

INSPECTION REPORT

ST MATTHEW'S C of E PRIMARY SCHOOL

Bradford

LEA area: Bradford

Unique reference number: 107303

Headteacher: Mrs P Idle

Reporting inspector: Mr A J Dobell
10373

Dates of inspection: 30th June - 3rd July 2003

Inspection number: 246673

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M Stockdale
Date of previous inspection:	Not applicable

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10373	Mr A J Dobell	Registered inspector	Music Physical education	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed? What could the school do to improve further?
19443	Mrs N J Walker	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
16761	Mr M Hemmings	Team inspector	Education inclusion English as an additional language Science Information and communication technology	How good are the curricular and other opportunities offered to pupils?
22657	Mr M Madeley	Team inspector	Areas of learning in the Foundation Stage Mathematics Art and design Design and technology	How well does the school care for its pupils?
10144	Mrs P M Marriott	Team inspector	Special educational needs English Geography History Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school was reorganised in September 2000 from a first school into a primary school for pupils aged three to 11. It is a voluntary controlled Church of England school serving an inner city area with an above average level of socio-economic disadvantage. Initial testing shows that levels of attainment are well below those normally found when children enter the Nursery or Reception class. The school has a broad ethnic mix among its pupils and 126 pupils (48 per cent) speak English as an additional language. This is well above the national average. Of these pupils, 31 (12 per cent), are at an early stage of learning English. In 2001-02, 54 pupils left or joined the school during the year. At 20 per cent of the roll, this is above average and has an adverse effect on attainment.

There are 262 pupils on the school's roll, which means that the school is above average in size. There are very slightly more girls than boys. The full-time equivalent of 55 children are in the Foundation Stage with 30 children in the Reception class and 49 children attending the Nursery part-time. There are mixed age classes in Years 3 to 6, but these are gradually being phased out as the school reduces in size. An above average proportion of the school's pupils (32.5 per cent) is eligible for free school meals. Similarly, the proportion of pupils with special educational needs (22.5 per cent) is above average, but the proportion with statements of special educational needs (2.3 per cent) is broadly average. The nature of special educational needs includes specific learning difficulties, moderate and severe learning difficulties, profound and multiple learning difficulties, emotional and behavioural difficulties and physical difficulties.

HOW GOOD THE SCHOOL IS

This is a satisfactory school with the potential to improve further. The quality of teaching is now good overall, but ranges from excellent to poor. Pupils make very good progress in their learning in the Foundation Stage and good progress in Years 5 and 6. In the other year groups, progress is satisfactory overall. In the last year for which National Curriculum test results are available, 2001-02, results at the end of Year 6 were at the national average in English, mathematics and science and were above average compared with school with pupils from similar backgrounds. Pupils have good attitudes to school and to learning, and most develop into mature and confident young people. The headteacher is providing very good leadership and management and has clear views about the school's future development. Given the nature of the community that it serves, the good personal progress that pupils make, the standards currently being achieved and its above average costs per pupil, the school is providing satisfactory value for money.

What the school does well

- The quality of teaching is very good in the Foundation Stage and good in Years 5 and 6.
- Pupils' attitudes to learning and to school are good in the classes where learning is interesting and good relationships throughout the school result in good personal development of pupils.
- The quality and range of the curriculum are good overall and there is very good provision for activities outside class.
- There is good provision for pupils' moral, social and cultural development.
- Very good systems for assessing pupils' progress have been developed in all subjects, but have yet to have a significant impact on standards.
- Parents view the school very highly.
- The headteacher is providing very good leadership and management which have improved teaching and learning well in some year groups.

What could be improved

- Standards of attainment are too low, particularly for higher attaining pupils, and progress is not consistent from year to year.
- Lesson plans are brief and do not consistently contain clear learning objectives. They do not refer specifically to the learning needs of pupils with special educational needs, or those who speak English as an additional language.
- The quality of pupils' handwriting and the presentation of their work are unsatisfactory.
- Not all pupils have experienced the full programmes of study of the National Curriculum in information and communication technology and design and technology by the time they leave the school.
- Health and safety procedures are not consistently rigorous.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the first time that the school has been inspected since it was reorganised. In the three years since its reorganisation, the quality of teaching in the Foundation Stage has improved markedly. Parents have quickly gained confidence in this new school.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	N/A	E	C	B
Mathematics	N/A	E	C	B
Science	N/A	E	C	B

Key

well above average A

above average B

average C

below average D

well below average E

Attainment at the end of Year 6 improved significantly between 2001 and 2002. Pupils in Year 6 are not currently attaining such high standards. There are a number of reasons for this. These include above average numbers eligible for free school meals and having special educational needs, poor attendance, extended holidays, and some quarter of these pupils joining the school in the last two years. Pupils who are in this school for the whole of their primary education attain average standards. In 2002, the school exceeded its agreed targets for the proportion of pupils achieving at least the national expectation of Level 4 in English and mathematics at the end of Years 6. In 2003, it has met its much-reduced targets.

Attainment at the end of Year 2 in the National Curriculum tests has consistently been below average, but has improved since the school was reorganised. In 2002, attainment was below the national average in reading and writing and well below average in mathematics. Attainment was broadly in line with the standards achieved in similar schools in reading and writing, but below average in mathematics. Teachers assessed attainment in science as below average in 2002.

Evidence from this inspection shows that children in the Foundation Stage make very good progress and are at, or above the level expected nationally for five-year-olds. Standards in English, mathematics and science are well below the national average at the end of Year 2. By the end of Year 6, attainment in speaking and listening and reading is below average and attainment in writing, mathematics and science is well below average. In the other subjects of the curriculum, at the end of Year 2, attainment is at the level normally found in information and communication technology, art and design, physical education and religious

education, and below this level in design and technology, geography and history. It was not possible to make a judgement in music. At the end of Year 6, attainment is at the expected level in information and communication technology, music, physical education and religious education, and below this level in art and design, design and technology, geography and history. The school is aware that too few pupils attain the higher than expected Level 3 at the end of Year 2 and Level 5 at the end of Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Overall, pupils have good attitudes to school and to learning, and are keen to make progress.
Behaviour, in and out of classrooms	Most pupils behave well in class and around the school. Play is boisterous but friendly and some younger pupils are very reliant on adults.
Personal development and relationships	Relationships between pupils and between pupils and adults are mostly good. Pupils' personal development is good.
Attendance	Attendance is below the national average.

In the last full school year, two pupils were excluded for a fixed period on a total of four occasions. Pupils' attitudes and values have improved since the school was reorganised. The school's participation in the South Bradford Education Action Zone is improving pupils' attitudes and values.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is now good overall but is inconsistent across the school. During the inspection, 56 lessons were observed. Of these, under one in ten were less than satisfactory, just under one quarter were satisfactory, just under one half were good, and one quarter were very good or excellent. Excellent teaching was concentrated in the Nursery and the less than satisfactory teaching was in Years 1 and 2. In Years 3 to 6, good and very good teaching predominates in Years 5 and 6, while satisfactory teaching predominates in Years 3 and 4. The basic skills of literacy and numeracy are taught very well in the Foundation Stage. The teaching of these skills is unsatisfactory in Years 1 and 2 and satisfactory overall in Years 3 to 6, although it is better in Years 5 and 6 than in Years 3 and 4. The skills of information and communication technology are taught well overall, and there are some good examples of teachers using information and communication technology well, to support learning in other subjects.

Pupils with special educational needs make satisfactory progress in their learning and pupils who speak English as an additional language make good progress when they benefit from specialist teaching and support. Teachers do not routinely plan for the learning needs of different groups of pupils, and there are examples of lessons in which higher attaining pupils are not challenged or lower attaining pupils find the work too difficult.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school's curriculum provides a good range of learning opportunities overall, and there is very good provision for activities outside class.
Provision for pupils with special educational needs	This provision is satisfactory overall and pupils make satisfactory progress.
Provision for pupils with English as an additional language	There is good provision for pupils who speak English as an additional language and they have full access to all the school's activities.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	There is good provision for pupils' personal development and for their moral, social and cultural development. Provision for their spiritual development is satisfactory.
How well the school cares for its pupils	Systems to promote pupils' academic progress are very good but have not yet had a significant effect on standards. Procedures for child protection and for securing pupils' welfare are good overall.

While the school's curriculum is of good quality overall, the mixed age classes mean that not all pupils have covered the full National Curriculum in information and communication technology and design and technology by the time that they leave the school. The school has developed very good links with parents who appreciate how the school has improved since it was reorganised.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and management and has developed an effective senior management team. Subject management is good overall, ranging from very good to satisfactory.
How well the governors fulfil their responsibilities	Governors fulfil their legal responsibilities well and have a good appreciation of the school's strengths and weaknesses.
The school's evaluation of its performance	The school has good strategies for analysing its performance and identifying priorities for its future development.
The strategic use of resources	The school uses its resources effectively.

The headteacher's clear-sighted leadership has established the school on a firm foundation. She has a clear vision of how the school can develop, which is shared by the governing body and most of her colleagues. Subjects are managed well overall, with the quality of subject management ranging from very good to satisfactory. There is a good match of teachers and support staff to the needs of the National Curriculum and religious education. The principles of best value are applied well. If the headteacher has the full support of all her colleagues, then the school is well placed to improve further.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Teaching is good and children make good progress.• The school expects children to work hard and to their best.• Behaviour is good and children become mature and responsible.• There is an interesting range of activities outside class and children get a suitable amount of homework.• The school works well with parents and keeps them well informed about progress.• Parents feel comfortable when approaching the school with concerns.• The school is well led and managed.• Children like school.	<ul style="list-style-type: none">• Parents expressed no significant concerns.

The school issued 267 questionnaires and 84 were returned (30 per cent). The meeting held before the inspection was attended by 13 parents who were very supportive of the school. Inspectors are impressed that the school has established this very high level of support from its parent body in a short time.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2002 National Curriculum tests for Year 6, pupils from this school attained average results in English, mathematics and science when compared to all schools nationally. This was a significant improvement on the previous year when results in all three subjects were well below average. When compared with the results in schools which draw their pupils from similar backgrounds, attainment in all three subjects was above average in 2002. The school exceeded its agreed targets for the proportion of pupils attaining at least the national expectation of Level 4 in English and mathematics. This was a good level of attainment for this year group. The data below shows the results that were achieved. National percentages are shown in brackets.

