everything needed to ensure success. Teachers oversee subjects of the curriculum and play a leading role when their subject becomes a priority in the school development plan (SDP).
How well the governors fulfil their responsibilities	Good. Governors are increasing the part they play in leading and managing the school. They have had to tackle a lot of new problems since the school opened, and have risen well to all the challenges.
The school's evaluation of its performance	Good, overall. The school only has national test results for the last two years. Staff and governors are collecting further information to allow them to find out more about how well the school is doing. They know what the school does well, and the priorities in the SDP are mainly the right ones for the school at this time.
The strategic use of resources	Good. Governors spend money, including specific grants, to benefit the pupils and to fund the priorities of the SDP. Much of the very large carry-forward budget from last year is already earmarked for projects to improve the quality of pupils' education. Governors have not yet prepared a longer-term financial plan, owing to the many uncertainties associated with opening a new school. The school applies best value principles soundly.

There are plenty of qualified and well-trained teachers and support staff, and enough resources to help the pupils to learn. The buildings and grounds have several disadvantages that are being tackled by governors, but the accommodation is satisfactory, overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Almost all parents are very happy with every aspect of their children's education. They are particularly pleased that children like coming to school, and that the teachers expect their pupils to work hard. Parents think that good teaching ensures that children of all abilities and backgrounds make good progress. 	<ul style="list-style-type: none"> There were no matters of significant concern to parents. A few parents are worried about homework and would like more information about how their children are getting on. A few would like more extra-curricular activities.

Parents think very highly of the school, and this helps pupils to have good attitudes towards their education. Inspectors agree with parents' positive views. Arrangements for homework, finding out how well children are getting on and extra-curricular activities are at least good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Results of national tests for pupils in Year 2 in reading, writing and mathematics and the teacher assessments in science improved in 2002, especially in the proportion of pupils attaining the level expected for their age (Level 2) in writing and mathematics. Although results were mainly well below the national average, except in science, pupils' performance was about the same as in similar schools in reading and mathematics and above similar schools in writing. There was not much difference between the performance of girls and that of boys, although there were almost twice as many girls than boys tested. This improvement reflects the school's efforts to raise standards, following disappointing results at the end of the first year after the school opened. The improvement has been achieved against a background of no improvement nationally in the proportion of pupils reaching Level 2 or above. In the science teacher assessments, more pupils reached Level 2 than the national average, with a 23 per cent improvement from the previous year.

2. In 2001, the school fell far short of reaching its own targets for National Curriculum test results for pupils in Year 6 in English, mathematics and science. Results in 2002 improved a little in mathematics and science in 2002, but dipped in English. Girls performed better than boys in English, to a greater extent than the national trend. The school did not meet its targets again in English and mathematics, although the gap narrowed. Results were in the lowest five per cent of the country in all three subjects and below average when compared with results in similar schools. The pupils tested in both 2001 and 2002, however, were the pupils who suffered most disruption to their education, owing to the school reorganisation programme in Bradford. The school has set targets in English and mathematics for both 2003 and 2004 for pupils reaching the level expected for their age (Level 4) and for pupils reaching Level 5. These show an anticipated improvement, especially in English, and appear to be suitably challenging in the current circumstances.

3. The headteacher and governors are well aware that comparisons with similar schools are not entirely reliable indicators of pupils' achievement. They know, for example, that the data used to make comparisons do not take account of the fact that the first language spoken in the homes of most pupils is not English. Also, the very high incidence of pupils transferring to and from other schools or from other countries, and the high proportion of pupils who take extended holidays abroad, put the school at a disadvantage in terms of test results. As the school opened only in September 2000, the headteacher and governors do not yet have much data to use to make their own evaluations of the value added by their school. This is why the school development plan (SDP) has such a strong focus on developing systems for assessing pupils' attainment and tracking their progress. This work is still taking place, however, and there is not much evidence yet of its impact on pupils' attainment. Nevertheless, a lot of teaching initiatives are being put into practice to improve national test results and to lift the standard of pupils' work. These show the determination of the school to help all pupils to achieve as well as they can.

4. When children start nursery, their attainment is well below what is typical for their age, particularly in the key areas of speaking, reading and writing. They achieve well in both the nursery and reception classes, due to good teaching. By the end of the Reception Year, the standard of their work is still below average, overall, but children attain higher standards in some aspects of their personal, social and emotional development and in the art and music aspects of creative development.

5. Pupils with special educational needs make mainly good progress towards the targets in their individual education plans and any formal statements. This is due to the high level of help they have from teachers and teaching assistants who are sensitive to their needs and who try to make lessons interesting and enjoyable. Pupils who speak English as an additional language increase their knowledge of the English language at a good pace. They do this during class lessons and during the various kinds of work that they do in small groups. The school has not identified any pupils who are gifted and talented, but a co-ordinator to oversee this area of achievement in the school has been appointed. The few more able pupils in the school usually achieve well, but there were a few occasions when their work did not challenge their thinking enough. The SDP priority in relation to assessing pupils and setting them targets is expected to tackle this matter in the near future.

6. All pupils achieve well, overall, but the standard of their work by Years 2 and 6 is below average. It is below average in English, mathematics and science, although it is average in science by the age of seven. Although most pupils listen well, their achievement is often limited in these subjects, and sometimes in other subjects, by their inability to explain their thinking and extend their answers to questions. In a design and technology lesson in Year 4, for example, pupils knew exactly what they wanted to say about the delightful range of purses they were evaluating, but many found it difficult to express their ideas. This weakness follows through into pupils' writing, and pupils sometimes struggle to write down what they want to say. Although improving writing is a major priority of the SDP, there is very little pupils' writing across the subjects displayed and celebrated around the school to spur pupils on to do better.

7. In mathematics, pupils are good at calculating with numbers when using pencil and paper methods, although they are not very good at explaining how they have worked their answers out in their heads. Similarly, in science, especially in Years 3 to 6, pupils' attainment in lessons is sometimes limited because they find it difficult to plan their own investigations, to describe what has happened in their experiments and to write this down. The standard of science work by the end of Year 2 is better, however. This is because the good teaching now found throughout the school has had more time to impact on the attainment of the younger pupils than on those at the top end of the school. The below average standards in religious education are partly due to the lack of curriculum time allocated to lessons and partly due to the fact that teachers do not always match pupils' work closely enough to what they already know, understand and can do. Nevertheless, in religious education, pupils show a lot of respect for pupils of all religious backgrounds.

8. The standard of work in other subjects, except physical education where no judgement is made, is in line with national expectations. Standards in ICT are improving, owing to good teaching in the computer suites, although pupils do not yet use computers regularly enough in all subjects. Some of the history work in Year 2 is above national expectations, because of the inspirational teaching of the co-ordinator that encourages pupils to enjoy learning about the past. Pupils' good achievement across the school reflects the school's determination to drive up standards by facing up to and overcoming the many barriers to learning that many pupils encounter. Initiatives that are at various stages of being put into practice are numerous and varied. These are beginning to show results, particularly in tackling pupils' weak speaking skills, but there is still a good way to go to lift standards up to the national average.

Pupils' attitudes, values and personal development

9. Pupils' attitudes to school and towards their learning are very good. They enjoy coming to school and think that it is a friendly and caring place where they achieve well. Pupils are very enthusiastic about school activities. Pupils in Year 6 talk maturely about how

the school is educating them to be able to express themselves better and to improve their career prospects. Pupils value the very good relationships they have with their teachers. Most have a positive approach to lessons and try hard to meet the expectations of their teachers. Pupils throughout the school are proud to talk about their work and successes, especially those who are 'Stars of the Week', or who are invited to the 'Reward Club'. Almost all children in the nursery and reception classes are happily settled at school and are keen to start their activities as soon as they arrive each day. They try hard to do the many interesting and practical tasks that staff provide, and become increasingly independent and thoughtful of other children.

10. Behaviour in and around the school is good, for example in the dining hall, in assembly and when pupils are moving around the school. Pupils' behaviour in lessons is often very good, and only minor incidents of inappropriate behaviour were seen during the inspection. The school has good procedures for dealing with classroom behaviour, and staff are consistent in their use of the school's system of rewards and sanctions.

11. There is a noticeable absence of oppressive behaviour, including bullying and racism. The school reacts quickly and positively as soon as staff become aware of any incident of inappropriate behaviour. As part of the school's positive approach, pupils in Year 6 took part in an excellent drama lesson led by visitors to the school. This helped them to think about the issue of bullying, its effects on all involved, and ways of resolving problems.

12. In the last 12 months there have been eleven fixed term exclusions, involving one pupil on five occasions, and three pupils for a total of six occasions. One pupil was permanently excluded as a result of a number of very serious incidents. The school's use of the Learning Mentor Scheme, and its involvement in the Behaviour Improvement Project (BIP) contribute significantly to improving pupils' behaviour. For example, a Circle of Friends activity in Year 6 involved the whole class in helping a classmate to reflect upon her behaviour. Pupils explored incidences of good and bad behaviour, and ways of changing behaviour positively, in order to develop more friendships. This was an excellent session, led by the manager of the BIP. Such activities, and a number of others that the school has in place, are helping pupils to develop a good understanding of the impact of their actions on others.

13. Relationships are very good throughout the school. The respect that pupils have for their teachers and for the support staff contributes to successful learning, because pupils are co-operative and eager to please adults. For example, pupils' attitudes and behaviour were very good throughout an excellent history lesson for pupils in Year 2. The class welcomed a very special visitor who had travelled in time from the 17th century. The visitor was the class teacher who had transformed into Samuel Pepys' wife. She had come to tell the pupils about the Great Fire of London. The pupils took part in a very meaningful discussion with Mrs Pepys, and were fascinated by what the visitor had to tell them about events at that time. Their very positive attitudes and behaviour ensured that they worked well during this lesson, and they responded with enthusiasm to the challenging activities that the teacher had planned for them.

14. At playtimes, pupils play in a happy and friendly atmosphere. Special helpers, chosen from pupils in Years 5 and 6, help younger pupils in the playground by being available to support them in any way they can. These helpers can easily be identified because they wear special yellow baseball caps. This 'Buddying System' works well because it helps younger pupils to feel safe and secure. Pupils who have special educational needs and those who speak English as an additional language are totally integrated into all aspects of school life. Confidence building sessions with the learning mentors, discussion times in classrooms and

activities such as the faith assemblies are helping all pupils to develop a very good respect for one another's feelings, values and beliefs.

15. Pupils' personal development is good, and they are developing a sense of responsibility and learning to show initiative. Their personal development is supported by the great importance that adults place on the welfare of pupils, and by a good programme of work in personal, social, health and citizenship education (PSHCE). Pupils readily accept responsibility by doing small tasks around the school and by tidying up at the end of lessons. They collect for charities and visit the local senior citizens' home. A good range of homework helps pupils to develop independent learning skills and to accept an increasing amount of responsibility for their own learning. Members of the School Council have undertaken to accept responsibility for communicating pupils' suggestions to senior staff and for reporting back to their classes. Class representatives take their duties very seriously and this responsibility contributes very well to their personal development.

16. Pupils' attendance is unsatisfactory. It was below the national average in the last school year and unauthorised absence was very high. Attendance figures show improvements in the last school term, when the level was in line with the national average and unauthorised absence improved considerably. The school does all it can to improve attendance with many very good initiatives in place, but many pupils go on extended holidays abroad and this often affects attendance rates. Punctuality is satisfactory.

HOW WELL ARE PUPILS TAUGHT?

17. Teaching and learning are good, overall, across the school. Since the school opened, there has been a strong focus on improving teaching as part of the SDP, including the arrangements for improving the professional performance of teachers through the required procedures. Consequently, teaching and learning for all pupils are good in English (including literacy), mathematics (including numeracy), science, design and technology, history and ICT. Teaching and learning are satisfactory in art and design, music and religious education. No overall judgements were made in geography and physical education. Teachers give a lot of time and attention to teaching the basic skills of literacy and numeracy. They do this well because they know how to adapt the national strategies to the needs and interests of their pupils.

