

INSPECTION REPORT

ST LUKE'S CofE PRIMARY SCHOOL

Bradford

LEA area: Bradford

Unique reference number: 107305

Headteacher: Mrs L Gibson

Reporting inspector: Mrs M Fitzpatrick
24326

Dates of inspection: 9 - 11 June 2003

Inspection number: 246675

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Voluntary controlled

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Fagley Lane
Eccleshill
Bradford

Postcode: BD2 3NS

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Appropriate authority: The governing body

Name of chair of governors: Mrs M Small

Date of previous inspection: 13 October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
24326	Moira Fitzpatrick	Registered inspector	English English as an additional language	What sort of school is it? Schools results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13706	Gillian Marsland	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
28320	R Willey	Team inspector	Mathematics Information and communication technology Design and technology Education inclusion	How good are the curricular and other opportunities offered to pupils?
19041	R Linstead	Team inspector	History Music Foundation stage Special educational needs	

33070	S Horne	Team inspector	Science Art and design Geography Physical education	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Since its previous inspection, the school has undergone reorganisation and now accepts pupils from four to eleven. The school is average size for a primary school and has an equal balance of boys and girls. Children join the school in the Reception class in the September of the year that they are five. The percentage of pupils eligible for free school meals is about the national average. The percentage of pupils whose mother tongue is not English is higher than in most schools; most of these children are fluent and learn effectively through English. There are five children who are at an early stage of learning English. The majority of pupils come from a white British heritage, with about 10 per cent from Asian British or Black British heritages. The percentage of pupils with special educational needs is about average, though the percentage of pupils with a statement of special educational needs is above the national average. Most special needs are for literacy and numeracy. The overall attainment of children when they join the school is below average.

HOW GOOD THE SCHOOL IS

St Luke's is a very good school with many strengths. Teaching is good overall and all pupils achieve well. By Year 6, pupils reach above average standards in many subjects, including English and mathematics. The headteacher provides good leadership and clear direction for the development of the school. Her strong commitment to high quality pastoral care based on Christian values ensures that pupils' personal development is very good and that they are enthusiastic, confident and happy learners. The school gives good value for money.

What the school does well

- Standards are above average in English, mathematics, design and technology, geography and history by the time pupils are in Year 6 and pupils achieve well during their time in school.
- The school is well led and managed; the very high quality of teamwork greatly enhances the effectiveness of the school and emphasises its supportive ethos.
- Teaching is good overall; in Years 5 and 6 it is outstanding.
- Good quality teaching and learning in the Reception class give children a good start to their education.
- There are very good levels of care for pupils which make a strong contribution to their very good behaviour and very good attitudes to learning.
- The provision for the spiritual, moral, social and cultural development of pupils is very good. It promotes very good personal development and very good relationships.
- The school's educational inclusion practices are very good, ensuring that all pupils achieve well. The provision for pupils with special educational needs is good. The provision for pupils who have English as an additional language is also good.
- The school has very good links with parents.

What could be improved

- Standards in mathematics by the end of Year 2.
- The role of co-ordinators in monitoring standards and provision by observing teaching and learning.
- Outdoor facilities for sport and learning.
- The use of assessment and marking to set targets for pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since its previous inspection in October 1997. All of the issues identified at that time have been successfully tackled. Curriculum plans now give good support to teachers' planning; provision for design and technology is now good and by Year 6 pupils achieve better than expected standards in the subject. Assessment procedures have been developed and record keeping is now good. Reports to parents give information about what their children know and can do. There is now a wider range of opportunities for pupils to learn about different heritages and traditions. Since the previous inspection, the school has expanded in size and in the age range of children it accepts and has managed extensive building work on site, without detrimental effect on pupils' attitudes or the standards they reach. Additionally, the quality of teaching has improved significantly, pupils achieve well and standards in many subjects have improved. Given the quality of leadership in the school and the very strong teamwork that exists, the school is in a good position to continue to improve.

STANDARDS

The table shows the standards achieved by pupils at St Luke's School 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	C	B	B
Mathematics	n/a	D	B	B
Science	n/a	E	C	C

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

The school's performance in the National Curriculum tests for Year 6 pupils in 2002 was above the performance of similar schools when all subjects are taken together. These results show that pupils made good progress in English and mathematics. The school exceeded its targets in these tests and has set appropriate and achievable targets for the national tests in 2003. It is not possible to compare the school's trend of improvement with the national trend because the school has only entered Year 6 pupils in national tests for the last two years. Standards in the current Year 6 are above the national expectation in English, mathematics, design and technology, geography and history. In other subjects pupils reach the expected standard and they achieve well in their learning. Results in the National Curriculum tests for Year 2 pupils in 2002 were above average in reading, average in writing and below average in mathematics. These results show good progress for pupils in reading and writing from when they joined the school and satisfactory progress in mathematics. Pupils currently in Year 2 are below average in English and mathematics. They reach the expected standard in science and all other subjects and their learning is good. In the Reception class pupils' learning is good. By the time they enter Year 1, most pupils will have reached the expected standard in communication, language and literacy, personal, social and emotional development, knowledge and understanding of the world, and in physical and creative development. The majority will not reach the expected standard in mathematical development, mainly because they start school with low levels of attainment in this area of their learning. Pupils who have special educational needs make the same progress as other pupils. The same is true of pupils who have English as an additional language. This is because of teachers' thorough planning for their needs.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very Good. Pupils are enthusiastic about learning and concentrate very well in lessons.
Behaviour, in and out of classrooms	Very good. Pupils are courteous and caring towards one another. They show high levels of respect to adults and classmates alike.
Personal development and relationships	Very good. Pupils enjoy taking responsibility and have plenty of opportunities to do so. The very good relationships they form at all levels make a strong contribution to the quality of their learning.
Attendance	Satisfactory. In line with the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Very 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 are strengths of the school. The teaching of literacy is good overall. The quality of literacy teaching in Years 5 and 6 is outstanding and gives pupils great enthusiasm for reading and writing. In the younger classes the basic skills for reading and writing are well taught. Teaching in mathematics is good overall and pupils' numeracy skills develop well from a low base when they join the school. The teaching of numeracy is rigorous and very effective in Years 5 and 6 where there is excellent teaching. The use of specialist teachers in Years 3 to 6 enhances learning for all pupils. In all other subjects teaching is good because teachers have good subject knowledge and plan well from effective schemes of work. In geography in Years 5 and 6 teaching is of a very high standard and older pupils cite this as one of their favourite subjects, 'because it is so interesting'. In science lessons, teachers provide good resources which motivate pupils very well to observe and think about what they see. Occasionally, when teaching is satisfactory, there is not enough challenge for pupils and then their rate of learning diminishes. Teaching in the Reception class is good, with particularly good emphasis on reading and writing. Teachers make regular good assessment of children's learning in Reception then use these to effectively plan the next stage of learning for pupils. Pupils with special educational needs and those who have English as an additional language, are well taught and supported to learn the same topics as others in their class.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is based on schemes of work that ensure progression for all classes. The use of visits and visitors does much to enhance the quality of pupils' learning.
Provision for pupils with special educational needs	Good. Under the guidance of the special needs co-ordinator, teachers make effective individual education plans for pupils. The school also makes good arrangements to meet the particular learning needs of the seven pupils with statements of special educational needs.

Provision for pupils with English as an additional language	Good. Pupils are supported in class to make good progress, by their classmates, and the learning support assistant as well as the teacher. Those pupils who are at an early stage of learning English receive additional support from an outside specialist.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils are encouraged to practise the moral values they are taught and are given numerous opportunities in lessons to develop social skills through working together. They are taught to love learning and enjoy finding out about their own and other cultural traditions.
How well the school cares for its pupils	Very good. Procedures for monitoring and promoting good behaviour ensure that pupils feel secure and happy in school. Good assessment procedures mean pupils' needs are well known to teachers, who plan effectively for their learning.

The school has very good links with parents who hold the school's work in high esteem. Parents work hard to support the school and raise considerable funds to improve resources for learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has skilfully led the school through good improvement as well as reorganisation since the previous inspection. She has been ably supported by the deputy headteacher and the senior management team.
How well the governors fulfil their responsibilities	Good. All statutory requirements are met. Governors play an active role in improving the school. They are especially eager to improve its outdoor facilities in the near future.
The school's evaluation of its performance	Satisfactory. Monitoring procedures give the school a sound picture of standards and provision. The headteacher's analysis of test data and use of this to target improvement are good.
The strategic use of resources	Good. The school makes effective use of funds to target additional staffing to raise standards. Spending is closely linked to the school's priorities. The headteacher and governors are careful to seek best value in what they do and what they buy.

The experience and expertise of teachers and learning support assistants is good. Resources for learning are satisfactory overall and good in English and mathematics. While indoor facilities for learning are good, outdoor facilities are restricted for space and pupils' learning in physical education is hampered by a lack of playing fields.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That the school expects their children to work hard and that they make good progress. • That the teaching is good and they would feel comfortable about approaching the school. • That the school is well led and managed. 	<ul style="list-style-type: none"> • The range of activities provided outside lessons. • How closely the school works with parents. • The amount of homework their children are set.

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| <ul style="list-style-type: none">• That the school helps their children develop mature attitudes. | |
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The inspection team wholeheartedly agrees with parents' positive views of the school. The provision for out of school activities is limited to pupils in Years 3 to 6 and is good. The school has plans to begin taster activities for pupils in Years 1 and 2 at lunchtime, because it feels that younger children are too tired at the end of the day for more structured activities. The team judges that the school has very good links with parents and parents find the school approachable and open to suggestions. The provision for homework is good, increasing in amount in Years 5 and 6 to prepare pupils for the next stage of education.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The level of children's attainment when they enter the Reception class is below average overall and well below the average in mathematical development. Children make good progress during their time in the Reception class. By the time they enter Year 1 they have reached the expected standard in all areas of learning except mathematical development, where weak number skills and understanding of mathematical language holds back their progress.
2. In the National Curriculum tests for pupils in Year 2 in 2002, the school's performance was above the national average and the average for similar schools in reading. In writing, it was at the national average and the average of similar schools. The school's performance in mathematics was below the national average and well below the performance of similar schools. The school's performance in teacher assessed science tests was below the national average. These results represent good progress from the assessment of pupils' capabilities when they joined the school, in reading and writing and satisfactory progress in mathematics. Over the last three years standards in reading have exceeded the national average, in writing they have been at about the national average and in mathematics they have been below the national average. The performance of girls has been better than boys during the three year period.
3. In the National Curriculum tests for pupils in Year 6 in 2002, the school's performance in English and mathematics was above the national average and the average of similar schools. In the science tests, the school's performance was at the national average and the average of similar schools. Taking all test scores together, the school's performance was above that of similar schools. Girls' performance was better than boys' in each of the tests. As the school has only had pupils in Year 6 for two years, there is not enough data to make a valid judgement about the trend of improvement. In the English and mathematics tests, a higher than average proportion of pupils achieved the higher level.
4. Standards in English in the current Year 2 class are below the expected level. Pupils have made good progress since they joined the Reception class. They have developed early reading and writing skills and their achievement is good. Most use a range of methods to help them pronounce new words when reading and all have learned to write legibly in simple sentences. However, because there is a high proportion of pupils with special educational needs in the class, the overall attainment is reduced because so many do not reach the expected standard in reading and writing. Most pupils listen closely when the teacher is explaining new work or asking questions but many are not able to sustain listening for long periods. Many pupils are reluctant to answer questions and give brief answers when they do. Only a few higher attaining pupils develop their ideas through talk and standards are below those expected as a result.
5. In mathematics, standards are below average in Year 2, but pupils are achieving well. They solve money problems and double and half two digit numbers. They have a sound knowledge of number and know different methods to work out answers. A weakness in their mathematical skills is in their understanding and use of mathematical terms. In science, pupils in Year 2 reach the expected standard. They

know a range of scientific ideas to do with plants and how they grow, and electric circuits. They have sound observational skills because they have had many opportunities to develop these in the activities that are planned. Higher attaining pupils make predictions about what will happen during investigations. Pupils of all abilities achieve well in the subject because of the well planned practical activities they learn from.

