

INSPECTION REPORT

THACKLEY PRIMARY SCHOOL

Thackley

LEA area: Bradford

Unique reference number: 107221

Headteacher: Mrs Lesley Tidy

Reporting inspector: Mr John Williams
22516

Dates of inspection: 31st March – 3rd April 2003

Inspection number: 246660

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Town Lane
Thackley
Bradford

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Appropriate authority: Governing body

Name of chair of governors: Mr K Vickerman

Date of previous inspection: 01/12/97

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22516	John Williams	Registered inspector	Educational inclusion Science Physical education	What sort of school is it? How well is the school led and managed? How well are pupils taught?
13746	David Russell	Lay inspector		How high are standards? Attitudes, values and personal development and attendance How well does the school care for its pupils? How well does the school work in partnership with parents?
7994	Pam Weston	Team inspector	Art and design Design and technology History Special educational needs	
32220	Ann Waterhouse	Team inspector	English Geography	How good are curricular and other opportunities?
29263	Florence Clarke	Team inspector	Mathematics Music Religious education	How well does the school cultivate pupils' personal development including spiritual, moral, social and cultural?
23196	Sue Chesters	Team inspector	The Foundation Stage Information and Communication Technology	How high are standards? Interpretation of results

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is located in Thackley on the northern outskirts of Bradford. The majority of the pupils live locally in owner-occupied housing. Since the last inspection the school has changed its character from a First, to a 3 – 11 Primary School. There are currently 315 full time pupils on the roll which is above average for this type of school. An additional 83 children attend part-time in the nursery. Twelve part-time places are made available in the Nursery for children with special educational needs.

Twenty four pupils (7 per cent) have been identified as having special educational needs, which is below the national average. These range from severe learning difficulties to autism, hydrocephalus and epilepsy. Five pupils have statements of special educational needs, which is above average. Currently there are no pupils for whom English is an additional language. Fifteen pupils (5 per cent) claim free school meals, which is below the national average. Children's attainment on entry into the school is broadly average.

HOW GOOD THE SCHOOL IS

This is a rapidly improving school which is effective and which provides good value for money. It provides a good education for its pupils. The quality of teaching and learning is good throughout the school. The school has a very efficient and effective headteacher, a full complement of governors and a supportive staff. They are working very hard to raise standards and provide the best possible education for the pupils. New systems of assessment and the way that the school evaluates its work have brought about an improvement in pupils' progress and achievement. It has good capacity to improve further.

What the school does well

- In Years 1 and 2 standards are above average in English, and well above average in mathematics and information and communication technology
- Pupils have an excellent start in the Foundation Stage
- The quality of teaching and learning is good
- The school is well managed by a very efficient and effective headteacher
- Pupils' attitudes, their enthusiasm for school and their interest and involvement in activities are very good
- Provision for pupils' moral and social development is very good
- The school has very good methods of assessing its pupils' attainment and progress from which it devises well focused targets for improvement

What could be improved

- Standards in science
- The quality of pupils' writing
- The status of non-core subjects
- Consistency in the quality of marking of pupils' work

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1997, when it was a First School. Since then there has been good improvement in the vital areas specified in the report. The school now provides greater challenge for its more able pupils. Teachers in their roles as subject managers are more involved in monitoring provision and standards in their subjects. The curriculum and lesson planning are now more thorough and the school has very good systems for assessing pupils' achievement and for using the information gained to improve pupils' learning. The quality of teaching has improved, as has the effectiveness of the school's management systems.

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	A	C	E
Mathematics	N/A	B	B	D
Science	N/A	B	D	E

Key

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

(Similar schools are those with up to 8 per cent of pupils receiving free school meals.)

Because the school changed its character from a First School to a Primary School in 2000, there are only two years of national test results available. These show that standards in English were average in the 2002 national tests, whereas in mathematics they were above average and in science they were below. When compared with similar schools, standards in mathematics were below average, and in English and science they were well below average. However inspection findings indicate that recent improvements in teaching and in the school's systems for assessment and target setting have brought about improvements in pupils' learning. These are particularly evident in the Foundation Stage and in Years 1 – 4. Pupils now achieve well. The recent improvements have not yet had time to impact on standards in Years 5 and 6. Standards in Year 6 are currently average in English. They are above average in mathematics but still below average in science. Pupils achieve average standards in all other subjects.

In the 2002 national tests and tasks for seven-year-olds, pupils were well above average in reading and writing. Standards in mathematics were very high (in the highest 5% nationally.) When compared with similar schools, results were well above average in reading, writing and mathematics. For the current Year 2 pupils, standards are now above average in English, and well above average in mathematics. They are average in science. They are average in design and technology, geography, history and physical education. Standards in art and design are above average. In information and communication technology they are well above average. Standards in religious education are in line with the expectations of the locally agreed syllabus. Insufficient evidence was available to make a judgement about standards in music. Children achieve very well in the Foundation Stage. Most are on target to meet, and some to exceed the goals set for them. Pupils with special education needs, including those with specific learning difficulties and physical disabilities, make good progress. There are no pupils who are at an early stage of acquiring English. There is no significant difference between the attainments of boys and girls. The school sets itself very challenging targets in national tests, but so far has failed to achieve them in Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show very good attitudes to school. They are very enthusiastic and are very interested and involved in school life.
Behaviour, in and out of classrooms	Behaviour is good in lessons and around the school. Pupils are friendly, courteous and trustworthy.
Personal development and relationships	Very good. Pupils use the opportunities given to them very well to share their ideas when they work together. They are enthusiastic to take responsibility for routine tasks and show a well developed sense of responsibility to their school.
Attendance	Rates of attendance have been below the national average over the last

	year with higher than average rates of unauthorised absence. However there has been a recent improvement and attendance levels are currently running at over 95 per cent.
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Most pupils take great interest in their lessons. They work hard and are happy. They understand well the effects of their actions on others and show respect for other people's feelings, values and beliefs. The majority of the older pupils are mature, show good initiative and take personal responsibility well.

TEACHING AND LEARNING

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

The very good quality teaching in the Foundation Stage is a particular strength of the school. Overall, the quality of teaching and learning is good and has improved since the last inspection. In nine out of ten lessons observed during the inspection, teaching was good or better. Two lessons out of every five were judged to be very good or better. One lesson was unsatisfactory.

This good quality teaching results in pupils learning and achieving well. In the best lessons, teachers have very high expectations of what it is that the pupils can achieve. They manage their pupils particularly well. Their lessons move along at a good pace and they provide activities which match the needs of the pupils. Literacy and numeracy are taught well. Very good quality teaching assistants work alongside the teachers. This support makes a significant contribution to the standards achieved, particularly for those pupils who have specific learning difficulties. Teachers reward good behaviour and good work with praise and encouragement. This effectively enhances pupils' learning and also their enjoyment of lessons. When teaching is less successful, teachers do not accurately match the level of work to the needs of individual pupils. Their expectations of what it is that the pupils can do are too low and, as a result, the pace of learning drops and some pupils do not achieve well enough.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad and relevant to the pupils' needs. Recently there has been a high focus on English and mathematics. The time is now right to consider the emphasis placed upon other subjects in order to provide a more balanced curriculum and the school is beginning to do this. The school provides outstandingly well for children in the Foundation Stage.
Provision for pupils with special educational needs	The school provides very good opportunities for pupils identified as having special educational needs. Pupils in the resourced provision are included particularly well in the school community and take part in all activities. Pupils make good progress towards the targets that are set for them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good. The school makes very good provision for pupils' moral and social development. Provision for pupils' cultural development is good. Although provision for spiritual development is satisfactory, there is room for improvement.
How well the school cares for its pupils	The school has very good systems for ensuring pupils' safety and welfare. It also has very good procedures for checking and monitoring pupils' attainment and progress and for setting targets for improvement.

Parents provide good support for their children's learning at school and at home. However although a large majority of parents are happy with all aspects of the school's provision, there is a small proportion who do not feel that the school works sufficiently closely with them.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides the school with very effective and efficient management firmly focused on raising standards. She is well supported by her senior management team. Teachers with subject responsibilities manage their subjects well.
How well the governors fulfil their responsibilities	Governors offer the school good support and fulfil their responsibilities well. They are knowledgeable about the strengths and weaknesses of the school because of the good quality of information that they are sent from the school and because of their own links with it. They are also well involved in planning future developments.
The school's evaluation of its performance	The school has very effective systems for evaluating its performance. Rigorous self-evaluation helps the school to plan systematically for improvement.
The strategic use of resources	Specific grants and other funding are used to good purpose. Spending is monitored closely and the school makes sure it gets the best value for the money that it spends.

The school makes good use of its recently renovated building, which now provides a satisfactory standard of accommodation. There are a good number of well-qualified teaching and support staff to meet effectively the needs of the curriculum. Resources are satisfactory overall. Staff use them well to enhance pupils' learning. Teachers work hard in teaching physical education to make up for the lack of a playing field. Funding is carefully targeted towards improving provision and raising standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Most parents feel that their children like school • They feel that teaching is good • Their children make good progress • The school is helping their child to become mature and responsible 	<ul style="list-style-type: none"> • A minority of parents do not feel that the school provides an interesting range of activities outside lessons • A small proportion of parents do not feel that the school works closely with them • A few parents do not feel that their child gets the right amount of work to do at home. • A very few parents do not feel that the school is well led and managed

This is a very popular school. Many more parents want to bring their children here than there are places for them. Inspection findings confirm the positive views of parents. The range of activities the school provides outside of lessons is satisfactory. The quality of information provided for parents, particularly about curriculum, school events and pupils' progress is judged to be satisfactory. The school is led and managed efficiently and effectively. Homework is provided on a regular basis and makes a good contribution to pupils' learning in school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Foundation stage

1. Children enter the nursery with levels of attainment which are broadly average for three year olds. They achieve very well and by the time they move to the reception classes most are on appropriate stepping stone¹ levels for their age. Most start their reception year with levels of attainment expected of four year olds. About one quarter of the children attain levels slightly above average, particularly in personal, social and emotional development, communication, language and literacy and mathematical development. This is confirmed by the initial assessments conducted with these young children. They make rapid progress in the reception class in all areas of learning. This is because of the very good teaching that they receive and because of the importance placed, by all staff, on using language correctly and on working and playing well together. Most children are on course to achieve the Early Learning Goals² set for the end of the Foundation Stage and about one half will exceed the goals, in all areas of learning. This represents very good achievement.

Years 1 and 2

2. Results in the Year 2002 national tests and tasks show that reading and writing standards for seven-year-olds were well above average. In mathematics, they were very high and in the top five per cent of schools in the country. These results were well above average when compared with the results of similar schools. In science, teacher assessments show standards were below average, although the number of pupils gaining the higher level 3, was average. Inspection findings show that, for the current group of pupils in Year 2, standards in English and mathematics are well above average. In science, they are average. Standards have been maintained in English since the last inspection. They have risen in mathematics. This is the result of the good teaching and the effective implementation of the National Literacy and Numeracy Strategies. Standards in science have dipped since the last inspection, mainly due to the low focus that it has had because of the emphasis on literacy and numeracy. In Year 2, standards in information and communication technology are well above average. This is because the subject has been a major focus for school improvement in recent months. The information and communication technology team leaders have worked very hard to implement the full curriculum and to meet all the requirements of the National Curriculum. This has not only improved provision but has also ensured that standards have risen rapidly. Standards in art and design have been maintained at above average levels. Similarly, since the last inspection, standards in design and technology, geography, history and physical education have been maintained at average levels. No judgements could be made about music because not enough was seen during the inspection.