Year 6	Percentages at Level 4 or above	Percentages at Level 5
English	83 (75)	15 (29)
mathematics	75 (73)	29 (27)
science	88 (87)	37 (38)

2. The 2002 National Curriculum test results for Year 2 were below the national average in reading and writing, and well below the national average in mathematics. These results exactly matched those attained the previous year in each subject. When compared with the results in similar schools, attainment in reading and writing was average, but attainment in mathematics was well below average. Science is not tested nationally at the age of seven. Teachers assessed attainment in science to be below average. The actual results of the National Curriculum tests in 2002 are as follows:

Year 2	Percentages at Level 2 or above	Percentages at Level 3
Reading	81 (83)	20 (30)
Writing	85 (86)	7 (9)
Mathematics	87 (90)	13 (31)

3. Evidence from the inspection shows that children enter the Nursery with levels of understanding and learning skills which are well below those normally found. Those about to leave the Reception class have made very good progress in their knowledge, skills and understanding. Most have achieved at least the level expected in the six areas of learning designed for this age group. These children have made very good progress in their learning.
4. At the end of Year 2, pupils are on course to attain results in the National Curriculum tests which will be well below the national average in reading, writing and mathematics. There are several reasons for this. About half of this year group is known to be eligible for free school meals. Over half the pupils speak English as an additional language. One third of the pupils are on the special educational needs register, with one fifth of the year group having a higher level of special educational needs. Further more, one sixth of the pupils only joined the school during the course of Year 2. One of these pupils knew no English at all when joining the school. Teaching and learning for pupils in Year 2 have also been adversely affected by the long term absence of their teacher. Pupils' levels of attainment are well below those normally found in English, mathematics and science, and below those normally found in design and technology, geography and history. In art and design, information and communication technology, physical education and religious education, attainment is at the level normally found. There was not sufficient evidence to form a judgement about attainment in music. Overall, these pupils have made satisfactory progress in relation to their previous levels of attainment. However, progress has been adversely affected by their poor skills in speaking and listening, reading and writing.
5. At the end of Year 6 in 2003, pupils are on course to attain results in the National Curriculum tests

which will be well below the national average in English and mathematics, and below the national average in science. Again, there are a number of reasons for this. Just under one half of pupils are eligible for free school meals. One third speak English as an additional language and just over one third are on the school's register of special educational needs, with over half of these being at the higher levels of need. Nine pupils have a history of poor attendance and six have had extended holidays during this school year. Over one quarter of these pupils have joined the school in the last two years. Given this, pupils in this year group have made satisfactory progress in their learning. The school's analysis shows that pupils who have spent the whole of their education in this school, and who have attended normally, have made progress at the same rate as would be found in most schools. Attainment in information and communication technology, music and physical education is at the level normally found in most schools. However, attainment in art and design, design and technology, geography and history is below the level normally found.

6. Pupils with special educational needs make satisfactory gains in their knowledge and understanding, so that, by the age of 11, they achieve well in relation to their age and ability in most subjects. When working in small groups or pairs they benefit from support from classroom assistants, and this has a positive effect on their learning. However, targets in the pupils' individual education plans are not consistently specific enough for their progress in the short term to be easily measured, or to enable them to be clear in their own minds about their targets for improvement. Pupils with English as an additional language make good progress and achieve well when they are given specialist support.
7. Children now make very good progress in the Foundation Stage because their learning is very carefully planned to improve their skills rapidly and systematically, particularly in literacy and numeracy. In Years 5 and 6, pupils make good progress, not least because specialist teaching in literacy and numeracy ensures that different groups of pupils have adequate levels of challenge. In Years 1 to 4, pupils do not make this level of progress because there is less rigour in planning for their progress. The school understands it now needs to use the findings from its very good assessment systems to set targets for individual pupils in the short and long term. This would help to raise standards. The school would then be in a stronger position to increase the proportion of pupils attaining the higher than expected level 3 at the end of Year 2 and Level 5 at the end of Year 6.

Pupils' attitudes, values and personal development

8. Pupils have good attitudes towards school and their learning, and this is especially true of pupils in the Nursery, Reception, and upper junior classes, where the quality of teaching is predominantly good or better. When lessons are well taught, pupils apply themselves with a good and often a very good level of attention, and are clearly keen to learn. They try hard and produce a good amount of work, but mostly they take insufficient care with the presentation of their work. Even when lessons are less interesting, most pupils still do their best to listen and to join in sensibly. Pupils with special educational needs have good attitudes to their work and respond well to additional support from their classroom assistants. They are well motivated and enjoy good relationships with their teachers, other adults and each other.
9. Standards of behaviour are good throughout the school. Pupils know the school rules and respond well to the expectations of the majority of staff. They are polite and well-mannered and they do as they are asked without fuss. For example, even though pupils from Years 3 and 4 were thrilled and excited for much of their recent visit to Tropical World, they behaved very well for much of the day and never less than satisfactorily. A small minority of pupils have particular difficulties in achieving good behaviour but they respond well to the targets and initiatives set for them, and the incidences of pupils having to be excluded have fallen significantly over the past few years. During this school year, the school has only had to exclude one pupil for a short period of time.
10. Relationships throughout the school are also good. Pupils are clearly happy in each others' company and they support each other well. It is noticeable how well pupils with difficulties are accepted as equals and included in all activities both in lessons and at play. A particularly strong feature of the school is how well pupils from different backgrounds and cultures mix together, and achieve very high levels of racial harmony throughout the school. Indeed, pupils who speak English as an additional language have positive attitudes to learning and show a good level of interest and enjoyment in their work.

11. Overall, pupils develop well as individuals and parents appreciate the part that the school plays in this. Pupils at both ends of the age range make good progress in achieving personal qualities including confidence and self-esteem. Nevertheless, many pupils in the infant classes, and some in the lower juniors, are immature and are very reliant upon adults. They constantly seek reassurance and, at play, are very quick to 'tell tales' on each other and show low levels of self-discipline. Because there are only limited opportunities to take responsibility, pupils in both the infant and junior classes do not use their initiative as much as they might, including in lessons by researching information to further their own learning.
12. On leaving the Foundation Stage, children have achieved the expected standards in personal, social and emotional development, and have made very good progress. They have very positive attitudes to learning in the Nursery and Reception classes and really look forward to coming to school, often rushing into class each morning to see what exciting activities are there for them. They share toys and ideas very well and work together co-operatively on projects. For example, two boys and two girls played sensibly with cars on the carpet map. In another activity, three girls and one boy played well at the water tray, washing the baby's clothes. Children have good opportunities to make choices within the activities on offer and concentrate well having chosen them. Their independence is very good and positively encouraged by staff. They are extremely helpful at 'tidy up' time. For example, one young girl saw a paint pot on the floor and had the initiative to pick it up.
13. Parents confirm that the vast majority of pupils are happy to come to school and many achieve very good attendance levels. Unfortunately, a significant minority of pupils miss large amounts of school, and so they make slower progress, largely because their parents choose to take them on extended holidays in term time. This significantly affects the school's overall attendance figure which would otherwise be at least equal to the national average. As it stands, the school's attendance continues to be below other schools' and is therefore unsatisfactory. Punctuality is similarly affected by some families who continue to fail to get their children to school on time, although some are hindered by long journeys through heavily congested areas.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching is good overall and ranges from excellent to poor. During the inspection, 56 lessons were observed. Of these, the quality of teaching was poor in one lesson and unsatisfactory in three others. In 13 lessons, the quality of teaching was satisfactory, in 25 it was good, in 12 it was very good and, in two, the quality of teaching was excellent. The excellent teaching which was observed was in the Nursery while the unsatisfactory and poor teaching was in Years 1 and 2.
15. In the Foundation Stage, teachers have a very secure understanding of how young children learn. They plan exciting and stimulating learning activities which engage the children's interest so that they work with enthusiasm and sustained concentration. The basic skills of literacy and numeracy are taught very effectively so that children make rapid progress. For example, a three-year-old who had virtually no English in January was able to explain the difference between forwards and backwards to an inspector. The teachers' high expectations for their pupils' effort and behaviour and the very effective use of support staff, time and resources have a positive effect on attainment and progress. Very effective teaching results in learning of high quality. As a result, children, whose levels of attainment are well below the national average when they enter the school, make very good progress in their learning. Almost all attain at least the standards expected nationally by the time that they leave the Reception class, and some are already working within Level 1 of the National Curriculum.
16. The quality of teaching is satisfactory overall in Years 1 and 2, but ranges from very good to poor. One third of the teaching for Years 1 and 2 observed during the inspection was less than satisfactory. The teaching of the basic skills of literacy and numeracy is unsatisfactory overall, and pupils' attainment and progress in English and mathematics are unsatisfactory. Too few pupils attain the higher Level 3. The very good lesson for these age groups was taught by a specialist teacher for pupils with English as an additional language. Very effective use of learning resources and careful use of explanatory language enabled pupils to learn very effectively. On the other hand, poor and unsatisfactory lessons in Years 1 and 2 lack pace and challenge for all groups of pupils. For example, in an English lesson, pupils with English as an additional language could not cope with the

task, while, in a mathematics lesson, higher attaining pupils were not stretched. As a result, learning in both these lessons was unsatisfactory overall. Strategies for managing pupils' behaviour are not always secure so that learning is disrupted.

17. In Years 3 and 4, the quality of teaching and learning is satisfactory overall including the teaching of literacy and numeracy. Teaching was better than satisfactory in only three out of the ten lessons observed for these age groups. Where lessons are satisfactory, the pace tends to be pedestrian and insufficient attention is paid to the learning needs of all groups of pupils. For example, in a mathematics lesson, there were too many difficult examples so that over one third of the pupils were not effectively engaged in learning. Lower attaining pupils learned little during this lesson. A contributing factor to this is that lesson planning tends to be brief and learning objectives tend to be imprecise. In contrast, in a very good physical education lesson, the teacher made her requirements very clear, learning activities were interesting and there were some very good suggestions for pupils to improve their techniques. Pupils were motivated to work with interest and had a very good level of concentration, and so made good progress in their learning.
18. In Years 5 and 6, the quality of teaching is good overall, with more than a quarter of teaching being very good. The basic skills of literacy and numeracy are taught well, as is science. Pupils put an impressive amount of effort into their work because their interest is engaged in stimulating and challenging learning activities. Information and communication technology is used well to support learning in different subjects and this helps pupils to develop early skills as independent learners. Staff work hard to plan learning activities which enable pupils to develop their knowledge, skills and understanding systematically. In most lessons, the management of pupils' behaviour is not an issue because pupils and adults are co-operating well together. This helps pupils to develop a mature attitude and supports their personal development effectively. The quality of learning is good overall in Years 5 and 6, although too few pupils attain the higher Level 5.
19. A number of positive features underpin effective teaching and learning. Specialist teaching takes place in Years 5 and 6 in English, mathematics, science and some other subjects. Similarly, in Years 1 and 2, science is taught by the headteacher and her deputy. This results in effective teaching and learning in these subjects. The most effective teaching is characterised by searching questioning which tests and extends pupils' understanding. Learning in these lessons is well planned so that learning activities motivate pupils and engage their interest. Care is taken to plan learning activities which will challenge different groups of pupils appropriately. Visitors to the school are used well in some classes to support learning. For example, a Sikh visitor enhanced learning about the Sikh religion for pupils in Year 2. Pupils with English as an additional language make good progress in their learning because of the expertise of the specialist teacher and the bilingual support assistant. There are good examples of classroom support assistants supporting learning effectively. However, in other lessons, these assistants are asked to do little to support learning for long periods.
20. Overall, the teaching of pupils who have special educational needs is satisfactory. Teachers and classroom assistants know their pupils well and have good relationships with them. Classroom assistants liaise well with teachers and provide valuable support in classrooms. In literacy and numeracy lessons these pupils are usually provided with appropriate work. However, activities are not always matched to the different learning needs of all the pupils in the class. This is because the school's system for tracking the progress of each individual pupil is not yet used well enough to provide clear learning targets for each pupil. Lesson plans do not consistently make reference to targets set for pupils with special educational needs on their individual education plans, although the quality of support in classrooms is usually good. Pupils with special educational needs do not benefit from specialist teaching within the school because of timetabling restrictions.
21. Teachers have a secure understanding of the purposes of the National Strategies for Literacy and Numeracy. However, the effectiveness with which these strategies are used to raise pupils' levels of attainment varies. Their use is unsatisfactory in Years 1 and 2 and satisfactory overall in Years 3 to 6. However, specialist teaching in these subjects in Years 5 and 6 means that the National Strategies are used well to raise attainment and improve pupils' rates of progress. The school understands that improved tracking of the progress of individual pupils is the key to using these strategies more effectively to raise attainment for different groups of pupils. At this stage, lesson planning is insufficiently detailed, does not consistently identify the learning objectives for the lesson

and fails to identify the learning needs of pupils with special educational needs and those who speak English as an additional language. This is a weakness in the planning for all lessons, and prevents the National Strategies for Literacy and Numeracy from having their full impact on attainment and progress.