6. By Year 6, pupils achieve above the level expected in English. They have good reading and writing skills because these have been well taught and pupils have plenty of opportunity to practice them. All pupils have good listening skills which they use well to follow teachers' instructions and explanations as well as listening to each other's ideas. Speaking is well above the expectation for Year 6 pupils. They are confident and fluent speakers and enjoy the opportunity to express their own views, or read their own or other's work aloud to the class. Many pupils develop their ideas and views through extended discussion in class. Standards in mathematics are above the expected level by the end of Year 6. Pupils have a good grasp of number and shape. They interpret graphs and can solve problems by applying their mathematical knowledge. They have good mental agility with number because of the rigorous challenges they are set at the start of lessons. The achievement of pupils of all abilities is good in these subjects, because of the excellent teaching they enjoy and their own capacity for hard work. In science standards are at the expected level for pupils in Year 6. Pupils are able to conduct investigations successfully. They have a sound understanding of fair testing and how to control variables in an experiment. They know how an electric circuit works and use this knowledge to create a burglar alarm.
7. In Year 2, pupils achieve above the expectation in art and design. This is because of the many and varied well-planned experiences they have, and because teachers' planning in each class builds well on what has gone before. In all other subjects pupils reach the expected standard and their achievement overall is good, because they enjoy lessons and work hard. By Year 6 pupils are reaching above the expected standard in design and technology, geography and history. They are particularly successful in these subjects because teachers plan a good range of activities that ensure pupils develop a balance of knowledge, skills and understanding in each subject. In history and geography teachers set demanding tasks in independent projects and pupils rise enthusiastically to these, with some pupils producing work of a very high standard. The standard in all other subjects is in line with what is expected of pupils in Year 6. By the end of Year 6 pupils' achievement is good and they have developed very good levels of independence in their learning. This is because they have a good command of basic skills in literacy, numeracy and information and communication technology and use these well to support their learning in other subjects. The skills learnt in literacy and numeracy lessons are well used in other subjects. Pupils write in a range of styles for different subjects and develop a sound understanding of new terms in subjects such as science, information and communication technology and design and technology. They make use of their numeracy skills to record data in their science investigations and to count the beats in a piece of music when learning new songs.
8. Pupils with special educational needs make good progress towards the targets in their individual education plans and in their overall learning. This is mainly because the quality of support for them has improved since the last inspection and the quality of teaching is high. Pupils receive skilled support in lessons, and challenging work which nicely matches their learning targets. The school does not keep a register of gifted or talented pupils, though teachers do make provision for them in their planning.

Pupils who have English as an additional language also make good progress in their learning. Teachers are careful to pair pupils of similar ability so that those who are still learning English are supported by their classmates. Learning support assistants are well briefed by teachers' planning about how to support the learning of these pupils. The few pupils who are at the early stages of fluency are given additional support from an external specialist and this is of good quality.

9. The school has raised standards well since the previous inspection, especially by the end of Year 6. The school has a clearer picture of how pupils are progressing because of its better assessment procedures and its analysis of how pupils perform in national tests. The quality of teaching has improved since the previous inspection and this too has had an impact on the quality of pupils' learning and their achievement. The school exceeded its targets for the National Curriculum tests in 2002. Those set for 2003 are appropriate and achievable.

Pupils' attitudes, values and personal development

10. The pupils' attitudes, values and personal development are strengths of the school. Pupils' attitudes to the school are consistently very good. The pupils are enthusiastic, interested and involved in activities. There was a good example of this in a Year 3 music lesson where the pupils were exploring singing games. They settled quickly to their work and responded swiftly to instructions. Most pupils maintain concentration and effort and work hard. This was evident in a Year 6 numeracy lesson where the pupils were calculating the perimeter of compound shapes. Pupils listen attentively to their class teachers and enjoy question and answer sessions. The pupils are polite and confident and the staff promote the pupils' self-esteem with regular praise and rewards. Pupils with special educational needs nearly all have very positive attitudes to work. This is because of the good quality of teaching, effective support and stimulating lessons. They value being fully involved in new learning. They also rise to the challenge of being expected often to complete the same work as other pupils.
11. Many of the pupils clearly enjoy after-school activities such as the choir; residential visits to activity centres and the football and rounders clubs. Discussions with pupils have confirmed that the school encourages interest, effort and achievement and the pupils enjoy coming to a 'fun' school. They particularly enjoy geography and physical education lessons. The pupils' positive attitudes to school make a strong contribution to their successful learning and the standards that they achieve.
12. Behaviour in the school and playground is very good because the pupils respond to the consistently high expectations of all staff. At lunchtimes, the pupils are polite and treat the supervisors with respect. The pupils understand what is expected of them and know the difference between right and wrong and how their actions can affect others. This is because the pupils have written their own classroom rules in co-operation with their teacher. Consequently, there is a warm and caring atmosphere in the school and bullying or racially motivated incidents are rare. In the last complete school year no pupils have been excluded from the school. Pupils have confirmed that bullying is rare but when it occasionally occurs the staff deal with it swiftly and effectively. The very good behaviour of the pupils improves the quality of their learning and adds to the friendly atmosphere that is evident throughout the school.
13. Relationships are a strong feature of the school and have improved since the previous inspection in 1997. Relationships between the pupils and the pupils and staff are now very good. At lunchtime, the pupils talk and play together sociably. They work well together regardless of gender or race. A good example of this was

seen in a Year 6 design and technology lesson where the pupils designed frames for fairground rides.

14. The school is very successful in promoting the pupils' personal development. The pupils respect the feelings, values and beliefs of others. This was evident in a Year 4 lesson for personal, social and health education where without fear or embarrassment the pupils discussed overcoming problems. The pupils take responsibility for tasks in the classroom and around the school and are reliable and trustworthy. Year 4 pupils take responsibility for the playground resources and returning attendance registers to the office. Year 5 and 6 pupils are trained to take on the role of a 'buddy'. This involves supporting the younger pupils in the playground, and assisting with tasks in the dining hall and around the school. 'Clerical buddies' are trained to carry out administrative tasks. The school has established a school council where the views of the pupils can be discussed. At present only pupils from Years 3 to 6 are involved. However, there are plans in place to involve younger pupils as the council develops. School rewards and the development of a 'pop choir' are now being discussed. Being able to contribute to the school's development issues and taking on responsibilities is having a good effect on the pupils' personal development. The pupils are also gaining an understanding of the wider global community by raising money for charitable causes such as Comic Relief, the Children's Society and Dr. Barnardo's.
15. The overall attendance rate for the school is satisfactory and has been maintained since the previous inspection. The school actively discourages holidays in term-time. Registration meets legal requirements and is effectively undertaken. Pupils are punctual for school.

HOW WELL ARE PUPILS TAUGHT?

16. Teaching seen during inspection was good overall and no unsatisfactory teaching was seen. In Years 5 and 6 the teaching was outstanding and learning was consistently very good or excellent. The quality of teaching and learning has improved since the previous inspection, with a much higher proportion of very good and excellent teaching seen. The quality of learning has improved through the use of specialist teaching in Years 3 to 6 in English, mathematics, geography, history, music and dance and standards have risen in these subjects as a result. Improvements in teaching have been brought about by the successful implementation of the national literacy and numeracy strategies, the professional development of teachers to improve their expertise, and the excellent teamwork that exists in the school which ensures very effective sharing of ideas and methods.
17. Teaching in the Reception class is consistently good and children make good progress as a result. The teachers are careful to monitor children's learning and from this are able to plan well for the next stage of learning. The range of activities provided is good and children are able to choose and direct their own learning under the supervision of adults. The teacher and nursery nurse both interact well with children to develop their skills and thinking; these interventions make a significant impact on the rate of children's learning as they are prompted to think about what they do. Teaching does not focus enough on mathematical language to help children understand and retain ideas about number.
18. In Years 1 and 2 the quality of teaching and learning are good overall. Teachers plan well for all lessons and take account of the different stages that pupils are at. This is

seen in the work that learning support assistants do with pupils which helps them make good progress. Teachers devise interesting practical activities for pupils so that they learn by seeing and doing and have plenty of opportunity to repeat activities to consolidate their learning. This is especially important in the Year 2 class where there is a high number of pupils who have special educational needs. Teachers provide good resources for pupils to learn from. For example, the Year 2 teacher had a wide range of fruits and seeds for pupils to look at and learn from in their science lesson about how seeds are produced to make new plants grow. Because of these stimulating and exciting resources pupils learned at a very good rate and developed a good understanding of the processes involved.

19. In Years 3 to 6 teaching varies between satisfactory and excellent and is very good overall. Teachers' planning and organisational skills are good. Where teaching is excellent in Years 5 and 6, teachers have very good subject knowledge and very high expectations of what pupils can achieve. In most lessons in Years 5 and 6 teachers use a wide range of resources which are well planned to interest and motivate pupils to work hard. This was notably the case in a Year 6 geography lesson, where pupils worked with maps, information from the Internet and the computer to interpret information, build a picture of an area and draw their own accurate map, using computer skills. Such well-planned and well-resourced activities are a hallmark of the teaching in Years 5 and 6. Where teaching is satisfactory, the range of activities for pupils is limited and their enthusiasm is notably less strong. In these lessons learning is satisfactory and pupils progress is not so good.
20. Teaching in English is good overall. Most teachers plan well to meet the needs of pupils with different abilities. Pupils who have special educational needs or who have English as an additional language are well catered for and are given good support by learning support assistants to help them succeed with their tasks. Teachers' subject knowledge varies between satisfactory and excellent. Where it is excellent or very good, teachers are able to plan learning so that it well staged to allow pupils to learn at a very good rate. In both Year 2 and Year 6, this was seen when pupils were prepared for a writing task. The detail of information and clarity of planning ensured that pupils were fired with enthusiasm and confidence for their writing. The quality of writing seen in Year 6 was of a very high order and pupils were very pleased with their efforts. Teachers follow the national literacy strategy in their planning. This ensures that lessons are well structured, learning outcomes are shared with the pupils and there is a balance of skills teaching during the lesson. Where this does not happen, as in Year 3 lesson about letter writing, then pupils spend too long on a single task and have no input to help them decide about word choices or how they will vary the way they write. The result is that writing is too teacher directed and very little shows an individual style. All teachers make good use of talk in their English lessons. They question well, in the best lessons adapting their questions so that each pupil is well challenged. Teachers expect and get detailed, well thought out answers. Because teachers make talk central to pupils' learning, either through answering questions or through discussion with a partner about how they will complete a task, most pupils are confident speakers who are able to develop their ideas and reflect on those of others to help improve their learning.
21. Mathematics is well taught. The quality of teaching is never less than good, in many lessons it is very good and in Years 5 and 6 it is excellent. Teachers make good use of the national numeracy strategy and keep lessons moving at a good pace. All lessons begin with a brisk and challenging mental activity which helps sharpen pupils' mental agility and prepare them for the thinking that is expected of them by all teachers. Teachers give clear explanations and demonstrate methods of working so

that pupils all understand a way of working for the tasks they are set. Teachers have good subject knowledge which they use to set appropriate learning objectives, that they share with pupils at the start of a lesson and revisit at the end to check pupils' learning. This involves pupils well in their learning and helps them check on their progress as the lesson develops.

