

INSPECTION REPORT

WYCLIFFE C of E PRIMARY SCHOOL

Shipley

LEA area: Bradford

Unique reference number: 132178

Headteacher: Mrs C. Balderston

Reporting inspector: Mrs M. R. Shepherd
11328

Dates of inspection: 6 – 9 May 2003

Inspection number: 248921

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Saltaire Road Shipley Yorkshire
Postcode:	BD18 3HZ
Telephone number:	01274 584779
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Appropriate authority:	The governing body
Name of chair of governors:	Reverend Colin Penfold
Date of previous inspection:	No previous inspection because the school has only been open for two full years

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs M. Shepherd 11328	Registered inspector	Foundation Stage Science Physical education	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Mr A. Dobson 9928	Lay inspector		How high are standards? How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs A. Patterson 25802	Team inspector	Mathematics Religious education Art and design Design and technology Music Equal opportunities	How good are curricular and other opportunities? How does the school cultivate pupils' personal development?
Mr J. Haves 8070	Team inspector	English Geography History Information and communication technology Special educational needs English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This school was opened in September 2000 with 56 pupils and it now has 140 pupils on roll. The accommodation was previously a middle school and the current headteacher and governors have completely refurbished it as a primary school. It has no designated catchment area and for the first year pupils transferred from neighbouring schools during the reorganisation of the education systems in the borough. Since the school opened there has been a high level of mobility due to the reorganisation and to families moving in and out of the area. There are single age group classes apart from the Year 3 and 4 pupils who work together in a mixed age class. There are job share arrangements in Years 1 and 2. The current Year 1 and reception classes were both formed as full year groups and the level of attainment on entry for both these year groups is average overall, with a wide range of ability. All the other classes have a higher than average proportion of pupils with special educational needs. Overall 28 per cent of pupils are on the special educational needs register, which is above average. Over 2 per cent of pupils have full statements of special educational needs, which is above average. Twenty per cent of pupils have English as an additional language, which is high compared with the national average. One and a half per cent of these pupils are in the early stages of using English and over 2 per cent are elective mutes¹. The majority of the ethnic minority pupils are of Pakistani origin, the other ethnic groups are Polish, Mexican and Romanian. The Polish pupils are refugees. Twenty-five per cent of pupils are eligible for free school meals, which is higher than average.

HOW GOOD THE SCHOOL IS

This is a good school. Under the excellent leadership of the headteacher, the full school community works very hard to provide a caring, structured education for every pupil in the school. Despite the considerable challenges of setting up a new school, the staff consistently strives to match the needs of every individual, with a strong emphasis on the development of literacy, numeracy and good behaviour. Staff value and respect pupils and work very hard to manage challenging behaviour and ensure that all pupils make good progress. Children make an excellent start in reception due to the high quality teaching team. Relationships are very good because the school greatly values personal development. Governors have a very good understanding of the school's work. The cost per pupil is very high because of setting up the new school. Despite these costs the school provides satisfactory value for money.

What the school does well

- Pupils make good very progress in mathematics, and good progress in reading, speaking and listening and information and communication technology.
- Reception children make excellent progress because their teaching and curriculum are excellent.
- Pupils with special educational needs, pupils with English as an additional language and refugees all make very good progress; all pupils are fully involved in every aspect of school life.
- Relationships and pupils' use of initiative are very good; behaviour and attitudes are good.
- Leadership and management are very good.
- Teaching is good; the partnership with teaching assistants is very effective.
- The curriculum for spiritual, moral, social and cultural development is very good.
- Parents support the school very well.

What could be improved

- Standards of writing are below average in Years 2 and 6; standards in science are below average in Year 6.

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 not been inspected before because it has only been open for two full years. In this time it has made many very good improvements. The middle school building has been converted extremely well to match the needs of primary pupils. Standards have risen in literacy and numeracy. Excellent systems have been set up to ensure that all pupils have full access to the curriculum. All schemes of work are in place and the curriculum for reception is excellent.

¹ [Pupils who have chosen not to speak at all.](#)

STANDARDS

It is not possible to report standards over the past two years in Year 6 because there were fewer than ten pupils in this year group. The school has only been open for two years and trends over time are not appropriate. The school sets itself demanding targets because it has high expectations of its pupils.

The inspection judges standards in Year 6 as average in mathematics, reading and speaking and listening, art and design and design and technology. The school has put a high priority on these subjects. Standards in gymnastics are above average. Standards in writing, science, religious education, information and communication technology, geography, history and music are below average. Standards are below average in these subjects because pupils have come from a very wide range of different schools, which has adversely affected their progress.

Over half of the pupils in Year 2 have moved into the school midway through their education. The inspection judges standard in Year 2 in mathematics and art and design as above average. Standards in writing are below average. All other subjects are at the expected level. This represents good achievement overall because of the high proportion of pupils with special educational needs.

Children in reception make excellent progress and are on track to have very high standards in all the Areas of Learning² by the end of the year apart from physical development where they are on track to be well above average.

Pupils with special educational needs and pupils with English as an additional language, including refugees, make very good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are good. Pupils have a real pride in their school. They appreciate the teachers and the friendships they make with other pupils.
Behaviour, in and out of classrooms	This is good overall. The great majority of pupils behave very well. There is a small minority of pupils with challenging behaviour. Movement around the school is very orderly. Pupils behave well at lunchtimes.
Personal development and relationships	Relationships are very good. Pupils are friendly, polite and courteous. Pupils are very good at taking initiative. This is particularly good during Golden Time ³ .
Attendance	This is below average, which is a significant improvement from last year.

Pupils appreciate the many facilities that the school buildings provide.

² Areas of Learning are the government guidelines for the curriculum for reception children.

³ Golden Time is a 15 minute period in each class at the end of every school day, where pupils who have kept to the school rules well during the day, can spend the time constructively on whatever they want. Misbehaviour during the day can result in withdrawal of five-minute blocks of Golden Time. Golden Time as an integral part of the behaviour management policy and an important aspect of the school's provision for pupils' personal development.

TEACHING AND LEARNING

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

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

Overall teaching is good with many very good features. It is very good in Year 6 with excellent features in art and design. There is a very small proportion of unsatisfactory teaching in Year 1 in physical education.

Teachers work very well with teaching assistants, which ensures that pupils with special educational needs, pupils with English as an additional language and refugees are fully involved in the work of the rest of the class. Teachers manage pupils' behaviour very well, particularly the pupils with behavioural disabilities. Teaching of mathematics is very good, teaching of English is good. The teaching of basic skills in both these subjects is very good. Planning in literacy and numeracy is very good. Planning in reception is excellent and children gain high levels of independence in their learning. Teachers have good subject knowledge in literacy and numeracy. Marking of pupils' work is not consistent across the school. Some opportunities to use homework are missed in Years 3 to 6.

Teachers work hard to meet the needs of all pupils. The result is that pupils try hard, concentrating well to complete their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of the English and mathematics curriculum is very good. The reception curriculum is excellent. The curriculum for personal development is very good. The full breadth of the curriculum is not in place. The range of extra-curricular activities is very good.
Provision for pupils with special educational needs	These pupils are fully included in the work of the school. Individual education plans are clear and match pupils' needs very well. Pupils with statements receive very good individual support.
Provision for pupils with English as an additional language	These pupils, including the refugees, are fully included in the work of the school. Their needs are carefully analysed and sensitive support given both by teachers and teaching assistants to ensure that they make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is very good in each of the aspects. The staff create a quiet respectful context for learning. Assemblies are very good quality. Staff provide a very good model for pupils to develop moral understanding. The school provides a wide range of opportunities for developing social skills. There is a rich variety of opportunities for both cultural and multi-cultural development.
How well the school cares for its pupils	The school provides a very high level of care for its pupils, based on Christian values. Assessment systems are good and are used well.
Partnership with parents.	This is good. The school works very hard to involve parents in its work and values their contributions. The Friends' Association is very successful in arranging events.

The school provides high quality circle time⁴ and Golden Time to extend pupils' personal development. The Creative Arts⁵ week makes a very effective contribution to the curriculum.

⁴ This is a time when pupils sit in a circle and take turns in expressing their feelings.