22. Pupils' work is marked regularly but the quality of marking varies. In the best examples, pupils' successes are acknowledged and there are good suggestions as to how pupils can make further progress. In other cases, work is ticked but there is no indication of how further progress can be made. Overall, marking is satisfactory but insufficient emphasis is placed on the importance of good handwriting and presentation. The school has very good systems in place for assessing pupils' progress in all subjects. However, they have not been in place long enough to be used routinely to plan future learning. The headteacher recognises that this is the next stage if these systems are to be more effective.
23. Overall, children make very good progress in their learning in the Foundation Stage, satisfactory progress in Years 1 and 2, but not in English and mathematics, and good progress in Years 3 to 6, although this accelerates in Years 5 and 6. The school has developed some impressive areas of teaching and learning in the three years since it was reorganised, but this level of teaching and learning is not consistent across all year groups. The school understands that, if all pupils are to reach their potential, these inconsistencies need to be addressed. There is good potential to achieve this if all staff give the headteacher their full support.

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

24. The quality and range of the curriculum are good, with pupils having access to a good range of interesting learning experiences which extend beyond the school day. The requirements of the National Curriculum are met with the exception of the coverage of some aspects of information and communication technology and design and technology. The demands of the Locally Agreed Syllabus for religious education are met.
25. In the Nursery and Reception classes, the children are given many stimulating practical activities which help them to make good academic and personal progress in the areas of learning designed for this age range. The quality of the curriculum provided for them is a key element in the very good progress that they make.
26. The National Literacy and Numeracy Strategies have been suitably implemented for pupils in Years 1 to 6, and this is a contributory factor in the satisfactory progress that pupils make in English and mathematics. In both subjects, the school is looking at ways to improve the curriculum in order to raise the level of challenge for higher attaining pupils, so that they can become independent learners. In science, the school has identified the need to review the curriculum to see how pupils' investigational skills can be developed more effectively. There is specialist teaching in English, mathematics, science and some other subjects for pupils in Years 5 and 6, and this helps them to make good progress in these subjects during these two years. The provision for information and communication technology is good, with a recently created computer suite that allows for whole-class teaching of information and communication technology skills. There are some planned links between subjects and the headteacher is keen to see these develop further so that pupils' learning in one subject is consolidated in another. The provision for extra-curricular activities is very good, with a wide range of clubs for pupils to join. There is an extensive range of visits to places of educational interest, including residential visits, which help to extend pupils' learning. Pupils are also able to work with a wide range of visitors, such as an author, musicians and theatre groups, to support the development of their artistic talents.
27. The planning of the curriculum is made difficult because of the mixed age classes in some year groups. Care is taken to avoid overlap and repetition of experience for pupils in these classes as they move through the school. However, some pupils are not given the opportunity to follow the full programmes of study in information and communication technology and design and technology before they have left the school. This is because the Year 6 pupils in the Year 5/6 class follow the programmes for pupils in Year 5. The headteacher acknowledges this and is to review and modify the

- planning procedures to avoid this situation in the future. Apart from this, the school is successful in enabling all pupils to have equality of access to all aspects of school life. The provision for pupils with special educational needs is satisfactory. There are individual education plans for each pupil identified as having special educational needs, but the quality varies and is satisfactory overall. Targets in some education plans are too vague to be measurable and are of limited use to give clear support for teaching and learning. Those pupils with English as an additional language are supported well by a bilingual support assistant in the Nursery class and by a specialist teacher in Years 1, 2 and 3. Accordingly, these pupils make good progress and are able to take part in lessons and other activities successfully. As a result, they participate fully in the life of the school in later years.
28. The provision for the pupils' personal, social and health education is good. This helps them to learn to respect the values and beliefs of other pupils and adults, along with developing their self-esteem. The programme of extra-curricular activities and the extensive range of visits support social development effectively. Pupils have a variety of opportunities to take responsibility, and this supports their personal development. Examples of this are the way that older pupils are able to look after younger ones at lunchtime, and the school council, which helps pupils to air their views about school. There are lessons in which pupils are encouraged to explore their inner feelings and thoughts. Pupils are helped to develop good attitudes towards healthy eating as part of their work in science and during the annual visit of the 'Life Caravan'. The work of the community policeman plays an important part in developing the pupils' understanding of the dangers of the misuse of drugs. There is sensitive and effective provision for sex education with the help of the school nurse.
29. The school's provision for the personal development of pupils is good overall. Because of the good provision for moral, social and cultural development, pupils behave well and there is a very high level of racial harmony throughout the school. The majority of parents agree that behaviour is good in school and almost 100 per cent of parents appreciate what the school does to help their children to become mature and responsible people.
30. The provision for the spiritual development of pupils is satisfactory. Some teachers are good at stimulating pupils' thoughts and encouraging them to develop enquiring minds by drawing their attention to the wonders of nature and the world around us. This was done well, for example, in a religious education lesson when pupils were each given a leaf to observe and the teacher skilfully got pupils to appreciate the uniqueness of every element of God's creation and the vital part each plays in life. However, there is no whole-school approach to this aspect of learning and so opportunities are often missed. This was particularly the case during a visit by Years 3 and 4 to 'Tropical World' in Leeds. Assemblies suffer similarly. They are often bland and so make little contribution to pupils' spiritual development.
31. The provision for pupils' moral and social development is good. A very clear behaviour policy has been devised by the whole staff and the majority practise it consistently and well. Positive behaviour and effort are recognised and rewarded so pupils know what is expected of them and they work hard to succeed. Staff actively encourage pupils to get on together and develop their social skills by deliberately providing many opportunities to work together in groups and pairs in lessons. It is also commendable that staff take pupils from as young as Year 4 on residential visits. However, opportunities for older pupils to engage in independent learning in school, such as research, are limited and so some pupils are immature in their approach to thinking for themselves. Nevertheless, as a result of what the school does, pupils learn to behave well and they form good relationships with each other. Lunchtime supervisors support the school's efforts particularly well in the way in which they promote harmony in the playground. There is an active school council which has been instrumental in instigating the purchase of playground equipment and so, again, pupils are learning what it means to take on responsibility. In addition, through the school's well-planned programme of personal, social, health and citizenship education, pupils are taught the moral and social responsibilities of leading a safe and healthy life.
32. Pupils' cultural awareness is promoted well through a range of visits and visitors to support pupils' learning in many subjects including English, history, geography, religious education, and music. For example, several musicians, including a Zulu group, have visited the school to extend pupils' knowledge of western and other cultures.
33. There are good links with the community and these benefit pupils' progress in a number of ways,

including their understanding of local and British history and culture. Of particular note is the school's work with Primary Enterprise, which enables groups of pupils to experience many social opportunities to develop their communication skills and to gain an understanding of the world of work. Links with partner schools, such as the schools that pupils move onto after Year 6, are satisfactory.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school provides a good level of care for its pupils. The headteacher and her staff take a keen interest in their pupils and they take the time to support them when they need it. Relationships are good and, together with orderly routines, result in a calm and peaceful atmosphere in school where pupils feel at ease. Pupils are clearly happy here. They are well supervised and particular care is taken to ensure that pupils go home with a known adult at the end of the day. Lunchtime supervisors are particularly good at joining in with pupils and encouraging them to play well together safely and in harmony. Whenever pupils become ill or injured they receive appropriate care and there is an adequate level of first-aid knowledge amongst the staff. Regular site and equipment inspections are carried out and the school is quick to address any concerns.
35. The school and playgrounds are kept very clean but the extended areas, including the school field and some footpaths, suffer from dog fouling and other hazardous debris discarded by the public. The school is rightly concerned about this but more could be done to lessen the risk to pupils. Teachers use their common sense and experience to safeguard pupils on visits out of school, but sometimes their ability to recognise potential hazards is inadequate. This is largely because the school's own written requirements are limited and are not giving teachers sufficient guidance, and the school is aware of this. The school's child protection arrangements are very good. The headteacher has overall responsibility for this and has a very clear understanding of her role. The school's policy document is brief but many members of staff have received appropriate training and they are aware of the signs of abuse. Accurate records are maintained and there is no hesitation in reporting concerns to the relevant support agencies. Pupils themselves receive good guidance in leading a safe and healthy life through the school's personal, social, health and citizenship education programme.
36. The educational and personal support and guidance that pupils receive are satisfactory overall. The impact of support for pupils with special educational needs is positive. Classroom assistants have good relationships with these pupils and encourage and support their academic and personal development effectively. All staff have an awareness of the personal as well as the academic needs of their pupils, and use this knowledge to create a safe and secure learning environment for them. Links with external agencies are appropriate and the school makes good use of the support available to provide help for those pupils who have particular needs. The headteacher acknowledges the need to formalise procedures for the early identification and assessment of pupils who speak English as an additional language, so that they can be given extra support at an early stage.
37. The school has good procedures to promote attendance and good behaviour, and to enable pupils to develop their own character and self-esteem. Pupils are actively encouraged to attend regularly through a range of individual and class incentives. Unauthorised absence of persistent offenders is quickly followed up and these pupils are given individual targets to aim for and many have shown a big improvement in just one year.
38. The school's behaviour policy is very clear and thorough. Most members of staff adhere to it consistently so that pupils know what is expected of them. Pupils who set good examples receive praise and recognition and others learn from them. Those who struggle to behave appropriately are quickly identified and individual support plans and strategies are put in place to help them. Clear records are kept to track the progress that these pupils make in managing their behaviour. The wide range of activities in and out of lessons provides many opportunities for pupils to develop their individual personalities and teachers use their knowledge of pupils to find ways to help them to overcome their weaknesses and to build on their strengths. For example, pupils are given responsibilities in lessons and around the school, but there is no systematic or recorded approach to this and so pupils in general are over-reliant on adults and lack the ability to take the initiative, particularly in research to extend their own learning.
39. Overall, the school's arrangements for monitoring pupils' academic performance are good. The

school's procedures are very well organised with some form of assessment for every subject in every year, plus additional reading tests three times a year. The school meets the requirements for statutory assessments well. Teachers make effective use of assessment information to guide their lesson planning in English and mathematics, but this is less secure in other subjects. Information is also used well to guide decisions about which pupils should receive additional support for literacy or numeracy. In other subjects teachers do not consistently make effective use of these records to support pupils' learning and achievements. The procedures for monitoring and supporting pupils' academic progress are sound. Pupils have targets in English and mathematics but these are usually for groups rather than for individuals and thus may not be entirely appropriate for every pupil. Good records are maintained which show pupils' progress through the school but their use is inconsistent, with some staff unsure as to how to move pupils forward.