¹ Stepping stones: show the knowledge, skills, understanding and attitudes that children need to learn during the Foundation Stage in order to achieve the Early Learning Goals. Progression is through the yellow, blue and green bands to the final grey band which is the final step of the Early Learning Goals.

² QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

Years 3 - 6

3. The results achieved by 11-year-olds in national tests in the year 2002 were above average in English, above average in mathematics and below average in science. When compared with similar schools, these results were below average in mathematics and well below average in English and science. It is not possible to make comparisons with previous results because the school was a First School until 2000. The school has only had two Year 6 groups take the national tests. Inspection evidence shows that standards mirror last year's test results in the current Year 6. They are average in English, above average in mathematics and below average in science. Currently in Year 6, standards in art and design, design and technology, information and communication technology, history, geography, music and physical education are average. Standards in religious education have been maintained in Years 2 and 6 since the last inspection when they were in line with the expectations of the locally agreed syllabus. French is taught in Years 5 and 6 and pupils reach well above average standards.

Across the school

4. Recent improved provision ensures that pupils throughout the school now achieve well and standards are rising. This is particularly evident in Years 1 – 4. There is no significant difference between the attainments of boys and girls. The school's agreed targets in English, mathematics and science national tests are very high. It did not achieve the targets set last year for pupils in Year 6 and it is likely to fall short of achieving them again this year.

5. Pupils with special educational needs make good progress, particularly in personal and social skills. They make good progress towards targets set for them in their individual education programmes. The literacy and numeracy strategies plus setting and movement of pupils between classes is having a positive effect on their attainment. Pupils are usually assessed each half term as well as through ongoing and informal assessments. Support staff work with groups or individuals throughout the school. They support the pupils in their work, which has usually been adjusted to help them achieve their IEP or subject target or both. These pupils benefit from the strong commitment that the school has to inclusion. They have a positive attitude to their work and make good gains in their self confidence.

Pupils' attitudes, values and personal development

6. As at the time of the last inspection the school successfully maintains high standards of attitudes to learning, behaviour, values and personal development. These contribute significantly to the levels of attainment and progress pupils make in their studies, especially with pupils at the lower end of the school. Attendance levels are generally below those at the time of the last inspection.

7. Pupils come to school with enthusiasm. Through staff encouragement pupils involve themselves in the school's development. A good example of this is their contribution to the plans for developing the school play areas. With the completion of the new school building pupils exhibit great pride in their new surroundings. They are keen to produce good standards of work for wall displays. One consequence of the new building is a reduced play area. Members of the school council eagerly contribute to the variety of different playtime activities that can be used in this restrictive play area.

8. During lessons pupils show very good involvement and interest in activities. There is general acceptance by pupils that teachers expect them to take responsibilities for their own learning and to work independently to achieve their learning objectives. Very good

relationships and implicit trust exists between teachers and pupils. This is a good setting for pupils to accept challenge and make acceptable progress in learning and not to be afraid to make mistakes during the learning process. For example, in a Year 3 / 4 literacy lesson the teacher, asking about what features every thrilling story should have, one child replies "a coat hanger" instead of a "cliff hanger." Whilst not the expected answer the teacher builds on this comment by saying "it could easily be something to hang the story onto." This sensitive and meaningful approach encourages pupils to participate in lessons without fear of embarrassment when giving an incorrect response. The school's all-inclusive approach is benefiting pupils' personal development and desire to succeed.

9. The behaviour of pupils in lessons, when they move around the school and during playtimes is good. They show respect towards visitors and fully understand the impact of their actions on others. In every aspect of school life they are extremely polite and courteous. There have been no exclusions during this academic year and only one fixed term exclusion the previous year. Good pupil behaviour emanates from development of class rules, teachers reinforcement of behaviour expectations and very good behaviour procedures. Pupils adopt sensible behavioural attitudes and know the difference between right and wrong. No bullying was apparent during the inspection week. Pupils work and play well together.

10. The personal, social, health and citizenship education (PSHCE) programme is effective. It imparts important information on personal development and establishes a good ethos around the school. Pupils willingly take on responsibility for helping at school. Opportunities are available for pupils to act as prefects and monitors.

11. Attendance levels over the last three years show a downward trend and are unsatisfactory. Data for the last full year, 2001/2002 shows attendance as being below the national average. The rate of unauthorised absence is well above the national average. However, it is encouraging to report that attendance levels during the first two terms of this academic year are above 95 per cent with a noticeable drop in unauthorised absences. Punctuality is generally satisfactory. Analysis of current data reveals up to 25 per cent of pupils have at least one incident of lateness. Registration procedures are efficient and meet statutory requirements.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. In the last inspection teaching was judged to be satisfactory overall. It was good in just over four lessons out of ten.

13. The quality of teaching now shows signs of substantial recent improvement. The quality of teaching and learning is now good. It is very good in the Foundation Stage. Nine out of ten lessons observed during the inspection were good or better. Two lessons out of every five were very good or better. Only one lesson was unsatisfactory.

14. The quality of teaching is now a significant strength of the school. It is consistently good and often better. It is consistently very good in the Foundation Stage. This is because of highly effective monitoring of teaching and learning, and recent training that all staff have received. It also reflects the enthusiasm and hard work with which all staff have tackled recent changes, for the benefit of all pupils.

15. There are significant strengths in the teaching of English and mathematics. Teachers plan very effectively and provide good levels of challenge in most lessons. They follow well the structure of the Literacy and Numeracy Strategies. This is beginning to have a positive impact on standards and a perceptible rise, particularly in attainment in mathematics, is noticeable. Teachers take care to identify groups with different abilities and plan well to meet their needs.

16. The teaching of literacy and numeracy supports learning in other curricular areas. For example, in science lessons the pupils have the opportunity to measure accurately and to record the results of their experiments, explaining what the results show. Teachers are beginning to promote good links between subjects so that the pupils can begin to see the relevance of their learning and the way it develops. A good example of this was a Year 5 literacy lesson where the theme of the lesson links very closely with the class history project. Teachers are beginning to use information and communication technology as a tool in other subjects, however there is room for this aspect to be usefully developed.

17. Throughout the school, the teachers show commitment in their drive to improve their teaching and this is having an impact on the standards pupils achieve. The headteacher has introduced a programme of monitoring teaching and learning and is well aware of strengths and weaknesses throughout the school. All staff strive to improve their own practice and provide the best possible teaching for their pupils. The support and assistance that the teachers give to each other, in planning and reviewing their work, in regular meetings, have a positive impact on the quality of teaching within the school.

18. Teachers usually have good knowledge and understanding of the subjects they teach. They use the correct vocabulary in different subjects, to develop pupils' knowledge and understanding of each subject. This is particularly evident in science where one of the school's priorities is to improve scientific language. Teachers employ good questioning skills to challenge pupils to think scientifically and to use appropriate vocabulary.

19. In the most successful teaching, teachers place a significant level of demand upon pupils of all attainments, to ensure that they are fully involved. In weaker lessons, the work given to pupils with different abilities is not sufficiently different to challenge them all. Thus, pupils are unsure of what it is they are to do and lose interest in the tasks, with a subsequent drop in the pace of learning. However, in most lessons, pupils listen carefully to the good instructions that they receive and know exactly what they are expected to do. The vast majority of pupils work hard and the quality of their learning is good.

20. Teachers' planning is very good. It is exemplary in the Foundation Stage. This is a good improvement since the last inspection. In literacy and numeracy lessons, the teachers plan closely to the structured frameworks. Planning is detailed and informative giving good structure to the lessons. Teachers know exactly what it is they want their pupils to learn. At the beginning of each lesson, they recap and revise previous learning effectively. Most share the learning objectives for each lesson with the pupils. They return to the aims at plenary sessions to ensure that the objectives have been met. In other lessons the best learning occurs when teachers have a very clear idea of exactly what it is they want their pupils to learn.

21. Teachers use questions very well to establish what pupils know and understand and to help them to think for themselves. A good example of this was a Year 2 science lesson about testing how waterproof certain materials are and what makes a test fair. All staff have high expectations that pupils will behave well and work hard. The vast majority of pupils live up to these expectations. Teachers use praise and encouragement very well so that they give their best performance. This ensures that most pupils are fully involved in their lessons, work hard and concentrate well. As a result, pupils achieve well.

22. In the small number of lessons where teaching was less successful, teachers' expectations of what the pupils could achieve were too low. The result was that pupils were not challenged sufficiently and the teaching lacked pace.

23. The way that teachers manage the pupils is very impressive. They constantly strive to find ways to reward and encourage good behaviour and work. They are very sympathetic and positive. Lessons are well organised. Teachers use time and resources very effectively and, as a result, lessons move along at a good pace. The well trained learning support staff

give very good support to pupils and considerably enhance their learning. Their contribution to the quality of teaching is significant.

24. The quality of day-to-day assessment is usually good. There are good relationships between teachers and pupils which enhances learning. However, the quality of marking varies from class to class. Marking is most effective when it focuses clearly on what pupils need to do to improve their work. The school has developed a policy for marking pupils' work and there is much good practice, however, this is not consistently applied. Homework is used well to supplement work done in class.

25. Teachers and teaching assistants provide effective support for pupils with special educational needs. Teaching assistants are usually well deployed and have a good understanding of individual pupils' learning needs, which they meet effectively. They are familiar with their groups and work well with them, often making a significant difference to pupils' learning during lessons. This was apparent in a Year 4 history lesson when the teaching assistant worked closely with a small group explaining the beliefs of the Ancient Egyptians regarding life after death. Overall staff take care to ensure that work is well matched to individual needs and that pupils build on their previous learning. On occasions work is of a more general nature and has not been adjusted to meet the needs of the individual pupil. When this occurs the pupil is fully supported and succeeds because of the support from the teaching assistant.

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

26. The curriculum is satisfactory overall; it is broad, relevant and interesting to the pupils. The quality and range of learning experiences is satisfactory. In all subjects statutory requirements are met. Since the last inspection in December 1997, curriculum planning has improved considerably. The school has recently allocated additional teaching time to information and communication technology, in its determination to improve standards. This has proved successful.

27. The curriculum for the children in the Foundation Stage is outstandingly good. Teachers and support staff plan the children's work with very good regard to the curriculum specially designed for young children. There is very clear emphasis on learning through play, alongside which are detailed strategies for the development of the children's personal and social skills, as well as the progression of their speaking and listening and mathematical skills.

28. The school has recently made raising standards in English and mathematics a major priority and considerable curriculum time has been allocated to this end. However, it is aware that further development of the curriculum is now necessary in order to deliver an even more broadly balanced curriculum. There is now a need to extend the pupils' learning experiences in other non-core subjects³ to enable them to make effective use of their developing literacy and numeracy skills, particularly with opportunities for extended writing.

29. The school has recently focused on developing teaching through topics involving a range of different subjects. Provision has also been made for subjects such as history and geography by blocking periods of timetable time to enable teachers to concentrate more heavily on one aspect at a time. French is taught in Years 5 and 6 which enhances the curriculum.