18. The high standard of presentation of classrooms and other areas of the school helps pupils to understand that their learning is important. Most lessons have a clear purpose that teachers often communicate well to their pupils, so that pupils know what they are going to learn about. This is not always the case, however, and there is an inconsistency between classes in relation to how well teachers help pupils to review what they have learned at the end of lessons. Teachers manage their pupils' learning and behaviour very well. Consequently, pupils know what is expected of them, and they try hard to complete their work as their teachers have asked them. This means that very little time is wasted on dealing with disruptive behaviour. Teachers benefit from a lot of extra help from well-trained teaching assistants in lessons, and they mainly take good advantage of this by working closely with them to plan and organise as much extra help as possible for the pupils. Teachers also take good advantage of opportunities to extend pupils' learning through homework, and this encourages pupils to see learning at home as a meaningful extension of learning at school.

19. One of the stronger points of many lessons in all subjects is that adults understand the importance of helping pupils to learn and to understand the specific vocabulary associated with each subject. They plan a lot of opportunities for pupils to talk in pairs or small groups or to take part in class discussions in most subjects. They often question pupils

carefully to encourage them to use the new words they have learned, but they do not always expect enough when pupils answer. Adults sometimes accept a few words, when they could follow each question with another one that leads pupils towards giving more extended answers. This was particularly evident in some literacy, numeracy and science lessons. Pupils were not very good at talking about their work, such as explaining how they have worked out their number calculations in their heads or at explaining what has happened in their science experiments. The problem was also evident in other subjects, such as in religious education, when pupils found it difficult to explain their thinking about the different religions they have studied. Teachers need to do even more to tackle this weakness in pupils' attainment.

20. Teachers know a lot about most of the subjects they teach, and there are no significant shortages of expertise in the school. The part-time specialist music teacher has a lot of musical expertise and is very enthusiastic, but the programme of work in music is not very balanced because she does not have a detailed knowledge of all aspects of the National Curriculum. Teachers' strong expertise, however, has a lot of advantages; for example pupils' learning in history is often very good because the co-ordinator is able to make history lessons come alive for the pupils. In many other lessons too, and in most subjects, teachers know how to make pupils' learning interesting so that pupils want to listen and to become involved. Teachers are quickly increasing their knowledge and understanding of teaching ICT in the computer suites, but they do not always use the computers in their classrooms as often as they could. They take very good advantage of computers, however, to improve the presentation of their classrooms and for administrative purposes.

21. Teachers usually mark work in a way that helps their pupils to know what they are doing right and how they need to improve, and they often give pupils helpful feedback during lessons. A major priority of the SDP is to improve arrangements for assessing pupils in the National Curriculum and to introduce a system for setting pupils targets for improvement. There are several very good systems in use and being tried out by individual teachers, for example in Year 4, where one teacher has set different literacy and numeracy targets for groups of pupils according to their prior attainment. The current practice is inconsistent, however, and, when asked, few pupils know enough about what they need to do next to improve. There were occasions, for example in mathematics, ICT and religious education, when this weakness meant that the few more able pupils, even where year groups were set (organised in groups of similar ability), did not make as much progress as they could have.

22. Teaching and learning for pupils with special educational needs help them to make good progress, overall. This is because the staff who work with them are well informed about their difficulties and are involved in preparing their individual education plans and setting their targets. Teachers are usually good at adapting work to suit their pupils and providing the right resources for them to learn in literacy and numeracy, although there were a few occasions in other subjects during the inspection when the pupils found their work too difficult to understand.

23. Teaching and learning in the nursery and reception classes are good in each area of learning. This is because staff provide a lot of opportunities for children to enjoy taking part in interesting and practical activities, with a strong focus on helping them to increase their speaking skills. Staff take every opportunity to increase children's language skills. In the nursery, for example, children who were painting learned to name colours of paint and shapes, because adults engaged them in conversation all the time. Staff build very good relationships with the children and help them to learn how to behave and to co-operate with other children. This results in a settled, cheerful and busy atmosphere in both the nursery and the reception classes.

24. Staff in the nursery and reception classes also provide a good balance between time for children to choose activities by themselves and time when staff teach them specific skills. The very good sense of working as a team ensures that all children have enough help to achieve well. Teachers are well informed about the specific difficulties encountered by children with special educational needs, and they are involved in preparing individual education plans for them. In most lessons, they adapt children's work to match their individual or group needs, and use a variety of resources and methods to help them to do well. When children have help in small groups, away from the rest of the children in their classes, the work is carefully targeted and helps them to make good progress. Staff keep very good records to show what children have already learned, and they make good use of the information when planning what they are going to teach next. This contributes significantly to the good rate at which these young children learn.

25. The school is well placed to improve further the quality of teaching and learning in the school. This is because of the strong sense of striving continually to do even better among teachers and all adults who help pupils to learn. Working as a team helps everyone to understand the importance of their individual and collective contributions to lifting standards in the school.

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

26. The satisfactory curriculum meets requirements. Throughout the school, it is broadly based and relevant, and includes all the subjects of the National Curriculum. There is insufficient time allocated to religious education, however, in order to meet fully the requirements of the locally agreed syllabus. In addition, allocations of time to some subjects are variable across year groups. This adversely affects the overall balance of the curriculum and means some subjects are not always covered in sufficient depth. The headteacher is aware that the allocation of teaching and learning time to subjects needs reviewing in order to ensure a better balance between and within subjects.

27. The policies and curriculum guidance for teaching subjects mainly give good support to teachers when planning lessons to ensure progression in the teaching of knowledge, understanding and skills. Medium-term curriculum planning is good because it is well matched to the National Curriculum programmes of study and expected levels of attainment, and clearly shows what pupils are expected to learn. The school has, rightly, focused on the teaching of basic skills, and this is starting to have a beneficial effect on the attainment of the pupils in literacy and numeracy. Teachers have worked hard to implement the national strategies for teaching literacy and numeracy, and there is evidence that standards are improving because of the good impact of this work. However, some lessons last for well over an hour, and this sometimes leads to pupils becoming restless and losing concentration. Although there is always a strong focus on helping pupils to listen and to learn the vocabulary associated with each subject, there are not always enough opportunities for them to practise their talking and conversation skills, for example through drama.

28. The school is highly committed to ensuring full inclusion and equality of opportunity for its pupils, and it largely achieves this aim. Within classes, all pupils are treated equally and are fully included in lessons. Good quality support staff ensure that pupils who speak English as an additional language make good progress in developing literacy and communication skills. Provision for pupils with special educational needs is good, overall. It allows them to benefit from the right kind of help to take a full part in class lessons or to receive intensive help of various kinds to achieve well in literacy and numeracy.

29. Provision for PSHCE is good. Staff encourage pupils to reflect upon their personal feelings on many occasions in lessons, class discussions and assemblies. Class teachers timetable weekly lessons in PSHCE, and many help pupils to think about issues during 'Circle Times', when pupils sit in a circle and listen to what other pupils have to say. Governors have an agreed policy for teaching sex education in Years 5 and 6 as part of science and PSHCE lessons. Younger pupils learn about themselves and how they change over time. Drugs' education is also taught as part of the PSHCE curriculum and through the science curriculum, and pupils learn how to look after their bodies and how to avoid abusing them.

30. Very good links with the local community successfully enrich the curriculum. A wide range of visitors make a valuable contribution to pupils' learning; for example, the 'Owl Man' recently visited the school to show birds as part of a topic about night and day. In addition, visitors include the local Muslim, Sikh and Christian leaders, members of the Fire Service, the police, Bradford College staff, local health authority staff and drama groups. Pupils' work in history, geography and science has been enhanced by visits to local museums, Bradford Cathedral and a nearby farm.

31. Very good relationships with nearby primary schools and with the local secondary school to which many pupils transfer add to the quality of the curriculum. The BIP has been developed with two other local primary schools and a secondary school. The schools have employed a specialist in improving pupils' behaviour who works in each school. This is proving very successful in improving the behaviour of those pupils who experience difficulties. Arrangements for pupils to transfer to secondary school smoothly are well organised. Learning mentors and teachers from the local secondary school have visited and worked with pupils on specific projects. Pupils in Year 6 have participated in a specialist science day at the nearby secondary school.

32. Many pupils attend the good range of extra-curricular activities available to them. A 'Breakfast Club' is well attended and provides a variety of activities, including games and the use of computers. Pupils have opportunities to take part in a range of sports, learn to play recorders and develop their ICT skills. They enjoy experimenting with a wide range of media in the technology and art club. Many girls and boys attend these activities

33. The curriculum for children in the nursery and reception classes is based on teachers' good understanding of how young children learn. It covers all the required areas of learning and gives children a good range of interesting and practical activities that help them to make good progress. The small, cramped classrooms, however, result in cluttered spaces that make it difficult for staff to allocate sufficient space for some activities, such as role-play. Staff in the nursery are aware that planning for the outdoor curriculum is not very detailed, and a teacher has recently attended a training course to help to make sure that outdoor activities are more purposeful.

34. Provision for pupils' spiritual, moral, social and cultural development is very good. It reflects the school's aims and curriculum policies well and greatly enriches the quality of the life of the school community. It helps pupils to develop positive attitudes and a sense of responsibility, and to become confident, well-balanced individuals.

35. Provision for pupils' spiritual development is good. Teachers use Circle Times and other planned curriculum activities to help pupils to focus their thinking on a variety of themes and issues. In an art and design lesson in Year 3, for example, pupils considered the work of sculptors and discussed how it could improve the quality of the environment. Collective worship is planned well. School staff and visitors work together closely to lead the school's faith assemblies. These assemblies make a significant contribution to pupils' spiritual and

moral development, because they mirror pupils' own cultural heritage and religious beliefs as well as helping them to understand the religious beliefs of other pupils. The school celebrates all religious festivals with equal commitment, regardless of the representation of faiths in the school.

36. Provision for pupils' moral and social development is very good. Adults show pupils how to behave towards others by their own very good examples. The positive approach to managing pupils' behaviour is based on strong moral principles, and pupils learn to distinguish right from wrong. Pupils in Year 6 strongly believe that rules are very important if everyone is going to be happy in school and achieve well. They believe that their teachers want them to succeed and achieve this by insisting on very high standards of behaviour at all times. The school also encourages very good moral and social development by ensuring equality of opportunity for all pupils, and thereby raising their sense of personal worth and self-esteem. In a very good lesson with learning mentors, pupils were encouraged to write about anything that was making them feel unhappy and affecting their work in the classroom. A series of lessons over the next few weeks is planned to help the pupils to become more confident to participate fully in class lessons. Pupils value highly the work of the School Council because it enables them to express their own ideas through class representatives. They discuss issues of relevance to themselves and to their school, such as the proposed improvements to the playground. The democratic way by which the School Council operates helps pupils to understand the principles of citizenship. Teachers have high expectations for pupils to get along well together and to help one another, and they provide a lot of opportunities for pupils to do so.

37. Provision for pupils' cultural development is good. Pupils benefit from many opportunities to learn more about their own culture and cultures from the past in subjects such as art and design, history and geography. For example, pupils in Year 4 learn about life in a village in India in geography, and pupils in Year 6 learn about a culture from the past when they study Ancient Mexico in history. Pupils are gaining a growing awareness of the local heritage of the area in which they live. Younger pupils have been for a walk in their local environment, visiting the post office and the supermarket. Other pupils have visited Bradford Cathedral and the Industrial Museum, where they worked in the Victorian classroom. The school welcomes visitors who enrich pupils' cultural understanding. Recently, these have included an Indonesian music workshop, students from Japan and a teacher from Australia. The school openly celebrates the richness and diversity of pupils' and teachers' cultural heritage by giving equal attention to important festivals. In the last few months, pupils have celebrated Eid, Diwali and Christmas, and enjoyed parties to mark each event.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. This is a caring school with a warm and friendly atmosphere and with very good relationships at all levels. It gives good educational and personal support and advice to the pupils. As a result, pupils are confident in their learning and feel well supported by the school. Arrangements for settling new children into the school are very good. The home and school liaison officer makes a very good contribution by visiting children's homes and discussing any family concerns. The school helps pupils in Year 6 to transfer to secondary school happily through its good links with other local schools.