⁵ The Creative Arts week involves a range of different visitors coming into school to extend pupils' experiences in these areas of the curriculum. Pupils take part in a wide range of artistic activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is excellent. Her management is very good. The leadership and management of the deputy headteacher, the special educational needs, literacy, numeracy and Early Years co-ordinators are all very good. All co-ordinators are enthusiastic about their roles.
How well the governors fulfil their responsibilities	The governors have a very good understanding of the strengths and development issues of the school. They are all fully committed to the school.
The school's evaluation of its performance	This is very good. The school sets very clear priorities and then monitors its work thoroughly. There is a very good quality school development plan that senior management use well to identify the progress the school is making in reaching its priorities.
The strategic use of resources	The school makes very good use of its resources. The headteacher organises staff very carefully to make sure that individual pupils receive carefully targeted support. The school building has been transformed from an empty middle school building to a very attractive primary school that meets the needs of its pupils very effectively.
Staffing, accommodation and learning resources.	Staffing levels are very good. Accommodation is good and is kept very clean by the caretaker. The learning resources are adequate and well organised.

The senior management team works very effectively together. Staff development is well organised. The administrative staff are very efficient. The school makes very good use of its bursar. The school uses the principles of best value very well, particularly in consulting the school community.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Thirty-one per cent of parents returned the questionnaire. Sixteen parents attended the parents' meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> A strong sense of community embraces pupils, staff and parents. The school expects children to work hard and achieve their best. Teaching is good. Their children like school. They feel comfortable approaching the school with suggestions or concerns. Their children make good progress. The leadership of the headteacher. The values the school teaches, particularly respect for others 	<ul style="list-style-type: none"> There is not the right amount of homework. Levels of behaviour. Information about how their children are getting on.

The inspectors endorse all the parents' positive views. Regarding homework, the inspectors agree with parents. They judge that the school does not make the most of its opportunities to use homework in Years 3 to 6 to extend pupils' learning. Behaviour is judged to be good and the few pupils with behaviour problems are well supported. The inspectors judge that parents are well informed on their child's progress, but many reports are not written in a style that is easy to understand.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The current reception children's attainment on entry was average, with a very wide range of ability. The teaching and curriculum in reception are excellent. Children strive to match the teaching team's very high expectations and do their best, both when they are working with adults and when they work independently. They are on track to have very high standards in all the Areas of Learning apart from physical development where they are on track to be well above expectations. The school is working hard to extend the accommodation for outdoor play, to allow work with large apparatus even when the weather is poor. Children have very high levels of independence because they are expected to make their own choices and they sustain their concentration. Children thoroughly enjoy reading. Half of the class read at a level expected for pupils in Year 1 and a quarter are already reading at a level expected in Year 2. These more able children read confidently and use technical terms such as 'phonemes' correctly. Children handle numbers to ten with confidence and more able children work with tens and units.
2. The Year 1 class represents an average intake of pupils. However, attainment levels on entry in the rest of the school are below average and in some classes well below average. This is due to the way that the school was set up, with no designated catchment area. A very high proportion of pupils with special educational needs moved to the school, with many of these pupils having behavioural disabilities. There is a very high level of mobility because the reorganisation of schools and families moving in and out of the area are still having a major impact in the area. In Years 3 to 6 pupils have come from a wide range of different schools, all with their own particular way of teaching the curriculum. All of these factors have had a very negative impact on standards. However, the school is determined to challenge pupils to do their best and it has focused on literacy and numeracy throughout the school. This has had a very positive impact on pupils' progress in these subjects.
3. The table below shows attainment in English, mathematics and science. The standards in Year 6 in the national tests should be treated with caution because there were fewer than ten pupils in this year group.

	National tests 2002 Year 2	Inspection judgements Year 2	National tests 2002 Year 6	Inspection judgements Year 6
English	READING	READING	Well below average	READING
	Well below average	Average		Average
	WRITING	WRITING		WRITING
	Below average	Below average		Below average
Mathematics	Well below average	Average	Very low	Average
Science	Teacher assessment	Average	Very low	Below average
	Well below average			

4. The table shows a steady improvement in these subjects. Compared with similar schools, standards in Year 2 were well below average in reading, average in writing and below average in mathematics. In Year 6 standards were well below average in English and very low in mathematics and science.
5. The inspection judges standards in speaking and listening to be average in Year 2. This is due to the great encouragement by teachers to take part in whole class discussions, which ensures that pupils speak clearly and listen carefully. The use of the Talking Partners⁶ projects provides very effective support for the quieter pupils. Reading standards are average because there is a wealth of opportunities to read in different contexts, including the Better Reading⁷ project to support less confident pupils. Pupils tackle new words in texts confidently and enjoy talking about the plot and characters. They use non-fiction confidently. Standards in writing are below average. More able pupils are working at a higher level than expected; however, many pupils do not have the expected level of handwriting, spelling and grammar. These pupils do not produce independent writing at the expected level.
6. The school has greatly benefited from the support of the local education authority numeracy team. Many very effective systems have been put in place. This has ensured that standards of Year 2 pupils are now above average. Pupils handle numbers to 100 confidently and enjoy carrying out mathematical investigations because the school has worked hard to develop these skills. They have a good understanding of measurements and shape. In science, standards are average. Pupils have the expected level of scientific knowledge, with a simple understanding of science investigations.
7. Standards of Year 6 pupils in speaking and listening are average. This is a considerable achievement when the high proportion of pupils with special educational needs in this class is taken into account. Pupils listen to each other with respect and use technical vocabulary correctly. Their standards of reading are average. Pupils read fluently and with expression and discuss favourite books confidently. Standards in writing are below average. More able pupils use language imaginatively, but the majority of pupils do not handle vocabulary at the expected level. Pupils' standards of handwriting, spelling and grammar are inconsistent, with some pupils not using joined up writing confidently. Pupils have suffered from having a very different variety of approaches in teaching writing in their previous schools.
8. Standards in mathematics are average. Pupils handle numbers to 1,000 confidently and enjoy solving number problems. They calculate percentages and simple ratios accurately. Standards in science are below average. Pupils have made very good progress with their current teacher, but this cannot compensate for the lack of consistent teaching methods or the different coverage of the curriculum that they have all experienced in their various previous schools. Pupils have a knowledge of the different aspects of science, but it is at a lower level than expected for their age. Standards in numeracy are at the expected level, but standards in literacy are below the expected level overall.

⁶ This is a national project to support pupils who have lower standards of talking than expected.

⁷ This is a national project to increase pupils' reading skills through additional support for individuals by adults in reading.

9. The following table shows standards in subjects other than English, mathematics and science.

	By the age of seven years	By the age of eleven years
Information and communication technology	At the expected level	Below the expected level
Art and design	Above the expected level	At the expected level
Design and technology	At the expected level	At the expected level
Geography	At the expected level	Below the expected level
History	At the expected level	Below the expected level
Music	At the expected level	Below the expected level.
Physical education	At the expected level	Above the expected level in gymnastics
Religious education	At the expected level	At the expected level

10. The school has worked hard to get the schemes of work in place across the curriculum. However, they have set the priority of raising standards in literacy and numeracy and have not had enough time to monitor thoroughly the effectiveness of other aspects of the curriculum. Standards of Year 2 pupils are at the expected level because some of these pupils have benefited from spending more than a year in the school. Standards are above expectations in art because teachers provide a good range of opportunities for pupils to develop these skills. The school has worked hard to extend pupils' practical skills. This is evident in the better standards in Year 6 in art and design and design and technology than in the other subjects. Pupils have regular opportunities to make artefacts and to paint and draw. The use of initiatives such as Creative Arts week supports progress in these subjects very well. Standards in information and communication technology are below expectations in Year 6. This is because these pupils have not had a consistent programme of work to develop their skills and understanding. However, the very good support of the co-ordinator and the use of the computer suite has ensured that pupils are now making very good progress through the school, that is compensating for the previous slow progress. Standards in Year 5 are now at the expected level and they are well on track to reach the expected level by the end of their time in the school. Standards in gymnastics are higher than expected due to the very good teaching in Year 6, where every pupil produces good standards of performance.
11. Pupils with special educational needs make very good progress because they receive such carefully focused support from both teachers and teaching assistants. The special educational needs co-ordinator monitors these pupils' progress very carefully and then ensures that individual pupils' needs are met. Pupils with English as an additional language make very good progress. Every opportunity is used to extend their confidence in using English and to provide a structured programme to support them in systematically building their vocabulary. Refugee pupils receive very high quality support, which ensures that they play a full part in the life of the school, making very good progress in lessons.