22. Teaching in science is good overall. In Years 1 and 2 teachers provide very good resources and plan interesting practical activities from which the pupils learn. Teachers of the oldest pupils have good subject knowledge and present pupils with a good level of challenge in their investigations. They intervene well during investigations to prompt pupils' thinking so that their learning improves at a good pace. Where teachers don't offer enough challenge to pupils' thinking, teaching and learning are satisfactory and pupils are too teacher dependent.
23. The teaching of music by the visiting specialist is very good and sometimes excellent. Pupils are well involved and learning proceeds at a good pace. In other subjects teaching is generally good, with teachers' planning a strength which ensures that all pupils achieve well. All teaching seen in information and communication technology was good, because teachers are well organised and place a good emphasis on pupils learning the correct terminology for the subject. This increases their understanding of what they do and helps them retain what they have learned. Geography and history in Years 5 and 6 teaching are very good and sometimes excellent. The teachers' subject knowledge is very good and their enthusiasm for the subjects is infectious; pupils' learning benefits enormously as a result of varied, challenging and well paced tasks.
24. Teachers' use of assessment is good overall. They have clear systems for monitoring pupils' work, and from Reception through Years 1 and 2, assessment is well used to help teachers plan the next stages of learning, particularly in the basic skills. Sometimes when teachers' daily assessment of pupils' learning is not used to plan the next stage, the rate of learning is reduced. This was seen in a Year 4 lesson, where pupils all worked on the same task using the same writing frame, so that higher attaining pupils weren't able to extend their writing skills beyond those of the lowest attainers in the class. The assessment of pupils' progress in Years 5 and 6 is very well used to make good provision for the next stage of learning for pupils of all abilities. The quality of marking is variable, and while some teachers take time to talk to pupils about their work to help them improve, overall pupils' understanding of their learning and what they should do to improve is only satisfactory. With higher quality marking, particularly in English and mathematics, teachers could give regular feedback to pupils on their progress and let them know where they have strengths and where they need to improve in a subject.
25. The teaching of pupils with special educational needs is good. Teachers plan well with learning support assistants to set tasks that allow these pupils to learn at the same rate as others in the class. Learning support assistants are well trained to support pupils' learning in literacy and numeracy and they form good relationships with the pupils. As a result pupils feel secure and valued and their learning improves as a direct result. Teachers plan work and extra help carefully to meet pupils' learning needs and expect and encourage them to succeed. Teachers also match tasks and questions nicely to their attainment. As a result, the extra support for them in nearly all lessons is effective and they commonly gain the same understanding of new learning as other pupils. Pupils with statements of special educational needs make good progress towards the targets in their programmes of work. This is also because of skilful support. The teaching of pupils with English as an additional

language is also good. Although only a few pupils are at an early stage of learning the language, teachers of these children work closely with the visiting specialist teacher to plan activities which will help them improve their language and gain confidence in their learning. Pupils who are almost fluent in English as an additional language benefit from being paired with pupils of a similar ability, so that they can work alongside and when necessary have support from classmates.

26. The school expects pupils to consolidate their learning at home from an early age. In Reception and in Years 1 and 2 this is mainly through practise in reading and number. By the time pupils are in Year 6 provision for homework is good and prepares pupils well for the next stage of their education.

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

27. The previous report stated that the school's curriculum was balanced and broadly based. With the exception of the need to refine curriculum planning to ensure clear progression for pupils and to provide a full programme of study for design and technology, it met the requirements of the National Curriculum and the local Agreed Syllabus for Religious Education. National Curriculum requirements are now met in full. Concerns about planning have been resolved as a result of effective adoption of the national strategies for literacy and numeracy and the latest national guidance for other subjects. A full programme of all requirements in design and technology is now in place. Design and technology is now a strength of the school, as inspection evidence identified that pupils are now attaining above national standards by the end of Year 6. Subjects such as literacy and numeracy are taught on a daily basis; subjects such as music, science and physical education are taught weekly; whilst other subjects such as history and geography alternate with each other on the timetable and are taught as units of work. The school has adopted a pattern of specialist teaching in some subjects for pupils in Years 3 to 6. English is taught to pupils in both Years 5 and 6 by the Year 6 teacher. Both class are taught mathematics by the Year 5 teacher. This has enabled very good provision for both classes in both subjects as a result of the very high quality of teaching they receive. This is well reflected in the high level of pupils' attainment in this part of the school. Good use is made of national initiatives to support targeted groups of pupils in literacy, mathematics and early learning throughout the school. Booster classes for groups of pupils in Year 6 operate from January to May in literacy and numeracy. The school is to be involved in a recent development, "School Travel Awareness Activities" - an external project that has implications for many aspects of the curriculum.
28. Curriculum time across the school is appropriate for this phase of education and although time allocated to music for pupils in Years 3 to 6 is less than in most schools, this does not affect standards. This is a direct result of the high quality of teaching by a part time music specialist. Planning is effectively done and the school has used national strategies and the latest national guidance to ensure that subject requirements are met. Teachers frequently identify links between subjects and incorporate these in their planning. Work in science lessons often use graphical representations of data, and music in Year 6 was effectively linked with the topic on "Britain since the 1930's". Year 5 pupils were observed rehearsing a play about "Theseus and the Minotaur" that effectively linked aspects of English, art and history. There is, however, no over-arching plan for subject links for the curriculum as a whole. Senior staff, in conjunction with subject co-ordinators, monitor the curriculum work across the school. This is currently restricted by the under-developed role of

co-ordinators, some of whom have a limited overview of their subject area and this is a weakness.

29. All pupils have full access to the school's curriculum and this reflects one of the school's main documented aims. The computer suite is effectively used and is timetabled for most of the day, including lunchtime and after school use by Year 6 pupils. Work on computers is frequently linked to literacy lessons but not exclusively so. In a Year 2 design and technology lesson, pupils had generated their design brief on computer and web sites are well used to retrieve information for history and geography topics. Computer use to support learning in other subjects is largely confined to the computer suite as there are few computers in classrooms and these are often older machines with limited functions.
30. The curriculum planned for the Foundation Stage is good. There is thorough planning for all areas of learning, and teachers and the nursery nurse ensure that plenty of activities are available in all sessions for children to develop independence and exercise choice. Good assessment by adults allows them to plan well for the next stage of learning for pupils of all abilities so that the curriculum is well tailored to individual needs.
31. There are very good arrangements to ensure equal opportunities for all pupils, including those with special educational needs, and to involve them in all activities. With the help of the coordinator, teachers make effective individual education plans for them. The school also makes good arrangements to meet the particular learning needs of the seven pupils with statements of special educational needs. The visiting specialist provides good support for pupils who are at an early stage of learning English and ensures that teachers are equipped to support them with activities that help them improve their knowledge of English. The school has not yet formulated a formal register of gifted and talented pupils.
32. Provision for health education, sex education and drugs awareness is good. Throughout the school, there is dedicated time for a programme of personal, health and social education. The school uses the latest national guidance to supplement its own framework and links aspects of health and growth with science and environmental issues with geography. The work on drugs awareness is well supported by a visit from the local education authority's "Life Education Caravan". There is a separate sex education programme for pupils in Year 6 that is taught by the head teacher and deputy head teacher rather than outside agencies. Parents are kept fully informed about provision in this area of the curriculum. The current policy has been approved by the school's governors and is reviewed annually.
33. A good range of extra-curricular activities is provided for pupils. As well as a range of sports and musical activities, there are clubs for orienteering, cycling proficiency, first aid and a Year 6 computer club. Access is for all pupils from Year 3 to 6. There are no clubs for Years 1 and 2, and the inspection team agrees that the school's plans to include extra-curricular clubs as part of lunchtime provision for younger children are satisfactory. These activities make a very good contribution to the development of personal and social skills and contribute significantly to learning in physical education and music particularly as well as to the spiritual and cultural aspects of school life.
34. Visits to places of interest are a strong feature of curriculum experience for pupils. All classes make visits during the year. There is good subject coverage and visits are related to science, physical education, history, geography and religious education. There are two residential visits each year; Year 5 pupils go to Whitby and Year 6 pupils to Buckden in the Yorkshire Dales. Both make a significant contribution to

pupils' social and cultural education as well as promoting independence and self-confidence. There are a number of visitors into school including musicians to run workshops and visitors from different Christian groups and charities. These also make a good contribution to curriculum.

35. The school has good links with the community including the local football club, a number of local charities and local churches. There are currently no links with local industries. The school has established good links with other primary schools and is entering into a twinning arrangement with another Bradford school. The recent changes in character for local schools have afforded new opportunities for such links to be developed. The school has already set up good arrangements for Year 6 pupils to become acquainted with their next school and is seeking to develop links that will ensure curriculum continuity. Work experience students now come to the school from the secondary sector.
36. The concerns of the previous inspection have been fully resolved. The curriculum now provides good learning opportunities for pupils and provides a very secure platform for future development.
37. The provision for the spiritual, moral, social and cultural development of the pupils is very good.
38. Spiritual development is good and fostered, predominately, in the Christian based assemblies. Pupils are encouraged to empathise with the feelings and actions of others and reflect on their own beliefs and actions. Very good use is made of visitors to take assemblies. In an extremely enjoyable and uplifting assembly pupils were challenged to consider and reflect on "Why we don't like being wrong." and how we should respond to being given help or guidance. Many subjects contribute to the pupils' spiritual development. In art and music pupils are encouraged to express themselves creatively. Other subjects also contribute; for example, in the Year 2 class the pupils showed wonder at being taught that tiny seeds can grow into the largest plants and that flowers need to die and wither before seeds can be created. The school uses display well to share the thoughts and feelings of pupils. This happened with a Year 5 display of poems, using metaphor and simile, where pupils shared personal views and understanding about "What is God?"
39. Moral development is very good. Pupils have a strong sense of right and wrong. They are aware of the responsibility they have for their own actions and show care for the well being of others. All members of the school staff, including teaching and non-teaching staff, give good examples of how to behave and work together. Assemblies have a clear message of what is right and wrong. The relationships between pupils, and pupils and staff are very good. A prominent anti-bullying display clearly displays the school's approach to bullying and also gives pupils advice on how to deal safely with bullies. Behaviour in lessons is very good. In a Year 6 lesson pupils working together in pairs were able to improve each other's work by giving high quality constructive and sensitive criticism.
40. Social development is very good. Pupils work well in groups both in and out of the classroom. The school has a pupils' council that considers issues and bring ideas and thoughts to the headteacher and staff. A team of "buddies" of Year 5 and 6 pupils supports the work of staff and play of pupils. The "buddy" system effectively develops the ability of the buddies to resolve minor conflicts, exercise responsibility and gain a greater understanding of the needs of others. The positive impact of the buddies' work is most obviously felt by the youngest, most vulnerable pupils in school. Pupils

in Years 5 and 6 have the opportunity to develop further socially through attending residential trips. There is an impressive variety of sports clubs for the older children to develop not only sporting skills but also teamwork. Pupils are encouraged to talk and listen to each other in the classroom and work as teams. For example, in a dance lesson in Year 6 all pupils contributed to a high quality whole group performance.