³ Non-core subjects: these are art and design, design and technology, geography, history, information and communication technology, music and physical education.

30. The school has successfully embraced the National Strategies for Literacy and Numeracy. In Years 5 and 6 pupils are grouped according to their abilities for these lessons. This effective strategy enables the teachers to plan for a narrower range of ability in the group. As a result the pupils have more help and support with tasks which are more closely matched to their abilities. This has a positive effect on how they approach their work and how well they achieve. Teachers plan the curriculum very well to meet the needs of all pupils and this is now beginning to have a beneficial impact on their progress.

31. There is a satisfactory range of extra-curricular and additional activities. This includes football, running, drama, craft, singing for performance, recorders and violins. Opportunities to develop and extend pupils' learning are maximised through the use of well-planned visits, including those to a synagogue and mosque. These visits widen pupils' awareness and understanding of different religions and faiths and enhance the provision for their cultural development. Visitors are invited into the school to further pupils' interest and understanding. The school is also profitably involved in local initiatives such as a Networked Learning Community bid with a local high school and other primary schools to develop citizenship. The school offers initial teacher training experiences to students from two institutions. There are also good links with local high schools. This enhances arrangements for the transition of pupils in Year 6 and helps prepare them for the move to their next schools.

32. This is an inclusive school and generally pupils have very good equality of access to the curriculum. Because the school has an admission limit of forty five pupils in each year group there are some mixed-age classes. Subject leaders work hard to ensure that pupils in split age classes receive an equal entitlement to learning opportunities. Teaching assistants are deployed in each class and give very good support, encouraging pupils to learn independently. For example in reception, rather than tidy up after pupils as they change for physical education, the teaching assistant quietly reminds children that they have left their belongings on the floor and praises them as they put their clothes away tidily. In Year 4, a pupil with particular needs is encouraged to make his own decisions and work independently on a computer.

33. Provision for pupils with special educational needs is good. There are good systems in place to ensure that all these pupils are fully supported in all aspects of their learning and that they all have total access to a broad and balance curriculum. Pupils with Special Educational Needs are clearly identified and the groups and setting in literacy and numeracy allow them to have full access to the curriculum at their own level and pace whilst still being challenged and encouraged at all times. A very good example of this was in a Year 3 class when the teacher used a pupil's work to demonstrate to the class exactly what he wanted them to achieve.

34. There is very good equality of access and opportunity for both girls and boys, for pupils with special educational needs and ethnic minority pupils. The good planning and use of appropriate teaching methods and materials and the good monitoring and support of pupils' academic and personal progress provide this. Staff know their pupils well and their individual needs. The relationship between staff and pupils is very good. Staff are aware of the needs of the pupils and are caring and helpful towards them. The monitoring of pupils with Special Educational Needs is very good. Careful and detailed records are kept. Parents are kept well informed of their child's progress through the targets set on their Individual Education Plans and are welcome to come into school.

35. The provision for the personal, social and health education of pupils is good overall. Following a warm-up activity in a reception class physical education lesson, children explain that their hearts are beating fast and that they are breathing quickly because they have been running fast. Pupils in Year 6 have a range of responsibilities in school such as introducing

the music and the composer for assemblies. They also supervise younger pupils in the quiet room at lunchtimes. The School Council is developing in its effectiveness. Pupils are encouraged to contribute their ideas to a range of developments in school, including the provision of appropriate playtime activities. Older pupils talk about lunchtime activities and explain the rewards for good behaviour.

36. Provision for pupils' personal development is generally good, maintaining the standards identified in the previous inspection. The provision for pupils' moral and social development is very good and has a positive impact on pupils' good behaviour and attitudes to school.

37. Provision for the spiritual development of pupils is satisfactory. Daily assemblies ensure that statutory requirements for collective worship are met and planning for assemblies is good with a range of appropriate themes covering all aspects of pupils' personal development. Assemblies provide pupils with valuable insights into the spiritual aspects of life when they include opportunities for prayer and reflection, such as when pupils consider Gods' forgiveness in relation to what happened at Easter time. However, some assemblies lack spiritual content. Opportunities for pupils to reflect on their feelings and values are restricted. In lessons the teachers give pupils time and opportunity to consider and answer questions relating to subject content, but it is not the practice in every class for the teachers to use the time at the end of lessons to discuss with pupils and encourage them to reflect on what they have learnt and achieved.

38. Moral development is given a high priority and provision is very good. Pupils are involved in drawing up the rules for behaviour and there is a shared understanding of what is expected. Staff show great respect for pupils and promote positive behaviour by their own example and by praise and encouragement as well as consistent but unobtrusive application of the positive behaviour policy. Older pupils in the school are following a programme of study which includes considering moral issues for example in relation to stealing. Pupils are encouraged to express their feelings about bullying through their posters on the theme of "Beat the Bully"

39. Provision for social development is very good. Pupils' self-esteem and confidence are boosted through giving them important responsibilities within the school community. The setting up of a School Council has introduced pupils to elements of citizenship. Elected class representatives meet regularly to consider issues affecting the school. During the inspection the council members interviewed caterers about the proposed salad bar service. Prefects are elected and expected to set a good example to others in the school. As well as looking after younger pupils during playtime and lunchtime, some prefects are given the extra responsibility of looking after the welfare of more vulnerable pupils and actively promoting the anti-bullying policy. The school successfully fosters a sense of citizenship and concern for others by raising funds for a variety of charitable causes chosen by the pupils. Residential visits provide pupils with opportunities for social interaction and encourage independence as pupils take part in adventurous activities.

40. Provision for cultural development is good. There are regular visits to museums, art galleries and places of geographical and historical interest. The planned curriculum for religious education ensures that the beliefs and ideas of Christianity and other major world faiths are taught well. Visitors to the school such as a Methodist minister, a Buddhist, and a Jewish faith leader, who talk about of their traditions and values, effectively foster pupils' awareness of their own and other cultures. Visits to places of worship such as a Mosque and a Baptist church are equally effective. Pupils experience live theatre within the school and enjoy listening to a variety of live musical performances to promote their awareness of a

range of music traditions including different styles and instruments. Pupils in Years 5 and 6 learn some French and hear about French culture.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. This is a very caring and supportive school. Through rigorous evaluation of pupils' educational needs and risk assessments the school is able to operate systems that encourage all pupils to achieve their full potential in a safe and secure environment. As an all-inclusive school it creates a clear ethos that permeates throughout all year groups. Since the last inspection the school is improving upon the level of care and support it provides to pupils.

42. Child protection procedures are very good. The headteacher, fully trained in child protection issues and responsible for dealing with matters of concern, imparts this knowledge to all members of staff so they may sensitively deal with any evidence of child abuse. Teachers know their pupils well. They react quickly when they sense "things are not going well" with any individual pupil. There are no pupils on the "at risk" register.

43. Members of staff are conscious of the need to pay attention to the welfare and well-being of pupils. There are five trained first-aiders at the school. When pupils are injured as a result of an accident, or feeling unwell, they can recover in private and away from the "hustle and bustle" of school life in a pleasant designated medical room. The school regularly carries out risk assessments and appointed personnel continuously review health and safety issues. The school needs to consider whether finger-safe devices on doors in the foundation stage and in other areas of the school would add to the pupils' safety.

44. The school has good procedures for monitoring and improving attendance and uses electronic facilities for recording and monitoring this important aspect. This facilitates detailed reports on levels of attendance, lateness and holidays taken during term time for all pupils or selected pupils. Trends in levels of attendance are readily identifiable. These systems are helping to positively raise the level of attendance. The introduction of 'follow up' letters is also having a positive effect of making parents aware of the need to confirm reasons for absence. This is lowering the levels of recorded unauthorised absences. The Educational Welfare Officer does not visit the school on a regular basis but is always there to offer advice when requested on matters of attendance or welfare.

45. There are very good procedures for monitoring and promoting good behaviour. Teachers effectively implement behaviour control strategies. Pupils are fully aware of their teachers' behaviour expectations and respond appropriately. Names of pupils displaying disruptive behaviour during lessons are recorded in the classroom Behaviour Book. Teachers evaluate whether to include pupils who exhibit high frequency of inappropriate behaviour onto the special educational needs register. Behaviour targets are then set and formal monitoring with parental involvement begins. Procedures for monitoring and eliminating oppressive behaviour are effective. No bullying was evident during the inspection week.

46. Procedures for monitoring and supporting pupils' personal development are good. The personal, social, health and citizen education programme encourages teachers to keep tracking records for all pupils under their care. Progress in pupils' personal development is easily accessible from these records and they provide very useful information on achievements, behaviour and general comments.

47. The procedures for assessing children's attainment in the Foundation Stage are very good. An initial assessment on entry to the nursery provides the starting point for the staff to plan work that is very well matched to the children's needs. This work is continued in the reception classes and very effectively impacts on the rate of learning for all children. Records are detailed, informative and regularly updated. There is good liaison with parents and outside agencies for children with special educational needs to ensure that they make the best possible progress.

48. The procedures used by teachers to assess and monitor pupils' progress throughout Years 1 – 6 are very good. The strength of this very good practice is a result of the rigorous and continuous programme of evaluation and testing conducted by the school, and the way in which this information is used to influence the curriculum and modify lesson planning to meet pupils' learning needs. All pupils know their individual targets. Older pupils are quite clear about how these are decided and what they have to do to improve. This use of assessment information to detect weaknesses in pupils' knowledge and understanding, and to move them on when it is time, helps pupils of all abilities with their learning. This makes a good contribution to the successful achievement of most pupils. However, teachers' marking is inconsistent and not always used effectively to inform pupils what it is they need to do to move to the next stage of learning. Thus, this is a weak link in the overall very good methods used to monitor pupils' achievement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. There is a 60 per cent over-subscription for places at the school – 72 applications for 45 places. Parents want their children to come to this school.

50. Parents hold satisfactory views of the school as the 150 returned questionnaires indicate. However, there are five areas requiring further investigation as there is a measure of disagreement reported in the questionnaires.

51. These disagreements are in relation to:

- children receiving the right amount of homework
- informing parents of their children's progress
- the school working closely with parents
- the school's leadership and management
- the school's provision of a range of activities outside of lessons.

When compared with the last inspection these comments suggest lower levels of support from parents.

52. Evidence confirms work set for pupils to do at home is acceptable. The work takes the form of home/school reading scheme, spellings, mental arithmetic skills and research tasks relating to class topics.

53. In response to some criticism from parents the format and layout of reports on pupils' progress was modified in Summer 2002. The school plans to monitor the use and effectiveness of the new format in line with published guidelines from Department for Education and Skills (DfES). At the present time they give attainment levels for all curriculum subjects but could give more detailed comments on progress and areas for development in specific non-core subject areas.

54. Evidence confirms the school works closely with parents. There are regular consultation sessions when changes are made to policies directly affecting parental involvement. For example, parents were consulted about the new behaviour policy and changing the progress report layout. A selection of DfES publications are available for

parents to read in the event of any queries about the educational services provided by the school. The school regularly sends newsletters to parents informing them of school events. Inspection evidence confirms the school is well led and managed. The governing body is effective in fulfilling its responsibilities in ensuring clear educational direction.