Pupils' attitudes, values and personal development

12. The pupils have a positive attitude to school life, their behaviour is good and relationships within the school are very good. They have very good levels of initiative. Attendance, although improving, is below that normally found in primary schools.
13. Even though the school has only been open for two full years, the pupils show a real pride in their school. They appreciate the teachers, the friendships they have formed amongst other pupils and the uncrowded feel of the building. Pupils enjoy going to school, which parents overwhelmingly confirm. In class most pupils are alert and keen to participate. When given work to do, they settle down quickly and stick at it. They work hard and sometimes very hard when the teaching is very good. They talk confidently about what they have learnt. However, they do not take enough pride in their written work or presentation.
14. Pupils' behaviour is good overall and very good in assemblies, in the playground and in the canteen. They understand the rules and think they are fair. Movement around the school is very orderly. The general atmosphere in classrooms is conducive to learning. However, there are a few pupils whose behaviour is challenging. When problems occur, skilled management by the teachers and support staff usually results in the minimum of disruption. The playground has a happy and friendly feel. No signs of oppressive behaviour were seen during the inspection. Pupils report that bullying is not considered a major problem in the school and that staff quickly sort out any incidents. Dining is a civilised social occasion with noise levels that allow easy conversation. Table manners are satisfactory. During the last year, four pupils were temporarily excluded from the school.
15. Relationships in the school are very good. Pupils get on with each other and the many adults in the school. They are friendly, polite and courteous. Visitors are made to feel very welcome. In class most pupils work well in groups, collaborating, sharing and being prepared to listen to each other's point of view. Racism is not an issue, pupils of different races play and work together in a very harmonious way. Pupils who speak little English and the three pupils who are elective mutes are all fully involved by other pupils in classroom and playground activities.
16. Pupils respond very positively to the many opportunities the school provides to develop their personal qualities. Most pupils consider Golden Time a highlight of their school day and they make very good use of the period to develop social skills, produce creative ideas and show initiative. During this period, pupils behave very sensibly with the minimum of teacher intervention, demonstrating very high levels of self-discipline and responsibility. The range of activities developed by the pupils is wide. For example, during the inspection, in a Year 5 class, activities included role play (of a school), pupils using computers, building very tall structures with blocks and a group playing enthusiastically with Victorian toys. Pupils are very conscientious when given a chance to help in the running of the school whether as class monitors or taking responsibility for keeping tables clean in the dining room. There is a high level of participation in school clubs.
17. Given that more than half the pupils, including all the pupils in Years 3 to 6, joined the school from other schools, the very good relationships and the sensible attitudes being developed are making a major contribution to the pupils' positive view of school life. This in turn is having a very effective impact on their learning.
18. Attendance last year (2001/2) was well below the national average for primary schools. A significant number of the pupils who moved to the school had poor previous attendance records. This year the rate has improved significantly because the school is working very hard to put a wide range of strategies in place to increase the proportion of pupils with good attendance. Staff strive to make the school a place that pupils want to come to and greatly encourage parents to feel a valued part of school life. However, the attendance rate is still

below that found in most primary schools. Most pupils are punctual, but a few pupils are consistently late which is inevitably having an impact on their learning. Registration is prompt and lessons start on time.

HOW WELL ARE PUPILS TAUGHT?

19. Teaching is good overall. Three quarters of the lessons inspected were at this standard or better. There are many very good features in the teaching, which feature in both the infant classes of Years 1 and 2 and from Years 3 to 6. Teaching is excellent in the reception class, where there is a high quality teaching team of a teacher and a nursery nurse, who work extremely effectively together. The teaching of the deputy headteacher in Year 6 is very good with excellent features in art and design. There is a very small proportion of unsatisfactory teaching in Year 1 in physical education.
20. Teachers work very effectively with the teaching assistants. There is a complex system of organisation for these assistants, which matches the needs of individual pupils across different classes. Teaching assistants work sensitively in classes to support small groups of pupils with English as an additional language, pupils with special educational needs and refugees. This ensures that these pupils have full access to the curriculum and are fully involved in the work of the class. The teaching assistants know their pupils very well. They are also very well informed about the expected learning for each lesson. This results in carefully targeted support that matches individual needs. For example, in Year 5 the classroom assistant has a high quality relationship with the refugee pupils, which allows her to interpret their responses to the rest of the class. External specialists also support pupils' learning effectively through the organisation of the use of specialists' time. For example, the bilingual support teacher for pupils in the early stages of using English spent time with an individual pupil going through a story with him. They then joined the whole class where the same story was used as the whole class text. This ensured that the pupil could follow the main features of the story with the other pupils, which raised his self-esteem.
21. All staff manage pupils' behaviour very well. This is because the school has set the priority of raising standards of the pupils with severe behavioural disabilities. Teachers use the school systems very effectively. A key feature is the reward of Golden Time at the end of the day. Pupils greatly value this time and teachers use the privilege of awarding this time very effectively to support pupils in managing their own behaviour. The Year 2 teachers are particularly good in managing the several pupils with special educational needs based on behaviour. They ensure that these pupils have time to reflect on their actions and that the rest of the class are not interrupted in their work. For example, in a science lesson in Year 2, a pupil left the classroom to have some time out with a classroom assistant, without any of the rest of the class realising what was happening.
22. Planning is very detailed in literacy and numeracy. The national schemes of work are used effectively in other subjects to ensure that lessons build systematically on previous learning. Planning in reception is outstanding. Every independent area of learning is planned for in tremendous detail. This ensures that children maintain very long periods of concentration in independent tasks because there is such a variety of demands within each task. For example, when investigating the music area, children were expected to describe the sounds that the different objects made and compare how they were produced. A child concentrated with great delight as she watched different coloured beads tumble down a spiral toy with a tinkling sound.
23. The teaching of basic skills is very good in literacy and numeracy. Teachers carefully explain new features of these skills and then allow pupils to practise them in order to consolidate the new learning. For example, in the Year 3/4 class, the teacher explained the function of words that are used to join different parts of sentences called connectives and then the whole class produced a letter to their parents, using these connectives as a major

feature of the writing. The new computer suite now allows basic skills of information and communication technology to be taught well using the interactive whiteboard. This is having a significant impact on pupils' progress, because they can now reinforce their learning straight after the demonstration. For example, the information and communication technology co-ordinator explained very effectively how to use formulae on spreadsheets and pupils then enjoyed consolidating this skill by working out the costs of fruit to go into a fruit salad. Because the priority has been on literacy and numeracy, the teaching of basic skills is not as consistent across all other subjects. However, the school has plans to consider the development of these skills systematically across each different subject.

24. Teachers organise lessons carefully to ensure that the tasks match the needs of each pupil. They consider how to make best use of grouping and partnership for pupils to support each other. For example, in science in Year 6 the teacher organised mixed pairs of girls and boys to carry out experiments, which supported the management of good behaviour very effectively. Teachers use resources effectively to stimulate and maintain pupils' interest and to support pupils with English as an additional language in developing their vocabulary. For example, in Year 2 in science the teacher provided a wide range of different animals for pupils to analyse and in Year 1 pupils thoroughly enjoyed making patterns with the ribbons of the maypole in a dance lesson. Most lessons have a good balance overall, with teachers identifying the learning at the beginning of the lesson. This is particularly good in Year 6, where lessons are carefully balanced to provide contrasting activities to maintain concentration. For example, in gymnastics, the lesson followed a clear format of warm up, practice, performance and evaluation, which gave pupils confidence in knowing what would come next in the lesson. The pace of lessons is good and is particularly good in literacy and numeracy. It matches carefully the needs of individual pupils. A key weakness in the unsatisfactory teaching in physical education is a lack of pace, which does not allow pupils to carry out enough practical work. Tasks are not explained clearly enough in these lessons, which confuses pupils.
25. Teachers have good subject knowledge in literacy and numeracy and behaviour management. Teachers have consistently high expectations of pupils in these areas, apart from the way that pupils present their work, which is often not produced neatly. There are individual teachers with good subject knowledge in other subjects, but this is not yet consistent across the school. The reception teaching team have excellent knowledge of their Early Years curriculum and extremely high expectations of each child in each Area of Learning. This ensures excellent progress by children. For example, there is an excellent combination of whole class teaching, where children are expected to use technical terms such as 'rhyming strings', with the regular individual support in reading every week and very stimulating group tasks. This results in children making every effort to improve and ensuring that they acquire a level of skill in reading that is well above expectations for their age. Both the teacher and the nursery nurse have very high expectations of each child, which they combine with very sensitive support to ensure that each child feels that they can achieve these expectations
26. There is some well focused marking that celebrates pupils' efforts and achievements, but marking is not consistent throughout the school. Teachers give pupils good verbal feedback as they complete their tasks. Homework is satisfactory in Years 1 and 2, but opportunities are missed in Years 3 to 6 to extend learning consistently through homework.
27. Features of the excellent teaching in reception include an extremely stimulating and carefully organised classroom that provides a wealth of different experiences for children. The teacher leads whole class sessions with great skill and the nursery nurse provides very high quality support in these sessions for individuals, focusing on the refugee, pupils with special educational needs and pupils in the early stages of using English. There are highly organised systems each day combining independent and group work, with expert use of parents to provide valuable additional support. Features of the excellent art and design

teaching in Year 6 are the excellent relationships between the teacher and each pupil, which she uses to urge pupils to greater achievements. This also allows pupils to ask a range of detailed questions that help them to understand how to tackle the different aspects of the tasks. The teacher provides a very wide range of resources and expects every pupil to produce an individual response, a challenge that they readily accept.