41. Cultural development is good. Pupils are made aware of their own heritage and other cultures through many subjects such as religious education, music, art, history, geography and assemblies. For example, in a Year 3 music lesson the teacher skilfully used familiar playground songs from the pupils' own heritage to gain their interest. In religious education pupils are introduced to the major world religions and the affects they have on the lives of the people who follow them. In art, objects from other cultures are used as a starting point for work. Visitors to school also help pupils to understand and empathise with people in other cultures and countries. This happened when support workers who have worked in Guatemala helped the pupils to gain a clearer understanding of the issues of living in the developing world. The pupils have access to a range of materials and books that reflect the different cultures living in Britain today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. This is a caring and friendly school in which the well-being of the pupils is a priority. This is a strength of the school that is reflected clearly in the care arrangements that are in place. The school has established breakfast and after-school care clubs. The pupils arrive at the school early, enjoy the food provided and are given a good start to the day. Arrangements for after-school care also ensures that the pupils are safe, secure and well looked after until their parents collect them.
43. Procedures for child protection and for ensuring the pupils' welfare are very good. The headteacher is the named person responsible for child protection and 'looked after' children. Staff and lunchtime supervisors know and follow the agreed procedures because they have received the necessary training. The school follows the procedures in the health and safety policy and whole-school risk assessment has been carried out. Procedures are in place for the safe use of the Internet by all pupils. Electrical and fire extinguisher checks are carried out annually and safety equipment is kept in proper working order and checked by the appropriate authorities. Staff and trained lunchtime supervisors take good care of pupils at breaks and lunchtimes. Continuous contact with the staff room is maintained through radio controlled handsets. First aid procedures have improved since the previous inspection and there are now very good arrangements in place for dealing with accidents. Two members of the teaching staff are qualified to administer first aid and all lunchtime supervisors have attended first aid awareness training.
44. Procedures for monitoring and improving attendance are good and have improved since the previous inspection. This is because the parental involvement officer now monitors attendance with the support of the class teachers. If parents do not inform the school of a reason for their child's absence a telephone call is made or a letter is sent home. The headteacher is kept fully informed. The secretary assists by keeping checks on the receipt of absence notes and monitoring punctuality and medical appointments. Good attendance is promoted with certificates and the breakfast club also encourages the pupils to arrive at school early.

45. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are very good. There is a suitable behaviour policy in place and the teachers and lunchtime supervisors manage behaviour well and have successfully established positive patterns of behaviour. There is an effective scheme of rewards and sanctions in place, which the pupils understand. Certificates, stickers and house points are used as rewards to encourage pupils to behave and work hard. No bullying, racially motivated incidents or challenging behaviour was seen during the inspection. However, when it occasionally occurs it is dealt with swiftly by the staff or headteacher. Discussions with pupils have confirmed that the pupils are aware that they must speak to an adult if problems occur. All serious incidents are recorded by the headteacher in the 'behaviour book' and parents involved as necessary.
46. Procedures for monitoring and supporting the pupils' personal development are good. They are founded on the very good relationships between the staff and the pupils and the school's strong commitment to promoting the pupils' confidence and self-esteem. The staff know the pupils well and in return the pupils feel valued and supported. The school successfully promotes personal, social and health education in assemblies and in lessons such as science. The provision is good and some classes incorporate a discussion period called 'circle time'. This enables the pupils to openly discuss relevant issues such as behaviour and friendship in the classroom. The school nurse, police and emergency services also support the pupils' personal development by making a valuable contribution to some of these lessons. The school is also working towards a Healthy School Award by encouraging a healthy lifestyle. The school sets targets to help the pupils to improve their behaviour so that they begin to evaluate what they need to do to improve and recognise the progress they have made. However, the school has not yet developed individual targets to improve the pupils' academic achievement in subjects such as English and mathematics. The success that the school achieves in its support and guidance of pupils has a positive effect on the pupils' attitudes to school and therefore contributes to the school's efforts to raise standards.
47. Assessment procedures are good in English and mathematics where regular assessments give teachers a clear picture of where pupils are doing well and where they need to improve. The assessment of pupils' standards in science and the other subjects is done at the end of units of work and detailed records are kept of these. While teachers have a clear picture of pupils' standards in subjects they do not use their knowledge consistently to inform their half-termly and daily planning in order to raise standards further. Their use of assessment information is satisfactory and would become good if teachers used this information to set targets and shared these with pupils. Arrangements to assess pupils' special educational needs are good. This is because teachers are skilled in spotting needs early and very accurately. The quality of individual education plans is good as a result. However, there is room for improvement in tracking and checking individual progress, as is the case for other pupils. The assessment of language support for pupils who have English as an additional language is done by the visiting specialist and this is good.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents have expressed very good support for the school. However, a minority of parents' questionnaires raised concerns about the lack of after-school activities for younger pupils. The inspection team supports the views of the school that most of the younger pupils are tired and need to be collected by a parent at the end of the school day. The school is currently considering ways of introducing lunchtime activities for younger children.
49. The school has worked hard to establish very good links with parents. Parents are encouraged to bring their children into the classrooms each morning and discuss any problems at the end of the school day. Frequent letters and the 'School Scribbles' newsletter, inform parents about events and achievements. There is a parents' notice board in school and a satisfaction questionnaire has been sent home to ascertain parents' views on school issues. A suitable home/school agreement has been sent home and most parents have signed and returned it. Induction meetings, school productions and parents' meetings are very well attended and some parents accompany the pupils on their weekly visit to church.
50. The school keeps parents very well informed about the progress of pupils with special educational needs. The very good partnership between parents and teachers makes an important contribution to their good progress.
51. Parental involvement has a very good effect on the life of the school. Approximately three parents assist regularly as volunteer helpers undertaking administrative tasks and helping with craft lessons and reading. The school employs a number of parents as classroom assistants. Most parents support fund-raising activities organised by the Friends Association. Fairs and dances are held and a substantial amount of money has been raised to benefit the pupils. Additional resources have been purchased such as cameras and computers and donations have been made towards the funding of educational visits.
52. The quality of information for parents is good. The school prospectus and governors' report are detailed and informative. Regular letters keep the parents well informed. The school has had no requests for translation from homes where English is not the first language. Information about what the pupils will be studying in lessons is sent home and workshops explaining national tests have been held. However, the workshops were not well attended. Parents have the opportunity to consult staff formally each term to discuss their children's progress. The pupils' progress reports were raised as an issue at the previous inspection as they lacked information on the pupils' knowledge, skills and understanding. The school has now addressed the issue and reports are good. The reports also include the results of national tests and report on the pupil's personal and social education. However, the headteacher is aware of the need to develop individual pupil targets on the reports to enable parents to understand how they can help their children to improve their work.
53. The contribution that parents make to their children's learning at school and at home is satisfactory. The school has informed parents of the homework policy and works hard to involve parents in their children's learning but not all respond well. However, many parents do support older children with project work and use the homework book as a means of communication between home and school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The headteacher provides good leadership for the development of the school. She has a clear vision of a school whose work is underpinned by Christian values and the impact of this is very clear in all aspects of its work. The provision for pastoral care and pupils' personal development is of a very high quality and is reflected in very the good attitudes to learning and the good achievement of pupils. At the time of the previous inspection the school only catered for pupils up to Year 4. Since then the headteacher has managed considerable change in learning provision and in the extension to the school buildings. The headteacher's commitment to high standards is seen in the above average results for Year 6 pupils in the National Curriculum tests in the last two years. There has been good improvement since the last inspection over and above the successful management of change. All of the key issues have been successfully tackled; the quality of teaching has improved significantly, standards have improved in design and technology, history and geography and there have been improvements to the spiritual, moral, social and cultural provision in the school. The headteacher has been most ably supported in all of this work to improve the school by the work of the deputy headteacher and members of the school's senior management team.
55. The headteacher enjoys very good support for her vision of the school. Teachers and learning support assistants are very clear about the expectations the headteacher has of them and they are dedicated in their support of her drive to improve standards and the quality of teaching and learning. The quality of the teamwork that exists in the school is very high and makes a major contribution to the secure and happy atmosphere that pupils enjoy. All teachers have responsibility for co-ordinating a subject, though their role varies depending on the weight of each subject within the curriculum. For example, the co-ordinators of English and mathematics have a full role in monitoring standards, teaching and learning in their subjects. This means that they are able to identify priorities for improvement which helps them formulate an action plan for the following year. Other subject co-ordinators do not have such an extensive role. Now that the school has completed its building programme and teachers and classes are at last settled in their permanent rooms, the time is ripe for all co-ordinators to expand their role to include monitoring of teaching, learning and standards in their subjects, as well as supporting colleagues to teach the subject successfully by responding to requests for ideas and methods as they currently do. With a fuller role in managing their subject, co-ordinators would be in a better position to determine what the priorities are for improvement.
56. The leadership and management of arrangements for pupils with special educational needs are very good overall. The school makes effective use of its additional funding for these pupils, almost entirely to provide additional staff, training and resources. The school deploys available support staff flexibly to adjust to changing needs so as to use them to best effect.
57. The governors have a significant role in the development of the school. Since the previous inspection they have refined how their committee structure works to reduce the work load on governors. They have also assigned a governor to each class in the school whose responsibility is to monitor the work of the class and the teaching through visits throughout the year. The information gathered from these visits is fed back to all governors at their termly meeting so that they have a clear idea of how the school is progressing, class by class. The governors are very supportive of the school and have been active during the re-organisation process in trying to secure additional land for playing fields for the school. This is still an issue for the school and

one that governors are pursuing. Governors are well informed about the school's performance compared with similar schools through the headteacher's thorough analysis of test results which she shares with them at the beginning of the autumn term. This is supplemented by information from the local education authority's analysis so that governors are aware that the school is well placed within the local borough compared with other schools. They are appropriately involved in the school's development planning and are careful to seek best value for money through seeking a number of tenders and looking at the impact of the school's spending through the development plan. The governors ensure that all statutory requirements are met.