40. The headteacher appreciates that the next stage for the development of the good systems of assessment is for their findings to be used more consistently across the school to support pupils' progress. The school has the capacity to achieve this if all staff apply themselves effectively.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The school has worked hard at building good relationships with parents and, as a result, the school and parents are now working well together to help pupils to make progress both academically and personally.
42. Parents hold the school in very high regard, are pleased with very much of what the school does, and have no real concerns. They are particularly happy with the progress their children make, the quality of the teaching, and with what the school does to help their children to become mature and responsible young people. Inspectors agree with parents' opinions about the school as a whole, but there is some inconsistency between classes.
43. The school provides good information for parents to help them to take an interest in their children's education. There are regular and informative newsletters, supplemented very effectively with information at the start of each term on what will be taught in each subject. There are clear and sensible suggestions as to how parents can best help their children with their learning both at school and at home. Parents are also very well informed about their child's homework timetable and expectations. End of year reports inform parents adequately of their children's progress throughout the year but, because they are largely created from computerised word banks, they are sometimes impersonal and use educational language which is difficult to understand such as 'connectives' and 'transient time'.
44. There are good relationships between parents and teachers, and they regularly exchange information informally at the start and end of the day. However, there is no regular written method of communication on an individual basis. The school's own survey of parents' opinions has identified this as something which some parents, particularly those who cannot visit school regularly, would find helpful. The school involves parents of pupils with special educational needs in their learning. They are invited to termly meetings and are kept fully informed of what is being done in the school to help their children. Parents are fully involved at annual review meetings for pupils with statements of special educational need. Parents of pupils who speak English as an additional language are kept fully informed of their progress.
45. The school is working hard to encourage parents to take a greater interest in their children's education. For example, a Parental Involvement Officer has recently been employed specifically for this purpose. Regular courses are held for parents to enable them to learn new skills so that they can support their children's academic and personal development more effectively. At least 30 parents have gained from these courses and very many others support the school in its day-to-day expectations, for example, with regard to uniform and behaviour. However, a significant minority of parents are not supporting the school sufficiently well by not getting their children to school on time or by taking extended holidays in term time.
46. Overall, the school has built up links with parents well in the three years since its reorganisation. Because parents have positive views of the school, there is a good potential to develop these links

further and involve parents still more effectively as partners in their children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The headteacher joined the school in September 2000 when it was reorganised into a primary school. She quickly established the school's aims and summarised them in its mission statement. Essentially, the school seeks to enable all pupils to achieve their potential academically, while helping to develop into mature and confident young people in a learning environment which includes all pupils regardless of gender, ethnicity or ability. The school's approach to its work is rooted in its Church of England traditions.
48. Since her appointment, the headteacher has provided very good leadership and management. She has very clear views as to how the school should develop and is setting about her work systematically. For example, she has established very good systems for assessment in all subjects. Whilst these are now in place, they are not yet being used consistently to guide the planning of future teaching and learning. This is the next phase in the development. This methodical approach is moving the school forward steadily and systematically.
49. The school's aims are reflected well in its daily work. Pupils are secure in the school both in lessons and at play. Relationships are good and there is an impressive level of racial harmony and tolerance. Behaviour is good and parents acknowledge that rare instances of bullying are dealt with immediately and effectively. The headteacher sees equality of access and opportunity as a key entitlement, and, at this stage in the school's development, equality of access is satisfactory. The need for mixed age classes in Years 3 to 6 adversely affects equality in some subjects, but this problem will be overcome as mixed age classes are phased out in the next few years.
50. The groundwork is in place for the school to raise standards of attainment. This was achieved well at the end of Year 6 between 2001 and 2002. The impressive improvement in attainment was recognised with the granting of a School Achievement Award in May 2003. For various reasons, this level of achievement at the end of Year 6 is unlikely to be repeated in 2003. Not least of these reasons is the high rate of movement of pupils in and out of the school. In the last full school year (2001-02), almost one fifth of pupils left or joined the school during the course of the year. Over one quarter of the pupils in the current Year 6 have joined the school during the last two years. This high level of movement makes it difficult for the school to plan for sustained progress in learning.
51. Children currently make very good progress in their learning in the Foundation Stage. Pupils in Years 5 and 6 make good progress in their learning because of the specialist teaching in some subjects including English, mathematics and science. However, the rate at which pupils make progress slows in Years 1 to 4. The challenge for the school is now to enable pupils throughout the school to continue to make progress at the same rate as children now do in the Foundation Stage.
52. The headteacher takes the lead in monitoring teaching and learning and these tasks are gradually being extended to other subject leaders. The management of subjects is never less than satisfactory: it is good in English, science and information and communication technology, and very good in the Foundation Stage, physical education and religious education. Subject leaders have yet to play a consistent role in raising standards in their subject across the school. While the monitoring of teaching is effective, there is scope for it to have a greater impact on learning. For example, lesson plans do not specify how the learning of pupils with special educational needs and those who speak English as an additional language is to be managed. There is no reference to the targets set in pupils' individual education plans so that teaching does not systematically address these targets. This is a weakness in the planning of teaching and learning. Since the proportion of pupils who speak English as an additional language is increasing, the management of their learning is becoming a more significant issue for the school.
53. The headteacher is supported by a senior management team of five in total. This group meets weekly and plays a sound role in the strategic management of the school. Its members have had training in management. Its work has been adversely affected for the last two terms by the absence of one member. The headteacher receives loyal support from her deputy who, in addition to supporting the headteacher in the day-to-day management of the school, has a number of responsibilities including

co-ordinating special educational needs and managing the provision of personal, social, health and citizenship education. Overall, the delegation of responsibilities to teachers throughout the school is effective.

54. The school makes the professional development of its teachers and support staff a high priority. Professional development is related to priorities identified in the school development plan. This plan results from extensive discussions between the headteacher, governing body, teachers and the senior management team. Parents' views are canvassed via a questionnaire in the summer term. Once the school development plan has been written, its progress is monitored by the governing body. It is an effective working document in the sense that items are added during the course of the year as circumstances change.
55. The leadership and management of special educational needs are satisfactory. The requirements of the new Code of Practice are met and pupils with special educational needs have equality of access to all that the school offers. They make satisfactory progress overall. However, some individual education plans do not contain sufficiently precise targets for improvement, so that managing the progress of these pupils becomes more difficult. The provision for pupils who speak English as an additional language is managed well, so that they make good progress and achieve in line with their levels of ability. The school plans to improve the management of this provision further by concentrating support up to Year 3 so that pupils acquire language skills at an early stage.
56. The governing body has undergone many changes in personnel and now has a secure core of governors who work hard for the further development of the school. There is a sensible committee structure to enable the governing body to manage the different aspects of the school's work. The governing body is well informed about the school's activities from its monitoring of the progress of the school development plan, its management of the budget and presentations from the headteacher and others, such as subject managers. Governors question proposals in order to be convinced that the right priorities have been identified. This spirit of questioning ensures that the principles of best value are applied effectively. The governing body fulfils its statutory duties well and plays an appropriate part in shaping the educational direction of the school.
57. The school runs efficiently on a day-to-day basis. Its routines are clear and readily understood so that little time is lost moving from one activity to the next. The school uses new technology well to support its work. It is used effectively in administration. Throughout the school, pupils have a secure grasp of the necessary skills. There are some good examples of computers being used effectively to support learning in other subjects, for example, in history and physical education, but there is scope for these opportunities to be extended to other subjects.
58. The school has secure financial procedures. Arrangements for setting the budget are sensible and shared between the headteacher and a visiting bursar under the supervision of the finance committee of the governing body. Arrangements for ordering goods and paying for them are secure. The school's accounts have not been audited since it was reorganised in 2000. Specific grants such as those for special educational needs, are used appropriately. The headteacher and her deputy are adept at seeking extra funds to extend the school's provisions. For example, funds have been obtained from different sources to finance a range of courses for parents. The school's membership of the South Bradford Education Action Zone has brought a range of benefits from extra funding such as extra staffing and a number of initiatives with parents and behaviour incentives.
59. The school has a good supply of teachers and classroom support assistants to teach the National Curriculum and religious education. There are some good examples of support assistants being very effective in helping pupils to learn, particularly those with special educational needs. However, at other times, support assistants simply sit and observe for considerable periods of time. The school is a valued supporter of initial teacher training. The school's accommodation supports learning well. It includes a good hall, hard play areas and an adjacent field. Particular strengths include the Nursery, and computer suite. The building is kept in a good condition by the caretaker and his team. Throughout the school, attractive displays enhance the learning environment. Overall, resources for learning are adequate to cover the National Curriculum and religious education.
60. The headteacher and her colleagues have worked extremely hard to establish this recently

reorganised school on a secure basis and to establish a unity of purpose among all adults in the school. This hard work has been largely successful. The school has a good capacity to improve further if all staff give the headteacher their full and enthusiastic support.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

- i. raise standards of attainment, particularly for higher attaining pupils, and ensure that pupils make consistent progress throughout the school;

(Paragraphs 7, 16, 18, 26, 51, 88, 96 and 102)

- ii. ensure that lesson plans are detailed and contain clear learning objectives, making reference to the needs of pupils with special educational needs and those who speak English as an additional language;

(Paragraphs 17, 20, 21, 52, 87, 93, 94, 95, 99, 100, 106, 107, 112, 124, 126, 128, 129, 138 and 145)

- iii. improve the quality of handwriting and the presentation of pupils' work; and

(Paragraphs 8, 22, 96, 104, 110, 128 and 132)

- iv. ensure that all pupils have followed the full programmes of study of the National Curriculum by the time that they leave the school.

(Paragraphs 24, 27, 49, 121 and 126)

In addition to these key issues, the governors should consider the following point for development when writing their action plan:

- ensure that health and safety procedures are put into effect with appropriate rigour.

(Paragraph 35)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

55

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

29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	2	11	25	13	3	1	0
Percentage	4	20	45	24	5	2	0

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

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)	25	237
Number of full-time pupils known to be eligible for free school meals	0	77

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	8	59

English as an additional language

	No of pupils
Number of pupils with English as an additional language	126

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	29

Attendance

Authorised absence

	%
School data	5.8

Unauthorised absence

	%
School data	0.8

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	25	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	18	18
	Girls	20	21	22
	Total	37	39	40
Percentage of pupils at NC level 2 or above	School	80 (84)	85 (87)	87 (78)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	18	18
	Girls	21	22	22
	Total	40	40	40
Percentage of pupils at NC level 2 or above	School	87 (84)	87 (69)	87 (78)
	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	23	18	41

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	19	21
	Girls	14	12	15
	Total	34	31	36
Percentage of pupils at NC level 4 or above	School	83 (65)	76 (44)	88 (74)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	17
	Girls	12	7	11
	Total	24	21	28
Percentage of pupils at NC level 4 or above	School	59 (47)	51 (30)	68 (49)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
83	0	0
0	0	0
0	0	0
11	0	0
0	0	0
2	1	0
1	0	0
17	0	0
74	3	0
0	0	0
4	0	0
9	0	0
0	0	0
0	0	0
0	0	0
0	0	0
5	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	19.75
Average class size	29.5

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	227

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	2
Total aggregate hours worked per week	59
Number of pupils per FTE adult	8.3

Financial information

Financial year	2002-2003
	£
Total income	777,752
Total expenditure	801,983
Expenditure per pupil	3,066
Balance brought forward from previous year	87,132
Balance carried forward to next year	62,901

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	7

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	262
Number of questionnaires returned	84

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	29	6	0	0
My child is making good progress in school.	60	38	1	0	1
Behaviour in the school is good.	43	51	5	0	1
My child gets the right amount of work to do at home.	49	45	2	2	2
The teaching is good.	57	41	0	0	2
I am kept well informed about how my child is getting on.	52	39	4	1	4
I would feel comfortable about approaching the school with questions or a problem.	60	36	4	0	0
The school expects my child to work hard and achieve his or her best.	61	33	4	0	2
The school works closely with parents.	62	27	8	0	3
The school is well led and managed.	57	38	0	0	5
The school is helping my child become mature and responsible.	56	43	0	0	1
The school provides an interesting range of activities outside lessons.	43	44	4	2	7