55. The school provides a satisfactory range of activities outside of lessons. After the school day there are activities covering drama, recorders, violins, running, craft and singing. Very few parents help around the school but they support the events organised by the active parent teacher association each year and raise extensive funding for school.

56. The quality of information provided to parents about the school activities is satisfactory. The combined School Prospectus and Annual Report contains very useful information for prospective parents and gives a very clear picture of the school. However, there is a minor omission on the numbers of pupils on roll and inappropriately presented data of national test results for the seven and eleven-year-old pupils. In order to fully meet statutory requirements the school should address these anomalies when next reviewing this document.

57. Parents make a good contribution to children's learning at home. This extends to grandparents who are active in helping at home and in bringing the children to school each day. The majority of pupils are fortunate to be able to share their learning with grandparents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The headteacher is a very efficient and effective manager who gives the school determined leadership, firmly focused on raising standards. She has carried through an action plan to address the issues for improvement identified in the last inspection. This has been successful. The quality of teaching in particular has improved and this is beginning to raise standards. She has a very clear vision of the direction the school should move in and takes very firm action to make it happen. The senior management team gives her good support. Subject leaders now take an active role in monitoring provision and standards in their subjects.

59. The governing body is active and supportive. Governors fulfil their statutory duties well. They are fully informed about school activities. The headteacher gives them comprehensive reports and the result is that they have a good understanding of the strengths and weakness of the school. They ask challenging questions in holding the school to account for its standards. They are actively involved in formulating the school improvement plan, in which spending is closely linked to the raising of standards and to school improvement projects. Governors are also involved in monitoring expenditure against projections, on a regular basis.

60. School improvement is planned rigorously. Targets for development are clearly identified with clear success criteria. The school's recent priorities have centred around improving the quality of teaching, improving curriculum planning, and in developing staff roles in monitoring work in their subjects. There has been a strong emphasis on the way that the school evaluates its effectiveness. Effective systems of assessment and target setting have also been introduced and together these measures have had an impact on standards. As a result they are beginning to rise.

61. Day-to-day financial management is efficient. Specific grants and other funding are allocated very carefully for their intended purposes. The office staff are very efficient and provide the headteacher and teaching staff with very good support.

62. Teachers and teaching assistants are very well qualified to meet the needs of the curriculum. The school has a generous number of support staff who are well deployed in the school's drive to raise standards. Midday staff are well organised and helpful and ensure good lunchtime routines.

63. Resources for teaching are adequate in most areas of the curriculum and good in mathematics and music. However resources for the teaching of design and technology, particularly for pupils in Years 3 – 6 are insufficient. At the present time the school library is inadequate for the number of pupils, but the school has plans to improve this area.

64. The rebuilding of the school to meet the needs of pupils of the whole primary range is now complete. The accommodation now meets an acceptable standard, however there are deficiencies. The hall is large but used as a thoroughfare which can be a distraction in physical education and music lessons. The school does not have its own playing field and some of its outdoor play areas are bleak and uninviting. To counter these deficiencies use is made of sports facilities at a neighbouring school. The school has plans, involving suggestions made by the pupils, to enhance its outdoor areas.

65. The school is kept clean and tidy thanks to the work of the caretaker and his hardworking team. Displays are particularly effective in the classrooms and corridors. They combine to create an interesting environment. They are of practical use because they support pupil's learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. In order to further improve the quality of education and standards achieved, the headteacher, staff and governors should:

(1) raise standards in science
(paragraphs 2, 3, 111, 116)

(2) improve the quality of pupils writing throughout the school
(paragraphs 91, 97, 98)

(3) raise the status of the non-core subjects
(paragraphs 28 , 99)

(4) ensure greater consistency in the quality of marking so that pupils know exactly how to improve their work
(paragraphs 24)

These issues are identified in the school's current plan for improvement.

67. In addition to the key areas for development, the following less significant but nevertheless important aspects should be considered for inclusion by governors in the action plan:

- Continue to take measures to improve attendance
- Find ways to make parents feel that the school works closely with them
- Improve the spiritual dimension of school life, identifying opportunities in planning across the curriculum for pupils to reflect and wonder at things which amaze and puzzle them, in the natural and man-made worlds and life in general

THE RESOURCED NURSERY PROVISION FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

68. The Resourced Provision for children with special educational needs is very good with some excellent aspects. The provision is for 12 children, six in the morning and six in the afternoon. At the moment there are five children who attend in the afternoons and one child who attends in the mornings. All children are fully integrated within the mainstream nursery. The very good integration opportunities ensure full access to the very good early years curriculum for all the children. The children have a wide range of needs and these are very well catered for through the excellent quality and range of learning opportunities offered to them within the mainstream nursery. These children will not necessarily transfer to the mainstream reception class unless they live in the area.

69. One teacher and one nursery nurse staff the resource nursery. They work very effectively as part of the mainstream nursery provision. This arrangement provides very good opportunities for the children to benefit from the social interaction of a greater number of children and provides them with access to a greater number of adults. There are exceptionally good links developed by staff with parents before the children enter nursery and this is continued throughout the children's nursery education. Staff are very well supported by other support agencies who attend all review meetings and provide considerable support in the writing of individual programmes of work.

70. During their time in the nursery the children make good progress in relation to the specific targets in their individual educational plans. The children have equality of access and opportunity to the full curriculum. Progress can be seen when for example the children choose their own activities, tidy away willingly and make good attempts to dress themselves for outdoor play. Some are able to identify their own name card and self register by placing it in the appropriate place.

71. The children's personal and social skills are developing well and their behaviour is very good and at times excellent. Children settle very well in nursery and establish effective relationships initially with the teachers then with other children as they join them in their group activities. Snack time offers very good opportunities to develop interactive social skills. Children choose their own time to have their snack and know the rules, for example they can only have one piece of fruit but are allowed extra milk. They sit happily together enjoying their fruit and drink. Though happy to play alone they also play alongside other children and are beginning to maintain interest in both directed activities and activities of their own choice. The children are developing good turn-taking skills and co-operate both in small and large activities.

72. The children enter nursery with mixed abilities in speaking and listening skills. Individual educational programmes are very well planned to take account of the children's needs and staff follow these carefully. One child for example chatted away happily as she painted her ladybird as part of the nursery topic. The children particularly enjoy listening to stories and singing nursery songs and rhymes.

73. Most children can recognise their own name and know that words and pictures carry meaning. Some make good attempts to write their own name when making cards for baby bear and are able to distinguish one sound from another.

74. There are many opportunities for the children to develop their mathematical skills. The nursery routine of directed activities and self-choice opportunities ensures children become aware of number, shape, space and size. The children make good progress, they match colours and textures with some accuracy and show a growing understanding of number in for example, nursery rhymes when singing 'five fat sausages'. One child knows that when he has three sausages he will need two more to make five. The children experiment with a range of objects and materials using words such as big and small.

75. The children's knowledge and understanding of the world is developing by exploring for instance the properties of sand and water. They make good attempts to draw the route between Tigger and Winnie the Pooh's house. They show curiosity and interest by exploring surroundings using their senses to explore the physical world. Some children are able to activate the touch screen while others use the mouse when working with the nursery nurse on the computer.

76. In physical development most children move confidently and imaginatively with varying degree of control and co-ordination. The children have equal access to all the activities. They are aware of the need for safety and so are careful and considerate to one another. They are developing an understanding of positional language such as on, in, and under. Fine motor skills are being established with tools such as brushes and crayons. They are beginning to share and play together when for example working with the nursery nurse to follow instructions and build a moving truck.

77. In creative development the children respond to what they hear and feel. They listen carefully as the teacher claps a rhythm. They try hard to repeat the pattern with more able children making more complex rhythms with increasing speed. They roll playdough and

make shapes using pastry cutters and scissors. They explore different media and respond with pleasure when for example they play with a large tray of shaving foam and make comments such as 'it's soft, and light'. They make simple models from a variety of materials enjoying for instance tearing and scrunching tissue paper.

78. The quality of teaching in the resourced area is very good and sometimes excellent. Staff have a very secure knowledge of the early learning curriculum for nursery children and provide very well planned lessons with very good learning objectives matched to children's needs and abilities. Children are assessed on entry into nursery and the day to day assessment based on this is built into the very effective planning. Each child has a very good and individual educational plan, which has specific targets to ensure that their specific needs are met in full. The planning ensures continuity and progression and dovetails into the mainstream nursery planning. Staff provide continual support in mainstream nursery to ensure all integration opportunities are purposeful as well as social. The continual monitoring and assessment by the staff not only informs future teaching and planning but also have a very positive impact on the children's progress within this very good provision.

79. The children have full access in all areas of the early years curriculum. The school fully complies with the Code of Practice, assessment reporting and recording requirements. The school is fully meeting statutory requirements regarding statements of special educational need for those children who hold a statement of need. Both the teacher of the resource nursery and the teacher of the mainstream nursery are fully dedicated to full inclusion in every aspect of nursery life for these children and because of this very close teamwork, all children enjoy a fully inclusive nursery education.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	18	24	5	1		
Percentage	7.6	34.6	46.1	9.6	1.9		

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)	42	315
Number of full-time pupils known to be eligible for free school meals	N/A	15

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	5
Number of pupils on the school's special educational needs register	6	24

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	5.3

Unauthorised absence

	%
School data	1.1

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2002	21	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	20	21
	Girls	16	16	16
	Total	37	36	37
Percentage of pupils at NC level 2 or above	School	97 (90)	95 (78)	97 (90)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	19	19
	Girls	16	16	15
	Total	36	35	34
Percentage of pupils at NC level 2 or above	School	95 (88)	92 (92)	89 (100)
	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	24	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	21	23
	Girls	19	19	19
	Total	37	40	42
Percentage of pupils at NC level 4 or above	School	79 (89)	85 (86)	89 (95)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	21	17
	Girls	20	20	14
	Total	39	41	31
Percentage of pupils at NC level 4 or above	School	83 (70)	87 (80)	66 (73)
	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	261	1	0
White – Irish	0	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	2	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	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)	12
Number of pupils per qualified teacher	26
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	266

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	21
Total number of education support staff	3
Total aggregate hours worked per week	130
Number of pupils per FTE adult	8

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
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	2001/02
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	£
Total income	799,699
Total expenditure	750,034
Expenditure per pupil	1928
Balance brought forward from previous year	68,699
Balance carried forward to next year	118364

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	315
Number of questionnaires returned	150

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	45.9	2	2	0
My child is making good progress in school.	40.8	53.7	2.7	0.7	2
Behaviour in the school is good.	39	51.4	5.5	1.4	2.7
My child gets the right amount of work to do at home.	20.9	59.7	16.5	0.7	2.2
The teaching is good.	46.6	48.6	2.7	1.4	0.7
I am kept well informed about how my child is getting on.	27.9	55.1	13.6	2	1.4
I would feel comfortable about approaching the school with questions or a problem.	50	41.1	8.2	0.7	0
The school expects my child to work hard and achieve his or her best.	53.1	44.2	0.7	0	2
The school works closely with parents.	27.2	47.6	21.8	1.4	2
The school is well led and managed.	26	51.4	7.5	6.8	8.2
The school is helping my child become mature and responsible.	39	53.4	4.8	0.7	2.1
The school provides an interesting range of activities outside lessons.	21.5	31.2	27.1	11.8	8.3

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

80. The children get an excellent start to their education because the provision made for them in the Foundation Stage is outstandingly good. The school has nursery provision for 90 children. Currently there are 83 children on roll. They attend either a morning or an afternoon session. Until this academic year, all children started in the nursery in the September of the year in which they were four. This year some children began in the nursery class in January. There are twelve part-time places allocated for children with special educational needs. The vast majority of children live in the locality, although those with special educational needs may come from a wider area. Children have a wide range of abilities when they start school. However, the vast majority have levels of attainment, in all of the areas of learning, which are expected for their age group. Children make rapid progress in their nursery year. They move into the reception classes in the September of the academic year in which they are five. By then most have reached an appropriate level on the stepping stones of the Foundation Stage curriculum. By the end of their reception year, about half of the children exceed the expected levels of attainment, particularly in personal, social and emotional development, communication, language and literacy and mathematical development.