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

28. All pupils benefit from a good range and quality of learning opportunities despite the many challenges that have been faced in setting up this new school. The curriculum is very effectively organised because the planning has been undertaken in an atmosphere of true teamwork. This underpins the work of the whole school. It fully reflects the school's aims and values – *'Our aim will be for every child to reach his or her full potential in a caring partnership between school, home, church and community'*. A formal policy for the provision of personal and social education is in place and supports teachers to improve pupils' attitudes. It is already having a very positive impact on behaviour throughout the school. These experiences contribute fully to pupils' positive attitudes and to their enjoyment of learning.
29. The reception curriculum is excellent. Each Area of Learning is covered in great detail to ensure that children receive a wealth of stimulating experiences that match their individual needs. The planning for the independent activities is outstanding and provides very high quality opportunities for children to investigate.
30. The school has worked very hard and effectively implemented the literacy and numeracy strategies. It has allocated extra time to each of the strategies in order to raise standards, particularly in Years 3 to 6. A high proportion of pupils have joined the school at various times in the school year with different emotional and learning experiences, whose social skills are limited and who exhibit challenging behaviour. Most have a very limited range of knowledge and understanding of how to use their numeracy and literacy skills. The extra support provides them with the opportunity to consolidate their understanding and knowledge of the basic skills in these important areas. For example, the school places a strong emphasis on raising pupils' standards in mental calculation and problem solving and this is already a strength of the school. The development of speaking and listening skills is also a key factor in establishing the quality of learning in all subjects. The curriculum covers a wide range of activities, with a good balance across the different subjects in Years 1 and 2. However, the breadth of the curriculum is not so fully developed in some subjects from Years 3 to 6 because there has not been sufficient time left to cover all aspects of these subjects systematically over time. The school now has an information and communication technology suite, which is providing opportunities to support their learning in other subjects.
31. The curriculum for pupils with special educational needs is very good. There are a substantial number of support staff who work very effectively alongside classroom teachers and withdraw groups or individual pupils. Pupils who hold a statement of special educational need are very well supported on an individual basis. Individual education plans are of very good quality and clearly identify pupils' needs. These inform the specific arrangements made to support pupils and provide good evidence of a pupil's progress in achieving targets. Throughout the school, the careful emphasis placed upon providing appropriate support ensures all pupils have very good access to the full curriculum and are fully included in all aspects of learning.
32. The curriculum for pupils with English as an additional language and for refugees is very good. The school sets up systems to ensure that these pupils take a full part in the curriculum. They provide very well targeted support for these pupils, which raises their self-esteem and ensures that they make very good progress.

33. Provision for pupils' personal, social and health education is very good. There are regularly planned opportunities, such as achievement assemblies, circle time and Golden Time, for pupils to extend their confidence and self-esteem. This adds an important dimension to their whole personal development. For example, all teachers encourage their pupils to think and to express their thoughts and feelings from the time that they first enter the school. The staff use the personal, social and health policy very effectively, *'To develop confidence and responsibility and make the most of their abilities'*. Teachers' planning shows this breadth of work is very well covered. For example, a 'life-education' caravan visits annually to develop pupils' awareness of the importance of citizenship and positive behaviour. The curriculum provides appropriate provision for sex education and drugs awareness.
34. Schemes of work are in place in all subjects. However, pupils in Years 3 to 6 have come from a variety of different schools and have not experienced a steady programme of work through their schooling. This has reduced progress. In some subjects the full breadth of the subjects have not been covered. For example, in music, pupils have not all experienced opportunities to develop skills of composing. The systematic evaluation of all subjects of the curriculum is part of the school development plan.
35. The curriculum is enriched by the very good provision of visits and out-of-school activities. Pupils have regular opportunities to be involved in, for example, orienteering, table tennis, parachute games, art club, netball and football with Bradford City. All clubs are well attended. Some, such as the art club, are over-subscribed. Pupils visit places of interest such as the theatre and galleries and experience joint residential visits with the local special school. The school makes good use of Saltaire, for example, as a basis for local studies and ventures further afield to places such as Ilkley, Scarborough and Skipton Castle. The school provides a high quality Creative Arts Week, which develops all pupils' interests in all subjects in the creative arts.
36. There are very good links with the community which make a very valuable contribution to pupils' learning. Members of the community visit the school regularly, such as members of the church, the police, the nurse and the fire service. Visiting musicians from Bradford Music Society and world cultures provide an added dimension to pupils' musical experiences. There are regular opportunities to visit the local library and shops. A local supermarket has visited the school to demonstrate to pupils how to make boxes for packaging various products. These provide valuable opportunities for pupils to enhance their personal development.
37. The provision for pupils' spiritual, moral, social and cultural development is very good. Provision for pupils' spiritual development is very good. This school creates a quiet, respectful ethos, which is based on the philosophy, *'You can'*, and strives to identify the best in all pupils. It provides pupils with the belief that their school is a special place with special people who grow and work together in a quiet, respectful environment. The headteacher, together with all other adults in the school, works hard to ensure that all pupils value themselves and others. Assemblies are underpinned by the strong belief that all pupils are valued, are equal and have a full contribution to make to their school. Pupils enter the hall in silence, begin by holding hands and gently singing hymns such as *'Shalom'*. They have the opportunity to share through prayer or reflection within the stillness of the hall. Their calm, sensitive singing, in two parts, with meaningful interpretation, is a spiritual experience in itself. They have opportunities to share experiences with others and develop an awareness of their own talents. They are taught to show an appreciation of the world around them. For example, in the entrance hall a display of spring flowers, delicately arranged and strongly perfumed, immediately attracts attention. The caption beneath clearly describes the fragility of the flowers and reminds all, *'Do not pick flowers which do not belong to you'*. Pupils' achievements are regularly celebrated in

assemblies when awards are presented. All pupils value these awards greatly and are proud to receive them.

38. In classes, there is very clear evidence of the promotion of pupils' spiritual development. All teachers value their pupils' questions and give them space to develop their own thoughts and concerns. For example, at the end of a Year 6 lesson, pupils were asked if they had any concerns and several were sufficiently confident and trusting to respond immediately. As a result, pupils learn a growing sense of respect for themselves and others. Their art work provided them with valuable opportunities to reflect upon their own achievements.
39. Provision for pupils' moral development is very good. The headteacher and all adults working in the school set very good examples of behaviour. This successfully promotes pupils' awareness of the importance of rules that promote the values of honesty, justice and care for others. Staff make very good use of the behaviour policy and consistently give logical reasons for how pupils should behave so that they have a good sense of right and wrong. Teachers show great patience and forbearance with those pupils who find it difficult to cope with firm boundaries of expected behaviour. They never give up and are always ready to praise pupils for their improving and good behaviour. Expectations of high standards of behaviour are evident, not only in classes but whilst pupils have lunch and whilst they move around the school. The headteacher maintains a high profile, so ensuring that the school rules are consistently applied and that all are encouraged to be co-operative. She knows all pupils very well and treats them with respect and care. This has a very positive impact on pupils' attitudes to work and to school. As a result, pupils' behaviour and attitudes have greatly improved since they joined the school.
40. Provision for pupils' social development is very good. Teachers regularly plan activities that encourage pupils to work confidently with others. For example, pupils have regular 'circle time' activities when they talk together and share their thoughts. Their weekly 'Golden Time' sessions have a very positive effect on their attitudes when working together and establishing relationships within the school, particularly for those pupils for whom sustained positive behaviour is difficult. Throughout the school, there is a consistent message that all should maintain and continue to develop very good relationships with each other. Teachers encourage their pupils to take responsibility. For example, the Year 6 teacher wrote in a pupil's book, *'You contributed well in the lesson today. Thank you'*. Pupils have many opportunities to show initiative. For example, during Creative Arts week, older pupils set tasks for the whole school and clearly explained and displayed the results. The school encourages pupils to accept various responsibilities, for example register monitors and dinner helpers. Year 6 pupils are trying out 'Thinking out of the Box'⁸ activities before the beginning of each day. They were observed showing initiative and responsibility for their own learning by choosing a problem-solving activity from a selection of cards in a box. They worked conscientiously and independently to solve their problems whilst other pupils arrived and joined in. The school's links with the local special schools supports the development of social skills very effectively, particularly the shared residential visits.
41. Provision for pupils' cultural development is very good. The school prepares its pupils very well for life in a diverse, multi-cultural, multi-racial society. The school makes very good use of its own multi-cultural dimension. There are regular opportunities to listen to music and learn songs from other cultures and countries. Teachers provide opportunities for pupils to learn about famous composers such as Vivaldi, Bach and Beethoven. They introduce other faiths well such as Judaism, Hinduism and Islam. There is a very good range of outings including visits to the theatre and visitors include musicians and dancers from other countries. These experiences very effectively support pupils' awareness of their cultural heritage and further develop their spiritual, personal, social and cultural development.