39. Arrangements for child protection and for ensuring pupils' welfare are very good. The designated person for child protection is properly trained, and deals with any issues that arise correctly. There are very good arrangements to inform all staff about the school's policy and procedures. General risk assessments are carried out frequently, including checking the safety of planned educational visits. Accident and emergency procedures are effective in

dealing with problems, including arrangements for giving first aid. Fire drills are carried out each school term. The school works very closely and successfully with several external agencies in raising awareness of health and safety matters. For example, visitors to the school include the police, the Fire Service and the school nurse. They regularly give talks to pupils on issues such as 'Stranger Danger', firework safety and road safety.

40. Staff knows pupils well and there are good procedures to watch over and support their personal development. Pupils' records include information about their level of effort in learning, attendance, behaviour and correcting individual concerns. Staff use this information well to give advice and support to pupils and their families.

41. Procedures for monitoring and improving pupils' attendance are very good, including a computerised system for recording attendance and spotting any problems. The headteacher, learning mentors, home and school liaison officer and other staff all work very closely together to encourage better attendance and punctuality. The school does all it can to discourage parents from taking their children on holidays during term times, including extended holidays to the Indian sub-continent for cultural reasons. A good workbook is issued to those taking extended holidays so that learning may continue. Stickers and certificates are well used to encourage pupils. For example, the class with the best attendance receives a certificate each week, and pupils are given certificates for achieving 100 per cent attendance.

42. All staff care about the progress of pupils with special educational needs and want them to do well. The pupils benefit from a lot of extra help, both in class lessons and during work in small groups, especially in literacy and numeracy lessons. Teachers work closely with parents at every opportunity, and seek help from a wide variety of external support agencies to make sure that they are making the right kind of provision for the pupils. Provision matches pupils' formal statements very well.

43. Procedures for monitoring and promoting good behaviour are very good. Any problems are recorded and monitored closely to ensure that things improve. The learning mentors make a very good contribution to the school's work. The school has introduced the 'Circle of Friends' scheme, and this allows pupils to think about behavioural issues from the point of view of those who occasionally behave badly and those who are affected. In an outstanding PSHCE lesson, many pupils volunteered to give support to others through the scheme. During a very good drama lesson, a theatre group worked with pupils in Year 6 and helped them to devise ways to deter and deal with bullying. The message to "talk, talk, talk" about it to others was made very clear. The school makes very good use of rewards, such as weekly certificates awarded in assemblies, including a presentation to the 'Star of the Week'. When pupils' learning is hindered owing to their poor behaviour, teachers devise programmes to help them, including working closely with their parents. They watch over progress carefully to make sure that pupils respond and that their behaviour improves.

44. Procedures for assessing pupils' attainment and progress and for using assessment information to influence school development planning and lesson planning are satisfactory, overall. In the nursery and reception classes, procedures are good. This is because the staff have developed several successful methods of finding out how well children are doing, checking and recording their progress and making sure that their work is at the right level to help them to build on what they can already do. The assessment co-ordinator has worked hard to introduce systems for assessing pupils in Years 1 to 6 in English, mathematics and science. Improving arrangements for assessing pupils is, rightly, a major priority of the SDP, and the next steps are set out carefully. These steps include putting the information gathered from assessing pupils into a computer database, so that staff can use the information to find and take account of important information, such as attendance and changes of schools. Senior staff understand well the importance of getting these good procedures into practice so

that pupils' achievement can be tracked and targets for further learning can be set for them. They only have national test data for the newly created school for the last two years, and are developing their previous systems to make it easier for teachers to check pupils' progress. As a result, some procedures have not had a lot of time to influence teaching and learning in a consistent way, and there are still fairly wide variations in how well teachers are getting on with making the improvements.

45. The co-ordinator for assessment and other senior staff know what they want to achieve, but they do not know enough about what is happening across the school with regard to getting the SDP priority into place. This means that, while some teachers are good at using assessment information to plan work matched to the individual needs of their pupils, others are less successful. The few more able pupils, for example, sometimes mark time and are not challenged sufficiently to do better where their teachers have not set them targets based on their prior attainment in the National Curriculum. Some teachers, however, have started to set learning targets for individual pupils, for groups of pupils or for the whole class. Some teachers make sure that pupils know what their targets are, but this does not happen in all classes. Senior staff know that there is more work to be done to gather the information needed to find out how well the different groups of pupils, for example girls, boys and the various ethnic groups, are performing. Completing the work in this SDP priority is pivotal to taking the school forward and lifting standards.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Everyone in the school values greatly its partnership with parents. Links with parents are effective and parental involvement has a good impact on the work of the school. The contribution of parents to their children's learning at school and at home is also good. The home and school liaison officer makes a strong contribution to the success of the school's work. She is regularly available to make sure that good communication between staff and parents is not jeopardised by language differences.

47. Parents think very highly of the school. This is because the school has established very strong relationships between parents and staff and created a very welcoming atmosphere. These features were especially evident at the start of the day when parents brought their children to school, and also during those assemblies to which parents were invited.

48. A very high proportion of parents returned the inspection questionnaire and many attended the meeting for parents. Almost all parents think that their children enjoy school, the school is well led and managed, teaching is good, the school expects their children to work hard and that their children make good progress. The vast majority think that staff are approachable and help their children to become mature and responsible, and that behaviour in the school is good. Parents also think that they receive good information and that the school works closely with them. Inspection findings confirm parents' positive views. A few parents expressed a little concern about arrangements for homework and also about the range of activities offered outside of lessons. However, inspection findings show that both these aspects are good.

49. The quality of information to parents, especially about pupils' progress, is good overall. Pupils' annual reports provide a lot of detail about what pupils know, understand and can do. Other strong aspects of reports include setting general targets for pupils' future learning and details about their personal and social development. However, some reports use complicated language where plain English would be easier for parents to understand. Teachers provide very useful curriculum information for each year group. For example, notice

boards around the school give details about such things as the current topic and details about the work in numeracy. Many leaflets and booklets give very good guidance to parents about how to help their children at home. Good quality and frequent newsletters give helpful information and reminders about important dates to remember. Much of this information is usefully translated into different community languages.

50. The school has a very effective home and school agreement. Parents give good support to their children's learning by helping with homework or making sure that it is completed. Several workshops for parents are held at school, and these are very helpful in encouraging parental involvement in their children's learning. For example, there are currently courses in literacy, numeracy, and English as a second language for women. Many parents help with school activities regularly, for example, religious festival celebrations and the sports day.

51. Staff work hard to gain the help and support of parents of pupils with special educational needs. Teachers keep parents well informed and encourage them to attend meetings when their child's progress is going to be discussed. Not all parents take advantage of this offer, however, even though an interpreter is available to help parents who do not speak English.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The school is led and managed very well, overall. Although it has only been open for a little more than two years, it is already a school with a very strong sense of striving to move forward in the right direction. The headteacher is an excellent driving force with a clear vision for the future. He has quickly gained the confidence, respect and support of staff, governors, parents and the community, and this has a positive effect on the whole life of the school. The headteacher's style of leadership and management motivates teachers and support staff to work hard and to do their best. He delegates responsibilities in a thoughtful and measured way, and puts everything in place for staff and governors to be able to do a good job. The school is, therefore, a happy and purposeful place, where many initiatives are in the early stages of being put into practice and have not often had enough time to be reflected in national test results, especially the results by the end of Year 6.

53. The headteacher is well aware of the importance of raising standards by continually improving teaching, and has this in mind when making all decisions. A major priority of the SDP is to ensure an improving quality of teaching, and this demonstrates the extent to which the leadership and management of the school are focused on the right things. The best interests of all the pupils are at the very heart of the headteacher's work, and he communicates this to staff and helps them to work as a team to achieve common goals. The shared commitment to improvement and the capacity to succeed are, therefore, very good. The headteacher keeps a high profile around the school, is accessible to everyone and knows what is happening in relation to the wide range of developments and improvements taking place. He recognises the importance of the school within the whole community, and encourages the strong sense of harmony that is already characteristic of it.

54. The deputy headteacher and assistant headteacher contribute very well to the successful leadership and management of the school. Their dedication and commitment are evident in the way that this very complex organisation runs smoothly on a day-to-day basis, and in the very good management of a host of initiatives that are being put into place to improve the quality of pupils' education. They manage provision for pupils with special educational needs and for pupils who are new to English very well. They are excellent role models for other teachers, and inspire and support those teachers who hold management

responsibilities. The senior management team and literacy management team, for example, benefit from informed leadership and support to become more skilled as leaders and managers themselves.

55. Many teaching and support staff hold responsibilities for leading and managing subjects and areas of the work of the school. A teaching assistant, for example, oversees an initiative to improve pupils' reading. They all benefit from working in an environment where they feel valued and where a lot is expected of them, but where they are helped to rise to challenges. The impact of the work of subject and other co-ordinators varies, according to the priorities in the SDP. Although there are examples of very good leadership and management, as in English, there are also subjects where procedures are still very informal and not as effective in raising standards. Training for all staff has very high priority, and this ensures that provision is improving all the time. Similarly, the arrangements for improving the performance of the headteacher, teachers and support staff are in place and working well. Procedures for supporting newly qualified teachers are very good, and the school has a lot of potential for training new teachers.

56. The leadership and management of provision for pupils with special educational needs are very good. The co-ordinator knows what is needed and makes sure that the school complies with the Code of Practice, including making sure that the requirements of formal statements are met. The school uses the special funding available for the pupils correctly, and makes extra money available from the school's own budget to extend the help available for pupils even further. Adults who work with the pupils are well trained to do the work that is assigned to them.

57. Governors have responded very well to the many new demands that opening a new school have placed upon them. In the last two years, they have had to deal with a large number of difficult issues, such as alterations to the premises and financial matters in relation to the budget. They fulfil their statutory duties well, and play a central part in shaping the direction of the school, in consultation with the headteacher and key staff. They have a good understanding of the strengths of the school and a sound knowledge of what needs to improve. Managing the budget is an especially onerous task because of the complexities associated with a school of this size and nature. Governors reach beyond the school in their quest to get further funding to improve the pupils' education, and are often successful in getting additional grants for specific projects. They use all grants for the intended purposes, and keep a close eye out to make sure that spending is on track. As the school has only two years of national test results and comparing these with similar schools is not an entirely reliable measure of the school's performance, governors apply best value principles soundly. They do, however, engage external consultants to confirm the progress that the school is making.

58. Financial planning is good in the current atypical circumstances. This is a challenging task for governors because they have not yet been certain how much money they are likely to have to spend each year. Governors have considered the future in relation to the number of pupils in the school and the changing physical and financial circumstances, and have set funds aside to cover possible additional expenditure. This means that there was a 20 per cent carry-forward budget last year, which is considerably more than schools usually have. The carry-forward budget has the approval of the local education authority finance department. Inspectors judge this carry-forward to be acceptable in these unusual circumstances. The headteacher and governors, rightly, avoid spending without first establishing clearly what is needed. They are in the process of collecting a lot of data about pupils' attainment and achievement to help them to prioritise spending. Although they have made a list of several items of anticipated major expenditure, they have not yet produced a clear financial plan to run alongside the SDP.

59. The SDP has a lot of strengths, but a few weaker areas. Improving arrangements for assessing pupils and setting targets for pupils, teachers and the school to aim for is, rightly, the main priority. The school is right to aim to lift the standard of pupils' writing. Although everyone knows that pupils' speaking skills often hinder their learning in many subjects, and the school has put a lot of good initiatives into place to tackle the problem, the SDP does not reflect this clearly enough. Some subject co-ordinators do not know when to expect to have to play a leading role in taking the school forward as a main priority in the SDP.