81. There is very good improvement since the last inspection. The children achieve very well. This is in response to

- the care that the staff take of the children
- very good quality teaching
- the outstanding curriculum
- very good methods of measuring how well the children learn
- the very good use staff make of information about children's learning to plan activities which challenge them very effectively in all areas of learning.

82. The quality of teaching and learning is very good in the nursery and the reception classes. Much of the teaching seen during the inspection was excellent in all six areas of learning;

- personal, social and emotional development
- communication, language and literacy
- mathematical development
- knowledge and understanding of the world
- physical development
- creative development.

83. Staff work outstandingly well as a team. Each day runs smoothly and staff are very well deployed to meet the needs of the children. This ensures that all children learn very well.

They are included in all activities and the staff make sure that each child does its best and succeeds. Staff use excellent strategies to manage children's behaviour. These strategies are in line with the school's behaviour policy and work very effectively. This means that children work hard and learn very productively. All staff know the children very well and understand their individual needs. Hence they plan excellent activities which fully challenge all children. This ensures that they all learn very successfully. Staff work hard to inform parents about, and include them in, their children's learning. They encourage parents to come into school at the end of each day, to work with their children and to see what they have achieved during the day. This works well and there is a good partnership with parents in these early years.

Personal, social and emotional development

84. By the end of their reception year, most children are on course to attain the nationally expected goals. About half will exceed them. The children achieve well in the nursery and reception classes because of the very good teaching and support that they receive from the staff. They quickly settle into the school and class routines. They soon make friends and learn well that they should take turns and share resources. Teachers' very high expectations mean that children soon become independent. With very little help from the staff, the children in the reception classes get themselves ready for playtimes and physical education. At the end of each session, all children help to tidy away their resources. They listen to staff and to each other very well, often concentrating on their tasks for long periods of time. Because they listen so well the children know what is expected of them. They work happily because they feel secure. The staff are sensitive to the individual needs of the children and consistently build children's self esteem as they reinforce learning through positive comments. Social skills are developed very well during outside activities. For example, children are encouraged to take part in activities such as 'The Bear Hunt' or to work together in small groups serving in 'McDonalds'. The children respond very well to the high expectations which staff set for behaviour. They behave very well and are eager to learn new skills.

Communication, language and literacy

85. The children achieve very well and most are likely to attain the expected Early Learning Goals by the end of their reception year. About half are likely to exceed them. In the nursery and reception classes, they achieve very well because they are taught and supported very well both individually and when they work in small groups. Children enjoy sharing their ideas with others and their thoughts about their work. They listen very well to the staff. The staff encourage children to talk and to extend their vocabulary and understanding through discussions. In the nursery, children thoroughly enjoy sharing books with the staff and listening to stories such as 'The Discontented Ladybird'. In reception they are eager to read and look at books such as Goldilocks and the Three Bears. Reception children develop successfully their understanding of punctuation and expression in reading. Most begin to read simple words and the higher attaining read simple sentences and phrases. Writing skills develop very well. For example, children readily write invitations for the Teddy Bears' Picnic. They enjoy working at the mark making table and eagerly show visitors what they have written. Effective questioning and very good quality teaching extend children's learning successfully. Throughout the Foundation Stage, relationships between the staff and the children are excellent. This encourages the children to think clearly about their work and the answers that they give to questions. Staff constantly build children's self-esteem and this helps them to have the confidence to take part in activities such as role-play. This very effectively extends children's imaginative thinking and language, particularly as the staff join in, taking the role of a McDonald's customer or sales person. Outdoor activities such as a Bear Hunt and games for letter recognition enable children to develop physical skills and

increase their understanding of the world around them. Reading homework, when it is supported by parents, contributes well to children's literacy skills

Mathematical development

86. In their mathematical development, most children in the nursery are on course to reach the appropriate stepping stones, by the time they move to the reception classes. By the end of the reception year, about half will exceed the goals set. The children achieve very well because of the very good teaching and support which they receive. Most children in the nursery effectively develop skills of counting, sorting and setting. They learn the names of colours. They sort articles using different criteria, such as colour and shape. By the end of the reception year, most children know how to count to twenty. They recognise their numbers to twenty and clearly say which numbers are missing from number lines. A few higher attaining children recognise some numbers beyond twenty and the lower attainers work towards recognising and using numbers to ten. With help most of the children learn to add and to take away two numbers. Nearly all children recognise simple shapes and most know how to make a repeating pattern of two shapes or colours. The children enjoy their work and are keen to learn. They enjoy varied and interesting activities. For example, in one lesson, Freddie the Frog challenged the children by setting problems for them to solve. He removed numbers from the number line and asked which, and how many, were missing. He challenged them to count backwards and add on two and three numbers. The children loved this activity and excitedly worked out the answers. Staff use mathematical vocabulary accurately and encourage children to be accurate in their work. The practical approach to teaching mathematics ensures that the children are fully engaged in their learning. Staff measure and track children's learning very efficiently. This enables them to match activities very closely to individual needs

Knowledge and understanding of the world

87. In their knowledge and understanding of the world, the majority of children in the nursery and reception classes achieve very well because the activities are very well planned and taught. Most reach appropriate stepping stones in the nursery, and go on to reach the goals set for the end of the reception year. Many exceed the goals set, particularly in the use of computers. Staff provide a wide range of activities that are planned very well to extend developing concepts in science, design and technology, history, geography and information and communication technology. Children use the computers independently. Their achievement is excellent and they attain standards that exceed the Early Learning Goals and are working within the lower levels of the National Curriculum.

88. In the nursery, children use the touch screen paint program to draw pictures of mini-beasts. They do this very accurately, making sure that their creature has the right number of legs. By the time they leave reception, they can use the delete key, space bar, change from lower to upper case, and change the size of their letters as they write a simple sentence. In the nursery, children successfully use woodworking tools to design and make models. Children enjoy investigating the properties of materials. In the reception classes, they explore the properties of porridge oats in their topic about 'The Three Bears'. For example, one boy decided that "the oats smell nice but they won't build." In nursery and reception classes, the children learn much about small creatures and their habitats, from watching the development of caterpillars and snails. They know where penguins and polar bears live. They talk about the things which both animals like to eat. Their learning is greatly enhanced by the very good quality displays throughout the Foundation Stage areas. Teachers plan a wide range of interesting and motivating activities which arouse children's curiosity and promote their investigational skills. Staff work together outstandingly well to ensure that all children succeed.

Physical development

89. The majority of children achieve very well. In the nursery, children reach appropriate stepping stones for their age. The vast majority of children in the reception classes are on course to attain the expected goals by the time they enter Year 1. A few will exceed the goals by the end of the reception year. There are well planned activities to develop children's manipulative skills. Many children handle small apparatus such as jig-saws and construction kits confidently. They use malleable materials such as playdough with increasing control. The children enjoy their physical exercise and take part enthusiastically. They listen intently to instructions, keen to do their best. Because their response to learning and their behaviour are excellent, they make rapid progress. Teachers plan lessons very well and pay appropriate attention to exercises intended to warm up and cool down. In one physical education lesson, reception children worked extremely hard. Their learning was enhanced very effectively by the care with which the teacher discussed with them the effect of exercise on their body. Staff use the secure play areas regularly to extend children's physical skills. This is particularly evident in the nursery where there is very good quality equipment and plenty of space for outdoor activities. However, it is not so easy for the reception staff to continue these activities, because the reception equipment and play area are of inferior quality to those of the nursery. The school has identified this issue and is working to address it.

Creative development

90. Children in the nursery and reception classes achieve very well with their creative development. This is because of the very high quality of teaching. The majority of children in the nursery are on appropriate stepping stone levels. The reception children are on course to attain the expected standards for children of this age, by the end of the reception year. Staff provide a wide variety of activities and introduce the children to such techniques as colour mixing, cutting and sticking in the nursery. Children mix their own paints to make 'thin and thick blues' for display. In reception, children extend these skills and become more accurate, when painting and creating pictures and models. Children's musical development is good. They know a range of nursery rhymes and songs. As children concentrate on their activities, the staff constantly extend their ideas and language skills and encourage them to cooperate with others.

ENGLISH

91. In this improving subject pupils generally read better than they write. In national tests at the end of Year 6 attainment in English was average when compared with schools nationally. Recent improvements in provision ensure that the majority of pupils in Year 6 now achieve well. The quality of their reading has improved and is above average, but attainment in writing is still below average. Pupils now make good progress throughout the school. However, there are still issues, impacting particularly on Years 5 and 6, resulting from the reorganisation of the school from a first to a primary school less than three years ago. The school rightly has made the quality of pupils' writing throughout the school a focus for improvement.

92. For Year 2 standards in English are above average. Comparison with national expectations and those of similar schools show that standards of reading by the end of the year are very good. Half the pupils reach the higher National Curriculum level 3. Overall the standard in writing for Year 2 is also very good but fewer pupils attain the higher level.

93. At the previous inspection speaking and listening were judged to be a strength, at the end of Year 2. Inspection findings confirm that standards are now above average.

Standards in speaking and listening in Year 6 are average. The school places heavy emphasis on developing speaking and listening skills to enable all pupils to become independent learners. A good example of this is the current focus of improving pupils' scientific language through discussion. Lesson observations confirm that good progress is being made in this area.

94. Throughout the school pupils display very positive attitudes to their work. Children make very good progress in communication, language and literacy skills in the Foundation Stage. Thus when they enter Year 1, they have average, and many have above average, levels of attainment. This enables them to benefit from the structure of National Literacy Strategy lessons. They listen well and contribute their ideas and suggestions confidently. Generally the pace of lessons keeps the pupils' interest and attention and enables them to achieve well. Pupils in Year 2 continue to make good progress. Overall learning in Years 3 and 4 is good and pupils achieve good standards. Although pupils reach the expected national standards there are some inconsistencies in teacher' expectations of what their pupils can achieve in Years 5 and 6. Lesson observations confirm that the school is making good use of the National Literacy Strategy.

95. Pupils make good progress in reading, throughout the school. This is because they are challenged to read a wide range of genres. They make good use of the higher order reading skills that they are taught in literacy lessons. For example, they comment on the writer's use of language and on the affect that the text has on the reader. A Year 6 pupil discussed how the book he is reading about the Second World War, links with the class topic and has made him rethink his views of enemies. In Year 2, where standards in reading are above average, higher attaining pupils achieve well because teachers provide well structured guided reading support. This enables them to extend their use of language. For example, they write definitions of words for the class dictionary to support their topic on Florence Nightingale. Average attaining pupils achieve satisfactorily in reading.