⁸ This is a new project to encourage pupils to problem solve and take initiative by taking a challenge that they select from a special box.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school provides a very high level of care for its pupils based on Christian values. Although the school is less than three years old, it has established a strong sense of a family community. All involved in the school, ranging from the caretaker to the governors, put great importance on the pupils' welfare, particularly given the diverse backgrounds of over half the pupils. All pupils are treated with respect and consideration. Staff are good listeners and pupils' concerns are handled sympathetically. The headteacher, who has a high profile around the school, knows all pupils by name. Supervision is very good and pupils are safe and secure at all times. Parents are very appreciative of the high standards of care shown by the staff.
43. The school takes the organisation of lunchtime very seriously. Dining arrangements are very good and standards of behaviour when eating are considered very important. For example, good table manners are expected and pupils bringing packed lunches are encouraged to eat their sandwiches off a plate. There is a good team spirit amongst the lunchtime supervisory staff and, after each lunchtime session, they meet to discuss any concerns regarding individual pupils. They strive to ensure a consistency of approach to behavioural matters. This is very good practice.
44. Procedures for child protection are good. The person with responsibility is fully trained and makes sure that staff are familiar with the school's procedures and current good practice in the subject. Health and safety issues are taken seriously. Procedures are effective. The headteacher and governors regularly inspect the premises, first aid cover is good, fire drills are regular and all equipment is subject to annual safety checks.
45. Procedures for monitoring and promoting good attendance are very good and proving effective with this year's improvement in attendance figures. Registers are checked in detail every week. Pupils with poor attendance are targeted and parents contacted. Holidays in term time are discouraged, particularly extended holidays in the Indian sub-continent. Good use is made of the services of the educational welfare officer including giving a recent address to pupils and parents on the importance of good attendance. The school considers promoting good attendance is not just setting up monitoring procedures, but creating an environment where pupils want to come to school and where parents feel comfortable in approaching staff. In both these aspects the school is very successful.
46. Behaviour management procedures are very good. This is an area in which the school has put considerable time and effort. In the short life of the school, the procedures have already been revised to improve their effectiveness. All staff, including lunchtime supervisory staff, are involved in applying the policy. Rules are well publicised and applied with a high degree of consistency throughout the school. A great emphasis is placed on recognising good behaviour even, for instance, sending a card home through the post to inform parents when a pupil has done particularly well. Each day pupils 'earn' their Golden Time by their own actions. Very good records are kept. Every pupil's behaviour is monitored on tracking sheets, which are examined regularly by the headteacher and her deputy. Pupils with challenging behaviour are very well supported. Incidents of bullying are recorded and parents informed if appropriate. The school has a clear policy on racial equality. Racism is not tolerated and is not a problem in the school.
47. The school's arrangements for monitoring personal development are informal but good. The staff know the pupils very well. The sections in the pupils' annual reports on personal qualities are very well written, covering both good points and areas where improvement is needed.
48. The school has developed a wide range of assessment procedures for literacy and numeracy, which are of good quality. It is currently involved in a national initiative, which

focuses on on-going assessment. The school is focusing on science at the beginning of this new project in order to raise standards further in this subject. Targets for literacy and numeracy are well established and realistic. The school analyses the results of the formal testing carried out twice a year and predicts future targets for each pupil in English and mathematics. However, the high levels of pupil mobility and lack of information from previous schools make overall analysis very complex. A range of procedures is being developed to track progress as pupils move through the school to support future planning.

49. The school makes good use of assessment information in literacy and numeracy to support its provision for all pupils. In particular the information is invaluable in planning the work of pupils with special educational needs and pupils with English as an additional language. Teachers and support staff draw upon this information effectively to work with individuals and groups of pupils. For example, assessment information supports the work of booster classes, Additional and Extended Literacy Strategies and work with individual pupils who have specific needs. At present there is no register for gifted and talented pupils, this has not been a priority so far; however, the school is able to identify pupils who fall into this category.
50. The school provides good levels of support for pupils, using group targets for literacy and numeracy, in each class. At present individual target setting is recognised as an area for further development. The co-ordinator for assessment is providing very good leadership in developing appropriate procedures for the pupils of the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. Parents have a very high opinion of the school. They are very appreciative of the way the new school has managed to build very effectively a strong sense of community that embraces the pupils, the staff and the parents. Other points they like about the school are:-
- the high expectations the school has of their children;
 - the good quality of the teaching;
 - their children like going to school;
 - the approachability of the staff;
 - the progress their children make;
 - the leadership of the headteacher;
 - the values the school teaches – particularly respect for others.
- The inspectors endorse all the parents' positive views.
52. Some parents have concerns about homework. The inspectors agree that the school does not make the most of opportunities to use homework to extend pupils' learning in Years 3 to 6. A few parents have concerns about behaviour in the school. The inspectors found that pupils are well behaved. The small numbers of pupils with challenging behaviour are well supported and the school's behaviour management procedures are very effective. Overall, behaviour in the school is good.
53. The quality of information for parents is good. The prospectus and the governors' annual report are well written, informative and interesting to read. Both documents have a few minor omissions from what is legally required. The school is aware of these omissions. Newsletters are of very good quality and keep parents very well informed on the life of the school. Half-termly curriculum plans allow parents to know what is about to be taught and this encourages parents to be involved in their child's learning. Class notice boards give parents very detailed information of the content of current literacy and numeracy lessons. There are two parents' meetings a year, but there are very good opportunities every day for parents to discuss any points of concern with either the class teacher or the headteacher before or after school. The 'open door' policy is very much a reality resulting in high level of parent and staff communication. Relationships between parents and staff are very cordial.

54. Pupils' reports are satisfactory overall. All meet legal requirements and give a clear statement on progress. The best reports include guidance on what the child needs to do to improve, written in such a way that the parents can be involved in helping their child. However, some sections of reports are not easy to understand and do not contain enough advice on how to improve. The inclusion in Years 3 to 6 of the National Curriculum levels pupils are currently achieving is very useful in allowing parents to monitor progress from one year to the next. A few parents consider they are not well informed about their child is getting on. The inspectors disagree and feel that overall parents are kept well informed on progress.
55. The school tries very hard to involve parents in the life of the school. Parents make very positive contributions to the school. They are consulted by questionnaire and their responses are considered when drawing up the school development plan. Parents are welcome in the school and encouraged to help in classrooms. Parents are invited to class presentations and the school finds these a useful way of informing parents about what the children are being taught. Parent governors take their role very seriously and are very enthusiastic in supporting the further development of the school. The Friends' Association is active and very successful in arranging social events and fund-raising.
56. The school has established in a short space of time an effective partnership with parents. This is contributing significantly to pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The leadership of the headteacher is excellent. She has very clear long-term goals, which she communicates very effectively across the school community. This is evident in the high level of commitment to improvement from all staff and in the increase of the numbers of parents opting to transfer their children to the school as its reputation grows. She sets very clear priorities and then ensures that action taken is focused clearly on these priorities. This is having a major impact in raising standards in literacy, numeracy and behaviour. The headteacher is determined to provide a very high quality education for every individual pupil that ensures that they each fulfil their potential. This has a significant impact on the emphasis to staff to consider individual needs very carefully, whether this be for their academic or for their personal development. The headteacher combines this determination with a flexibility that allows her to respond to all of the challenges that setting up a new school brings. For example, when the proportion of pupils with behavioural disabilities increased at the top of the school, she worked on a solution with the deputy headteacher, which has had a significant impact on improving both the standards of behaviour and the academic progress of these pupils. The management of the headteacher is very good. She sets up a wide range of efficient systems across the school to ensure the daily, termly and annual life of the school all feed into improving the work of the school. For example, when producing the annual school development plan, she formally consulted teachers, governors, parents and children and then used these views, together with her own priorities, to create a draft plan with her senior management team. This initial draft plan was then refined by further consultation, resulting in a very good quality plan based firmly within the needs of the school community.
58. The leadership and management of the deputy headteacher are very good. She sets a very good example for the rest of the staff, both in her very effective teaching of a very challenging class and in her role outside of the classroom on occasions such as assemblies. She holds a wide range of responsibilities and carries them out very effectively. There is a high quality senior management team that includes the very good special educational needs co-ordinator and the high quality Early Years⁹ co-ordinator. Both of these senior managers also hold the additional posts of literacy or numeracy, which they

⁹ The Early Years refers to the children in the reception class, who have a completely different curriculum and teaching style from the older pupils.

also carry out very well. It is a tribute to both to these co-ordinators and to the organisation and support of the headteacher that these staff carry such a heavy load, yet fulfil them so effectively. The senior management team provides a very effective network across the school for communicating key decisions and for monitoring their implementation. Some co-ordinators have not held their posts for very long because they have only just joined the school. However, they are all very enthusiastic about their roles and have a good understanding of how to take their subjects forward.