60. The school has plenty of teachers and support staff to meet the needs of the pupils. They represent the ethnic mix of the pupils in the school. Staff who support teachers in classrooms or work with specific groups of pupils are well trained and make a very good contribution to pupils' learning. Nursery nurses make a very good contribution to the progress of the younger children in the school. Administrative staff enable the headteacher and teachers to concentrate their efforts on the pupils. They use ICT very well as an efficient and effective means of producing, storing and retrieving helpful information. Although there have been several major improvements to the accommodation recently, governors know that there is more work to do in order to overcome the remaining inadequacies of the premises, such as improving access for the disabled. The SDP indicates the extent to which governors plan to improve the school environment in the future.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. Governors and staff need to raise standards in English, mathematics, science and religious education by:

- ensuring that existing plans for improving procedures, for assessing pupils' attainment, setting targets for their future learning and tracking their progress, are completed and used consistently in day-to-day practice;
(see paragraphs 3, 5, 7, 21, 44, 45, 86, 97, 117, 127, 144)
- providing more opportunities for pupils to learn to extend their answers to questions, and to explain their thinking by talking and writing, particularly in English, mathematics, science and religious education;
(see paragraphs 6, 7, 19, 27, 62, 66, 90, 92, 101, 142)
- giving pupils' writing a higher profile in classrooms and in school displays;
(see paragraph 83)
- allocating enough curriculum time to religious education to enable pupils to cover the Bradford Agreed Syllabus in sufficient depth.
(see paragraphs 7, 26, 143)

In addition to the above key issues, governors and staff also need to:

- continue with the existing very good procedures for improving pupils' attendance, and extend these in response to any changing circumstances;
(see paragraph 16)
- provide more information in the school development plan about anticipated expenditure, and indicate when provision for each subject of the curriculum is likely to become a main priority for further improvement.
(see paragraphs 55, 58, 59, 108, 112, 122, 127, 133, 138, 144)

OTHER SPECIFIED FEATURES

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

62. The mother tongue of a very high proportion of the pupils is not English, and almost a third of these pupils are at an early stage of learning to speak English. Although many pupils understand much of what adults and other pupils are saying, most pupils have a limited vocabulary, and many find expressing their ideas in speech and writing difficult, often to the extent that it hinders their learning in most subjects.

63. Staff and governors know that an important thrust of their work must be to improve pupils' speaking skills and their understanding of what they are learning about, if the standard of pupils' work and their test results are to improve. Governors help by making sure that funding is directed towards making sure that pupils have enough extra help from adults to be able to take a full part in lessons or to work with adults in small groups. The headteacher and senior staff help by arranging, organising and managing the school's provision very well, so that pupils are able to benefit fully from it. Teachers and teaching assistants work hard together to make sure that lessons focus strongly on improving pupils' speaking skills. They do this by providing interesting work and plenty of opportunities for pupils to talk about it, as well as by emphasising the words that are specific to each subject. The home and school liaison officer makes sure that parents know about what is happening at school, and this avoids misunderstandings and problems.

64. The very well managed provision is becoming increasingly extensive, and it reflects the school's determination to have a fully inclusive school. The SDP includes improving provision as only a minor priority for this year, however, although the co-ordinator is working with staff to agree a whole-school policy. She has already set up a special unit providing extra help for pupils who have recently come to the country and are new to English. Pupils work in the unit with well-qualified, knowledgeable and energetic staff, who help pupils to become more confident to speak English in small and secure settings. This fairly short-term intervention programme is proving to be very successful for the pupils, and class teachers welcome the extra help they receive to be able to meet their pupils' learning needs. Provision also includes several other initiatives that help pupils either directly or indirectly, such as the 'Talking Partners Project'. During one 'Talking Partners' session, pupils in Year 1 made very good progress in learning and understanding the words associated with their class science topic. One pupil had recently arrived in the country from Pakistan. The teacher made sure that this 'special time' made the pupil feel welcome and more confident to try to learn and use new words.

65. Teaching and learning are good, overall. Staff keep a close eye on pupils' progress. They have assessed the speaking and listening skills of all the pupils in the school because they know that many will need help of some kind at various stages of their education. The outcome of all this work is showing promising signs; for example, some pupils have made as much as a year's progress in ten weeks of receiving extra help. Although the school does not yet have much data to show how well pupils are performing in national tests and how much progress they are making in the National Curriculum, the SDP shows that everyone knows how important this is. The headteacher and senior staff, for example, are collecting data to help them to decide where further help is most needed and where future funding must be directed if the pupils are to achieve as well as they possibly can.

66. Overall, provision is very good and pupils achieve well. Some of the school's good initiatives have not had much time to impact on national test results or on the standard of pupils' work. Pupils achieve more when their work does not make heavy demands on their understanding of English. When calculating with numbers on paper and using computers, for example, they tend to make faster strides with their learning. Making the right provision for pupils speaking English as an additional language is likely to be a continuing challenge for the school, but one that governors and staff are well prepared for and capable of rising to.

PROVISION IN THE SPECIAL EDUCATIONAL NEEDS NURSERY

67. The special educational needs nursery runs as an integral part of the school's normal nursery provision. The 12 part-time places available for children with special educational needs are partly funded by Bradford Local Education Authority and partly by the school. Children are often from homes beyond the school's traditional catchment area, and they transfer to a variety of educational establishments at the age of five, following a full year of attendance. The school employs a teacher and a nursery nurse specifically to cater for the wide range of individual needs of the children, and this sometimes requires drawing on specialised expertise. During the inspection, the teacher was on planned sick leave, and a relief teacher taught the children. All nursery staff work very well as a team and provision is well organised. Consequently, the children's education was not disrupted by the teacher's unavoidable absence. Also, nursery staff and staff in the reception classes work as a team, and this means that they can use the resources available to them to best advantage for all the children.

68. The teacher is very well qualified to teach children with special educational needs and manages provision very well to meet the special educational needs Code of Practice. Good teaching and learning enable children to achieve well and to work towards the targets in their individual education plans or formal statements. They have a lot of good opportunities, both indoors and outdoors, to play alongside other nursery children and to take part in a wide range of activities that motivate them to talk and to want to learn. Children make good progress in each area of learning, but especially in their personal and social development. This is because staff are friendly, caring, enthusiastic and encouraging, and because they work hard to make sure that all children are happy, settled and doing well. Staff involve parents in this process whenever they can, for example by visiting children's homes, by providing workshops for parents to make learning resources, and by encouraging parents to help their children at home through the 'Sure Start Talk Bag Project'.

69. Once children are settled in the nursery, the teacher assesses their attainment in order to find out what they need to learn to do next. Children are sometimes from homes where English is not the language spoken, and they have very little, if any, knowledge of English. Staff are aware of the importance of planning to improve children's speaking skills, and do a lot to overcome this barrier to learning. The good provision enables all the children to make a successful start to their education.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	78
Number of discussions with staff, governors, other adults and pupils	52

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	18	33	20	3	0	0
Percentage	5	23	42	26	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	46	431
Number of full-time pupils known to be eligible for free school meals	0	205

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	2	13
Number of pupils on the school's special educational needs register	7	116

English as an additional language	No of pupils
Number of pupils with English as an additional language	444

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	59
Pupils who left the school other than at the usual time of leaving	60

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	1.5
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
	2002	20	37	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	16	17
	Girls	27	30	34
	Total	42	46	51
Percentage of pupils at NC level 2 or above	School	74 (62)	81 (63)	89 (63)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	20	20
	Girls	28	35	35
	Total	43	55	55
Percentage of pupils at NC level 2 or above	School	75 (54)	96 (72)	96 (73)
	National	85 (85)	89 (89)	89 (89)

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
	2002	27	21	48

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	17
	Girls	12	13	14
	Total	23	25	32
Percentage of pupils at NC level 4 or above	School	48 (53)	53 (47)	65 (53)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	12
	Girls	13	12	13
	Total	26	25	26
Percentage of pupils at NC level 4 or above	School	53 (46)	51 (58)	53 (53)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	22	5	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	16	0	0
Asian or Asian British - Pakistani	200	6	0
Asian or Asian British – Bangladeshi	120	1	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	4	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	1	0	0
Chinese	0	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	20.8
Number of pupils per qualified teacher	20.8
Average class size	30.8

Education support staff: YR – Y6

Total number of education support staff	29
Total aggregate hours worked per week	712

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	22
Total number of education support staff	5
Total aggregate hours worked per week	150
Number of pupils per FTE adult	6

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	6

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

FTE means full-time equivalent.

Financial information

Financial year	2001/2
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	£
Total income	1,447,942
Total expenditure	1,328,627
Expenditure per pupil	2,717
Balance brought forward from previous year	177,338
Balance carried forward to next year	296,653

Results of the survey of parents and carers

Questionnaire return rate 68.8%

Number of questionnaires sent out	529
Number of questionnaires returned	364

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	29	2	0	1
My child is making good progress in school.	56	38	2	0	4
Behaviour in the school is good.	54	32	4	2	8
My child gets the right amount of work to do at home.	55	30	7	2	5
The teaching is good.	64	29	1	0	5
I am kept well informed about how my child is getting on.	54	33	6	1	5
I would feel comfortable about approaching the school with questions or a problem.	53	37	2	1	6
The school expects my child to work hard and achieve his or her best.	67	26	1	1	5
The school works closely with parents.	55	35	4	1	5
The school is well led and managed.	55	35	2	0	7
The school is helping my child become mature and responsible.	57	33	2	1	6
The school provides an interesting range of activities outside lessons.	47	32	5	3	14

There were no significant issues raised by parents.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

70. When children start nursery, their attainment is well below what is typical for children of their age, and in the key areas of language and literacy, their attainment is low. A very high proportion of children are from homes where English is not the main language spoken. Many children are at an early stage of learning to speak English, and they benefit from good support to do so. The specialist nursery unit, catering for children with special educational needs, is fully integrated within the main nursery, and supports these children very well. Overall, children make good progress in both the nursery and the reception classes, due to the good provision and the good quality of teaching in each area of learning. Teachers use their detailed assessments of what children can do to plan what they need to learn next. Consequently, children achieve well overall, and by the end of the Reception Year, although standards are still below what is expected nationally, they are higher than when children started nursery.

Personal, social and emotional development

71. Staff in the nursery and reception classes encourage and support children's personal, social and emotional development well. This means that many children are on track to reach expected levels by the end of the Reception Year, although a significant minority of reception children still lack confidence and need help to speak to a teacher or to a group of children. Staff put a lot of emphasis on helping children to settle happily in the nursery and in reception classes. They welcome each child at the beginning of sessions, build very good relationships with them and create a friendly, stimulating and secure setting in which children behave well, enjoy their activities and try hard with their tasks. Most children follow the routines of school life, such as sitting still in assemblies and answering the register, with increasing maturity. Staff help them to become more independent. For example, in the nursery, children help themselves to milk and move their name cards to show that they have drunk the milk. Most reception age children can dress themselves after physical education lessons. At times, however, staff miss opportunities to encourage children to select their own equipment, as was seen in the hall, when the teacher handed each child a ball, and in music lessons, when children were given percussion instruments. Children show increasing awareness of others and thoughtfulness about their needs. This was seen in nursery, when one child fell asleep in the middle of the room and the other children carefully stepped round him. In reception classes, children clap each other's efforts.

Communication, language and literacy

72. Staff organise classrooms well to encourage children to learn to read and write. There are good quality books for children to choose, alphabet pictures, word lists, captions and questions on interesting displays around the rooms, as well as many worthwhile opportunities for children to attempt their own writing. Staff take every opportunity to encourage and increase all children's language and literacy skills. They give a lot of help to those who are at an early stage of learning to speak English, and this results in almost all children making good progress. Adults speak clearly, question children skilfully and extend the children's range of vocabulary and their ability to use more than a few words in their answers. In literacy lessons in reception classes, for example, teachers used the story of the *Three Billy Goats Gruff* to encourage children to speak the words that each character could have spoken, and to predict what might happen next in the story. Many children found this

difficult, but with help, they quickly learned how to speak clearly in sentences, for example, “I am Little Billy Goat Gruff”. The children listened intently to the story and tried hard to read the words. They made good progress in using the pictures, their knowledge of the story and their knowledge of the sounds of individual letters to read a few simple words and to attempt to write them correctly. By the end of the Reception Year, attainment is below what is expected for children of this age, and the majority of children are likely to still need adult support in order to read simple books and to write by themselves.