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

62. The provision for children in the Foundation Stage is of high quality and a key strength of this recently reorganised school. The quality of the teaching and learning are very good overall. Purposeful, lively and stimulating activities are provided by the staff and enable the children to make very good progress in their learning. From a very low starting point, children leave the Reception Year with the majority of them having achieved the standards expected nationally and as many as half working comfortably within the early stages of the National Curriculum.
63. There are currently 49 part-time children in the Nursery and 30 full-time children in the Reception class. The Reception class has more applications than it has places. Admission procedures follow the local authority's policy closely for both the Nursery and Reception classes. Children are gradually admitted to the Nursery class as places become available, but usually in the September after their third birthday. Very few have attended local nurseries or playgroups and a high proportion do not speak English as their first language. Not all children transfer to the Reception class and some other children join the school at the start of the Reception Year. These new children often have very little command of English.
64. Children's attainment, as measured by the school's initial testing on entry, is well below that found nationally. It is weak in all areas of learning. A high proportion of children have limited or no knowledge of English at all. They also have limited life experiences and little vocabulary in English to describe what they have seen and done.
65. The quality of teaching is very good overall. Activities are very well planned because teachers have an excellent understanding of how young children learn. Appropriate emphasis is placed on children learning the basic skills of letter sounds, reading, writing and number work, whilst at the same time broadening their life experiences. Teachers have very high expectations of what children can achieve and children respond very positively to these stimulating activities, generally achieving what is asked of them. Resources are plentiful and used to very good effect to promote children's learning.
66. The provision for children who are at an early stage of learning English is very good and they make rapid progress. Staff are very aware of these children's needs and they adapt their methods to help them to learn. For example, the teacher's speech is very clear and grammatically correct. Staff are very demonstrative, make good use of visual aids, and words are explained with resources or mime or translated by the very skilled bi-lingual support assistant. Specialist support in the Reception class for newly arrived children, though infrequent, is of high quality. Children with special educational needs make good progress towards their targets because they receive very good quality support from the teachers and learning support assistants and tasks are usually simplified so that they too can succeed.
67. When they leave Reception class, children have made very good progress from a very low starting point and almost all of them reach the national targets for five-year-olds¹ in all six areas of learning. Higher attaining and some average attaining children are working comfortably within Level 1 of the National Curriculum, reading well, writing short sentences and adding and subtracting numbers confidently.
68. The accommodation and resources for the Nursery and Reception classes are of high quality. The Nursery staff have succeeded in making the rooms and outside play area into an exciting learning place for the children. Both the Nursery and Reception classes are well planned and children's work is beautifully displayed alongside appropriate information posters. The Nursery's outside play area is of very high quality and offers many resources for children to learn and grow well beyond the usual bike-riding and play-house. The Reception class outdoor play area is satisfactory but does not fully

¹ The national targets for five year olds are called the Early Learning Goals. They are the accepted standard for children entering Year 1. They link smoothly with the National Curriculum levels of attainment.

meet the needs of the children.

69. The Foundation Stage leader has contributed strongly to the progress that the children make. She and her team have established a high quality Nursery from nothing. She has also developed quality planning and assessment systems for the whole stage, which enable teachers to provide activities appropriate to the children's needs. Assessment activities by all staff are a normal part of the routines and information is fed back at meetings. Parents discuss their child's entry to Nursery with the co-ordinator, often during home visits by the co-ordinator, and there is a time set-aside for children to visit their new surroundings. These arrangements reassure parents and help children to settle in.

Personal, social and emotional development

70. Teachers promote this aspect of children's development very effectively and children make very good progress. Most children achieve beyond the national targets for five-year-olds. There is a calm about the way in which the classes work, both inside and outside, throughout the whole day. All relationships are very positive and co-operative work and good sharing are common features of the day.
71. Children are excited about learning and many stay at one activity for a good length of time. For example, one young boy watched the snails for more than 10 minutes and handled them with great care and sensitivity. Children are well aware of the correct way to behave. All except the newest children are quite confident when speaking in front of the whole group, either answering the register in Reception or greeting the teacher in Nursery. In the Reception class children change for physical activities on their own quite quickly and, in the Nursery, they identify their name independently when registering in the morning, and select their drink when they need it.

Communication, language and literacy

72. Children's language skills are very low on entry to the Nursery with some knowing no English at all. From this very low starting point children make very good progress because the teaching is of very high quality. By the end of the Reception Year, most children speak clearly and well, read simple books accurately and are starting to write simple sentences, some children with no help at all. Teaching and learning in this area are very good.
73. Children's speaking skills improve rapidly and they use whole sentences to explain their thoughts. Teachers use good questioning to encourage children to think. For example, they were asked what the weather was like in the story and they realised that, if the leaves were moving, it was windy, and said so! Children in the role-play 'travel agency' used good technical vocabulary like 'ticket' and 'holiday' to their customers, encouraged by their teachers.
74. Reading is gradually developed through the two years until higher attaining children leave the Reception class with good skills for their age. Children love to hear the stories and teachers use all their story telling skills to good effect to engage their attention. Many children join in with the rhymes. Children take their books home regularly and generally receive good support from parents. Higher attaining pupils read very well for their age. The lack of a home-school reading record book inhibits communication between teachers and parents about children's progress.
75. There is a good balance between taught writing sessions and opportunities for children to make their own marks. On leaving the Reception class, all children write their name accurately and most form all the letters of the alphabet correctly. Higher attaining pupils are already spelling short words accurately in their own writing and know when and how to use capital letters and full stops.

Mathematical development

76. At the start of their time in the Nursery, most children have a weak awareness of number and of mathematical language. Teaching and learning are very strong because teachers have very good subject knowledge and thus provide a specific daily session in the Reception class, as well as a very good range of well-planned activities to aid children's learning in the Nursery. Early opportunities to sort and classify are good and most children are very comfortable with these activities. They

successfully thread beads to make patterns. Staff rarely miss an opportunity to use correct mathematical language and expect children to use it too. Children have a growing store of counting songs, which everyone enthusiastically joins in.

77. Number work is covered comprehensively in the Reception class, and children were comfortable with numbers to 20 as well as one 'more and one less than'. Higher attaining children not only confidently add and subtract numbers within ten but they also record the sums accurately in their books. Because words about position are used through the day children understand them well. Both simple flat and solid shapes were identified and named with ease.

Knowledge and understanding of the world

78. Teachers use a very good range of activities, for example, walks and visits, to enhance children's knowledge of the world around them. Children have investigated the movement and growth of snails and butterflies as part of their topic on mini-beasts in the Nursery, and know and understand a great deal about the two creatures. In the Reception class, they enjoy their visits out, especially to the farm where they saw and handled the young animals.
79. Children use different types of construction materials, such as bricks and blocks, every day. They use a range of tools, such as paintbrushes, shovels in the sand tray and play dough cutters, with good control, as part of a transport topic in the Reception class. Children use the computers and listening stations in their rooms frequently. They handle the equipment confidently and skilfully but with care. Children use programs well to further their understanding. Work with a programmable toy in the Nursery was of very high quality for their age. On one occasion, they programmed the toy to go forward and backwards confidently and easily.
80. Children make very good progress because the provision is of high quality. Nearly all children reach, and many comfortably exceed, the targets for five-year-olds when they leave the Reception class.

Creative development

81. On entry to the Nursery class, some children are quite shy whilst others have no English at all. They are not used to playing imaginatively either by themselves or with others. They make very good progress in this aspect and almost everyone leaves the Reception class with attainment similar to or above the target level for five-year-olds because the quality of teaching and learning is very good.
82. There are good quality role-play areas in both classes, which are integral parts of the learning environment. Activities during the inspection included three lower attaining children playing happily in the 'travel agents' with the teacher helping them by modelling vocabulary and encouraging their play. Similarly, Nursery children re-enacted the butterfly emerging from the cocoon using the tunnel during outdoor play.
83. Children have daily opportunities to paint and draw and they regularly choose them. The displays around the rooms illustrate the good quality of the children's work; particularly collage butterflies, which show quite good symmetry. Children also glue, create with construction kits, and build their vocabularies through their experiences with a high quality range of toys and other learning resources.

Physical development

84. Most children come to school having had some movement experiences but many lack experience of pencil and paintbrush grip. From this start, they make very good progress and leave the Reception class with standards at least in line with the target for five-year-olds. Teaching in this aspect is good though some lessons are over-directed in the sense that formal physical education lessons sometimes take the enjoyment out of movement for this age group.
85. Children moved with safety in mind both outside and inside the classrooms. They walked sensibly on 'tip toes' when asked to go into the Nursery, and ran with good control outside. They enjoyed exploring the tunnel and threw beanbags at the target with increasing accuracy. Younger children used the tricycles and other large apparatus safely, always stopping if there was someone at the

zebra crossing.

86. There has been significant improvement in children's handling of tools, pencils and paintbrushes during their time in the school because they are well taught. They now have better grips and control over movements, with writing and pictures being much clearer. Painting is of good quality and children are using tools with improving accuracy.

ENGLISH

87. Standards of attainment in English are well below those expected nationally by Years 2 and 6. Pupils make satisfactory progress in reading and speaking and listening skills by the time they are 11, but their handwriting and presentation skills are unsatisfactory. Pupils who have special educational needs make satisfactory progress towards the targets set for them in their individual education plans. However these targets are not always sufficiently clear and sometimes lack precision as a means of supporting teaching and learning. There are no significant differences in the standards attained between boys and girls.
88. By the age of seven, pupils attain standards that are well below the national expectation in speaking and listening and in writing. However, they are broadly in line with the national average in reading in terms of the proportion of pupils attaining Level 2, but not in terms of those attaining Level 3. In Year 6, standards are relatively higher than in Year 2, but still fall below the national average particularly in writing. It is not possible to compare standards with those of the previous inspection as the school has been reorganised since then.
89. When pupils enter the school, many lack confidence in speaking and listening and a fairly large proportion speak English as an additional language. Despite their initial lack of confidence, when they leave the Reception class some pupils are already working within the early stages of the National Curriculum and their progress has been very good. By the age of seven, pupils have made satisfactory progress in their learning but their standards are very low because current Year 2 pupils had limited Nursery provision, and so had made much less progress by the age of five. Most are able to discuss the work that they are doing, particularly in informal situations. However, they sometimes speak quietly and need help and encouragement to express themselves in more formal situations.
90. By the age of 11, standards in speaking and listening are below the national average. Pupils speak more confidently in class discussions and listen to each other with interest. All pupils listen well and are attentive in a range of contexts. Throughout the school, pupils make satisfactory progress in developing their speaking and listening skills. There are some planned opportunities for pupils to develop their speaking and listening skills through role-play and drama. For example, pupils in Years 5 and 6 practised a variety of roles with a visiting theatre group in preparation for a performance for other pupils later that day. Adults worked well together to develop pupils' understanding of the character of Silas Marner. Relationships were good and this gave pupils the confidence to make an oral contribution in front of every one else. In other lessons across the curriculum, teachers give pupils opportunities to discuss their learning and this helps to develop pupils' speaking and listening skills.
91. In Year 2, standards in reading for higher and average attaining pupils are broadly average. For lower attaining pupils, those with special educational needs and those for whom English is an additional language, reading is well below the national average. Younger pupils talk about books and listen and respond to stories. Some understand how to use books and talk about the characters in them. All younger pupils follow stories and show their understanding by asking questions, but some need support and prompting. For example, pupils in Year 2 were studying a range of books by Allan Ahlberg. They asked questions about the author, and when reading the poem which begins 'On a dark, dark night' pupils were able to change the words to rewrite the story replacing dark with sunny. Pupils enjoy reading books by Allan Ahlberg and a favourite is 'Each, Peach, Pear Plum' which they talked about excitedly and enthusiastically. Other lower attaining pupils read 'Are you my Mother?' together with the teacher who ensured that they used appropriate strategies to help them to read unknown words. Pupils began to understand the text and asked simple questions. Higher attaining pupils have a broad knowledge and understanding of the difference between fact and fiction and can identify the contents and title pages.