96. Standards in reading are good in Years 3 and 4. However in the present Year 6, where pupils have not yet had time to benefit from recent improvements in provision, standards in reading are average. Teaching assistants effectively support pupils with their reading. Pupils have additional opportunities to enhance their experiences, for example during a Year 6 class assembly. However, not all pupils enjoy their reading because the books are not always sufficiently well matched to their needs.

97. Standards in writing are average in Year 2 but below average in Year 6. The school has recognised that standards in writing are not good enough - and has made this a priority area in the school improvement plan. In Years 1 to 3 standards in writing are below those in reading. In Year 4 the high expectations of the teacher enable pupils to achieve equivalent standards in reading and writing. For the lower attaining and average pupils in Years 5 and 6 their reading and writing is of a similar standard. However, the higher attaining pupils do not write as well as they read. The presentation of written work is inconsistent across the school particularly between work in exercise books and in the limited examples of extended writing seen. Pupils would benefit from additional opportunities to develop extended writing using their literacy skills more effectively in other subjects.

98. Pupils do not apply consistently the phonics skills that they learn in literacy lessons. Spelling is a particular problem for lower attaining pupils in Year 5. Younger pupils learn appropriate phonic skills to support their reading and spelling. In Year 1 pupils play word bingo to consolidate their understanding of 'magic e'. Most pupils write five appropriate words correctly on their white boards and then listen with anticipation for the teacher to read out their words to see who will win the game. The very good support and encouragement given to pupils with special educational needs throughout the school enables them to achieve well.

99. The quality of teaching is good overall. There is an appropriate focus on the teaching of basic skills to develop pupils' knowledge and understanding of phonics. However, further

emphasis needs to be given to ensure that pupils use these skills in their spelling. Teachers manage pupils' behaviour very well. They share the objectives for each lesson with the pupils by explaining them in clear language and providing visual prompts. Lessons are planned very well and are linked with topics. However, further work needs to be done to enable all pupils to use their developing literacy skills in other subjects. Teachers generally show good knowledge and understanding of the subject. In Years 1 and 2 teaching is consistently good. Teaching in Years 3 to 6 is good, with some very good teaching in Year 4. Teaching is satisfactory in Year 6. The most successful lessons engage the pupils' interest and challenge them through fast pace and guided teaching. In less successful lessons, there is insufficient difference in the work given to pupils of different abilities. Thus pupils are not challenged to work productively.

100. Good use is made of a range of tests and teacher assessments to produce individual pupil's targets. Pupils in Year 6 talk about how they identify their own targets for improvement and evaluate their own achievement. This is very good practice and encourages pupils to become independent learners taking responsibility for their actions. The full range of the National Literacy Strategy's intervention programmes is used in the school. Assessment information is used to select pupils in Year 6 for focused teaching in booster groups during the four weeks prior to the national tests. Similarly pupils lower down the school are identified for support if their progress slows. This support is well structured. Clear planning enables staff to focus on pupils' needs and to evaluate their achievements.

101. Teaching assistants are deployed well in all classes. They provide a range of support from working with individuals to involvement with groups, including the higher attaining extended groups. For example in a Year 2 lesson, the teacher skilfully and effectively used extended questions to teach pupils how to use alphabetical order to find words in a dictionary. At the same time, the teaching assistant supported lower attaining pupils by unobtrusively paraphrasing the questions. During the word level activity she then worked with the higher attaining group extending their dictionary skills. This pattern of support was observed throughout the school.

102. Resources are adequate but no examples of pupils using information and communication technology to support their English work were observed during the inspection. Some examples of word processing were noted in completed work and many pupils described how they use the computer and the Internet to undertake research. The school has recognised that the current library provision is unsatisfactory and is in the process of resolving this issue.

103. The subject leader, who is new to the role, is well supported by her predecessor. There are very good systems in place which focus on raising standards in English. There are well-established systems of monitoring and evaluating the success of the subject. This leads to efficiently establishing priorities for improvement and enhances staff understanding of how to raise standards. There is a high emphasis on whole staff development. All staff trained for the "Better Readers" project. The subject leader monitors teachers' planning and the standards and quality of pupils' work.

MATHEMATICS

104. Inspection evidence indicates that standards of attainment are on course to be well above those expected nationally at the end of Year 2 and to be above national expectations by the end of Year 6. These match the standards attained in the most recent statutory tests in 2002. The high standards are due to effective teaching reflecting high expectations of what pupils are capable of achieving and very positive pupil attitudes. Standards have improved since the last inspection for pupils in Year 2.

105. The quality of teaching has improved since the last inspection. It is predominantly good with examples of very good, and in one lesson, excellent, teaching. There was one unsatisfactory lesson. Teaching is generally characterised by good subject knowledge, effective planning, clear demonstration and explanation. Pertinent questioning is used well to assess pupils' understanding of new concepts or to identify basic skills that need to be reinforced. In the lesson which was judged to be excellent, high expectations, genuine challenge, very effective organisation and skilled management exemplified the teaching. These qualities ensured that pupils in a mixed Year 3/4 class participated fully in the learning process. The teacher made very good use of a measuring stick when explaining the relationship between a whole and tenths. This meant that the pupils had a clear understanding of decimal notation and the relationship between decimals and equivalent fractions. In another very effective lesson, the teacher posed questions involving addition and subtraction skills in a variety of ways. Year 1 pupils responded eagerly, writing their answers on individual white boards, which enabled the teacher to assess individual pupils' understanding. Most pupils demonstrated a clear understanding of mathematical vocabulary such as plus and minus and concepts of less than and more than. Later in the lesson the teacher harnessed pupils' skills to solving interesting problems related to the comings and goings of passengers on a bus journey, subsequently extending pupils' knowledge further by taking them through the process of recording these problems using numbers and signs.

106. Over time pupils' understanding and ability to use mathematical concepts and skills reach a very good level. Able pupils in Year 6 demonstrated their ability to analyse problems and select and use appropriate number operations to solve them. The teacher moved the lesson forward at a very good pace insisting that pupils give accurate explanations of the processes they were using and developing their confidence by assuring them that a variety of strategies could be used to arrive at a correct answer. In the lesson judged to be unsatisfactory, the teacher did not engage all pupils sufficiently in the learning process. Many pupils were unable to make satisfactory progress because their understanding of place value was insecure and they could not understand the explanations presented to them.

107. The provision for mathematics across the curriculum is well organised. The National Numeracy Strategy is well established, although in some lessons teachers do not allow sufficient time to make the best use of the plenary sessions. All pupils have individual targets for mathematics which is having a positive impact on pupils' achievements. Within their lesson planning teachers consider the needs of individual pupils and provide alternative activities so that the learning needs of all pupils are met. Because of the support received all pupils including those with special educational needs make good and sometimes very good progress.

108. Teachers are enthusiastic about mathematics which results in pupils enjoying their lessons. Pupils' good behaviour and high levels of motivation and collaboration enable them to achieve well. Pupils are confident when using their knowledge in other subjects such as art and design and science. The subject makes a very good contribution to literacy and to social development because pupils are consistently given opportunities to talk about their work and teachers emphasise the use of correct vocabulary. Their explanations and comments are valued and listened to by staff and by other pupils. Information technology skills were used by Year 3 pupils to organise and interpret data relating to the possible use of accumulated rewards. The teacher effectively used the display on the computer to develop pupils' understanding that intervals on a graph can represent more than one amount and are automatically changed on a computer to accommodate larger numbers.

109. The quality of marking in Years 1 to 4 is good, generally providing useful advice to pupils and acknowledging their achievements. The quality of marking of older pupils' work is

variable and does not indicate how pupils can improve. Regular homework throughout the school makes a good contribution to pupils' learning.

110. Management of the subject is good. Subject leaders are effectively committed to continue raising standards of numeracy throughout the school. Good assessment procedures are in place and effective tracking systems enable teachers to monitor pupils' progress and set challenging school targets. Analysis of test results identified problem solving and data handling for further development and the school has made a noticeable effort to enhance teaching and learning in these areas. The subject leaders have good plans to develop their role in monitoring teaching of the subject.

SCIENCE

111. Standards in science are average in Year 2 and below average in Year 6. Standards in investigative science are particularly in need of improvement and pupils show under developed scientific thinking. The school has identified the fact that many pupils lack the subject specific vocabulary to articulate their ideas. Staff are making determined efforts to encourage pupils to design experiments, to develop their concepts and to improve their scientific thinking. There is evidence to suggest that this recently formulated approach is beginning to bear fruit with improved progress, particularly in Years 1 - 4, but it is too early to see any measurable impact on standards in Year 6. Standards are still not high enough.

112. More able pupils now achieve satisfactorily in many aspects of the subject. Consequently, by the end of Year 2, these pupils have a sound knowledge of some of the properties of a variety of materials. They discuss tasks involving the waterproof qualities of a variety of materials. They use appropriate vocabulary. For example, they talk about *polythene, foil, plastic* etc. They make sensible predictions and understand that there may be different answers and solutions to problems. Their teacher challenges them to define exactly what makes a test *fair*. This challenges their thinking and considerably aids their learning. Many pupils understand well how electricity works. They demonstrate this by building a circuit and lighting a bulb. Their completed work shows that they have a good understanding of how animals are different to humans how babies of all species differ from adults and what foods are healthy and unhealthy.

113. A number of Year 6 pupils know a range of scientific facts and have an understanding of key principles and ideas, including prediction and fair testing. Improvements have been achieved by providing pupils with more opportunities to carry out investigations and experiments for themselves. Many Year 6 pupils understand how to make a test fair, and appreciate that a prediction is an initial idea, which may be modified later when all the information has been gathered and analysed. For example, in a Year 6 lesson, pupils identified factors which might affect the efficiency of an electrical circuit they were designing, including the length of the wires they were using and the strength of their batteries. They discussed confidently, and with good understanding, using such vocabulary as *resistor, conductor* and *insulation* and exactly where a switch should be placed. Their completed work shows that they understand how some substances dissolve and how some change their state. They are encouraged to make predictions, to test them and then review their conclusions giving good scientific reasons.

114. Those pupils with significant learning difficulties achieve well in relation to their individual education programmes. This is because of the good support that they get in class from good quality teaching assistants. There is no significant difference in the attainments of boys and girls.

115. Teaching is good. In all lessons seen teachers have a clear idea of what they want their pupils to learn. Activities are carefully chosen to give all pupils the opportunity to contribute. There is a commendable emphasis on using the correct scientific vocabulary and developing relevant skills. Teachers manage their classes very well. They plan their lessons so that they have a clear idea of exactly what they want their pupils to learn. Activities are chosen to match the learning needs of different groups of pupils and teachers and teaching assistants interact very well with pupils making sure that they understand, and challenging their thinking.

116. The subject leader is very realistic about how the subject needs to be taught if standards are to rise. She is very enthusiastic and has developed a good action plan to bring about improvement. She carefully monitors her colleagues' planning and is using this to develop and refine the school's scheme of work. She is aware that work needs to be done to improve teachers understanding of National Curriculum levels in science and is planning to compile a portfolio, which will demonstrate good practice in this area.