Mathematical development

73. Staff in the nursery and reception classes provide a lot of practical opportunities for children to learn mathematical skills, such as counting, recognising numbers, sorting objects and naming shapes. Nursery children learn to count the number of bobbins that they thread onto laces, and staff help them to find the correct number symbol. Reception children sort pictures of themselves to make simple charts, showing the number of children in the class aged four and aged five. They help the teacher to count the children present, to check the register and to work out how many children are away that day. Good teaching in numeracy lessons in the reception classes contributes to the good progress that children make. Teachers introduce correct mathematical vocabulary, such as ‘shapes’, ‘sides’, ‘corners’ and ‘faces’, in an interesting way, and children quickly learn to count the four sides of a square and to put stickers on the six faces of a cube. Most reception age children recognise and name simple shapes, such as circles and squares, although many are uncertain about rectangles. Most reception children are still learning to recognise and use numbers up to ten and to understand the idea of ‘one more’ and ‘one less’, and so standards by the end of the Reception Year are below those expected for their age, despite the good progress that they are making.

Knowledge and understanding of the world

74. Staff in nursery and reception classes provide a wide range of interesting and practical activities over the year. These activities further children’s learning at an appropriate level, at the same time as leading them successfully into the National Curriculum for subjects such as science, design and technology, history, geography and ICT. Teachers use these activities well to help children to make good progress in their knowledge and understanding of the world. Nursery children learn about the clothes needed to keep warm in winter and find out what snow is like. A visit from the ‘Owl Man’ stimulates children to make pictures in nursery and to write about the visit in the reception classes. Following a walk to the local post office, reception children test different types of paper to find out which is best for wrapping up parcels, and they try to explain why. During a topic about their school, reception children learned how to build a strong wall using little clay bricks. They concentrated hard while they carefully stuck the bricks together with clay slip. In their work about families, children identified their family members and compared themselves when they were babies with how they are now. They learn about religious festivals, such as Eid, and listen to stories from different religions, such as the Hindu story of Rama and Sita. Children use computers to draw curved and straight lines in connection with work on shapes. Despite children’s good achievement, many are below the levels expected by the end of the Reception Year. This is partly due to their low level of language skills that hinders their understanding of ideas and their ability to talk about the world around them.

Physical development

75. Children in the nursery and reception classes increase their physical co-ordination and control rapidly. This is because staff provide a good variety of opportunities, such as threading bobbins and beads, tracing over lines, using paint brushes and scissors and

building with construction equipment, including using spanners with nuts and bolts. The area outside the nursery includes equipment for children to climb, balance, slide, build and use wheeled toys. Staff do not always use this equipment as well as they could, however, because they are sometimes more concerned with safety issues than with ensuring that children increase their physical skills and understanding. The nursery teacher is aware that provision for the outdoor area is not always planned in enough detail or used to best effect. She has been on a training course for outdoor provision recently, and is developing the planning for outdoor play. Children in reception classes have very limited use of this outdoor area and equipment. They mainly develop all but their finer physical skills during formal physical education lessons. In the lesson seen, most children displayed expected levels of awareness of the space needed by others, and skill in kicking a ball. The teacher explained the specific skills of kicking a ball with the side of the foot carefully. She expected a high level of skill when asking children to dribble the ball using both feet. This was too difficult for some children, however, and they needed to practise simpler ways of controlling the ball first. Although children achieve well overall, they are not fully on track to reach the level expected for their age by the end of the Reception Year.

Creative development

76. Staff in the nursery and reception classes provide many good opportunities for children to improve their creative skills. Children achieve well, particularly in art and music, where they are on track to reach the level expected for their age by the end of the Reception Year. Children experiment with paints, pastels and other art materials and use different techniques, such as printing, finger painting and collage work. Nursery children use pastels to make careful drawings of tulips, and they explore the effects of black paint on white paper and white paint on black paper. Reception children experiment with curved and straight lines by drawing them on the computer and by making pictures in the style of a famous artist using paper shapes. In music, children in both the nursery and the reception classes sing a variety of songs. For example, children enthusiastically join in with the actions and make the animal noises in the song *Walking in the Jungle*, although many nursery children listen rather than sing the words of some songs. Reception children also sing in music lessons taken by the specialist music teacher, and these lessons satisfactorily support children's learning. At times, however, the activities are heavily directed by adults and do not allow for children's own creativity to blossom. Children in the nursery have many good opportunities to play imaginatively, such as in the jungle area and the pretend house corner. At times, staff enhance the children's play by joining in sensitively. In the reception classes, however, the cramped space restricts the quality of children's imaginative play. Children's low level of language skills also hinders their efforts to co-operate with one other and to organise their imaginative play, as was seen when children attempted to play at schools. In this aspect of creative development, children are on track to attain below expected levels by the end of the Reception Year.

ENGLISH

77. The mother tongue of most pupils is not English, and many pupils in all year groups, but particularly the younger pupils, are at an early stage of learning to speak English. All pupils achieve well from their low, and sometimes very low, starting points, although the standard of their work is still below average by the end of Years 2 and 6. A major priority of the SDP is to raise standards in literacy by improving pupils' writing across the school, and it places great emphasis on improving the teaching of literacy skills. The school has fully adopted the National Literacy Strategy, along with several additional initiatives that support it, in its efforts to drive up standards. Many of these strategies have not been in place for very long, and have not had much time to make a significant difference to national test results.

This work, however, is contributing greatly to increasing pupils' confidence and their ability to benefit from literacy lessons.

78. Teachers expect pupils to listen carefully, and they set good examples of spoken English for the pupils to copy. In general, however, pupils' listening skills are better developed than their speaking skills. This enables them to take part in orderly class discussions when they listen well to other people. However, pupils' answers to questions often lack detail, especially when teachers ask questions requiring no more than single word answers, or when they do not ask pupils to expand their answers more fully. Teachers do not always ask pupils to answer in full sentences, or to offer further explanations of how they have reached their conclusions. In some lessons, however, teachers ask pupils questions that challenge their thinking more. For example, in an excellent lesson for pupils in Year 5, the teacher asked questions such as, "Why have they cleared the trees?" and "What might they have done with them?" Similarly in a science lesson for pupils in Year 4, the teacher kept on probing deeper and deeper to help pupils to explain their ideas about sorting liquids and solids. This style of questioning encouraged pupils to give detailed answers and ensured that they had to think through a number of alternatives before answering.

79. Staff know that taking part in role-play and drama are crucial to the development of pupils' ability to communicate their ideas by speaking. They have been exploring different ways of including opportunities as part of literacy lessons since the start of the school year. There was an excellent example during the inspection when some pupils took part in an anti-bullying workshop. They increased their understanding of bullying and practised their talking skills in a meaningful way at the same time. Teachers do not always use the plenary (final part) of literacy lessons as well as they could do to improve pupils' speaking and listening skills. They sometimes miss opportunities to encourage pupils to talk about what they have learned and to pinpoint what they need to learn next.

80. Pupils in Year 2 read stories and information books with variable levels of accuracy, but with little expression. Higher attaining pupils know several different ways of finding out what new words say and how to pronounce them correctly, including looking at the sounds represented by single letters and groups of letters. They also know some differences between fiction and non-fiction books, and can explain how to use a contents page to find information. Most pupils find it difficult to retell a story in their own words or to make suggestions about how a story might develop. Some pupils visit local libraries, but they have not yet built up any preferences in reading material, or much knowledge of children's authors.

81. Pupils in Year 6 are becoming fluent readers, but tend to read very quickly and 'gabble'. They read with little expression, but their voices are clear. Pupils understand the differences between fiction and non-fiction books and are familiar with the terms glossary, index and contents. They can explain how to find information in a library, and know the difference between a thesaurus and a dictionary. A number of pupils in Year 6 are beginning to use a library to extend their reading choices and to help them with their homework. These pupils are beginning to express preferences in their reading, and they talk with obvious enjoyment about the kind of books they like. Most of the pupils are aware of the names of several children's authors and they can give good accounts of books they have enjoyed.

82. All staff have been trained recently in how to read with groups of pupils, and this has improved their confidence to do so. For example, in a good lesson in Year 2, pupils read books in groups with two adults to help them. The teaching assistant has been trained to help pupils to improve their reading, and the teacher made good use of her obvious skills to improve the accuracy and fluency of a group of pupils in the class. There was a strong focus on helping pupils to understand what they were reading and to correct their own errors when what they read did not make sense. The resulting written comments of the teaching assistant

gave the teacher a good indication of what pupils do well and what they need to focus on improving next time.

83. The school does not yet have a central library, and this limits pupils' opportunities to learn how to find information by themselves. Governors plan to create a library in the future, however, and they have set funds aside to stock it with books. Classrooms and displays around the school contain a considerable amount of teachers' writing to encourage pupils to read and to spell correctly, and to set good examples of writing for the pupils. There is only a small amount of pupils' writing displayed, however, and in some classrooms there is none. Pupils do not, therefore, gain much of a sense that their own writing is valued and celebrated. The SDP priority to improve pupils' writing does not cover this important matter.

84. Pupils have opportunities to watch adults writing and to undertake writing by themselves or with other pupils across most subjects of the curriculum. Good teaching of basic skills helps pupils to develop an understanding of grammar and of how sentences are constructed, but weaknesses in pupils' speaking skills also affect their ability to write fluently. Examples of writing in Year 2 show that pupils need a lot of help to be able to write in sentences, to use punctuation correctly and to spell simple words accurately.

85. Pupils' writing in Year 6 is becoming more accurate and imaginative. They write stories and accounts, as well as writing to match the style needed in other subjects of the curriculum. Teachers motivate pupils to write by using resources that interest them. This helps pupils to think of new ideas and to concentrate on their writing. The school is aware that teachers have had a tendency in the past to focus on increasing the quantity of pupils' writing, rather than on improving the quality of writing, and this is now being put right.

86. Most teachers set high expectations of their pupils' handwriting and presentation, but this is inconsistent and some exercise books are untidy. Senior staff know about this weakness and have started to tackle the problem. Teachers mark pupils' work well by praising them for their efforts, but also by making it clear what needs to improve. When assessing pupils' writing, teachers pinpoint what they need to improve next. This good practice works well when pupils know, and understand their own short-term targets for improvement. When asked, however, many pupils were unable to remember their targets or explain what they meant. Nonetheless, several pupils in Year 6 were very confident about their targets and spoke knowledgeably about what they could do now, compared to several months ago. The practice of setting targets for pupils to improve is still very inconsistent between classes.

87. Overall, teaching and learning are good across the school, and some lessons during the inspection were very good or excellent. The school has adopted many national strategies and funding sources designed to raise standards, including the Excellence in Cities and Better Reading Partnership initiatives. There is a very strong commitment to staff training, and confidence to teach literacy has increased. Teaching assistants play a significant part in the teaching, and provision is more effective because of the help they give to pupils, including those with special educational needs. The work of the school's literacy management team ensures that literacy is a priority for everyone and that things are moving forward all the time. The new systems for assessing pupils in order to track their progress in reading and writing have good potential for lifting standards. Assessment results are analysed to identify the school's strengths and weaknesses in teaching literacy, and this information is used to influence curriculum planning, training and targeting of resources.

88. Although teachers use ICT very well as a teaching aid themselves, they do not use the computers in their classrooms as often as they could to further pupils' reading and writing skills. They use the ICT suites well when they have opportunities. Teachers are good at planning lessons when pupils can practise their speaking and listening skills as part of work

in other subjects. For example, in a very good science lesson for pupils who take part in the Talking Partners Project, pupils dressed up as plants and made very good progress with becoming confident to talk about their work in a small group setting.