92. Reading standards by the end of Year 6 are broadly in line with the national expectation for higher and some average attaining pupils. For pupils who have special educational needs and those for whom English is a second language, reading is below the national average. In Year 3, in their religious education lesson, pupils read enthusiastically, together with their teacher, a story about the creation. Pupils could explain the story and understood the meaning. A group of pupils acted out the story to the delight of others in the class. In Year 6, higher attaining pupils are reading the latest 'Harry Potter' story. This series of stories has had a very positive impact on the quality of pupils' reading skills and has encouraged all pupils to read. Higher attaining pupils read independently and with good concentration and are able to talk with interest about their chosen books. Average attaining pupils read appropriately and enjoy their books. Lower attaining pupils, those with special educational needs and those for whom English is a second language, do not read with confidence. The school's library is small and only half of a class at a time can use it purposefully. There are some attractive displays which encourage pupils to want to read. However, there are few structured opportunities for pupils to use the library independently to improve their information retrieval and research skills.
93. The quality of pupils writing is unsatisfactory. It is in the area of writing that the high numbers of pupils with special educational needs and those who speak English as a second language have the greatest difficulty. The needs of these two groups of pupils are not routinely identified in teachers' planning so that the targets in their individual education plans can be addressed systematically in lessons. This is a weakness.
94. By the end of Year 2, a few pupils write independently using simple sentences, making their meaning clear with logical sequencing and use full stops and capital letters. However, very few pupils construct more complex sentences. In a Year 2 lesson, pupils listened carefully to their teacher as they thought of questions that they might ask an author of favourite children's books, for example, 'how can you write so many books?'. Pupils re-wrote a story by Allan Ahlberg 'On a dark, dark night' replacing dark with for example 'sunny'. In their writing they used some 'key' words which were usually spelled correctly. The high numbers of pupils with special educational needs and those for whom English is an additional language reduce the overall standards in writing for this year group. Pupils are reluctant writers and consequently their handwriting and presentation skills are weak.
95. By the end of Year 6, average and higher attaining pupils write complex sentences, using correct punctuation and an appropriate range of vocabulary. However it is the high proportion of lower attaining pupils that reduces overall school standards in writing. Again, pupils are reluctant writers and, as a result, their handwriting and presentation skills are unsatisfactory. In a Year 6 lesson, pupils compared and contrasted linked poems, for example, 'The new boy', by John Walsh and 'The loner' by Julie Holder. Pupils used their discussion skills well and, when writing, they used appropriate punctuation such as full stops, capital letters, and semicolons. Some understood technical language such as alliteration, when analysing the poem 'Skimbleshanks'. Lower attaining pupils, and those with special educational needs and those for whom English is a second language, made good progress and this was because of the high quality support they received from their class teacher and their learning support assistants. Pupils in Years 5 and 6 began to use extended clauses as they wrote a letter of complaint. In Years 3 and 4, pupils have studied the use of syllables in poetry writing and have begun to write a poem in the style of a 'Haiku'. Pupils in Year 4 have shared a text from a different culture, for example, 'Mutaros' beautiful daughters', and begun to punctuate the dialogue correctly. Other types of writing practised include descriptive and comparative writing, letter writing, poetry and comprehension.
96. Writing is used appropriately across the curriculum in the older classes, but in the classes where pupils are younger it is not used sufficiently to help pupils to develop different styles. A very good example of writing for a purpose was seen in the literacy room in a very good display on World War II. Pupils had written some moving letters home as if they were evacuees. In other subjects, writing is used well in the older classes but is used less well in Years 1 and 2, and this impedes pupils' progress both in writing in different styles but also in their presentation and handwriting skills, which are unsatisfactory.
97. Most pupils' attitudes to learning in English are good but, in the younger classes, they are satisfactory overall. Pupils work together in harmony and co-operate well and their relationships are good. Behaviour is usually good. Pupils have good attitudes towards the subject and are interested in

their work. They mostly concentrate on their tasks although many require adult support if they are to concentrate for any length of time.

98. The quality of teaching is satisfactory overall in Years 1 and 2 and good overall in Years 3 to 6. In Years 5 and 6 teaching is very good overall. There are considerable variations in the skills of teachers and, in the best lessons, teachers were secure in subject knowledge and understanding and the pace of the lesson was good. Very high expectations for pupils' effort and behaviour were realised as pupils worked with clear interest and enthusiasm. However, in the weaker lessons, teachers were not secure in their subject knowledge and their management and organisation of lessons were less effective.
99. Teaching in Years 1, 2, 3 and 4 was less secure. Lesson planning did not give a clear indication of what the teacher expected pupils to do. In one lesson, the management of pupils' behaviour was unsatisfactory and, as a result, pupils did not learn effectively during the lesson. This is a weakness in the school's provision for literacy and means that teachers in Years 5 and 6 do not have a secure base for learning upon which they can build. Planning is applied inconsistently across the school and learning objectives are not always sufficiently matched to the different levels of ability of different groups of pupils, particularly in the case of those who have special educational needs and those who speak English as a second language.
100. The quality of marking is inconsistent and does not always help pupils to move forward in their learning. Pupils have individual targets, which are reviewed on a termly basis. However, they do not always know what their target says and are unsure as to what they have to do. Most classroom assistants support pupils well and make an effective contribution to pupils' progress. They clarify questions, explain new vocabulary and encourage pupils in their work. The individual education plans for pupils on a higher level of special needs are good. However, individual targets identified in these plans are not incorporated into teachers' lesson plans in order to make them more effective tools for planning and measuring pupils' progress.
101. English is managed effectively and appropriate priorities have been identified in the subject action plan. The subject leader has worked very hard and is a very good role model for teaching literacy. However, these very good skills are underused in the school particularly for younger pupils. The monitoring which the subject leader had started has the potential to be developed further and to include analysis of data with a view to increasing teachers' involvement in target setting, in order to further develop lesson planning across the school. The procedures for assessment in the school are very good. However, teachers' use of the results of assessment is unsatisfactory and has not yet impacted on the work that pupils do. Resources for the subject are appropriate but there is a need to develop the use of information and communication technology across the school.
102. The quality of teaching and learning across the school is uneven. If attainment and progress in English are to improve significantly, the school understands that teaching and learning in all classes need to be brought up to the best standards.

MATHEMATICS

103. Standards are well below the national averages in both Years 2 and 6 because too few pupils achieve the higher Levels 3 and 5. From a very low starting point, most pupils who have received their education in this school without changing schools, make satisfactory progress. Last year's National Curriculum test scores were at the national average at the end of Year 6, and showed what pupils could achieve. This year has been difficult for both Years 2 and 6. There are very high proportions of pupils with special educational needs in both year groups. Further, Year 2 pupils have not experienced consistent teaching through the year because of teacher absence and a quarter of the current Year 6 pupils had little access to the normal Year 6 topics because they were in the Year 5/6 class. However, while during their final year they did have some 'booster' classes, their attainment is below average.
104. In Year 2, pupils have limited knowledge of the number system with more than a third being insecure when using tens and units. Conversely, higher attaining pupils are not challenged sufficiently by work with hundreds, tens and units. These pupils are familiar with some of the basic multiplication tables.

Other pupils are less secure with them but they do successfully complete patterns involving 2s, 3s and 5s. Lower attaining pupils do not write their numbers clearly and their presentation is weak. This increases the likelihood of careless errors. Pupils recognise and name a range of flat and solid shapes using correct vocabulary and are starting to use standard measurements for length and capacity but this is not secure. It is indicative of the lack of consistency in teaching that these pupils have received this year that the school could not find some of the exercise books that they had used from September to March.

105. In Year 6, all pupils have worked hard through the year. The few higher attaining pupils have completed a good range of topics successfully, including ratios, areas of standard shapes, and the mean, median and mode of sets of numbers. Average attaining pupils completed similar work but usually the examples were easier. For example, the angles that they measured were usually to 5 degrees, and they only grouped their data in broad terms, writing 0-5, 5-10 etc. The many lower attaining pupils studied few Year 6 topics, but consolidated their understanding of number, completed some very basic ratio work and did a little measuring work.
106. Despite very low standards for the current Year 6, the school's records show that those pupils who stay in the school from Year 1 to Year 6 make satisfactory progress, and inspection evidence supports judgement. Through Years 1 and 2, pupils gain greater insight into the number system and learn to use addition, subtraction, multiplication and division with growing accuracy. However, for many, immediate recall of simple number facts is weak. Their knowledge of solid and flat shapes and their ability to use standard measures like centimetres improves steadily. In Years 3 to 6, pupils learn a broader curriculum that includes numbers beyond one thousand, fractions and decimals. Working quickly and accurately with numbers remains a difficulty for many. Sums are completed accurately in books but the test situation remains difficult for many. Various sorts of graphs are taught well, but pupils have few opportunities to use them outside mathematics lessons, for example, in science or geography. Pupils with special educational needs often have one or two mathematics targets and make satisfactory progress towards them. Pupils with English as an additional language make satisfactory progress also. Neither of these two groups is mentioned in teachers' lesson planning and thus no specific support is offered beyond the slightly easier tasks that all lower ability pupils have in most lessons.
107. Teaching and learning are satisfactory overall. Teachers manage pupils well and often provide interesting activities. For example, a Year 6 mental starter involved a letter code, and these activities led to generally attentive pupils who were keen to work. The teaching in the older classes is consistent in that one teacher takes all the groups. This is a strength of the provision because, for example, pupils' work is consistently marked with encouraging comments and indicators on how to improve. In younger classes, teachers' weak subject knowledge means that pupils are not challenged sufficiently. Little homework was seen across the school indicating that, whilst it is sound in some classes, it is weak in others. Teachers plan the general lesson quite well, especially when organising tasks for the different ability groups. They do not, however, indicate in sufficient detail how pupils with special educational needs or who speak English as an additional language will be supported.
108. The management of the subject is satisfactory. The monitoring of teaching and learning is in its infancy with the subject leader checking planning and pupils' books, but undertaking little observation of colleagues' lessons. Assessment systems are very good and pupils' answers to the National Curriculum test questions are carefully analysed. The information gained is used well to decide which pupils should have extra support but it does not influence teaching styles and the management of the curriculum sufficiently in main stream classes. Group targets are set and published for all mathematics groups but too few pupils know them or understand how to achieve them. The subject manager has not been sufficiently pro-active in ensuring that the full curriculum is taught to all Year 6 pupils.

SCIENCE

109. The standards of work of pupils in Years 2 and 6 are well below the national expectation. This is not as good as the results in the National Curriculum tests in 2002 at the end of Year 6 and is a consequence of these year groups having a high proportion of pupils with special educational needs, and also pupils speaking English as an additional language. There is also a high proportion of pupils

joining and leaving the school during the year. Most pupils have low skill levels when they come to the school and make satisfactory progress in relation to their previous attainment. Evidence from the inspection confirms this.