58. The teachers' range of experience and expertise is good. They have all benefited from good professional development as a result of the school's monitoring and performance management procedures. Teachers who have joined the school since the previous inspection have been very well supported to develop new expertise and to meet the high expectations that the school has of its staff. The monitoring of the work of teachers is closely matched to performance targets that are set by the headteacher to ensure that teachers focus on raising standards in their classes. The allocation of learning support workers has increased since the previous inspection and they add considerably to the quality of learning for those pupils they support. The nursery nurse makes a considerable contribution to music in the school because of her expertise which is well used in teaching and in accompanying pupils' singing in assemblies. The school's strong commitment to developing the skills of its staff is reflected in the high proportion of learning support assistants who have opted to become fully trained teachers.
59. The school's accommodation is satisfactory overall. There are some good features as a result of recent extensions, such as good sized classrooms for younger pupils and good facilities to support all aspects of the curriculum. However, by extending the school on its existing site there has been some loss of outdoor facilities, with the result that hard play areas are restricted in size for the number of pupils in the school. The provision for outdoor learning for children in the Foundation Stage is severely hampered by having to share this space with the rest of the school. Though careful planning by teachers ensures that Reception have use of the playground on their own, they are not able to dedicate a permanent area for outdoor learning. The total absence of playing fields places considerable restraints on the physical education curriculum as well as depriving pupils of a good quality play area when the weather is fine. The headteacher and governors have rightly been actively pursuing this issue with the local authority for sometime.
60. The provision of resources for learning is sound overall and in some subjects such as mathematics, English and information and communication technology resources are good. The quality of resources is often very good, many are prepared by teachers and they make a very good contribution to the quality of learning and to pupils' enthusiasm for a subject. In English, the plentiful provision of good quality books ensures that pupils develop a love of reading, while in mathematics good resources help pupils to a better understanding of mathematical concepts.
61. Financial planning is good. There is good use of resources to improve the school and to raise standards. The funding for pupils with special educational needs and for pupils who have English as an additional language is well used to ensure that they make good progress in their learning. The day to day management of the school is efficient, gives good support to teachers and ensures that the school runs smoothly. Good use is made of technology both in the school office, in recording data to track pupils' progress and in the classroom and this too makes a good contribution to the

effectiveness and efficiency of day-to-day procedures. As a result of careful planning, good teaching which produces good learning for pupils, and the very high quality provision for pupils' personal development, the school is judged to give good value for money.

62. WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To continue to raise standards in the school, the headteacher, staff and governors should:

- (1) Improve standards in mathematics by the end of Year 2 by: *
 - Placing emphasis on mathematical language and terms in all lessons, beginning in the Reception class;
 - Providing regular, practical activities from which pupils can improve their understanding of concepts.
Paragraphs 5, 17, 71, 86

- (2) Expand the role of subject co-ordinators so that they have a better knowledge of standards and provision in their subjects through monitoring teaching and learning.
Paragraphs 55, 84, 93, 98, 103, 109, 120

- (3) Improve outdoor facilities for sport and learning by: *
 - pursuing the local authority's plan to provide playing fields for the school at re-organisation
 - designating an area for Reception children, so that they have access to outdoor learning facilities in all sessions
Paragraphs 59, 74, 132

- (4) Use the findings of assessment and marking to improve standards for pupil and give them a better knowledge of their strengths and weaknesses by:
 - Making use of the information from assessment to guide teachers' planning for whole class, group and individual learning
 - Ensuring that marking of pupils' work is regularly carried out and is consistent across the school and that pupils are given meaningful feedback on their work so that they can improve
Paragraphs 24, 47, 83, 87

* These issues are already contained in the school's improvement plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	6	11	19	7	0	0	0
Percentage	14	26	44	16	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 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)	0	202
Number of full-time pupils known to be eligible for free school meals	0	28

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	38

English as an additional language	No of pupils
Number of pupils with English as an additional language	12

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	5.1

Unauthorised absence

	%
School data	0.2

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	13	17	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	11	11
	Girls	16	17	15
	Total	26	28	26
Percentage of pupils at NC level 2 or above	School	87 (90)	93 (94)	87 (87)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	11	11
	Girls	16	15	15
	Total	26	26	26
Percentage of pupils at NC level 2 or above	School	87 (90)	87 (87)	87 (87)
	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	17	14	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	15
	Girls	12	12	12
	Total	25	26	27
Percentage of pupils at NC level 4 or above	School	81 (78)	84 (69)	87 (78)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	14	14
	Girls	10	10	11
	Total	17	24	25
Percentage of pupils at NC level 4 or above	School	55 (66)	77 (69)	81 (72)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	184	1	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	2	0	0
Asian or Asian British - Pakistani	9	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	25.2
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	199

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.4
Number of teachers appointed to the school during the last two years	0.6

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

FTE means full-time equivalent.

Financial information

Financial year	2002-2003
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	£
Total income	559,863
Total expenditure	568,775
Expenditure per pupil	2,815
Balance brought forward from previous year	15,619
Balance carried forward to next year	6,707

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	202
Number of questionnaires returned	105

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	35	5	1	0
My child is making good progress in school.	59	37	2	0	2
Behaviour in the school is good.	51	45	4	0	0
My child gets the right amount of work to do at home.	33	55	7	3	2
The teaching is good.	57	37	2	0	4
I am kept well informed about how my child is getting on.	50	41	6	2	1
I would feel comfortable about approaching the school with questions or a problem.	67	28	3	2	0
The school expects my child to work hard and achieve his or her best.	65	33	2	0	0
The school works closely with parents.	47	38	10	3	2
The school is well led and managed.	54	35	6	2	3
The school is helping my child become mature and responsible.	52	44	4	0	0
The school provides an interesting range of activities outside lessons.	36	35	14	3	12

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

63. The Reception class gives children a good start to their education and a secure foundation for their work on the National Curriculum. This is a good achievement as attainment is below what is expected for their age and well below in early mathematical development when they start school in September. The children usually join the Reception class at the beginning of the school year in which they will be five.
64. The quality of teaching and learning is good and has improved since the last inspection. This is because experienced teachers and support staff carefully follow the new national guidance on children's learning and on checking their progress. Reception class staff manage the children very skilfully. They teach basic skills effectively through a carefully planned programme of stimulating work and play, in which the children evidently thrive. Staff teamwork is good, sustaining learning through very effective use of time and high-quality resources. Teachers identify children with special educational needs early and support them carefully so that they too make good progress. Children who join the Reception class with English as an additional language are well supported by the visiting specialist who helps teachers plan activities to help them improve their English. Girls and boys have equal opportunities in play and work. Up to date resources give the children an introduction to the multi-ethnic character of British society.

The main strengths of this Foundation Stage are:

- the good range of interesting activities that teachers provide each day;
- success in developing children's confidence, creative and social skills;
- children's enjoyment and concentration in both play and work;
- good opportunities for parents to be partners in their children's education.

Areas for development are:

- improving children's achievement in mathematical learning;
- increasing opportunities for children's physical development through outdoor and adventurous play.

Personal, social and emotional development

65. Teachers develop this area of learning well. Many children lack confidence and independence when they start. Before they come to school, staff make sure that children and their parents know the teachers, the building and some of the routines of school. As a result, children are sure they will be welcomed and well cared for when they join the Reception class. They are therefore ready and eager to explore new learning when they start. The good provision for their personal, social and emotional development helps them settle in easily and happily, and quickly builds up confidence and social skills. Staff encourage all children to take responsibility for their actions and to make decisions for themselves. As a result, they learn to co-operate, share and take turns. For example, four boys played well together for 40 minutes, building and landing model planes onto their "aircraft carrier". Two girls invited a visitor to watch their confident presentation of a puppet play of the fable of "The Mouse and the Lion." A mark of their good social development is their sense of being "Reception class" as well as themselves. By Year 1, nearly all children have achieved the planned goals for this area of their development.

COMMUNICATION, LANGUAGE AND LITERACY

66. Standards are as expected for children's ages by the end of the reception year. Teachers expect and encourage high standards of listening from the start. Good teaching also encourages all children to answer questions and talk about what they are doing. Because all staff listen very carefully to everything children say, the children make good progress. They steadily gain confidence to take part in and start conversations with other children and adults. For example, when the teacher used flowers to demonstrate counting and taking away, children asked: "Are they real flowers?" "Are they dead?" In pairs children dramatise fables with expressive animal voices to match the plot, good use of props and responses to each, which fully reflect the teacher's presentation of the story. Enthusiastic singing of nursery rhymes and action songs each day improves the confidence and clearness of all children's speech.
67. Children's early reading skills are below average when they start. Staff teach reading well. Good teaching ensures that there are daily opportunities for children to look at books and listen to stories. Good quality labelling and displays of key letters and words help to build up early reading skills. For example, each morning children work on letter sounds, and they have a daily reading lesson. This good provision ensures that they make good progress in learning to read. Children also learn sounds effectively and enthusiastically through class games such as changing one letter in a word to change the meaning. In their last term in Reception, each day children have a literacy lesson following the national framework, which successfully combines learning in reading and writing.
68. Most children have taken early steps in writing when they start school. The teachers plan activities that encourage writing. In the summer term children have daily handwriting practice on individual letters such as *n*, *m* and *r*. Role-play opportunities also develop writing skills effectively. For example, children make lists and fill in forms in their classroom office. All of this good provision means that through the Foundation Stage, children make good progress in writing. However, there is a wide range in writing skills by the end of the year. For example, without much help higher attainers write sentences such as: "We went to the industrial museum. We saw the old-fashioned motor bikes", whereas a few lower attainers need help in writing simple words of greeting in their cards for mum.

MATHEMATICAL DEVELOPMENT

69. Teaching is satisfactory. Staff provide daily opportunities for children to count, add and take away numbers, to estimate and measure. The school introduces numeracy lessons in the last term of reception, which follow the national strategy. This prepares pupils nicely for the Year 1 teaching method. Most children learn to count beyond ten, and teachers move learning forward by encouraging them to add and subtract in their heads. For example, they include mental response and oral work, which extend mathematical understanding in lessons and a few of the practical activities.
70. However, because of the priority given to language development, there is not always enough focus during the day on developing number skills. The children often forget new mathematical learning and lower attainers do not remember their numbers. They make better progress in understanding shape, space and measure. For example when working with sand and water, they begin to understand the properties of these materials; through talk about the mathematical work, children learn the names of colours and shapes and can copy a simple pattern. Despite satisfactory

progress, most children do not achieve the early goals in mathematics by the end of the year. This is largely because of their low standards when they join the school.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

71. Children make satisfactory progress in this area of learning and teaching is good. By the end of reception, most children's knowledge and understanding of the world are as expected for their age. For example, they learn and recognise the names of common birds, plants and animals. By providing opportunities for speaking and listening, and directing discussions, staff check and extend children's understanding of family relationships, celebrations, events, past and present and how the children have changed since they were babies. Teachers also make effective use of registration time to talk about important news, the weather and days of the week. Skilled use of stories widens children's knowledge and understanding of different nations, situations and people.
72. Teachers plan activities carefully to include all the areas of learning in a single theme related to pupils' knowledge and understanding of the world. For example, as part of their work on journeys the children focused on the seaside. They changed quickly for the beach in the role-play area, putting on costumes, flippers, goggles and sun hats. Another group used a computer to create a seaside picture on screen. Others made seaside scenes in the sand with sandcastles, shells and boats. Well planned activities such as these make children's learning memorable. Computer skills are as expected for the children's ages. This is because staff make sure that classroom computers continuously offer children interesting and easily accessible computer work. As a result the children quickly pick up keyboard and control skills, while at the same time widening their knowledge and understanding of the world.