89. Leadership and management by subject co-ordinators are very good, and the senior management team gives very good support. In a school of this size, English teaching is a very large undertaking, especially when considering the significant number of barriers to learning that pupils encounter, and the number of staff and different areas of their work that have to be overseen. The school is very well placed to improve and to raise standards in the future.

MATHEMATICS

90. Pupils in all year groups achieve well overall, as they progress through the school, although the standard of their work is below average by the end of Years 2 and 6. Pupils start school with poorly developed knowledge and understanding of mathematics, and English is not the language spoken in the homes of many pupils. Their attitudes towards mathematics are good, and they listen well and enjoy their lessons. Standards are highest in calculating with numbers and in algebra. This is because the pupils can focus on using numbers mentally as well as using written methods of calculation to help them. However, a significant number of pupils have difficulty understanding and using English, and they do not do as well with applying their knowledge and understanding to problems and to the areas of learning that require an understanding of the specialist vocabulary of mathematics.

91. Teachers have adopted the National Numeracy Strategy fully and successfully as a method of teaching and as a programme of work. Teaching and learning are good throughout the school. All classrooms are organised very well with a designated area to support teaching and learning in mathematics. Displays include key vocabulary and resources to promote learning and help to raise standards. Teachers consistently emphasise the basic skills of numeracy, and pupils learn to count accurately and to enjoy using the resources that teachers provide to help them to calculate mentally and to respond more quickly. Teachers are knowledgeable and positive about mathematics and they teach it with enthusiasm, so that pupils are prepared to work hard and present their work carefully.

92. Teachers are very clear what they want pupils to learn in individual lessons, and their introductions and explanations are also very clear. They question pupils carefully, often using questions to check on pupils' understanding before introducing the next stage of learning. Consequently, pupils listen very well to teachers, try to answer questions and apply themselves to work. When questioning pupils and checking their answers, however, teachers need to include more opportunities for pupils to explain how they have worked their answers out in their heads, for instance, "How did you add 68 and 39 together?" Currently, pupils have difficulty explaining their thinking, and this slows their learning down.

93. Pupils in Year 2 can calculate with numbers at least up to 20. Higher attaining pupils can add one more to numbers up to 50 and are beginning to add numbers, such as $10 + 5$ and $16 + 3$. They confidently add 10 more to a number and can count 10 less when using a number square. A small number of pupils work with much larger numbers, for example adding 10 to make a sequence of numbers, such as 247, 257, 267. Most pupils can count in tens to 100 and can follow number sequencing patterns, for example when starting from 9 or 62. However, very few can continue the sequence beyond 100. Pupils' understanding of the value of each digit, such as the 2 in 21, is developing well, and many pupils can use their understanding to double numbers, such as 14 doubled is 28. Lower attaining pupils still need to use counters to help them work with numbers to 10. Pupils work across all areas of

mathematics and learn the names of two-dimensional shapes, such as 'triangle' and 'square', as well as three-dimensional shapes, such as 'cube' and 'sphere'.

94. Pupils in Year 6 multiply and divide numbers by 10 and 100, sometimes involving a decimal point. When asked to add or subtract two numbers, most pupils can complete the problem mentally, but they are much more confident when using pencil and paper methods. They calculate much more confidently when halving and doubling, including numbers such as 11.8, 1611 and 81.5. Most pupils much prefer to work with pencil and paper methods to calculate and record. This reflects the difficulties that many pupils still have in understanding the more complex vocabulary of mathematics. They do not have enough chances to practise explaining their methods to others. Pupils find adding or subtracting four-digit numbers, such as $6134 + 3749$, much easier when they can set it out on paper, when they use their knowledge of tens and units and place value to work their answers out. Higher attaining pupils can work with multiplication and division problems, but still use the more extended methods and lack the confidence to use quicker methods, for instance when multiplying 7.56×3 . Pupils calculate the perimeter of a shape by measuring in centimetres and they are learning to calculate the area of triangles. Pupils show a good understanding of prime numbers and factors.

95. Pupils with special educational needs sometimes need a lot of help to complete the same work as other pupils when the whole class is working together. Teaching assistants support them very well in lessons and use well-planned methods for helping pupils to understand their work. As a result, pupils make progress at the same rate as other pupils in the class. Pupils in each age group are set for mathematics lessons. This works well because pupils move quickly from their classes to the sets, and teachers plan to meet the needs of a narrower range of ability of pupils than would otherwise be the case. The number of higher attaining pupils in each age group is relatively small, but teachers do not always challenge and extend these pupils sufficiently in lessons.

96. Pupils regularly use computers as part of their work in mathematics. This helps them to develop and practise their skills and knowledge of computers, as well as extending their work in mathematics. Pupils in Year 2 drew geometric shapes, showing good knowledge of two-dimensional shapes. Another group used a computer program to sequence numbers to 20 by adding in the missing numbers. As pupils learn and develop skills in mathematics, there are good opportunities in other subjects too, for instance when measuring in design and technology or producing and reading graphs in geography.

97. The co-ordinator is knowledgeable, confident and leads other teachers well. There has been a lot of staff training, and teachers plan lessons thoroughly to follow the guidance in the National Numeracy Strategy. As a result, teaching and learning are good, overall. The co-ordinator is aware that the published teaching materials used by teachers have weaknesses and need to be selected carefully to support both teaching and learning. She has watched lessons in other classes, looks at all the planning and talks to teachers about their work. Part of the co-ordinator's role has been to lead important developments, such as increasing the involvement and effectiveness of teaching assistants in lessons, and improving marking and arrangements for assessing pupils' attainment. The SDP shows that the school is currently aiming to improve procedures for assessing pupils' attainment and for setting targets for pupils to aim for. Currently, this practice is inconsistent between classes, and not all pupils know what they need to improve next.

SCIENCE

98. By the end of Year 2, pupils attain average standards, but standards by the end of Year 6 are below average. For the majority of pupils, English is not the language spoken at home, and they enter school with low literacy skills and limited vocabulary. They find the terminology used in science difficult to understand, and this has a negative effect on the results they attain in national tests. However, as a result of good teaching, most pupils make good progress and achieve well. The procedures put in place by the school to raise standards are having an effect, which is apparent already in the performance of pupils in Year 2 teacher assessments, and gradually working through the school.

99. In Years 1 and 2, pupils receive a broad curriculum that prepares them well for future work in science. Activities are set up to provide opportunities for them to investigate, for example, when pupils learn to identify different plants. By the end of Year 2, pupils are developing their understanding of forces and can describe changes caused by pushing and pulling objects. They create electrical circuits in order to light a bulb and investigate what happens when a cube of ice is melted. They explore reversible changes, for example when water is changed to steam by heating and changes back to water when cooled. They build on investigative skills, but pupils' understanding of scientific ideas is adversely affected by their limited vocabulary. Their ability to carry out their own investigations and to understand the importance of ensuring that tests are fair is, consequently, less well developed.

100. By the end of Year 6, the majority of pupils have a satisfactory understanding of a fair test. They make predictions and enthusiastically carry out experiments set up by the teacher, although they are less skilled in planning their own experiments. Their skills in evaluating experiments are sometimes limited because they do not observe closely enough what happens during the experiment. For example, in a lesson for lower attaining pupils in Year 5, pupils were so excited by the opportunity to make sounds in a variety of ways that they gave insufficient attention to closely watching the results in order to draw conclusions. Higher attaining pupils in Year 6, however, were more careful when investigating the way that light enables objects to be seen, and they developed a good understanding of how light is reflected. These lessons challenged pupils to draw conclusions and to evaluate the results of their experiments. However, these characteristics are not reflected in the majority of work carried out during the year and, in general, pupils give insufficient attention to analysing and evaluating the results of their experiments. This limits pupils' understanding of scientific ideas.

101. Teaching and learning are, nevertheless, good overall. Teachers manage their classes well. They expect their pupils to work hard and to behave themselves, and the pupils respond well to these expectations. Throughout the school, pupils generally show good attitudes towards science, particularly when it is presented as practical, investigative activities. For example, in a lesson in Year 6, the pupils responded enthusiastically to the wide range of practical activities, to investigate light, that was set by the teacher. They maintained a high level of concentration and effort throughout the lesson. They worked well in groups, taking turns and listening to the opinions of others. These good attitudes make a significant contribution to pupils' social and personal development. Teachers in all year groups show good knowledge of the subject. They give clear explanations to ensure that pupils know what they are going to learn about. They take care to teach and consistently use scientific vocabulary to promote pupils' learning but, whilst pupils are keen to participate in scientific experiments, they do not find it easy to communicate their ideas clearly. Teachers do not provide enough opportunities for pupils to learn to extend their answers to questions or to explain their ideas about what has happened in their experiments. Teachers make good use of support staff, however, to ensure that all pupils, including those with English as an additional language and special educational needs, can participate in lessons.

102. No examples were seen during the inspection of teachers using ICT to usefully support pupils' work in science, and in some classes, they missed good opportunities to do so. Pupils do not use computers frequently enough for recording data or presenting the results of their experiments. They do not often use CD-ROM or the Internet as sources of information for scientific investigations, either.

103. The co-ordinator gives good support to staff. This reflects national guidance and clearly shows teachers what they need to teach. He checks teachers' planning and pupils' work and has watched some teachers working with pupils in lessons. This has given him a clear view of the priorities for development and, as a result, he has drawn up an action plan. The co-ordinator, rightly, has identified the need to develop pupils' scientific vocabulary and evaluation skills as areas for further improvement. The SDP shows that teachers are currently working on improving arrangements for assessing pupils' attainment and setting them targets to aim for.

ART AND DESIGN

104. Pupils' achievement is satisfactory, and the standard of their work by the end of Years 2 and 6 is in line with national expectations. Pupils in Year 2 work with a satisfactory range of art materials when producing pictures and models. They mix paint and apply it carefully with brushes when making pictures to represent hot and cold colours. They mix different art materials within the same piece of work thoughtfully, as seen in their paint and charcoal pictures of the older school building. Pupils' paper sculptures on a theme of Antarctica and their clay models of penguins show that they can work with three-dimensional materials as well as with two-dimensional materials. In their lesson, they looked carefully at flowers, fruit or soft toys and used sketching pencils to record what they observed. The work was of the standard expected for pupils of their age. When talking about their work, pupils used terms such as 'shading' and 'pastels' correctly. The teacher questioned the pupils carefully to encourage them to talk about art and design. They found it difficult to explain what happens when we look at things from different viewpoints, however, and the lesson was too difficult for some pupils to understand and follow, especially for those with special educational needs.

105. Pupils in Year 6 also work with a satisfactory range of art materials, although they do not use them very often because work in art and design alternates each half term with work in design and technology, although there are clear examples of where work in the two subjects overlaps, such as the papier-mâché masks produced as part of work in history. Overall though, pupils do not have much time to focus on the knowledge, understanding and skills that are specific to the National Curriculum for art and design. This limits pupils' attainment, and standards are not as high as they could be, given their enthusiasm and interest in the subject.

106. In their lesson, pupils in Year 6 looked closely at a print of the work of a famous artist and discussed it thoughtfully with their teacher. They used sketching pencils, sketchbooks, paint and brushes of various thicknesses to produce their own pieces of work in the same style. This involved using their imaginations as well as thinking about the particular features of the artist's work. The teacher spurred pupils on by showing them the work of pupils who left the school last year. In a discussion about their previous work, pupils remembered learning about the work of another famous artist. One higher attaining pupil said that the artist had been "inspired by" what he saw around him and had painted in "vibrant colours". All the pupils could talk about their work using terms such as 'smudge', 'blend', 'sketch' and 'brush strokes'. This shows how well their teachers emphasise the vocabulary that is specific to art and design.

107. It was possible to see only three lessons, but evidence from pupils' previous work, teachers' planning and the discussion with pupils indicates that teaching and learning are satisfactory. Teachers are clear what they want pupils to learn in lessons and they manage practical sessions well, sometimes in fairly confined spaces. They question pupils carefully to encourage them to think about the world of art and design. This was seen in a lesson in Year 3, when the teacher wanted pupils to learn about sculpture in the environment. She showed pupils some small-scale sculptures and good quality pictures to help them to express their ideas. Although teachers recognise the importance of talking about art and design in lessons, they sometimes talk to pupils for too long, when pupils are eager to get on with investigating art materials for themselves. Teachers rarely use ICT as a resource for learning, and this sometimes means that good quality computers in classrooms stand idle when they could be used to further pupils' learning.