110. The majority of pupils in Year 2 have poor literacy and numeracy skills and this adversely affects their work in science. For example, their presentational skills are weak and so they find difficulty in recording their scientific findings accurately and correctly. Weaknesses in their speaking skills mean that they do not have a suitable scientific vocabulary to enable them to explain their ideas. The higher attaining pupils know and understand pushes and pulls as forces. They know that a complete electrical circuit is needed for a device, such as a bulb, to work. Most pupils know about the dangers associated with electricity and which objects in their homes need electricity for them to work. They understand the conditions that plants need to grow healthily and know how humans change as they grow older. As is the case in Year 1, most pupils find difficulty in making reasonable predictions and they do not have appropriate skills in carrying out a simple, 'fair' scientific test even with some help from the teacher.
111. For most pupils in Year 6, as it is in other years, the main weakness is in some important aspects of their investigational skills. They can identify the need to make a test 'fair' and carry one out independently of the teacher. However, the conclusions to their experiments tend to be just a description of what they have done rather than being evaluative and based on prior scientific knowledge and understanding. For example, for a conclusion to an investigation into reversible and irreversible change one pupil wrote 'The chocolate melts and goes hard'. They also find difficulty in interpreting information and identifying trends from the work they have done. Higher attaining pupils have a secure knowledge and understanding that light travels in straight lines and that shadows are formed when a light source is blocked. They use symbols suitably in simple electrical circuits and know which materials make good electrical conductors or insulators. Most pupils know that the main forces are gravity, friction, up-thrust and air resistance. They understand the differences between solids, liquids and gasses and know about the life cycle of a flowering plant.
112. The quality of teaching and learning is good overall, because of specialist teachers in Years 5 and 6 and the headteacher and deputy headteacher teaching science lessons in Years 1 and 2. Lessons taken by specialists are prepared thoroughly and the learning objectives are shared with the pupils, so that they are clear about what is expected of them and what they are to learn. Teachers have secure subject knowledge and understanding, and ask relevant questions to find out what pupils know and to develop their scientific understanding further. In the best lessons, the activities built well on previous work so that pupils could use prior knowledge to support their learning. Teachers had high expectations for pupils' behaviour and what they could do and, as a result, set challenging and interesting work. This was evident for example, in a very good lesson for pupils in Years 4 and 5 on developing their understanding that different organisms are found in different environments. In general, there is a lack of detail in lesson plans for the requirements of those pupils with special educational needs and those with English as an additional language, which means that their needs are not always met. Teachers give pupils good opportunities to use information and communication technology to support their learning.
113. Pupils have good attitudes to their work. They are well behaved and show interest and enjoyment in what they are doing. They are curious and handle the adequate scientific resources and equipment with care.

114. The curriculum is good, with many opportunities created for pupils to develop their scientific knowledge, understanding and skills through practical activities. Pupils are given the chance to work in pairs and small groups and this makes a positive contribution to their personal and social development. There are suitable opportunities for pupils to use their literacy and numeracy skills to support their learning. The leadership and management of the subject are good, with the co-ordinator having a clear view of how to raise standards. The planning procedures are satisfactory, incorporating national guidelines and providing teachers with clear information about the key learning objectives and skills to be taught. There are very good procedures for checking the attainment of pupils but this information is not always used well to set suitably challenging work. The accommodation is good, with the outside areas being used effectively by teachers to develop their pupils' understanding of life processes and living things.

ART AND DESIGN

115. Few lessons were observed during the inspection and so judgements have been made on the basis of talking to pupils, reviewing displays of work and pupils' sketchbooks, and checking teachers' planning. Standards in Year 2 are broadly in line with national expectations whilst in Year 6 they are below expectations.
116. In Year 2 standards are appropriate because all pupils study a good range of well-taught topics. They also know about some famous Western artists such as William Morris and have completed works in his style. They have created good paper collages of flowers, from preliminary sketches, using natural materials, such as seeds and acorns. They know about contrasting colours through their good work in Year 1 on paper sculptures and techniques such as quilling.
117. In Year 6 standards are below national expectations. Teachers' subject knowledge in the older classes is basic and pupils have not covered a wide range of challenging work, although some of their work is of a good standard. Pupils in the Year 6 class recall all the appropriate units. They have created Egyptian masks from a template using water-based paints effectively. They have continued their use of these paints and used their sketchbooks well when working with perspective. Their final pictures of 'a lonely cottage', contrasting ink with watercolour washes, were quite effective and well presented.
118. Pupils make satisfactory progress in Years 1 and 2 but unsatisfactory progress in Years 3 to 6. Pupils in Years 3 to 6 are not taught the full programmes of study, and, in these years, teachers' subject knowledge is thin. Pupils with special educational needs and those with English as an additional language make similar progress as their classmates because of the very practical nature of the subject.
119. Only one lesson was observed because of other school events taking place in inspection week. This means that no overall judgement on teaching and learning can be made. The lesson observed was well planned and the teacher showed reasonable subject knowledge which allowed pupils to build on previous knowledge, skills and understanding. Resources were well prepared which enabled pupils to explore collage effectively. Pupils enjoy their work and look forward to lessons.
120. The management of the subject is satisfactory. The newly appointed co-ordinator has picked up on previous developments and is now in a position to move the subject forward. The policy and scheme of work have formalised teaching in the subject but there is no action plan to give the subject clear direction. Assessment systems are in place, so that pupils' progress is assessed after every unit of work. However, the information gained from assessments is not used fully to guide future teaching and learning. The organisation of a portfolio of pupils' work has started and pupils' work is valued when it is skilfully displayed in professional frames around the school.

DESIGN AND TECHNOLOGY

121. In both Years 2 and 6, standards of attainment are below national expectations. Some Year 6 pupils have not covered all the programmes of study within the National Curriculum. Pupils make unsatisfactory progress through the school because some teachers' subject knowledge is insufficient to improve pupils' skills.

122. In Year 2, pupils do not reach the expected standard. The school was only able to offer a small amount of pupils' work for scrutiny from the three topics studied this year. Their work is too dependent on teacher direction and the finish of their vehicles is weak. Pupils recall quite well how they attached the axles and wheels to their vehicle. However, they have weak knowledge of the techniques for joining different materials. Their knowledge of the design/make/evaluate cycle is improving and they have made small sketches to show how they might join different parts of the vehicles together.
123. Overall, pupils in Year 6 do not reach expected standards principally because one quarter of them have not studied Year 6 topics. They have used wood and created designs to make a frame for a vehicle but these are very similar to those made in Year 2, particularly in the way that the wheels are attached. They have used computers well to create an evaluation using a digital photograph of their work, but the evaluations are lacking in depth.
124. Pupils make unsatisfactory progress through the school. Planning often lacks sufficient detail on how different groups of pupils are to be supported. As a result, they are unable to make the progress that they could.
125. Few lessons were observed because of special events in school during the inspection week and because the subject alternates each half term with art and design. The teaching and learning observed were generally satisfactory but weak pupils' progress indicates that teaching overall is unsatisfactory. Strengths are that teachers manage pupils well, pupils look forward to lessons, are given interesting tasks to complete and there are usually ample resources for all pupils to take part. In a Year 6 lesson, this was exemplified as pupils excitedly created a simple vehicle using a wooden frame, carefully and fairly accurately attached wheels and then used light sensors to time the vehicle's descent down a slope. Group and pair work are common in the subject and support pupils' personal development well. Weaknesses include unclear explanations, which led, for example, to Year 1 pupils who have English as an additional language copying a worksheet rather than completing the task, and superficial planning, which fails to provide enough detail on the stages of learning for all pupils, and fails to indicate what support will be provided for pupils with special educational needs. The weak organisation of resources in Year 5 resulted in some pupils being unable to complete the task.
126. The management of the subject is satisfactory. The policy and programme of work emphasise the health and safety aspects of the subject appropriately, and allow pupils to learn the skills to work with a good range of materials from textiles to food. Good assessment systems are in place but the information gained is not yet used well enough to guide the planning of future lessons. The programme has not come to terms with the current school organisation of classes so that significant numbers of pupils in Year 6 do not study the complete curriculum.

GEOGRAPHY AND HISTORY

127. In both geography, and history, the standards that pupils achieve at the end of Years 2 and 6 are below national expectations. All pupils, including those with English as an additional language and those pupils who have special educational needs, make satisfactory progress in their learning. It is not possible to compare standards with those in previous inspection report because the school has been reorganised since the first round of inspections.
128. Three history lessons, in Years 3, 3/4 and 5/6, but no geography lessons, were seen during the inspection. In these lessons, the quality of teaching was good overall. However, an analysis of pupils' work over time indicates that the quality of teaching is less than satisfactory in Years 1 and 2. This is because teachers do not pay sufficient attention to handwriting and the presentation of pupils' work and because of the small amount of work completed during the year. Teaching in Years 3 to 6 is satisfactory. This is because teachers had provided pupils with an appropriate range of topics which developed and extended pupils' knowledge, skills and understanding of the subject satisfactorily. The quality of planning, however, is unsatisfactory and this is because it is not consistently specific about what pupils are to learn and does not include separate planning for pupils who have special educational needs and for those who speak English as a second language. The procedures for

assessing what pupils know and understand at the end of each unit of work are very good. However, the use that teachers make of assessment to plan future work for the different ability groups, for those who have special educational needs, and for those who speak English as an additional language, is underdeveloped. The quality of marking is unsatisfactory, because it does not consistently help pupils to understand their learning and what they need to do to improve further. Literacy and numeracy skills are used well by teachers, to support learning. However the use of information and communication technology is unsatisfactory in Years 1 and 2, and satisfactory in Years 3 to 6, although there are some examples of good practice.

129. In the three history lessons seen during the inspection, most were not sufficiently well planned and did not always include suitable tasks for different groups of pupils. However, in one very good lesson for Years 5 and 6, the teacher used a visiting speaker very effectively to talk to the pupils from a personal point of view, of how life in Britain had changed since 1948. Pupils had, in a previous lesson, used their writing skills to record some questions, which they had researched using the Internet, that they would like to ask, for example, 'what kind of things did you play with?'. In Year 3, pupils were studying examples taken from the 1881 census. Under the guidance of the teacher they discussed the local area and the jobs that people did at that time. Pupils successfully located a specific street in relation to the school. They were fascinated by the life styles of the people, because they had very little knowledge and understanding of the past. In a very good lesson for Years 4 and 5, a stimulating range of learning resources and interesting learning activities motivated pupils very well so that the quality of their learning was very good. In two of the lessons seen, classroom assistants were used well to support pupils who have special educational needs and those who speak English as an additional language, and this helped these pupils to make satisfactory progress in their work.
130. No geography lessons were seen during the inspection. However, teachers' planning shows that they use the fictional Island of Struay in Years 1 and 2 to teach basic geographical skills. In Year 2, pupils develop their mapping skills soundly as they locate different places on a map, such as London and Paris. As they move through the school, pupils build on their early learning and develop an understanding of life in Britain in the time of John Lennon and investigate changes to British culture. Pupils in Year 6 study Malham as a contrasting locality to their own. Pupils have used the Internet to research the area and this has enhanced their learning well. By the end of Year 6, pupils are beginning to understand the effects of pollution caused by man's activities and the possible results of upsetting the balance of nature.
131. History and geography are taught alternately. The curriculum for these subjects is appropriately broad and balanced. Topics are chosen to make sure that there is a progression in pupils' knowledge and understanding as they move through the school. There are appropriate links with literacy and numeracy, and information and communication technology is used appropriately. However, this use is inconsistent across the school.
132. Pupils have good attitudes to their work and enjoy their lessons. They support each other well, particularly when they work in pairs or groups. Many pupils experience difficulty when writing and this has an impact on the standard of their work, making handwriting and presentation skills unsatisfactory. Teachers have high expectations for pupils' effort and behaviour and these are largely realised because teachers know their pupils well. In all lessons pupils were fully involved in activities and classroom assistants supported them well, and this ensured that all pupils made satisfactory progress.
133. The leadership and management of both subjects is satisfactory. However, subject monitors are not given enough time to monitor and support teaching and learning in classrooms and this is a weakness. Resources are appropriate and used well by teachers to support the curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

134. The attainment of most pupils in Years 2 and 6 matches the national expectations for the subject. Most pupils in Year 2 have suitable skills with the keyboard and mouse, which help them to change the style, colour and size of text in their word processing work, as well as with retrieving, processing and displaying information. They also show appropriate skills in using a paint program to make a variety of pictures. Their skills in using data handling programs are satisfactory and they create a range of simple graphs to illustrate their findings. They have a suitable understanding of how

information and communication technology can be used to control devices, such as when inputting instructions into the 'Roamer' programmable toy. When using computers, they respond well to the on-screen instructions and are able to work their way through the programs accurately.