59. Although the governing body has not been in place for very long, it has a very good understanding of the strengths and development issues of the school. This is because the headteacher keeps them very well informed and because they are all committed to the work of the school. Governors have all carried out some training and understand the importance of keeping themselves up to date with both the developments in the school and with national education initiatives. There is a well-organised system of committees that supports the work of the full governing body effectively.
60. The headteacher has initiated a very clear cycle for monitoring. This includes comparing pupils' work, co-ordinators scrutinising planning and senior managers monitoring teaching. Due to the time constraints in setting up a new school and the priorities for raising standards of literacy, numeracy and behaviour, this cycle is not fully in place across the curriculum. There are plans to take other subjects in turn, to ensure that pupils make steady progress across all subjects. The school uses opportunities of involvement in national and local pilot projects very effectively for developing and monitoring their own priorities. For example, it is using its involvement in the Assessment for Learning project to extend the quality of teaching and learning in science.
61. Financial management at the school is very good. The school uses the part-time services of a professional school bursar very effectively. Initial setting-up allowances for the new school have been spread over four years and, although these allowances are beginning to tail off, the current budget still includes a significant amount to cover start-up costs. This makes any comparisons with national data invalid. Money has been spent sensibly and there is no evidence of waste. The school improvement plan is a very well used working document and developed on the basis of achieving the highest standards from the money available. It is very well supplemented by individual action plans covering specific areas of development within the school. Reserves have been high during the transitional period but are budgeted to be nil by the end of the current financial year. The school's administrator is very competent and operates a well-run office. Accurate information can be found quickly. She handles the school's finances very efficiently making good use of the computer systems available. The headteacher and governors are kept well informed on the state of the finances. The school benefits from a number of specific grants and the money from these grants is being used very well for the purposes it was intended. The school considers that the amount it receives for pupils with special needs is insufficient and allocates part of the main budget with the aim of giving better provision and achieving higher standards for these pupils.
62. Staffing levels in the school are very good. Arrangements for job sharing are working well, with very good levels of communication between the pairs of teachers. Pupils benefit from the contrasting teaching styles of the teachers. The school places a high value on developing the expertise of each member of staff, whilst sustaining a whole school focus on key priorities, such as literacy, numeracy and behaviour management. Performance management is fully in place and is carefully related to the staff development programme. The school deploys support staff very well, particularly to support the behaviour management and in giving pupils and groups additional help. Arrangements for supporting staff new to the school are good. They are quickly made to feel part of the team and informed well on the school's procedures.

63. Accommodation is good. The headteacher has been particularly successful in converting an empty, large and unattractive Middle School building into a very inviting and carefully organised context for primary school pupils. Large spaces have been converted very effectively to provide a range of smaller welcoming areas that are inviting for pupils and provide areas for several classes, medium or small groups as well as individual facilities. The staff use these areas very well to support individuals and groups. For example, at one time there were four reception children working with the nursery nurse on the Talking Partners project, a group was using the headphones to listen to a story and two teaching assistants were working with individual pupils with special educational needs. Great care has been taken in the layout, display, level of internal decoration and use made of various rooms. For example, both the libraries in both ends of the school have been made particularly attractive with the intention of encouraging browsing and developing a love of books. Displays are interesting and celebrate pupils' achievements. The school has just established a computer suite, which is having a very positive impact on pupils' progress. There is a large gymnasium, which ensures that pupils have plenty of space to work. However, the school does not have a field large enough for sports. The building, although old, is well cared for and kept very clean by a conscientious caretaker and cleaners. Learning resources are adequate and well organised.
64. Standards are increasing from a low level based on very small numbers. Progress is very good in mathematics and good in reading, speaking and listening and information and communication technology. Pupils with special educational needs, English as an additional language and refugees all make very good progress. Reception children make excellent progress. Relationships are very good and the great majority of pupils have very positive attitudes towards their work. Teaching is good. Leadership and management are very good. The school's budget is currently high due to start-up costs being included. It will be another two years before the school's costs can be compared directly with national data. At present, the inspection team judges that the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to continue the very effective development of this school, the headteacher, governors and staff should:-

(1) raise standards in writing by:-

- promoting a more consistent approach to developing writing across the curriculum;
- devising strategies to improve the presentation of written work, including handwriting, throughout the curriculum;
- using marking more consistently to support the identification of individual targets for improvement;
- identifying specific tasks to help average attaining pupils improve the overall quality of their written work;

Paragraphs 3, 5, 7, 79-80, 97, 112, 114, 117, 119

(2) raise standards in science by:-

- ensuring investigative science is taught and learned consistently through the school;
- increasing opportunities for developing predicting and hypothesising skills;
- providing frameworks for pupils to produce written records of their experiments that show the scientific process;
- extending opportunities for older pupils to devise their own investigations;
- teaching key scientific vocabulary in each year group that becomes more complex as pupils move through the school;
- implementing the new assessment systems in order to track individuals' progress more closely;
- implementing the plans to monitor and evaluate the current work of the school in this subject.

Paragraphs 3, 8, 23, 92, 95

In addition to these key issues the governors should include the following weaknesses in their action plan:-

- rates of attendance are below average; (paragraphs 18, 45)
- the school has not had enough time to ensure that all aspects of the curriculum are covered systematically; (paragraphs 30, 34, 127)
- the marking of pupils' work is inconsistent; (paragraph 26)
- homework does not systematically extend pupils' learning in Years 3 to 6. (paragraphs 26, 81, 98)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	42

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	4	11	12	8	1	0	0
Percentage	11	31	33	22	3	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 almost three percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	140
Number of full-time pupils known to be eligible for free school meals	36
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	39
English as an additional language	No of pupils
Number of pupils with English as an additional language	28
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	7.7 ¹⁰
National comparative data	5.4

Unauthorised absence

	%
School data	0.8
National comparative data	0.5

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

¹⁰ This is last year's figure. This year's figure is significantly better.

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	8	6	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	* ¹¹	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 2 or above	School	64 (67)	64 (67)	71 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 2 or above	School	71 (67)	71 (83)	71 (100)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	4	2	6

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	8
Percentage of pupils at NC level 4 or above	School	50 (31)	0 (15)	50 (46)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 4 or above	School	50 (38)	67 (46)	50 (38)
	National	73 (72)	74 (74)	82 (82)

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

¹¹ These results are not published because there are fewer than ten pupils in these categories.

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	99	2	0
White – Irish	2	1	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	3	1	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	21	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	1	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	3	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)	7.4
Number of pupils per qualified teacher	18.9
Average class size	23.3

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	184

FTE means full-time equivalent.

Financial information

Financial year	2002 - 2003
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	£
Total income	561,951
Total expenditure	510,260
Expenditure per pupil	4,252 ¹²
Balance brought forward from previous year	46,578
Balance carried forward to next year	51,690 ¹³

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	2.4

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.

¹² This reflects the additional money that the school was allocated to change the empty middle school building into a primary school.

¹³ This includes money that has been earmarked for the completion of the setting up of the new school.