PHYSICAL DEVELOPMENT

73. Good quality teaching ensures that children make good progress, and staff do well to achieve the expected standards when outdoor resources for physical education are unsatisfactory. Teachers provide lots of opportunities for both natural and directed movement. Children's development benefits from easy access to a spacious hall for physical education lessons. However, they do not have enough opportunities to play with wheeled toys, such as bikes, cars and prams and to develop balancing and climbing skills through outdoor activities. Nearly all reach the early learning goals for physical development by the end of this stage.
74. Nearly all children change quickly for physical education without help. Most children also make good progress in the physical skills needed when using paintbrushes, pencils, crayons, sand, clay and water. They also improve their skills through good opportunities to develop handling and shaping techniques to the expectation for their ages and carefully supervised use of materials such as paint, glue and play dough. Most children use scissors to cut accurately close to the line. As a result of these developments, good hand and eye co-ordination allow the children to use the keyboard and mouse accurately to respond to computer programmes.

CREATIVE DEVELOPMENT

75. Good teaching helps children make rapid progress towards the planned objectives for their creative development. Consequently, by the time they start in Year 1, nearly all achieve the skills expected for their age. Standards in art and design and music are above those expected for age. This is because teachers focus on each step of new

basic skills. For example, in art, the class saw how Van Gogh painted the sea and sky with different blues and greens. They then copied his bold style by applying colour with glue brushes. In music children sing expressively together, largely in tune, and respond accurately to simple notation guiding rhythm and pitch. When the children made percussion instruments, the nursery nurse made sure they achieved high standards of finish, by taking them carefully through each step. Teachers improve standards in children's creative development through very clear and interesting demonstrations, to show for example how artists apply colour, and by giving the children plenty of time to practise and learn.

76. The nursery nurse, who is also the music co-ordinator, ensures that children have frequent opportunities to use a good range of musical instruments, and learn a good range of songs by heart. The children hold instruments correctly and, through regular use, learn their names and know what sounds they make. They also know where instruments such as castanets and guiros come from. By the end of Reception most children remember a good repertoire of songs. Children's imagination develops well in drama when they act out parts. This is evident both in regular acting in pairs and group role-plays.

ENGLISH

77. Standards for pupils in Year 2 are below average overall. These pupils have made good progress in their literacy skills since joining the school in the Reception class, but the high proportion of pupils with special educational needs reduces the overall standard in the class.
78. Standards in speaking are below the expected level. Pupils are often reluctant to answer the teacher's questions and when pressed give only brief answers. Very few pupils were seen developing their ideas and thinking through talk, though they were confident when discussing their work with each other during the course of a lesson. They listen closely and pay good attention to the teacher and learning support assistants when having direct instruction or explanations. Despite this some pupils find it difficult to retain what they have heard and need to ask the teacher to repeat explanations. Where pupils' listening is good, then they are able to recall their previous learning well, as when a group talked about their work in history and design and technology with an inspector. Then they were able to give detail about their work and why they had enjoyed it.
79. Pupils in Year 2 have a good grounding in letter sounds and have the expected level of skill in using these to sound out new words when they are reading. A weakness for some pupils, especially those with special educational needs, is that they cannot always draw meaning from what they read and so they are slower than usual in developing the skills of expression and prediction in their reading. While average and higher attaining pupils, who are few in number in this class, read fluently with good expression and a good understanding of what they read, the overall level in the class is below what is expected. Standards in writing are below the nationally expected level overall. Average and higher attaining pupils write facts they have found in their non-fiction texts with a sound structure and correct punctuation. Lower attaining pupils find it difficult to make up their own sentences and rely on either copying the text or support from an adult. Their writing, and that of pupils with special educational needs, is poorly formed and restricted in its range of word choices. Pupils who have English as an additional language are making good progress because they are well supported in class by the learning support assistants and the teacher's careful

planning of activities that help them to recognise letters and words and sound them out. The standard of girl's written work is generally better than that of boys.

80. Overall, pupils in Year 6 exceed the nationally expected standard in all aspects of their work. They listen with very good concentration for extended periods both to the teacher's explanations and to the stories they have written. Because their listening is so good, pupils of all abilities have no difficulty in settling to tasks quickly and getting the most out of lessons. They show very good recall of their previous learning, as in a lesson where they prepared to write about The Quest, where they clearly had a detailed picture of the structure of they would follow based on what they had heard the previous week. Pupils of all abilities speak confidently, audibly and to the point during lessons. They make very good use of talk when they work in pairs to prepare first drafts of stories, and are heard engaging in lively debate over how to express their ideas and which choice of words creates the exact mood they want to capture. Pupils' highly developed speaking skills make a very good contribution to their learning overall and give them high levels of confidence when talking in small groups, to the whole class or to visitors.
81. Standards in reading are good, especially with regard to pupils' understanding of what they read. This is a result of very careful planning by the teacher who ensures that all aspects of reading are thoroughly taught. As they read pupils are able to detect the author's intentions and can quickly predict where a line of thought is tending. Higher attaining pupils are well challenged to consider how an author manages certain affects and are able to apply these techniques to their own writing. The standard of writing in Year 6 is good overall, with some pupils producing a range of writing that is very good. Pupils who have a flair for writing are able to give full rein to their talents and achieve very well because of the very good teaching they receive. For all pupils, the structure of their writing is good as a result of the emphasis that the teacher places on this at the planning stage. In their writing about The Quest, pupils displayed imaginative thinking and the ability to evaluate the plausibility of their ideas as they went along. They were very selective about word choices and considered the affect of these carefully before making a final draft. The finished writing was of a very good quality reflecting very good achievement for pupils of all abilities. Spelling, punctuation and presentation of finished pieces are good, showing that pupils have pride in their work and a good sense of the audience for whom they write.
82. The quality of teaching is good overall, with excellent teaching in Years 5 and 6 and very good teaching in Year 1. All teachers have good subject knowledge and good knowledge of their pupils' needs. Teachers' planning is good and they use a good balance of activities in lessons to keep pupils motivated and concentrating well. The work of learning support assistants makes a good contribution to pupils' learning and they give particularly good support to pupils who have special educational needs. The same quality of support is given to pupils who have English as an additional language. Where teaching is very good the teacher places very good emphasis on key words and ensures that all pupils understand these. For example in Year 1 lesson, the teacher was careful to ensure that all pupils understood the difference between 'fantasy' and 'fiction'. Her very good explanations fired pupils' imagination and made them eager to begin their story set under the sea. Where teaching is excellent, the teacher's very good subject knowledge is put to very good effect in planning challenging tasks, which are then very well supported by carefully staged learning. Pupils have no difficulty in rising to some very demanding activities as a result of the teachers clear, incisive explanations and are delighted with their efforts when they complete work. A Year 5 class signalled their appreciation of the stimulating teaching with a groan of disapproval when the lunch bell ended the lesson. In some lessons,

where teaching is satisfactory, a lack of variety in the teacher's methods and in the range of activities for pupils reduces the quality of learning and pupils' enthusiasm is not as strong as it might be. Teachers in all classes make good use of computers for the subject, for writing, spelling and presentational affects. Pupils are well used to working together on computers and this makes a good contribution to their social skills and confidence. A strong feature of teaching in all classes is the use that teachers make of talk to help pupils develop confidence and an understanding of each other's viewpoint. The inclusion of all pupils in activities through the teachers' careful planning is another good feature of teaching across the school. There are some inconsistencies in the marking of pupils' work. In some cases pupils' work is marked infrequently and little feedback is given to pupils on how to improve.

83. Since the previous inspection the school has expanded to teach pupils in Years 5 and 6. It has been very successful in this, and the subject has shown good improvement in providing well for these pupils. Pupils now make good use of the skills of literacy in other subjects. For example they do much research from books and computers for their work in history, geography and science. They also write for a different purpose in other subjects and with an awareness of a different audience. In history their speaking skills are put to good affect when they present scenes from the past. Standards have been above the national average in national tests for the two years they have been taken. The curriculum has been well developed to include the National Literacy Strategy and to cater for the needs of a more diverse range of attainment among the pupils. The quality of teaching has improved and pupils' achievement is now good. Subject management is sound though there could be more development of the co-ordinator's role so that she has a good grasp of standards of learning and pupils' work in all classes, including Reception.

MATHEMATICS

84. Standards are below average by the end of Year 2 but pupils achieve well, given the level of their prior attainment. Throughout the school, most pupils, including higher attaining pupils, those with special educational needs and those for whom English is an additional language, are achieving well because of the good teaching they receive. Teachers plan specifically for each of these groups and learning support assistants work very closely with them to ensure that they make the same progress as other pupils in the class. As a result by the end of Year 6, standards are above average.
85. In Year 2, most pupils solve money problems using correct mental and written strategies. They produce tally charts and block graphs to collect data about birthdays and hairstyles and carry out practical investigations related to weighing and measuring. These well planned activities ensure that they effectively apply their learning to real life situations. In a Year 2 lesson on doubling and halving one and two digit numbers a number of pupils were having difficulty fully grasping the concepts involved. Limited language skills increased some pupils' difficulties. Analysis of pupils' work confirmed that standards are below national average. In Year 6, most pupils can interpret bar and line graphs, calculate the perimeter and area of compound shapes, use long multiplication and short division and develop their own strategies for solving problems in practical circumstances. Analysis of work in books confirmed that standards in Year 6 are above average.
86. The teaching of mathematics is a strength of the school and all the teaching seen during the inspection was good or better. The teaching for pupils in Years 5 and 6 is outstanding. As a result, pupils make very good gains in knowledge, understanding and skills and how these can be applied. Lessons are well planned and structured

and firmly based on the National Numeracy Strategy. Clear learning objectives are identified and these are effectively shared with the pupils so they know what they are to learn. Lessons begin with brisk and challenging mental arithmetic. Pupils participate enthusiastically and make very good gains in applying and consolidating mental skills. Teachers' explanations and demonstrations on how to work out mathematical problems are clear and informative. Pupils listen attentively and apply new knowledge well to solve problems. Teachers use learning resources well to promote and clarify teaching. In the main part of the lesson, tasks are well matched to pupils' different attainment and need. This helps to ensure that all are suitably challenged and are motivated, concentrate well and are productive. Pupils enjoy the challenge of investigations in mathematics but insufficient opportunities across the school are created for genuine exploration in testing statements and rules. Pupils with special educational needs are given good support both by teachers and the learning support assistants. Lessons maintain a good pace and pupils' interest is sustained. The use of computers to enhance teaching and learning in the subject has been identified as a priority for the whole school now that the computer suite is in full use. The good range of teaching strategies used in classrooms is not always reflected in teachers' marking of pupils' work. There are sometimes insufficient comments to encourage pupils or to challenge their thinking or to suggest how improvements might be made. Pupils are given opportunities to use numeracy skills across the curriculum. In music they count pulse beats, in history use timelines and in science and geography use graphs to display data. The need for accurate measurement is stressed in design technology.