ART AND DESIGN

117. Standards at the time of the last inspection were found to be above the national average throughout the school. Standards are still above the national average in Years 1 and 2 and similar to those found in most schools in Years 3 to 6. Evidence from the coordinators' portfolio of work, the displays of quality work in classrooms and around the school generally, indicates that pupils, including those with special educational needs and those from different ethnic backgrounds, achieve satisfactorily throughout the school. The recently implemented scheme of work, based partly on national guidelines, is promoting the development of practical skills and techniques as well as the appreciation of the work of a wide range of artists. All pupils have access to the full curriculum; they develop their skills and gain a good understanding and enjoyment of art and design.

118. Pupils enjoy the subject and take pride in their work. They explore colour through for example, mixing paint and experiment with a range of techniques, such as wax resists and washes using a variety of media such as chalk, pastels and watercolours. The pupils work with clay, experimenting with texture, exploring the use of a range of materials and styles when presenting their work. For example pupils in Years 1 and 2, look carefully at, and make comparisons of, the work of Henry Moore and Alberto Giacometti. As a result they produce some very interesting models in for example the style of Giacometti.

119. By the time the pupils reach Year 6, they have gained a variety of skills with which to work imaginatively, as well as good appreciation of particular styles of artists. When for example considering the theme of 'movement' for their circus project, the pupils use the work of Degas as a stimulus to produce their initial sketches. When working on three-dimensional work the pupils produce some very interesting and imaginative clay containers, using metal paints and varnish to finally decorate the containers. They work together, seriously evaluating each others work, using a very good checklist provided by the teacher. This enables the pupils to develop further their understanding of the various techniques required when working with clay and to consider how the containers could have been improved.

120. Teaching overall is good with very good teaching in Years 1 and 2 and in the lower part of the school, pupils achieve well. There is very little time wasted in lessons and all get off to a quick start. End of lesson discussion enables the pupils to share ideas, compare each others work and make suggestions for improvements; on one occasion this was a little rushed and as a consequence was not as beneficial. In one very good lesson the teacher used this session very well to reinforce the pupils' understanding of repeating patterns and symmetry.

121. The subject makes a good contribution to pupils' spiritual and cultural development. Displays throughout the school are of a good quality and play a significant part in raising the profile of the school. Through careful presentation of pupils' work teachers raise confidence and self esteem, encouraging pupils to take pride in their achievements. An example of this is a very attractive display of pupils' works in the 'Special People Gallery'.

122. Teachers' planning is good and there are good links with other subjects and other cultures for instance, Year 2 pupils when making their three dimensional houses, look closely at and name the shapes on the buildings that they see when out walking. When looking at patterns they make their own printing blocks to form repeating and rotating patterns. Pupils in Years 3 and 4 use a computer graphics program to research and design wallpaper in the style of William Morris. When studying Ancient Egyptians the pupils design their own polystyrene-printing block to produce Egyptian paintings. The subject is used well to reinforce learning across the curriculum.

123. The coordinator is relatively new to the post but is very keen and interested to develop the subject further. Up to now she has not had an opportunity to spend time in classrooms to observe first hand the teaching and learning of the subject, although she does see teachers' planning. Her judgments on attainment for example are based on displays around the school, photographs and classroom assessments completed at the end of each unit of work. She is keen to develop individual files of pupils' work, which will enable progress over time to be more easily assessed. The emphasis that the school has rightly made on the development of English and Mathematics has meant that development of the subject has not been a priority. However it is now intended to seek ways to develop subjects such as art and design further without detracting from the core subjects. The co-coordinator has many very good ideas to achieve this through for example an arts week later in the school year, through which it is hoped to enhance the arts generally and also to invite an artist into the school to work alongside some of the pupils.

DESIGN AND TECHNOLOGY

124. By the end of Years 2 and 6, pupils attain the nationally expected standards and this represents satisfactory achievement. The main improvement since the last inspection has been the development of a new scheme of work, which provides opportunities for assessment at the end of each unit of work. The national guidance has been integrated onto the existing arrangements so ensuring that pupils' knowledge and understanding are built up as they move through the school.

125. Work on display and in books from pupils in Year 1 and 2 shows how they have designed and constructed with textiles, using tools carefully and investigating ways of cutting and joining and showing an understanding of how simple mechanisms work, through for example the construction of vehicles and puppets. The pupils gain an understanding of taste, texture and appearance of a range of fruit and vegetables and then prepare and combine ingredients in specific products such as a fruit salad. They use the basic tools safely and recognize the importance of eating more fruit and vegetables.

126. In Years 3 to 6 Younger pupils design and make packages, investigating the purposes of their finished box. These are well decorated and make a useful contribution to the development of practical mathematics because of the need to measure carefully and accurately when constructing the cubes and cuboids. Older pupils show understanding of the skills necessary to measure, mark out, cut and assemble a wooden frame. Their planning process becomes more formalized as they produce more detailed designs on paper. There was no evidence of the use of the Internet to research information when for

example the pupils made their fairground rides, or the use of a digital camera to record stages of production and modifications made.

127. With only one lesson seen, it is not possible to give a firm judgment on the quality of teaching and learning, but it was good overall in the lesson seen. From talking to pupils, it is clear that they enjoy designing and making and limited displays around the school show a satisfactory coverage of the necessary skills to develop the subject. However resources are limited as is space when delivering the curriculum to large classes. An example of this is the shortage of examples of previously completed work. This is due in the main to the need for completed models to be dismantled in order to reuse the materials on another project. There are limited facilities to deliver food technology satisfactorily, although the subject manager is in negotiation with a partner school to use their facilities. A very useful contribution is made to social and cultural development as pupils develop their ability to work in groups, making decisions and sharing tasks. There is very good inclusion with all pupils fully included in all activities and when necessary good support available to aid pupils with special educational needs. The subject manager, new to the role, is getting to grips with the subject and is keen to improve standards further, through for example developing progression and assessment and the increased use of information and communication technology.

GEOGRAPHY

128. No lessons were observed because of the way in which geography is taught within a planned topic cycle. This was also the situation at the last inspection. Judgements are made on the basis of work seen in pupils' books and folders, displays, analysis of teachers' planning and through discussions with the subject leaders and with pupils. As at the previous inspection attainment across the school is in line with national expectations. Overall there has been little improvement in this subject.

129. Throughout the school there is an emphasis on comparing the locality of the school with other areas. Use is made of digital cameras to take photographs of the locality and of visits to other areas. Pupils enter Year 1 with a sound understanding of comparisons between their familiar world and different areas, such as cold places. They have a basic idea about planning routes having enacted the story of Hansel and Gretel using objects to mark different journeys around familiar areas of school. There are very good links between the Foundation Stage and Years 1 and 2. Photographs and models of familiar areas in the locality are used to develop understanding about maps and mapping. A continuing topic using the travels of Barnaby Bear enables pupils in Year 1 to extend their awareness and curiosity of the wider world. In Year 2, there is evidence of pupils using observation skills to observe their houses and make comparisons. There are models which are annotated with word processed labels.

130. Years 3 and 4 explore Ancient Egypt in their history topic and describe the effect and use of the River Nile. Year 3 pupils look at land use in the locality of the school using Ordnance Survey maps and photographs to illustrate their findings. A Year 4 class also develops their understanding of local environmental issues through 'What's in the News'. In Year 6, pupils talk about comparisons between their world and life in an Indian village. They use simple maps to plan routes from Great Britain and explain the reasons for their choices. Others compile a village action plan. Regular visits for the younger pupils include Saltaire and Scarborough and older pupils visit Whitby. These visits provide good opportunities for pupils to develop their geographical skills and understanding and are examples of good practice. Photographs of a recent visit to Buckden show older pupils using appropriate fieldwork techniques. There was no evidence to show that the development of mapping and enquiry skills have improved since the last inspection. Some exercises in older pupils' books

consist of 'coloured in' worksheet maps rather than evidence of pupils using their time to develop their geographical skills.

131. The subject leader is enthusiastic, knowledgeable and committed to raising standards in geography. She is new to the role but is well supported by her predecessor. There are now well-established and effective procedures for identifying priorities and for planning and reviewing achievement. Planning is undertaken by the subject leader and is based on government guidelines. The assessment system is very rigorous but is based on the scheme objectives. In order to raise standards pupils' attainment should be judged against the National Curriculum programmes of study and statements of attainment. The monitoring of the subject builds on the work of the school as a first school. It is impressive through the school to Year 4 but is unclear for Years 5 and 6. There has been some improvement in the provision of resources since the last inspection, including the purchase of specific information and communication technology software. However, because of the focus in school on English and mathematics, there has been insufficient funding for geography and resources remain satisfactory. There is very good capacity for the school to improve standards but to achieve this there needs to be commitment of time for the subject leader to undertake and develop her role and for additional funding to provide a wider range of appropriate resources.

HISTORY

132. Standards are average at the end of Years 2 and 6. This is similar to those found at the time of the last inspection. The previous report found that there were insufficient opportunities for the subject manager to work alongside colleagues, in order to monitor standards and teaching across the school. This is still the situation, although the introduction of a national scheme of work does enable pupils' understanding to be assessed at the end of each unit of work.

133. By the end of Year 2 most pupils have a secure understanding of the passage of time and know that things change over time. They are developing a clear understanding of people in the past and how they lived. They know that people in the past lived very different lives from their own. An example of this is when the pupils consider the life of Florence Nightingale and the soldiers in the Crimea War. Because the teacher puts herself in the 'hot seat' she successfully reinforces the pupils learning through their questioning. She is able to enlarge on simple questions such as how it felt to be away from home during the war. Pupils spontaneously make comparisons to the present situation in Iraq. There is good support for lower achieving pupils with good use made of the whiteboard to record pupils' ideas and because of this, pupils make good attempts when writing their own accounts of the conditions during this war. Higher achieving pupils write good descriptive paragraphs.

134. Older pupils show good knowledge and understanding of the life of children during World War Two. They are able to describe some of the characteristics of this period and changes in the present environment. They make good contributions during discussion periods showing good knowledge of for example, food rationing and the use of the black market. They are presently reading 'Silver Sword' and refer back to situations in this book showing good understanding and enjoyment of the story. Because the pupils work in mixed ability groups, there is good inclusion and pupils of all ability are able to succeed well. Pupils in Year 4 show good understanding of the beliefs of the Ancient Egyptians. They are able to sequence pictures showing the Ancient Egyptians' beliefs about life after death. All achieve well in this activity because the teacher has provided good work to match the varying ability of the pupils in the class. All listen very carefully and when replying to questions show good use of the correct names of people and objects such as canopic jars. During class discussions

there is evidence of individual research as, pupils are able to offer information to the teacher not yet taught to the class as a whole.

135. Pupils have many opportunities to extend their learning by taking part in educational visits to places of historical interest. The Years 1 and 2 pupils have visited Saltaire to learn more about famous people and to local war graves to give more meaning to 'Remembrance Day'. Older pupils visit Eden Camp to consolidate their learning about World War Two. During the inspection they were compiling their own questions to ask when they went on the visit. Some of the questions that they asked, for example were, 'Why did America join the British'? 'What did Germany do after the war'? All their questions showed thought and reflection on the teaching that is taking place.