Results of the survey of parents and carers

Questionnaire return rate 30.7%

Number of questionnaires sent out	140
Number of questionnaires returned	43

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	26	0	0	0
My child is making good progress in school.	70	28	2	0	0
Behaviour in the school is good.	42	37	12	2	7
My child gets the right amount of work to do at home.	42	35	16	5	2
The teaching is good.	79	19	0	0	2
I am kept well informed about how my child is getting on.	49	37	12	2	0
I would feel comfortable about approaching the school with questions or a problem.	79	19	2	0	0
The school expects my child to work hard and achieve his or her best.	82	16	0	0	2
The school works closely with parents.	49	42	7	0	2
The school is well led and managed.	60	33	5	0	2
The school is helping my child become mature and responsible.	63	30	2	0	5
The school provides an interesting range of activities outside lessons.	44	47	2	2	5

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

66. The current reception class now contains the usual cross section of children expected for the school once it has reached its full capacity. Most children in this class began their schooling in September. However, there is still some mobility of children during the year due to the continuing impact of the reorganisation of schools in the borough. The assessment on entry at the beginning of the year shows average attainment with a very wide range of ability. There are more children with special educational needs than average and more children with English as an additional language than average. There is also one child who is a refugee. There is a highly effective teaching team of a teacher and a nursery nurse in this class. They work extremely well together and provide a rich, stimulating and well-organised context for the children's learning. This is having a very positive impact on standards and children are on line to have very high standards in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development by the end of the year. In physical development children are on track to be well above the expected levels.

Personal, social and emotional development

67. Teaching is excellent. The planning for these aspects of children's development is meticulous. Every independent area of learning is considered in minute detail to ensure that children make the most of their opportunities to learn in their independent activities. Children make full use of these opportunities and develop very high levels of sharing and co-operation. For example, children help each other to form numbers from dough and suggest ways to create difficult shapes such as three. Children have very high levels of independence and sustain their concentration for very considerable periods. They all work happily together with harmonious mixes of different ethnic groups, different levels of attainment and different genders. For example, three children created a complex role play in the sand, using a story book specially written for this corner of the classroom and with high quality resources that matched the content of the story. Children have very high levels of confidence because the teaching team supports each child extremely effectively, carefully monitoring the individual needs of each child. The teaching team provides a carefully balanced range of activities for children to develop personal skills. These range from a stimulating choice of tasks for children as soon as they arrive in the morning with their parents, to carefully planned time for children to work on independent tasks during lessons, to formal whole class circle time. Children show great confidence when contributing to circle time. For example, they complete the sentence of *'I feel special when...'* with all children sustaining their concentration as everyone takes their turn.

Communication, language and literacy

68. Teaching is outstanding and is having a huge impact on the excellent progress children make in this Area of Learning. Children contribute with great confidence to whole class discussion. They speak in complete sentences because the teaching team expects them to and supports each child to do so. More able children are expected to use complex technical terms that have been included in the lesson by the teaching staff. For example, six children used the term 'phoneme' correctly when explaining about tackling new words. Children with special educational needs make excellent progress in speaking because the school uses the Talking Partners project so well, using children's own experiences as a key feature of the teaching. Children respond extremely well to this group work. For example, a child who was usually very shy said, *'I've got a towel with flowers, purple flowers'*. Standards in reading are extremely high. A quarter of the children in the class are reading at a very much higher level than expected and half of the rest of the class are reading well

above the expected level. They all thoroughly enjoy books because the teaching team uses them so skilfully in whole class sessions, group work, individual work and in independent tasks. For example, a special educational needs child was fascinated with a story about a shrinking girl and made a wealth of suggestions about why she was getting smaller. Children have great confidence in tackling an unknown word because the teaching team explains this carefully in whole class sessions and then reinforces it when sharing a book with individuals. Children have a very good understanding of non-fiction because the teaching team explains the different features of these books and then produces reference books from the children's own work. For example, children made a catalogue of different coloured flowers and plants with foliage for use in their florist's shop. Children's standards in writing are very high. More able children write simple sentences supported by the teacher such as, '*Lee was stuck in a tree with a flea on his knee*'. Most children produce clearly written letters, which are the correct way round. Children are keen to write independently across a range of different styles, which are then put on the Mark-making Board.

Mathematical development

69. Teaching is excellent. Children thoroughly enjoy handling numbers because they receive a wide range of stimulating opportunities to develop these skills that match their needs. The teaching team organises these opportunities very carefully, which ensures excellent progress. More able children handle tens and units very confidently and add numbers below ten accurately. Children sustain high levels of concentration when they work with numbers, ordering numbers to ten with great confidence and writing them whenever there is an opportunity. For example, during an outdoor work session, children chalked huge numbers on the floor, seeing who could get to the highest number. Only a ninth of the class is below the level expected at the end of Year 1. Children with special educational needs order numbers to five confidently because there are stimulating resources to reinforce this skill. For example, children pegged washing with numbers on them in the correct order onto a washing line. Children have a very good understanding of shapes. They identify triangles, squares and cylinders confidently.

Knowledge and understanding of the world

70. Teaching is excellent, with a very careful balance across each of the aspects of this Area of Learning. Children make excellent progress. They are very inquisitive and are fascinated with the different experiments they carry out. For example, they thoroughly enjoyed feeling the top of the cress that has grown in different conditions and explained why some was long and straggly and some was pale coloured. They name the different parts of plants correctly and more able children have very good observational skills. For example, a child said, '*The difference between the bean and the pea seeds are that one is oval and one is round*'. Children all handle computers confidently because they work regularly in the computer suite and develop confidence in handling the equipment. They manipulate images around the screen accurately and enjoy reaching the end of the task. They understand how to use the icons on the desktop in order to access different programs because the teaching team expects children to do this for themselves rather than doing it for them. Children have a very good understanding of different geographical features around their school because the teacher organises exciting visits for them. For example, they visited a fire station and every child had the opportunity to direct the water from the fire fighter's hose. The teaching team uses the diversity of the ethnic groups very effectively to extend children's understanding of different cultures and beliefs. For example, they produced a very high quality display of Pakistani clothes, books and other objects.

Physical development

71. Teaching is very good. Children handle tools with great confidence because they have a wealth of opportunities to develop these skills across the different areas set up in the classroom. For example, they build complicated models with construction equipment usually used for older pupils. They use paint brushes and pencils correctly because they are given individual support from adults, including parent volunteers. The outdoor play area is in a separate part of the school building and the teaching team is working hard to extend children's learning to this newly developed area. Children develop confidence in moving in large spaces through activities such as visiting the local park or taking part in simple Judo activities during Creative Arts Week.

Creative development

72. Teaching is excellent and children develop both skills and sensitivity in this Area of Learning. They show great maturity in the role play because these opportunities are so carefully set up by the teaching team. For example, the class visited a florist's shop to learn about the different colours and types of flowers that are available and how to make up formal bouquets. Children then created different situations in their own role play area, using the great variety of flowers provided by the teaching team. Children develop very sensitive musical skills because they have formal lessons with the music co-ordinator, who ensures that children use a wide variety of musical instruments and learn how to wait their turn to play them. Children move gracefully in different dance sequences, such as creating patterns with long ribbons, or moving in Pakistani costumes because the teaching team makes very good use of visiting specialists who demonstrate these skills. The teaching team provides a rich variety of opportunities for extending handling paint, collage and drawing skills and children combine different techniques skilfully to create pictures and collages. For example, they produced high quality collages of flowers, using imaginative combinations of materials to produce highly individual responses to the task.

ENGLISH

73. The results of the national tests for seven and eleven year olds in 2002 are based upon a small cohort of pupils, all of whom transferred to the school for a variety of reasons. By age seven standards in these tests were well below average in reading and below average in writing. By the age of eleven standards were well below average in English. There are no reliable data to judge improvement against prior attainment.
74. The inspection judges that one year later standards are significantly higher. By the age of seven and also by the age of eleven, standards are average in speaking and listening and reading. They are below average in writing. This improvement is based upon a number of factors that include good teaching, the very good levels of support for pupils with special educational needs, pupils with English as an additional language and refugees, together with the leadership of the subject co-ordinator. The school makes very good use of external initiatives to support pupils' progress. These include the Better Reading and Talking Partners schemes, which extend individual pupils' reading and talking skills very effectively. All of these factors contribute to good rates of achievement gained by the majority of pupils, including those who have joined the school at different intervals.
75. Throughout the school, pupils are encouraged to participate actively in learning. A strong feature in teaching is discussion, often based upon effective questioning. This encourages pupils to listen carefully and speak clearly. For example, in Year 1, pupils recognise and pronounce letter sounds accurately, going on to describe familiar events confidently. In Year 2, they use pictorial clues to identify and comment upon different animals from an instructional text. In this group the high level of support for pupils with special educational

needs and pupils with English as an additional language provides good opportunities for them. This ensures that all groups within the class achieve good rates of progress.