108. Leadership and management in art and design are satisfactory. The subject has not yet been a major focus for the SDP, and there are no clear plans for when this is likely to be. The co-ordinator has only recently become the permanent holder of the post and a revised programme of work is not yet complete. This means that making checks on the standard of pupils' work and the quality of teaching is informal and having little impact on lifting standards. It also means that teachers focus their lesson planning around the current topic titles. As a result, there is not enough emphasis on teaching knowledge, skills and understanding in a way that builds step by step on what pupils have learned previously. Arrangements for assessing pupils' work against the standards set by the National Curriculum are not yet fully in place.

DESIGN AND TECHNOLOGY

109. The standard of pupils' work by the end of Years 2 and 6 is in line with national expectations. Pupils make good progress throughout the school and achieve well. Teachers develop pupils' designing skills satisfactorily in Year 1 and Year 2. Pupils in Year 1 have made attractive models of houses linked to work in history. The models show satisfactory cutting and gluing skills and are attractively painted. Pupils in Year 2 have made well-crafted examples of Joseph's multi-coloured dream coat. They have drawn their own designs, made accurate patterns and cut a range of different types of cloth in order to make very attractive examples of the coat. The work shows progression in cutting and sewing skills, and pupils have made notes in their books showing that they have discussed how the coats could be improved. In a lesson in Year 2, the teacher encouraged pupils to review their previous work carefully prior to starting a new design task involving making a wheeled vehicle. This successfully reminded pupils of the correct design process and led to a discussion about wheeled vehicles.

110. In Years 3 to 6 pupils make good progress and achieve well. By the end of Year 6, they can produce their own designs, giving careful attention to the function of the product they make. Pupils give good attention to accuracy and consider carefully the types of materials to be used when drawing up their designs. For example, in a lesson in Year 6, pupils selected from a wide range of materials in order to make robot bodies. The teacher's preparation of materials and guidance on different techniques ensured that pupils made appropriate choices and that their learning was good. Pupils used a variety of tools and equipment and gave good attention to the quality of finish and how the robot would move. Teachers make good use of educational visits and visitors to develop pupils' skills. For example, pupils in Year 5 have been involved in the 'Young Town Planners' Project', and successfully designed and made a model town using a construction kit.

111. Teaching and learning are good overall. Teachers plan their lessons well and have very good class management skills. Teachers show appropriate subject knowledge and have a good understanding of health and safety issues, for instance in the use of tools. Their clear explanations develop pupils' enthusiasm and involvement. Teachers give attention to developing pupils' knowledge of the appropriate vocabulary, but most pupils have limited oral skills and this limits their progress, especially in investigative aspects of their work. Teachers make effective links with other subjects when planning their lessons. For example, in a lesson for pupils in Year 5, the teacher developed pupils' scientific and musical understanding by examining a range of musical instruments as part of a project to design and make musical instruments. The pupils thoroughly enjoyed experimenting with a wide range of instruments prior to discussing their designs. They were very involved when drawing the instruments, naming the materials they were made from and identifying how the noises were made.

112. The curriculum is well organised and teachers are given clear guidance about what they need to teach. The co-ordinator is knowledgeable and has a clear view on how she wishes to develop the subject in the future. She has checked teachers' planning and discussed aspects of the subject with colleagues. So far, she has not had opportunities to see other teachers teaching or to work alongside them. The school has identified this as the next step for improving provision, although the SDP does not indicate when further improvements are likely to become a major focus for the school.

GEOGRAPHY

113. Pupils' achievement is good, and the standard of their work by the end of Years 2 and 6 is in line with national expectations. Owing to the cycle of topics, only two lessons were seen, and judgements take account of discussions with teachers and pupils and looking at pupils' previous work. No overall judgements are made about teaching and learning, although there is nothing to suggest that there are any significant weaknesses.

114. Pupils in Year 2 apply basic mapping skills when planning their routes to school. They can give and follow simple directions. By comparing and contrasting other parts of the world with their own locality, they are beginning to understand the differences and similarities between places. For example, when a teacher from Australia taught them, they gained a better understanding of what Australia is like and how it differs from England. They noted the differences in schooling between the Australian Outback and Bradford. A study of the climate, population and landscape of Antarctica links well with the history topic about Captain Scott's memorable journey. Teachers help pupils to become more independent in their learning, particularly in their writing, by encouraging them to do their own fact-finding from an early age. Teachers design worksheets to cater for pupils of all abilities, and the majority of pupils try hard to present their work well.

115. By Year 6, pupils can use geographical language correctly. They can make excellent comparisons between their own homes and the places they visit for holidays. When looking at mountain ranges, they plot their positions and produce bar graphs to show the variations in height above sea level. A very good lesson in Year 5 gave pupils an insight into why people choose to walk in rural areas, and what they need to carry in order to be safe. Interest was further stimulated by dressing a pupil in full walking gear, to the delight of everyone else in the class. In this lesson, the interest and enthusiasm of the teacher had a very positive effect on pupils' learning. However, another lesson seen did not move pupils' learning forward as quickly as this.

116. Teachers encourage pupils with special educational needs to take a full and active part in lessons. The extent of this was demonstrated in one lesson when the teacher asked pupils with special educational needs to explain to two latecomers what they had missed. However, pupils' previous work indicates that, although teachers try to match work to pupils' individual needs, the pupils do not always fully understand what they are doing. When discussing their work, the pupils agreed that this is sometimes the case.

117. The school does not yet have an agreed and consistent method of assessing pupils' skills and recording how well they are doing. This means that lesson planning does not take full account of what pupils already know, understand and can do. The co-ordinator looks at teachers' planning and pupils' work on a regular basis. Recently, an increase in resources has pleased teachers, but the co-ordinator has not had an opportunity to lead other teachers in staff training sessions or to deal fully with some inconsistencies in teaching that she knows are occurring. The SDP shows that the school has plans to continue to improve teaching in geography this year.

HISTORY

118. Only two lessons were seen, and judgements take account of pupils' previous work as well as discussions with teachers and pupils. Pupils achieve well, and the standard of their work by the end of Years 2 and 6 is in line with national expectations. Standards in Year 2, however, are sometimes above national expectations, due to good and occasionally excellent lessons that help to bring the subject alive. Pupils are well motivated and enjoy the challenging opportunities they have to learn about the past. Pupils with special educational needs often make good progress because teachers involve them fully in lessons and give them a lot of help. Their previous work, however, indicates that the written work is sometimes too difficult for them to understand.

119. During the inspection, pupils in Year 2 were learning about the Great Fire of London. They took part in some lively drama based on the role of Samuel Pepys' wife. A teacher dressed in costume, and this immediately took the pupils back through time. It stimulated their interest and enthusiasm for history, and consequently, they remembered a good deal of factual information. The pace and content of such lessons are challenging, due to the enthusiasm of teachers. Pupils' previous work shows that they can compare Victorian schools with their own school lives, and, because part of their own school was built in Victorian times, they can compare the old building with the newer building. Pupils have a good grasp of the order of events in history, which they gain by using historical timelines. Where possible, teachers make good links with other subjects. In dance, for example, pupils create the movements of fire to link with the topic of the Great Fire of London. In geography, they learn about the weather and animals on the continent where Captain Scott carried out his fateful journey. The smell of Victorian pomanders wafts through the corridors, after pupils have made them as part of their work in art and design.

120. Pupils in Year 6 extract information about the past from pictures, maps, artefacts and a variety of texts, in order to further their own learning. After learning about the Vikings and the Ancient Greeks, pupils move to learning about the more recent history of the Second World War. They know about the blitz, rationing and the evacuation of children. They produce good work when they study the ancient city of Mohenjo Daro, including excellent illustrations for their written work. Pupils also use the Internet to find out about the Indus Valley Civilisation and its discovery by Charles Masson. Good joint planning by teachers ensures that all pupils in each year group work on the same topic. Teachers' marking tells pupils clearly how well they are doing and what they need to do to improve. In the few lessons seen, and in pupils'

previous work, it is clear that teachers find good opportunities for pupils to practise and improve their writing skills through their work in history.

121. Staff take good advantage of historical events, such as the Queen's Jubilee and the death of the Queen Mother, in order to encourage pupils to see and understand the idea of history in the making. They keep photographic evidence of special assemblies, such as 'Praying for Peace', and this helps pupils to appreciate how historical evidence can be saved now and retrieved in the future. As yet, there are no arrangements for assessing pupils' attainment in the National Curriculum or recording their skills in order to plan future work. Good resources and displays of pupils' work around the school give pupils a sense that history is important and enjoyable.

122. The co-ordinator has an overwhelming enthusiasm for history, and works hard to encourage all teachers to have an adventurous approach towards their teaching. She has not watched other teachers teaching, but has looked at their planning and noticed a great improvement. The SDP does not indicate when history is likely to become a major focus for improving provision.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

123. Teachers' planning and lessons show that, by the end of Years 2 and 6, pupils have worked in all of areas of the National Curriculum and attain standards that are in line with the national expectation. The school has put a lot of effort into improving resources and into staff training, so that teaching and learning are now good. Pupils show excitement, enthusiasm and interest in learning and achieve well. The two suites of computers are very popular with pupils. They enjoy working there, and find that any limitations they may have with speaking English do not hinder their learning and progress much in ICT. Pupils with special educational needs make good progress because they receive very good help from knowledgeable teachers and support assistants.

124. Most pupils in Year 1 have mastered the basic skills of using a keyboard and a mouse, and they can use their skills to draw pictures of fruit and add colour. They talk readily about what they are doing and the skills they are using. By Year 2, pupils know how to write text on the screen, correct spelling mistakes, save their work and print it out. They use these skills well to write short passages of text, and sometimes use a variety of letter shapes, style, size and colour, as well as including pictures. Pupils know how to use drawing programs and experiment with line and colour to produce simple images of bicycles and pictures of the school. By using a robotic toy, pupils are learning how to program a sequence of clear instructions to control its movement. Pupils often work in pairs and this helps to develop their social skills, such as learning to work co-operatively and listening to each other's ideas, as well as practising speaking and reading. There are occasions, however, when some pupils are not very involved because teachers plan for pairs of pupils who can help each other. This means that a competent pupil will work with a pupil who has less knowledge of English or less knowledge of how to use computers. Consequently, one pupil does all the work and the other pupil has little chance to learn and improve. Teachers do not always ensure that this does not restrict the learning of either pupil, for example, by setting clear targets for each pupil. Currently, teaching does not always build sufficiently on pupils' existing knowledge, understanding and skills.

125. By Year 6, pupils have had a good range of experience and have gained a wide range of skills. They can combine text with illustrations to produce a presentation. They experiment with different fonts to explore the layout for poetry and for presenting information in an interesting and eye-catching way. Pupils learn how to use a database and spread sheets, for

instance using a bank balance and wages bill. In an investigation in a mathematics lesson, to find the relationship between the diameter and circumference of a circle, pupils used the data to produce block graphs, pie graphs and line graphs. Each pupil has an e-mail address and is able to use it confidently. They are increasing their use of web sites to investigate a range of topics, and this provides some opportunities for them to further their learning by using ICT in other subjects. One class used the Internet to research pilgrimages, as part of their studies in religious education. On other occasions, pupils have used their skills to research in art and design, history and science. Overall, however, teachers do not take enough advantage of the computers in their own classrooms, and they miss good opportunities for the pupils to apply and practise the skills they have learned in the computer suites.

126. The good quality teaching and positive attitudes of all the pupils ensure that learning is at a good pace. Teachers ensure that they teach the basic skills of ICT well so that the pupils can apply them during work in other subjects. They plan lessons very thoroughly, and give very clear explanations to help the pupils to understand and to make progress. Staff create a purposeful atmosphere in the ICT suites and manage pupils' behaviour and learning very well. An after-school club is making a significant contribution to the standards being attained by pupils who attend. The pupils are working on a presentation about themselves, using digital cameras and video clips, and introducing sound as well as a good range of techniques.