136. Few lessons were seen during the inspection and it is not possible to make a firm judgement on teaching and learning. However from lessons seen and teachers planning, teaching is firmly rooted as far as possible on first hand information. Resources are only satisfactory but opportunities for pupils to experience life at specific times in history through visiting places of historical interest, are used whenever possible and lead to effective learning experiences. The use of timelines clearly fixes the pupils' learning in a chronological sequence, although this is not used consistently across all classes. There are good links with other subject areas, in particular art and English. However, there is little evidence of the use of information technology other than when pupils have researched for themselves at home.

137. The subject manager is recently appointed, however files and ongoing assessment show that the subject has been well managed over a number of years. Planning is thorough as is assessment with samples of pupils work to support this. Future plans include a school portfolio of pupils' work and this will provide a useful record of the pupils' achievements.

INFORMATION AND COMMUNICATION TECHNOLOGY

138. Standards in information and communication technology are well above average in Year 2. They are average in Year 6. This is very good improvement for the younger pupils since the last inspection when standards were average at Year 2. No comparison can be made for Year 6 because, at the last inspection, the school was a first school, with pupils leaving at the end of Year 4. The improvement in standards for Year 2 is because

- the quality of teaching has improved resulting in better learning
- the curriculum now meets all the requirements of the National Curriculum
- there is now has a computer suite where skills are taught to the whole class
- the school has more hardware and software
- leadership and management of the subject is now very good.

However, these improvements have not been in place long enough for older pupils to have benefited. Standards in Years 3 and 4 are above average. Much of the work Year 5 and 6 do is good but there are still gaps in their knowledge and understanding. This is because they have not had sufficient experience with the new systems. By the time the current Year 6 leave the school they will have completed all strands of the curriculum but it is unlikely that they will reach above average standards in all aspects.

139. By Year 2, all pupils log on and off. They confidently use the return, shift and space keys. They change font size, colour and style. They print and save their work. They organise data successfully. For example, Year 2 pupils used science work which they had

done as homework to sort materials into sets of glass, plastic and wood using Venn diagrams on computers. Year 1 confidently worked in pairs, producing block graphs and Venn diagrams from data entered in a previous lesson. However, the very good skills that the pupils show, when working in the computer suite, are not used enough in their classwork. This is because there are very few working computers in the Years 1 and 2 classroom areas. 140. Older pupils show increased competence using computers. For example, Year 5 successfully used a design program to design a computer monitor. Years 3 and 4 have good understanding of database work. For example, they have created a database of information about themselves and use this to produce data in a variety of graphs and pie charts. Year 6 continue to build on the skills which they have learned previously but are not as competent with some aspects of the subject, such as control and simulation work.

141. Pupils begin to use information and communication technology well as a tool in other subjects. The school has mapped opportunities for computer use in all subjects and this has given a boost to standards. For example in history, Years 3 and 4 use resizing techniques and the fill tool to reproduce 'Shabti: a servant for the afterlife'. In art and design pupils reproduce artwork in the styles of Seurat and William Morris. Year 1 use repeating patterns to produce wallpaper designs in their design work. They use mapping skills on the computer to model room plans in geography. Year 5 and 6 use good mathematical skills to produce a wide range of information in a variety of graphic styles.

142. The quality of teaching and learning is good. Many teachers have good subject knowledge and use this to advantage to move the pupils' knowledge and understanding of technology forward at a good pace. They plan lessons carefully to ensure that all pupils understand what they have to do. They interact with pupils at timely moments during lessons and this facilitates pupils' good achievement. Learning is enhanced by the very good quality displays around school. These are designed carefully to show the progression of skills that the pupils acquire as they move through the school. Pupils demonstrate very good attitudes to their work and speak enthusiastically about their knowledge and experience. Pupils with special educational needs make very good progress as a result of the skilful support of teaching assistants.

143. The subject is very well led and managed by a team of four. This is particularly successful because each member of the team represents a different age group in school. Thus, they have a good overview of the whole school. Each member also has specific but different computer skills. This means that, as a team, they have very good knowledge and understanding of the demands of the information and communication technology curriculum and can guide staff and pupils very effectively. They have a clear vision for the future of the subject which focuses on raising standards. The school is aware that, although the computer suite has been successfully installed and is effectively used by the whole school, the equipment is already outdated and some machines are becoming unreliable.

MODERN FOREIGN LANGUAGES

French

144. Pupils begin to learn French in Year 5. Standards are well above average by Year 6. The quality of teaching is very good. This ensures very good learning. French is a valuable part of the curriculum and effectively enhances the pupils' social and cultural development. All pupils start from the same point and thus all pupils, whatever their ability or background, achieve equally.

145. Teachers encourage pupils to listen carefully to the spoken word. They help them respond with accurate pronunciation and intonation. In the lessons seen pupils learned the French names for parts of the body. They sang 'Allouette' to reinforce their learning and confidently labelled parts of the body in their workbooks. By the end of the lesson, all pupils were demonstrating capably their knowledge of 'la tête, la bouche, les pieds et les mains'.

146. Pupils enjoy their lessons and are eager to join in. They answer questions confidently, demonstrating they understand what is said. For example, they reply confidently 'je m'appelle' and use the French equivalent of their first name, when asked their name. They discuss the weather, describing what it is like to-day and also what it is not like. Thus pupils explained not only 'Il fait beau, aujourd'hui' but also 'Il ne neige pas'. They very enthusiastically join in games such as 'Simon dit' and keenly lead the game as well as following.

MUSIC

147. Because of time-tabling arrangements it was only possible to observe one music lesson for Year 6 pupils and a short singing practice for Year 3 and Year 4 pupils. No judgement can be made about the teaching of music and standards achieved by pupils in Years 1 and 2.

148. Standards achieved by pupils in Year 6 are in line with national expectations. All class lessons are taken by a visiting music specialist. Teaching in the one lesson observed was very good. The teacher's very good subject knowledge and organisational skills ensured that the lesson proceeded at a lively pace. Pupils were interested and motivated and keen to get on with the performance. All maintained a steady beat as they played untuned musical instruments and followed a graphic score. Throughout the lesson pupils were encouraged to evaluate their performance and some made useful suggestions about how their performance could be improved. The lesson made a good contribution to social skills as pupils appreciated the importance of working together to compose music.

149. In the singing session, pupils sang in a tuneful and lively manner as they practised songs connected to a history topic for a performance scheduled to take place at the end of the term. Pupils made expressive use of phrasing and when singing in two parts they sustained the melody well. However opportunities for pupils to engage in singing activities are limited. Singing practices for different classes are limited to the one term when the end of term performance takes place and singing is generally not a feature of school assemblies.

150. Leadership of the subject is good. The school follows a commercial programme and the subject leader ensures that all aspects of the national music curriculum are covered in the lessons. Resources for the subject are of good quality and quantity. Provision is enhanced by a recorder club and an after school choir for Year 5 pupils. The subject makes a significant contribution to pupils' cultural development as visitors to the school introduce music from other cultures and enable pupils to experience live music performances.

PHYSICAL EDUCATION

151. Standards in physical education are in line with national expectations in Years 2 and 6. Pupils enjoy a good range of activities in all aspects of the subject and achieve well.

152. Although the school has limited facilities for the subject, teachers make sure that they give good emphasis to the teaching of relevant skills. For instance in a Year 2 games lesson,

pupils ran through a series of drills aimed at improving their throwing and catching skills. They then played a series of games to use those skills. Well targeted teaching and good support from the teaching assistant ensured that all pupils learned well and developed their skills.

153. Similarly pupils have opportunities to develop their skills in swimming, dance and gymnastics lessons. Thus pupils in Year 6 explore travelling in a gymnastics lesson. They are challenged to devise a sequence of movements involving different forms of travelling, on and off apparatus. Higher attaining pupils achieve well in practising and perfecting their sequences some in pairs and some in larger groups.

154. Teaching is good overall and one lesson is very good. Teachers are very aware of the importance of a good warm-up routine and help pupils understand the importance of stretching their muscles and what a pupil described as “getting our hearts to pump.” Health and safety aspects are well emphasised and pupils know for instance the importance of bending their knees when landing. Teachers emphasise the importance of well developed skills such as “watching the ball right into your hands” when catching a ball. They plan their lessons so that they have clear learning targets and use teaching assistants very well to support different groups of pupils.

155. Pupils are offered the opportunities to extend their skills in a number of out-of-school clubs such as soccer and running. Some of which are run by teaching staff and some by visiting experts such as coaches from Bradford Bulls and Bradford City Football in the Community. Older pupils are expected to work for a series of athletics awards and school teams compete against other schools in competitions.

156. The curriculum for the subject is based on national guidelines with additional inputs from a published scheme. The subject leader who is new has good ideas for improving standards in the subject including the provision of training in areas such as dance. She also plans to strengthen links between subjects by developing the use of music and poetry as stimuli for dance activities. She monitors planning carefully to ensure good curriculum coverage and offers help and guidance to her colleagues.

157. Staff work hard to counteract the lack of a school field and use is made of facilities at a neighbouring school. The hall is of good size for teaching the subject but acts as a thoroughfare which can be a distraction during lessons. There are plans to make the outdoor play areas more attractive and useful for physical education lessons.

RELIGIOUS EDUCATION

158. Religious education is taught in accordance with the Bradford Locally Agreed Syllabus. Satisfactory standards are achieved by pupils in Year 2 and in Year 6. This is similar to the findings of the previous report. Pupils, including those with special needs, achieve well because teachers are knowledgeable about the subject and promote a strong interest in the faiths and traditions of others.

159. Over time, pupils learn about different religious faiths, festivals and rites of passage and how beliefs and values guide the lives of those that follow them. This makes a significant contribution to pupils' personal and cultural development. Provision for the subject is enhanced when the school draws on its links with the local community to take pupils to visit local places of worship and to invite people who are experts in their own faith to talk to the pupils and share their beliefs and practices with them.

160. No teaching was observed in Years 1 and 2 but analysis of pupils' work shows that pupils' learning is good. Visits to a local Baptist Church and a Synagogue are effectively used to develop their knowledge of different religious practices, which is reflected in the vivid and informative accounts of the visits. One pupil describes the Baptistry and the process of baptism, "Take a deep breath before you go in". Pupils also write about the bread and wine used in a ceremony and describe the window showing "Jesus and His friends". They write about the Scroll and the Torah and describe the head coverings worn by men and boys in the Synagogue. On more general religious aspects, when asked to describe a place which is special to them, Year 2 pupils are very perceptive. One pupil writes,

"My private place is very grassy.
Under my climbing frame.
I go there to be peaceful and quiet.
Mum can't find me there."

161. Pupils in Years 5 and 6 have been developing their knowledge and understanding of Islam and Buddhism. They respond well to opportunities to apply what they are learning to aspects of their own life, for example when writing about personal responsibilities or preparing for a journey. In their work on "The Noble Eightfold Path", they effectively link Buddha's teaching with what they have been taught on the same topics.

162. The teaching observed was generally good. Lessons are well planned and teachers tell stories well. They encourage pupils to consider all the main features of the story, especially the feelings and emotions of the key characters. Generally teachers maintain a good pace and have high expectation that lessons will contribute to pupils' personal as well as academic development. Pupils respond well and readily answer questions and contribute to discussions.

163. The subject is well managed. The leaders are successfully building up a stock of good resources and rightly put great emphasis on establishing strong curricular links. Religious education makes a very good contribution to most subjects, particularly literacy, art and design and history and increasingly to ICT.