87. Mathematics is effectively led and managed by an experienced co-ordinator. The school has used the National Numeracy Strategy in planning its programmes of pupils' work and the planning of the mathematics curriculum is good. Procedures for assessing pupils' attainment are being developed. Assessment procedures are in place and this has enabled teachers to track pupils' progress. This year, targets have been set for individual pupils in Years 1 and 2 only but this pattern is to be extended to the whole school in the coming year. Information provided by the Local Education Authority after its analysis of the results of national tests is used well to guide future planning and teaching. The co-ordinator observes each class teacher teaching mathematics twice each year so is able to gain an overview and make judgements about the areas in which development is needed by the school. She is currently targeting assessment and the use of computers. Learning resources are good following an increase in spending on them this year.
88. Overall, the school has made satisfactory improvements in mathematics since the last inspection.

SCIENCE

89. In the 2002 National Curriculum test for Year 6, standards were below the national average and below the average for similar schools. However, results in science have risen since 2001. There is no difference between the performance of girls and boys. In the 2002 National Curriculum teacher assessments made for Year 2, the proportion of pupils attaining the expected standard was below the national average. The findings from the inspection show that standards attained by Year 6 and Year 2 pupils match the standards expected nationally.
90. By the end of Year 2 pupils have experienced a wide range of science activities. They know about simple circuits and accurately label the main parts of a flowering plant. The pupils show interest in their work and due to skilful teaching enjoy learning in

science lessons. In a Year 2 lesson, pupils were enthralled by the wide range and variety of seeds and plants the teacher had prepared for them to investigate. The pupils are encouraged to make predictions and justify their answers. Pupils with special educational needs are well supported and make very good progress. Year 3 pupils successfully classify rocks by texture, colour and hardness. They know whether materials are man-made or natural. Year 4 pupils have an appreciation of what needs to be done to make a test fair and how taking a measurement three times often leads to a more reliable result. Pupils in Year 5 made links to work carried out at a local water treatment centre. They use technical vocabulary such as, 'evaporate', 'condense' and 'reversible', accurately and in the correct context. Year 6 pupils test out their designs and make modifications after making careful observations. For example, in a Year 6 lesson all groups that made a burglar alarm pressure pad using a simple circuit, looked critically at their work and improved it to make it more reliable or discreet. An analysis of pupils' work shows that most pupils make at least satisfactory progress. However, in some cases poor presentation of work has caused inaccurate recording of graphs and charts. The pupils' science books are regularly marked but written comments are rarely given and so pupils are unaware of what aspects of their work is good or what needs to be improved.

91. In the lesson observed in Year 2 the teaching was very good. The teacher enthused the pupils by providing a very interesting collection of seeds and plants. Skilful questioning and stimulating practical tasks engaged all pupils in their work so that they made very good progress. In Years 3 to 6, the quality of teaching ranges from satisfactory to very good. In the lessons observed in Years 5 and 6 very good subject knowledge formed the basis of exciting and interesting lessons where all pupils were challenged and encouraged to try out their own ideas and learn from their investigations. In a Year 4 lesson pupils were asked to devise a fair test to investigate the effects of friction. The pupils made satisfactory progress, but this would have been better if the pupils had been challenged to think creatively for themselves and work more independently from the teacher. Teachers make use of computers in science to record and analyse data from investigations.
92. The subject leader has been recently appointed to the role and has only had a limited time to have an effect on the subject. The subject is in a good position to develop further and improve standards. There is an agreed planned scheme of work for pupils, which includes assessment and record keeping and teaching overall is good. To further raise standards the subject leader needs to monitor provision and standards throughout the school and to use the findings as a focus for improvement.

ART AND DESIGN

93. Standards attained by the end of Year 2 are good and by the age of 11 are at a similar level to those expected nationally. It was only possible to observe one lesson during the inspection but assessments were made of work on display, pupils' portfolios and a discussion was held with the subject leader.
94. From a very early age pupils are introduced to the work of famous artists as a starting point for their work. For example, pupils in Reception discussed the work and techniques used by the artist Van Gogh. In Years 1 and 2 pupils experience a wide range of activities in art and have the opportunity to work with a variety of materials and processes. They use both natural materials and the work of professional artists to stimulate interest and ideas and the quality of their work is good. In Year 1 and 2 pupils are encouraged to be creative and explore their own thoughts. The work in Year 1 builds on the activities experienced in the Reception class. Year 1 pupils use

a range of media such as paint, pastel and crayon to produce good quality portraits and observational drawings. The pupils produce clay sculptures after working with a professional local artist and weave different fabrics to produce very high quality work. In Year 2 pupils continue to make good progress. Pupils create abstract patterns and show an increasing ability to mix paint to produce the shade required. Art work is often effectively linked to other subjects. This happened in Year 2 where pupils produced high quality paint, pencil and collages inspired by flowers while studying habitats and plants in science. Teachers make use of the computer in art and design to allow pupils to explore colour and pattern.

95. In a Year 4 lesson pupils were able to produce print blocks as part of a series of lessons aimed at producing a dream themed collage/print piece of work. Pupils work well together in considering the most suitable design for a task. They listen to each other's ideas and are able to agree on group decisions. Pupils are aware of the need for precision cutting in producing block prints.
96. From the samples of work seen and the progress made by pupils over time it is clear that teaching in art is at least satisfactory and in some classes it is good. Teachers are positive about art and keen to develop their skills further. Pupils are encouraged to think creatively, discuss their ideas and investigate. Lessons are well resourced and materials are readily available from which pupils select. In a Year 4 lesson all pupils made satisfactory progress. However, at the moment the pace of lessons is sometimes slow and teachers do not always tell pupils what they are expected to learn.
97. The subject leader is keen and enthusiastic about art and knows how the subject needs to develop. The teachers follow an agreed programme of work and summarise pupils' attainment at the end of the year. Additional teaching materials have been obtained to support the planning and methods used in lessons for teachers. Pupils' and professional artwork is well displayed around the school. Art makes a significant contribution to the pupils' cultural and spiritual development. As yet there is no opportunity for the subject leader to monitor the standards and provision of art throughout the school.

DESIGN AND TECHNOLOGY

98. Standards of attainment were reported to be average at the time of the previous inspection but as the school was not fully meeting the requirements of the National Curriculum, particularly in the use of resistant materials, pupils' achievement was limited. Since then, the school has used the latest national guidance to update its policies and the co-ordinator has taught Years 3 to 6 to ensure full implementation of National Curriculum requirements, including an assessment procedure. Pupils' attainment is now satisfactory by the end of Year 2 and above national average by the end of Year 6. Pupils' achievement is good throughout the school.
99. By the end of Year 2, children have experienced working with such different materials as textiles, food and card and are beginning to use simple tools to assemble, combine and join materials. They understand why they should use tools safely and wear protective clothing. When working with food they understand the need for good hygiene. Evaluation of work, which includes suggestions for improvement, is often done in discussion with the teacher but is sometimes recorded formally in both Year 1 and Year 2.

100. By the end of Year 6 children have broadened their experience to include hydraulics and pneumatics as well as developing their skills in textiles and food technology. They are taught to evaluate their work as it develops and to modify original designs in the light of construction. In a Year 6 lesson, in which pupils were building fair ground rides, it was clear that they had been taught to think about ways in which structures can be strengthened as they adapted their constructions to eliminate weaknesses. The quality of work in Year 6 was of a high order. Design briefs for the work on slippers were carefully annotated and contained elevations, construction used very good finishing skills and evaluations were thorough and honest.
101. Only two lessons were seen during the inspection; the teaching in both was good. Teachers' confidence has grown and, whilst there was some evidence that teaching is sometimes over-prescriptive, tasks are appropriate for the age and ability of the pupils. Good links have been made with information and communication technology and in Years 5 and 6 evaluation sheets are computer generated. Teachers introduce and reinforce subject specific vocabulary well. Learning objectives are shared with pupils who take a pride in the work they produce. Pupils sustain concentration well. It is clear that they enjoy this subject which is also enabling the development of their social skills through the shared experiences it affords. No use of computers in the subject was seen during inspection.
102. Resources are good. Tools are stored in a secure area. The co-ordinator is collecting a comprehensive set of examples from each project to be kept as a source of reference for staff and pupils and as a record of children's achievement across the school. The head teacher monitors planning but no classroom observations have taken place. The co-ordinator would like to work alongside other members of staff on a needs basis but, as yet, this has not been possible.
103. The school has made very good improvement since the time of the previous inspection and there is now a good range of learning opportunities well-focused on progressive skill development. This is the result of much hard work on the part of teachers who have been well supported by the subject co-ordinator.

GEOGRAPHY

104. By the end of Year 2 standards of work are similar to the levels expected nationally. However, by the end of Year 6, attainment is above the levels expected nationally.
105. In Years 1 and 2 pupils enjoy geography lessons. Pupils in Year 1 have a growing understanding and awareness of their local environment. They identify features that make the local roads safer such as speed bumps, zebra crossings and pedestrian bridges. Some pupils say why they think that some features make the environment safer than others. Year 2 pupils identify features from maps, such as harbours, lighthouses and beaches. They are becoming increasingly aware of their home location and how it is the same or different from other places. Map work skills are satisfactory and improving. Pupils struggle with answering more complex questions such as "Where would you build a hotel in Scarborough, why?" Pupils classify features using technical vocabulary such as human and physical.
106. Pupils in Years 5 and 6 receive a very broad range of geographical experiences including a significant amount of fieldwork. Evidence from lesson observations and pupils' work show that pupils take a great pride in their work and are motivated to do their best. In a Year 6 lesson pupils had a good knowledge of keys, scales and Ordnance Survey map symbols. Map skills are good. Pupils are able to locate and

describe locations using grid references. The quality of work in Year 5 and 6 independent research projects is very good. Pupils use information and communication technology skills very effectively in geography. For example, Year 6 pupils used computers to produce a sketch map drawn to scale to describe a journey. Work in geography contributes well to developing pupils' cultural development.