135. Most pupils in Year 6 use information and communication technology to organise and present their ideas and they show confidence when using computers. They know and understand the functions of icons on the toolbar and use them to edit and save their work during word processing activities. Pupils use the Internet successfully to find out information to help them with their work, as was seen in their geography topic 'Investigating Mountains'. In science, they use a temperature sensor linked to a computer effectively to help them to investigate how the size of a bowl affects the rate at which the water in it cools down. They skilfully enter information onto a spreadsheet and then create a range of graphs and charts to present their findings. They show good skills in the modelling and control aspects of the subject. This was evident when they were creating a computer program to make a light flash on and off.
136. The quality of teaching and learning is satisfactory, which enables pupils of all abilities to make suitable progress. There is an emphasis on pupils using correct technological terminology to explain their ideas, and this helps them to extend their own vocabulary and, in so doing, develops their literacy skills. Pupils are encouraged to work collaboratively in pairs on the computers, which makes a positive contribution to their personal and social development. In the best lessons, teachers showed good subject knowledge and this enabled them to use a range of equipment confidently, including the interactive whiteboard, when demonstrating techniques for pupils to use. This was seen in a very good lesson for pupils in Years 4 and 5 in which they were effectively shown how to use 'Power-point' to create a set of information cards about rounders for pupils in Year 3 to use. However, not all teachers show such confidence and the school recognises the need to provide training to improve the expertise of some teachers further, so that they are better able to develop pupils' skills in the subject.
137. Pupils' attitudes to learning are positive and, when working in pairs on the computer, they are well behaved and concentrate well. They treat equipment with respect and show interest and much enjoyment in their work.
138. The headteacher is providing good leadership and management in the subject, in the long-term absence of the subject manager. There is good curricular provision, with all classes having timetabled sessions in the computer suite to help them to develop their skills. Planning procedures are secure and enable teachers to set work that builds well on previous learning. Arrangements for checking pupils' attainment are good, but some teachers do not use this information to plan specifically for the requirements of pupils with special educational needs or those who speak English as an additional language. After the creation of the computer suite, the accommodation and resource provision are now good and enable all aspects of the subject to be covered effectively.
139. Many pupils use information and communication technology well to support their learning. The school is in a good position to develop pupils' skills further.

MUSIC

140. During the inspection, no lessons were observed in Years 1 and 2, so it is not possible to form a judgement about standards. In Years 3 to 6, two lessons were observed and standards are satisfactory overall. Pupils, including those with special educational needs and those who speak English as an additional language, make satisfactory progress. On Fridays, a music specialist spends the day with different classes. However, as the inspection finished on Thursday, it was not possible to judge the effectiveness of this provision.
141. Whole-school singing in assemblies is satisfactory. Pupils sing to a taped accompaniment and singing is largely tuneful but lacks enthusiasm and verve. There is very little sense of pupils enjoying singing. However, some 15 pupils joined with pupils from other schools to take part in the Bradford 'big sing'. There are some opportunities for pupils to experience music making outside class. Three recorder groups exist for pupils at different levels of competence, but there is no other instrumental tuition. The school has a Christmas production which involves music and 'Joseph and his Technicolour Dreamcoat' is planned for the end of this term.

142. Year 6 pupils know that orchestras have different families of instruments and that these are strings, woodwind, brass and percussion. They understand that the electric piano does not fit into any of these families and that where the piano does fit is debatable because, while it is a string instrument, sound is produced by striking the strings with a hammer. Pupils had varying success when identifying instruments from a commercially produced worksheet for different families. This was partly because the instruments were not drawn to size which made them difficult to identify. This meant that the learning exercise was of limited value. In class, Year 6 pupils sang 'Jamaica' with enjoyment and a good awareness of timing and rhythm.
143. In another lesson, pupils struggled to cope with recording their impressions of a lengthy and complex CD track played all the way through. There was no adaptation of the learning task for different groups of pupils. However, pupils' responses showed that they had a good understanding of rhythm and an appreciation of different moods evoked by music. The commercial worksheet used supported their learning well and was so precise in its requirements that their level of attainment and rate of progress were satisfactory.
144. Pupils' attitudes to learning in music are good and have a positive effect on learning. In the Year 6 lesson, pupils responded with a good level of sustained concentration at the end of the day. Good relationships ensured that all co-operated and supported each other well. There was good initiative in the singing of 'Jamaica'. In the Year 3 lesson, pupils persevered with a difficult task and remained co-operative overall in spite of some strained relationships and a slow start to the lesson.
145. The quality of teaching was good in one lesson and satisfactory in the second. In the Year 6 lesson, the teacher's enthusiasm and planning of a sequence of interesting activities engaged pupils' interest so that learning was of good quality. There was a good level of questioning to test and extend pupils' understanding. In the second lesson, there were no clear learning objectives and some insecure subject knowledge and understanding on the part of the teacher adversely affected learning. Some strained relationships did not promote learning well, but the quality of the worksheet ensured that pupils made satisfactory progress overall in their learning. However, the lack of planning for different groups of pupils made the task very difficult for lower attaining pupils.
146. The management of the subject is satisfactory. Arrangements are made for pupils to gain some experience of live music either as participants, for example, in the 'big sing', or through visiting groups such as an Indian music group and visiting players of woodwind, brass and percussion. Information and communication technology plays a satisfactory part in teaching and learning, for example, in the use of compact disks and a computer program in Years 3 and 4. However, music has not had a high profile in the school and the headteacher acknowledges that there is scope for further development. The school has the capacity to achieve this.

PHYSICAL EDUCATION

147. Attainment is at the level normally found for pupils aged seven and 11, and all pupils, including those with special educational needs and those who speak English as an additional language, make sound progress overall. Year 5 pupils are able to swim for part of the year, but only about 50 per cent of pupils are able to swim 25 metres by the time they leave the school. Attainment in swimming is unsatisfactory.
148. Throughout the school, pupils understand the importance of warming up before physical exercise and cooling down afterwards. By Year 2, most pupils warm up sensibly, but a few are immature. Pupils in Year 2 get out equipment independently and show a good awareness of the need for safe practices. Many have an awareness of the value of correct techniques, for example, of the need to use the arms in a standing jump. Some are capable of throwing beanbags into different hoops with good accuracy. Some sprint well and are sensible about turning and sprinting back. Others are less mature in managing this.
149. By Year 6, in a lesson developing skills in rounders, some pupils had good eye-hand co-ordination so that they struck the ball accurately, while others swished hopefully. Some were skilful in delivering the ball accurately while others had little control over direction and length. Almost all pupils had good

catching skills. Pupils in Years 3 and 4 showed good stamina in lapping the hall for three minutes as some did not take a rest. Some showed good sprinting and throwing techniques, although, for a few, progress was slowed because they did not know which was the lead leg in a throwing action.

150. Most pupils have good attitudes to physical education, and some have very good attitudes. Most have a mature awareness of the need for safety in physical activities and that other pupils need sufficient space. Most pupils work with enthusiasm and a good level of sustained concentration. There were some good examples of initiative as pupils sought ways of improving their level of performance. Virtually all pupils are co-operative and support each other well. Good attitudes have a positive effect on attainment and progress.
151. The quality of teaching is good overall with some examples of very good teaching. For example, in a very good lesson in Years 3 and 4, there was a very good level of emphasis on warming up properly and the purpose of different stretching exercises was explained clearly, so that pupils had a very good understanding of what they were doing and why. There was good emphasis on improving different techniques. However, insecure understanding of the correct lead leg in throwing actions adversely affected progress for some pupils. Teachers have high expectations for pupils' efforts and behaviour and these are largely realised through good relationships in most classes. Lessons are well organised and a good range of learning activities is planned to develop pupils' skills systematically. In some classes, pupils are used well to demonstrate successful techniques, but there is scope for further development in pupils' analysing and evaluating their own and each other's work.
152. The subject is very well managed by an enthusiastic member of staff who believes strongly in the value of physical activity and fitness. She plans a very wide range of learning activities. For example, in a residential weekend for Years 4, 5 and 6, experiences included orienteering, climbing, quad-biking and planning to overcome obstacles. Pupils have experience of competitive activities in house competitions which are based on the activity that has been the focus of the previous half term. In this way, pupils with different strengths, for example, in gymnastics, are able to succeed in addition to games players. Outside the school, pupils experience competition in soccer (boys and girls), basketball, netball, cross-country (one girl is the current City 1000 metres champion), athletics (the school's pupils are the current indoor champions in the local education authority), tag rugby and swimming. Pupils benefit from external coaching in rugby, soccer, and cricket, and a strong basketball tradition is developing.
153. The subject benefits from a good hall, hard play surfaces and an adjacent field. There is some very impressive use of information and communication technology to support learning. For example, a lesson for Years 4 and 5 which could not be held outside because of rain nor in the hall because of a visiting theatre group, was transferred to the computer suite. The class created work cards for pupils in Year 3 to use in learning the basics of rounders. This imaginatively planned lesson by the subject manager enabled Year 4/5 pupils to revise their understanding of the rules of rounders while also using and improving their information and communication technology skills. This resulted in very effective learning. Arrangements for assessing pupils' progress in physical education are better than those found in most schools and the subject manager has plans to develop them further.
154. Physical education plays a significant part in pupils' personal development. The school is in a good position to develop the subject further.

RELIGIOUS EDUCATION

155. In Years 2 and 6, pupils' knowledge and understanding of religious education is broadly in line with the expectations of the locally agreed syllabus. All pupils, including those who speak English as an additional language and those who have special educational needs, achieve appropriately and make good progress from when they first enter school. The school provides pupils with a broad curriculum, enriched with visits out of school to places of worship of other faiths and by visitors to the school to talk about their own particular religion, for example, the Hindu religion. The subject makes a good contribution to pupils' spiritual, moral and cultural education.
156. Four lessons were observed during the inspection. Teaching is good. Pupils of all ages are encouraged to respect other faiths and to appreciate and respect the differences between major world

religions.

157. Pupils' knowledge and understanding is good. In Year 2, pupils have learned about precious things of Christians and Sikhs. They understand that Jesus died on the cross and that the bible contains stories about Jesus. They know that the turban denotes the Sikh religion and are aware of other things that are important to Sikhs. In Year 1, pupils learn about the Sikh faith. They reflected sensitively on some of the things they had learned when a Sikh visitor came to school to talk to them about his faith.
158. Older pupils in Years 5 and 6 have used literacy and information and communication technology skills to good effect to research factual details about the symbols of the Hindu religion. This information was used well as pupils interpreted these symbols, using their art and craft skills. For example, as they practised their sewing skills whilst making collage designs of the main symbols of the Hindu religion, pupils were able to explain the meaning of the Aul and they also excitedly recalled their visit to a Buddhist temple.
159. The subject leader is a very good and skilled teacher of religious education. She manages and organises the subject very well. She has a very good overview of its strengths and future areas for development. Resources for the subject are good and appropriate use is made in most lessons of the Internet and of non-fiction books to provide information. However, this is inconsistent across the school. Systems to assess what pupils know, understand and can do are currently very good. However, the use made of these systems to promote further progress and to plan future learning is unsatisfactory at this stage.