127. The school offers a curriculum that takes good account of national guidelines. Arrangements for assessing pupils are beginning to develop, but work does not always challenge the few more able pupils sufficiently. The good quality resources and the new accommodation have a significant influence upon the progress that pupils have started to make. The subject co-ordinator is new to the role, and is developing her skills by managing the curriculum and leading staff training. She has a good understanding of the current strengths and areas for improvement, and is gathering a portfolio to show the range of work completed in each year group. This collection of work, however, does not yet include enough examples of either the range of work or the standards that pupils attain. Several teachers and support staff are already very knowledgeable and confident in their use of ICT, and the co-ordinator has planned further training for them to continue to extend their expertise. The school has spent a considerable amount of money and has a substantial annual budget for ICT. Governors need a clearer view about the extent to which the expenditure and training are lifting standards. The SDP does not indicate when ICT is likely to become a major focus for further school improvement and an evaluation of the value for money of recent expenditure.

MUSIC

128. Pupils of all ages achieve satisfactorily, and, by the end of Years 2 and 6, the standard of their work is in line with national expectations. Pupils in Year 2 respond well when asked to clap in time to the song *London's Burning*. They listen carefully to the musical accompaniment and to one another. Some pupils can identify whether a note is higher or lower than the one they have just heard, and whether a series of notes is getting higher or lower. Most pupils can maintain their part well when singing a musical round, especially when additional adults in music lessons help them. Pupils' skills with playing hand chimes are improving by listening to the music carefully, and playing their note at the right time. For example, pupils play a short interlude between the verses of the song *The Fire Brigade*, and then sing until it is time to play again. Pupils in Year 6 can discuss the differences between lyrics and melody in popular music and can identify the phrases in a tune. By analysing popular tunes, they are beginning to understand that composers use different combinations of phrases when working on new tunes. Pupils use their knowledge of lyrics, melody and musical phrases when creating tunes for different occasions. Pupils sing enthusiastically in

lessons, but at times not very tunefully. This is because they have a tendency to shout. On these occasions, it is difficult to hear the words clearly.

129. Pupils sing well together in assembly, as in the whole-school assembly when they sang a song that conveyed a clear moral message with enjoyment and sincerity. Adults are good role models when they sing too and join in with the actions. In the whole-school assembly, pupils in Year 3 used percussion instruments, including woodblocks and chimes, to create atmosphere and mood. They used words and music to communicate their hopes and dreams by singing the song *Last Night I had the Strangest Dream*, with its strong message about putting an end to war. Two soloists sang tunefully, and with expression, in front of a very large audience, making good use of new technology by using a personal address system to amplify their voices.

130. Teaching and learning are satisfactory overall. The subject co-ordinator takes most music lessons. She has considerable personal expertise, but is an unqualified teacher, who is still becoming familiar with the National Curriculum and with the different types of planning used. In order to achieve continuity and progression in planning, the school has adopted national schemes of work. Whenever possible, these units of work are linked to topics in other subjects. For example, when pupils in Year 5 explore sounds in music, they learn about sound in science lessons too, and then make musical instruments in design and technology lessons. As the co-ordinator is part-time, and fairly new to the school, this scheme of work has not been checked yet to ensure that there is an appropriate balance of activities, over time, including opportunities for listening, appraising, composing and performing. Singing receives far greater time than other elements of music. Each class has a 30-minute music lesson, as well as a separate singing practice each week. In class lessons, pupils spend most of their time developing their singing skills, and opportunities for developing other musical skills are limited. This is because lessons are sometimes too short, as time is taken for pupils to travel to and from the music room. Consequently, some musical elements are not covered in enough depth, and the breadth and balance of the curriculum are affected.

131. All staff are aware of pupils with special educational needs and of those experiencing significant language difficulties. They make every effort to ensure that pupils play a full part in lessons and achieve as well as the other pupils in their class. In a lesson for pupils in Year 5, for example, several pupils were having difficulty reading the words of a song. The class teacher and support staff helped the pupils to overcome some of their language difficulties, ensuring that they were able to join in with the singing.

132. Pupils have good attitudes towards music, and a number of them choose to attend the extra-curricular choir and the music club, or receive tuition from the school's visiting brass instrument specialist. Parents appreciate musical performances, especially those in whole-school assemblies. Pupils in Year 5 are currently preparing for a performance of *Alice in Wonderland*, which will take place in the summer term.

133. Leadership and management are satisfactory. The subject co-ordinator is very enthusiastic and knowledgeable and is tackling the subject's priorities for development systematically. The SDP, however, does not indicate when music is likely to become a major focus for school improvement. Assessing pupils' attainment in the National Curriculum is in the early stages of being put into practice. The records kept by teachers link to the pupils' annual reports and summarise what pupils can and cannot do, but they do not highlight pupils' strengths and weaknesses in a way that influences lesson planning. There is good use of new technology in music lessons and assemblies when teachers use stereo systems, microphones and overhead projectors. The use of computers is underdeveloped, however, because there are no opportunities for pupils to use software for composing or to

link computers to other devices. The school recognises the part that music plays in pupils' lives, and the subject makes a good contribution to their spiritual, social and cultural development.

PHYSICAL EDUCATION

134. Too few lessons were seen to make overall judgements about the standard of pupils' work, their achievement or teaching and learning. In the small number of lessons seen, however, teaching was never less than satisfactory and it was sometimes good.

135. Pupils in Year 2 are stimulated to explore their current history topic about the Great Fire of London by listening to music and moving in response to it. A strong feature of their work is that they make good use of the space available to them. Pupils in Year 4, however, find it difficult to follow the beat of music, and the quality of their movements is affected by poor positioning of their heads, as they concentrate on what other pupils are doing rather than their own movements. From an early age, pupils become familiar with what happens to their bodies during exercise, and why it is necessary for them to warm up before exercise and to cool down afterwards. Pupils in Year 6 perform movements equally well on their own or with a partner. Some pupils, however, were not very adventurous in their gymnastics lesson when selecting and performing movements to increase their control and accuracy. Although they could mirror accurately the movements of their partners, the overall quality of their movements was below average for pupils of this age. Pupils handle apparatus with care and safety. Although swimming lessons were not seen, pupils in Year 5 attend the baths each week.

136. Pupils enjoy their lessons and are generally well behaved. Younger pupils respond particularly well to challenging activities. Pupils with special educational needs and those who speak English as an additional language make satisfactory progress. This is because teachers are aware of their particular needs and respond to them. Teachers set tasks that are sufficiently open-ended for all pupils to be able to achieve some degree of success.

137. Teachers have good subject knowledge, and give pupils a lot of ideas about movements to try out for themselves. They introduce relevant technical vocabulary and ensure that pupils work in complete safety. Good lesson planning shows that teachers are clear about what they want pupils to learn, and they often share this information with pupils to involve them in their own learning and progress. Teachers usually manage their lessons well to ensure that pupils' behaviour is good and that lessons are orderly and safe. Although teachers provide opportunities for pupils to watch other pupils' movements, they do not give pupils enough guidance about what they should be looking for. Occasionally, teachers talk for too long and lessons lose momentum.

138. A well-qualified co-ordinator has not yet had the chance to check the quality of teaching in other classes or to look at lesson planning. There are no formal arrangements for recording how well pupils are doing. This means that what pupils already know, understand and can do has a limited influence on teachers' decisions about what they teach next. The SDP shows that the school has plans to continue to improve teaching in physical education during the current school year. A thriving after-school club supports the work covered in lessons, and replaces the extra-curricular activities that do not take place because of the poor state of outdoor facilities. A variety of activities, including volleyball and hockey, are taught. Staff are very committed, particularly on sports day, when the 'Dinner Lady Dash' is the highlight of the event.

RELIGIOUS EDUCATION

139. Owing to lesson timetables, it was not possible to see lessons in Years 5 or 6. Judgements take account of pupils' previous work and a discussion with pupils in Year 6, as well as lessons in Years 1 to 4. The standard of pupils' work by the end of Years 2 and 6 is below the expectations of the Bradford Agreed Syllabus. Pupils' achievement is unsatisfactory overall, although there is a real strength in the degree of respect for the religious beliefs of others shown by pupils throughout the school.

140. Pupils come from a very wide variety of ethnic and religious backgrounds, and some pupils have no strong religious background. All teachers plan lessons to cover the knowledge of several religions, and the way that people's beliefs influence what they do. Pupils in Year 1 can name some special days in different religions, such as Diwali, Christmas and Eid, and they name some of the celebrations connected with these festivals. Pupils in Year 6 know the importance of several pilgrimage sites for different religions, such as Mecca, Canterbury, the River Ganges and Amritsar. Many pupils draw on their home experiences when discussing religious beliefs, such as when their fathers pray at the mosque and when people fast during Ramadan. This contributes well to pupils' growing understanding of the importance of religious beliefs in some people's lives.

141. In all lessons seen, teachers emphasised strongly the need to respect people's different opinions. Many aspects of school life support this effectively and meaningfully, such as the School Council and the various faith assemblies. The way that teachers respect all pupils' contributions to class discussions, and deal sensitively with inaccurate responses, also contribute to the growing understanding of their pupils. Pupils in Year 6 listen carefully to one another when they discuss religious ideas. They show good respect for different religious beliefs, describing them as the different points of view that people have. In this aspect, pupils achieve well and this supports their good spiritual development and very good moral and social development.

142. Although pupils are building up a satisfactory knowledge of some aspects of several religions, they often get confused about which facts relate to which religion. Pupils do not have the depth of knowledge and understanding that they should have by the end of Year 2 and Year 6. This was seen in a lesson in Year 2, when the teacher asked pupils what they remembered of previous work about Mohammed, and what is important about Jesus. Pupils remembered very little about Mohammed and found it difficult to answer questions about Jesus. By Year 6, pupils cannot talk sufficiently or in enough depth about religions, nor can they explain religious ideas, such as rituals, symbols, worship and prayer, in enough detail. They need help to identify and talk about the major similarities and differences between the religions they have studied, including what the idea of a 'god' means to people.

143. Pupils' written work also shows a lack of depth of knowledge and understanding, reflecting pupils' inability to express their thoughts by speaking. One lesson was unsatisfactory because the pace was slow, resources were poor and tasks were inappropriate. This meant that pupils did not learn enough. In most lessons, however, teaching and learning were satisfactory, and in one lesson they were very good. Pupils' low level of language skills is a major factor that hinders their progress, although teachers create many good opportunities for discussions and plan activities that help pupils to improve their reading and writing skills. Other important reasons for pupils' unsatisfactory achievement are the lack of careful planning through the whole school, and the variable amount of time allocated to teaching and learning *about* religions, as opposed to learning *from* religions and supporting pupils' personal, social and health education. In recent work on creation stories, there is, for example, little evidence of increasing depth of understanding and challenge shown between the work of pupils in Year 3 and that of pupils in Year 6.

144. Another factor preventing pupils from making the progress they should is that there are no regular checks on pupils' attainment and progress compared to the expectations of the locally agreed syllabus. Teachers do not assess pupils' attainment in order to find out what to plan for them to learn next, either for whole classes or for individual pupils. Teachers do not pass on to the next teacher enough information about what they have taught the pupils and how well pupils have understood it. In several lessons, teachers' questioning of pupils indicated that, whilst pupils have a lot of knowledge of different religions between them, individual pupils often have too little. Teachers did not take account of this fact and gave all the pupils the same work to complete. When pupils in Year 3 indicated that they had already studied creation stories in Year 2, the teacher made no attempt to build on pupils' previous learning. In a lesson in Year 4, the work given to the more able pupils was drawing pictures to illustrate the sentences they had already written, and this did not challenge their thinking any further. There is no regular checking of teachers' planning or teaching and learning in the subject, and religious education is not a priority in the SDP.