107. The quality of teaching in Years 1 and 2 is good. Teachers plan well, their organisation is good and they use resources well. In a Year 1 lesson, pupils were very interested in a task because the teacher had used a digital camera to take photographs of the local area that they could identify. Year 2 pupils made good progress because the teacher allowed them to work with a range of different maps of Scarborough to support their learning and understanding. Teachers use questioning well to ensure pupils understand new ideas, but also to stretch pupils' thinking. The quality of teaching in Year 6 is excellent. The teacher's excellent subject knowledge ensures all pupils are challenged and stretched. Very thorough planning, good resources and stimulating exciting activities result in pupils making excellent progress.
108. The subject leader has excellent subject knowledge and an infectious enthusiasm for geography. The subject leader teachers in Years 5 and 6 and the opportunity for residential and day field work have both had a positive effect on standards. All teachers follow an agreed programme of work, which they modify well to match the needs of groups and individual children. The subject leader's monitoring role is under-developed. To continue to raise standards further the subject leader needs to have a clearer view of standards and provision in all classes.

HISTORY

109. Standards by the end of Year 6 are above average and higher than at the time of the last inspection. This is a good achievement. Pupils, including those with special educational needs, make steady progress in Years 1 and 2 and good progress in Years 3-6.

Strengths in the subject are:

- use of first hand experience, for example through drama, visitors and visits;
- pupils' good understanding of chronology through the use of carefully illustrated and captioned timelines in most classrooms;
- the high quality teaching and learning in Years 5 and 6;
- very good links to other subjects which broaden pupils' appreciation of history.

The main area for development is:

- arrangements to check and track the development of pupils' history skills.

110. Because of the several strengths of the subject, by the end of Year 6 pupils' knowledge and understanding of history and their skills in finding out about the past are higher than expected. Pupils compare different sources of evidence such as archaeology, pictures, films, living memory, books, artefacts and the Internet. They share mature views on reasons for studying history: "because we can learn from it . . . to pass on what happened – not let civilisation die away . . . holding the world back from being just computers and techno." They also understand that some aspects of life in the past were better than they are today. Pupils of all abilities recall key facts about Ancient Greek and Roman civilisations. They understand how and why

Romans, Saxons and Vikings invaded and settled in England. Pupils also know how life for children and families was different in Tudor and Victorian times.

111. By the end of Year 2 pupils' knowledge and understanding of the past are as expected for their age. They have a good understanding of chronology. Conversation with pupils showed their understanding of how we may find out about the past from eyewitnesses who wrote down or depicted what they saw. They had detailed knowledge of the causes and effects of the Great Fire of London. They begin to make notes about what they discover, labelling pictures and writing simple sentences. They have an accurate understanding of why key historical figures such as Florence Nightingale are important.
112. The quality of teaching and learning taken overall is good. During the inspection the quality in lessons was good. The good quality of learning arises from teachers' very detailed knowledge of the topics, and the interesting and challenging activities in lessons that give pupils plenty of opportunity to make their own discoveries about the past. For example, Year 5 pupils studied Ancient Greek civilisation through dramatising episodes from the story of Theseus and the Minotaur. Presentations to the rest of the class were of high quality because of the power of the myth, their interest in the work, the challenges set by the teacher in terms of time rehearsal and homework. Each pupil played a significant part in the dramas in costume. The lesson showed and developed high levels of teamwork, raised the quality of speech and made an effective contribution to pupils' social and cultural development.
113. Year 6 pupils completed some outstanding projects on Tudor voyages of discovery and the Aztecs. Research, organisation and presentational skills were typical of secondary school work. Their projects also linked several subjects very effectively. For example pupils made good use of a wide range of English, art and ICT skills. In art and design activities they created Aztec masks, shields and headdresses.
114. Good leadership and management have led to the development of a curriculum that fires the enthusiasm of both pupils and teachers. The school has fully addressed the criticisms at the last inspection that the content of some topics was not relevant to pupils' ages, and that some subject matter was repeated. The school makes good use of the latest national guidance on a set of very well designed topics. Annual visits for each year group to places such as Saltaire, Houlgate and Scarborough increase the enjoyment and experience of history for pupils of all abilities.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. Standards by the end of Year 2 are average and most pupils are achieving well. This is similar to the findings of the last inspection. By the end of Year 6, standards are also average and achievement good. This is the result of good teaching, the impact of the new computer suite and the support provided by learning support assistants in most lessons. All these elements have helped the school overcome the severe subject restrictions imposed during the prolonged rebuilding period.
116. In Year 2, pupils create good pictures in the style of Mondrian using a 'paint' program. They choose and paint with different colours, using different brush sizes. They extract information from a database about insects and create bar graphs to illustrate pets kept by members of the class. By Year 4, pupils can word process work, importing clip art, digital photographs and pictures found on the Internet to illustrate their writing. They change the font, the font size and colour and work at the expected level for their age. Pupils in Year 6 use these skills well to produce their projects on

the Tudors in history and adverts for a disco. They use web sites to research the Aztecs as part of their learning in history.

117. All teaching seen during the inspection was at least good. Lessons are well organised and managed and teachers use subject specific vocabulary effectively. The pace of lessons and teachers' lively and focused questions ensure that pupils respond positively and enthusiastically and sustain their concentration. As a result good learning takes place. This is very commendable considering the lack of ventilation, air conditioning or fans in the computer suite. Each day of the inspection was hot and, particularly during the afternoon session, the lack of a cooling system made it very uncomfortable. This is a weakness.
118. Computers are used well by some teachers to support learning in many subjects, as well as to enhance the quality of displays both in classrooms and the communal areas of the school. During the inspection, pupils in a Year 4 literacy lesson, planned a story using a pre-determined framework on the computer. They accessed the program confidently, demonstrated good keyboard skills and used tools such as 'spell check' to ensure accurate work. All pupils regularly use word processing to present their work. Computers are used in mathematics and science for data handling and in geography, history and religious education to research from the Internet or CD-ROMs. Control technology has been developed by the recent acquisition of sensor equipment that will enable greater accuracy when measuring in science. Pupils throughout the school are familiar with the school's digital camera and use it extensively used to record activities. Younger pupils work confidently with a programmable toy as was demonstrated during the inspection when pupils in Year 1 were observed using one. They were working together to decide on the sequence of instructions needed to enable it to follow a pre-determined path. Pupils in Years 3 and 4 direct an on-screen directional device which is a refinement of the earlier work with a programmable toy.
119. The subject is confidently managed by a very knowledgeable and enthusiastic co-ordinator. Although he examines pupils' work, he has no other means of gaining an overview of the subject, as he does not have opportunities to observe teaching and learning. There are, as yet, no assessment procedures in place but those of another school are being adopted for September.
120. The school has worked hard to stay abreast of developments in the subject since the last inspection and is now well placed for yet further improvement.

MUSIC

121. Standards are as expected for pupils' ages by the end of Year 6, as they were at the time of the last inspection. Pupils, including those with special educational needs, make steady progress. Standards of singing heard in class and assemblies were also as expected for pupils' ages. The unison and part singing of the whole school in their weekly church assembly at St. Luke's was open hearted, spirited and sincere. Good leadership and management have ensured that standards have been maintained since the last inspection within a new curriculum.
122. There have also been some improvements since the last inspection. Pupils in Years 3-6 have a high quality weekly lesson taught by a specialist music teacher who is also a skilled pianist. All pupils also have a weekly singing practice in addition to their music lesson. There are also good opportunities for them to develop musical skills outside lessons. For example, for pupils in Years 3-6, there is a recorder group and

choir, and also opportunities for good quality individual lessons on brass, woodwind and stringed instruments.

123. Pupils' standards by the end of Year 6 reflect satisfactory teaching over time, although the quality of teaching and learning in the lessons seen during the inspection was very good. The strengths of teaching and learning are enthusiasm for music making, pace, confidence, enthusiasm and very good subject knowledge. Lessons give pupils good opportunities to exercise choice and to use imagination and invention. In the lessons observed pupils evidently enjoyed making and listening to music and showed high levels of teamwork and discipline.
124. In the very good lessons, teachers establish high standards of listening from the start. Pupils enjoy learning because of the challenge, for example in rhythmic clapping and singing warm ups, but also because they are fully involved. They make thoughtful choices of instruments and handle them very carefully. Teachers also give pupils opportunities to learn and practise composing, using simple notation and conducting skills in these whole-class sessions. For example, Year 6 pupils made very good progress in developing a space-sound composition. The teacher's enthusiasm was infectious but also informed by very good subject knowledge and research. Pupils were fascinated as she demonstrated seven different ways of producing sounds on a thunder tube acquired as a result of Internet research. Instruments such as cabasas and rainsticks represented a wide range of cultures. Directions such as: "Bounce your beaters so that the glockenspiels ring!" were very precisely given and followed. Repeated rehearsals rapidly refined the quality of the percussion piece, giving pupils opportunities to practise conducting and varying the patterns of the developing composition. Such ensemble work teaches pupils the importance of attentive listening and following directions. However, as they learn as a whole class rather than in small groups, opportunities to practise tuned and untuned percussion in such half hour lessons are limited to brief periods.
125. Lessons in Years 3 and 4 tapped pupils' childhood culture and heritage very effectively in lively explorations of playground singing games and their functions. Pupils were very interested in sharing their experiences with the teacher and classmates. Motivation was therefore very high throughout these lessons, enhancing the quality of learning.
126. Music lessons play an important part in sharpening listening skills, improving diction and widening pupils' experience of different cultures.

PHYSICAL EDUCATION

127. Standards in physical education are similar to the nationally expected levels at the end of Year 2 and Year 6. There is no difference between the standards of boys and girls.
128. In Year 1, pupils work with enthusiasm and make good progress. Pupils are developing their catching and throwing skills well. They move with increasing control and listen carefully to the teacher's instructions and act on advice given. Pupils work well in groups and are very considerate of the needs and abilities of others. Pupils understand the need for both warm up and cool down sessions.
129. The inspection coincided with the final visit to the school by a dance specialist employed by the school. In a Year 4 lesson pupils showed a good understanding of the need for a warm up in preparing for physical activity. Pupils performed a set

sequence of movements that involved increasingly difficult balances. They are creative in their response to music and the teacher's instructions. Pupils have the confidence to share their own work with their peers. When pupils see a demonstration of other pupils' work they give both praise and, with sensitivity, are able to suggest ways for improvement. Year 6 pupils work very effectively in teams. This happened in a dance session when all pupils responded enthusiastically to the task set to produce a whole class performance. Dance sequences consisted of smooth, flowing, imaginative movement.

130. The quality of teaching is good. Learning intentions are clear and shared with pupils. Teachers plan well and use praise to develop confidence and self-esteem in their pupils. Teachers are able to demonstrate skills well, which helps pupils to progress further. The subject knowledge of the dance specialist is excellent. The teachers are able to quickly assess the quality of pupils' work and give individual direction for improvement.
131. The leadership and management of physical education are good. The subject leader has good subject knowledge and promotes the subject well. The use of the dance specialist has been very effective and has improved the dance skills of pupils in Years 4 and 6. The pupils receive a broad range of activities, although the lack of suitable outdoor space and a playing field does have a limiting effect on some areas of the programme of work. The subject leader organises a number of after school clubs and teams such as rounders, football and orienteering. These activities contribute well to the pupils' experience of physical education, but at this time are predominately for older pupils. All teachers follow an agreed plan of work but there is no formal monitoring of provision and standards in physical education.