76. As pupils move through the school, the clear classroom routines established provide further opportunities for all pupils to speak and listen. For example, in the Year 3/4 class, a lively discussion focuses upon a recent visit to Cliffe Castle and pupils then move on to group work, where they plan their writing together. In Year 5, well-judged questions help pupils interpret the motives of different characters from the novel, *Carrie's War*. Pupils speak clearly to discuss the likely feelings of characters involved in a journey. In Year 6, pupils listen carefully to one another reading an instructional text. They use technical vocabulary such as 'herbivores' correctly. The challenging teaching here promotes very effective rates of learning. As with the younger pupils, all groups are effectively drawn into learning because teachers and support staff have clear objectives when supporting pupils with special educational needs, pupils with English as an additional language and refugees.
77. The school provides a wealth of different opportunities for pupils to read. Year 2 pupils read accurately from a range of appropriate fictional text. Higher attaining pupils are fluent and the most able achieve the higher levels for their age. Other groups of pupils have sufficient skills to tackle most new words and pronounce them correctly. Pupils recall the main events of stories and some comment perceptively upon plot and character. Most pupils can distinguish between fiction and non-fiction. They locate the index and know its purpose; however, some struggle to use it as their knowledge of the alphabet is not secure. Good opportunities for guided reading, supported by home reading, ensure all pupils have good access to literature and information texts. This helps raise standards.
78. By the age of eleven, pupils read accurately from appropriate texts and the more able choose substantial novels, such as *Lord of the Rings*. Most pupils read with fluency and expression, pronouncing less familiar words, such as 'tantalising' accurately. They discuss plot and character in detail, commenting upon their preferred authors and comparing one to another. All ability groups are familiar with popular children's fiction and a number read widely. They have appropriate dictionary skills and know how to locate information books in the library. Pupils are encouraged to read widely for both information and leisure and have good access to books, which support home reading. There is evidence of reading standards rising within Years 3 to 6. For example, the most able readers in Year 5 are achieving Year 6 standards.
79. In Year 2 there is a significant proportion of pupils with special educational needs and pupils with English as an additional language. By the age of seven, more able pupils produce accurate handwriting of regular shape and size. However, other ability groups are still developing their letters. Standards in punctuation are variable, with only the more able using basic punctuation consistently. The written content shows more able pupils organising their ideas into grammatical sentences and extending their thoughts into short stories and accounts. Again, other groups of pupils have difficulty with their extended writing and their standards of work are below average.
80. By the age of eleven, handwriting is quite accurate in shape, but there is an inconsistency in the use of joined up writing. Higher attaining pupils make good use of descriptive and imaginative language but, for other groups, the range of vocabulary is somewhat restricted. Standards of punctuation and spelling are also variable. Pupils develop a reasonable range of writing, including descriptive and imaginative prose, some poetry and dialogue. However, across the curriculum, for example in history and geography, there is insufficient use of extended writing amongst older pupils. Because of this, too few pupils achieve high enough standards in their writing. However, class records indicate that standards of writing in Year 6 have improved significantly during the school year, starting from a low base. This is because of very good teaching in literacy lessons and a clear focus upon developing an

understanding of meaning and the use of appropriate language. Good examples of this are where pupils describe guinea pigs as 'nocturnal' and light being a 'spectrum of colours'.

81. The good teaching throughout the school is achieving very effective rates of learning, particularly the very good teaching of basic skills. Staff have a secure understanding of the literacy strategy, they plan carefully and use imaginative resource material. Good quality questioning ensures all pupils are drawn into discussion effectively. There is some inconsistency in the overall quality of marking and comments provided for individual guidance. Pupil management is very good and class teachers work very well with teaching assistants, who perform a variety of roles. Because of this all groups of pupils have very good support and the range of individual learning programmes for pupils with special educational needs and pupils with English as an additional language helps raise their achievement. External staff provide very effective support for pupils with English as an additional language and refugees. Teachers use information and communication technology well in English to extend pupils' skills in word processing. They provide good opportunities for developing reading and speaking and listening in other subjects of the curriculum, but they miss some opportunities to extend writing skills in different subjects. Where teaching is particularly good, high levels of challenge help raise standards. This is particularly so in discussion activities when pupils are made to think and to select appropriate vocabulary in their replies. For the most part, behaviour and attitudes are good and, where they are not, staff handle difficult situations skilfully and calmly. Some opportunities are missed in Years 3 to 6 for using homework to extend pupils' learning.
82. The quality of the curriculum is good and all elements of literacy are included with considerable enrichment through theatre visits, story tellers and the celebration of World Book Day. This makes an effective contribution to pupils' personal development. There is an appropriate range of assessment procedures in place, which inform teaching and learning effectively. There are not always enough opportunities identified in other subjects to help promote writing across the curriculum. The co-ordinator provides very good leadership in identifying priorities and promoting these energetically. For example, she has a major role in the continuing development of staff training for literacy and has made a number of targeted purchases to improve resources. The changes in staffing in the local education authority support structure for literacy have placed a considerable burden upon her. When taking into account the high proportion of pupils with special educational needs and pupils with English as an additional language in the school, coupled with high mobility and the short length of time many pupils have attended, overall achievement in English, during the current school year, is judged to be very good.

MATHEMATICS

83. The 2002 national test results in mathematics are not reliable for the same reasons as outlined in English. Standards of Year 2 pupils in these tests were well below average in mathematics. Standards of Year 6 pupils were very low. The school has placed a high priority on mathematics and has received very good support from the local education authority. These features have had a significant impact on the good progress now made in this subject.
84. The inspection judges the standards of Year 2 pupils to be above average overall because the quality of teaching is very good. By the end of Year 6, standards are average overall. This apparent lack of progress is because these pupils only joined the school from Year 4 at the earliest, coming from several different schools where they had learnt their mathematics in different ways. Most pupils who joined the school when it opened lacked a common understanding of the basic skills of calculation, had experienced different teaching styles and a high proportion of them had a wide range of special educational needs that included mathematics. The school decided to teach the basic skills of numeracy in an investigative and problem-solving way and has been very successful. As a result, pupils now have the

opportunity to make a fresh start in their learning to develop confidence and to share and talk about their experiences. For example, all teachers allocate time at the beginning of each lesson for pupils to practise mental calculation and discuss their results. This has a positive effect in developing their knowledge and understanding in mental calculation, their social development and speaking and listening skills. All pupils have made very good progress within the short period of time in which they have attended the school. This is because, since their appointments, teachers have established very good systems to analyse each pupil's strengths and weaknesses and have set up very good systems to track and assess their progress. Teachers analyse the needs of pupils with special educational needs carefully and provide well-structured programmes to ensure that they make very good progress. Pupils with English as an additional language and refugees are given well-targeted individual support to ensure that they understand the work of the rest of the class. This is because there is a clear focus on raising standards whilst never losing sight of the special needs of these pupils. Teaching assistants provide additional very good support and know these pupils very well. There is no significant difference between the attainment of girls and boys. The majority of pupils have very positive attitudes to their work. The subject co-ordinator is very knowledgeable and enthusiastic about ensuring that all pupils reach their full potential. All staff are determined to raise standards because they have a shared commitment and a very good capacity to succeed.

85. Year 1 pupils enjoy mathematics and participate readily in a range of activities. For example, the teacher skilfully used a counting stick to support them as they counted in ones to at least 50. Pupils use addition and subtraction confidently and enjoy finding out the missing numbers from sums because teachers present this in a challenging way. Year 2 pupils enjoy using simple fractions and handle multiples of ten confidently because teachers support them well in acquiring these skills. Below average pupils, those with special educational needs and those learning English as an additional language carefully sort a set of digits from 10 to 100 in the correct ascending order because they receive very good support from the teaching assistant. Their teacher has very good subject knowledge and clearly explains each task so that they know exactly what they have to do. As a result, they are enthusiastic learners and want to take part in the lesson. One pupil whispered, *'I can't do half of 50 because it is an odd number'*. All teachers provide their pupils with regular opportunities to work together in an investigative way. Pupils identify both two and three-dimensional shapes correctly and have accurate measuring skills because they get regular opportunities to develop these skills. There are many opportunities to develop their speaking and listening skills because they enjoy their lessons are eager to take part and please their teacher. They establish very good relationships with each other and their teacher. As a result, this has a very positive impact on their personal development and they all make very good progress.
86. In Years 3 and 4, pupils work hard because their teacher has planned the lesson very well and pupils know exactly what to do. They make steady progress because they are well behaved and have positive attitudes to their work. They multiply confidently by three and six and add numbers with hundreds, tens and units accurately because the teacher explains how to do this very clearly. However, there were few opportunities for pupils to respond to open-ended questions to make them think and discuss their results. As a result, some pupils sat quietly and were less eager to respond. Pupils with special needs and those for whom English is an additional language make satisfactory progress within their targets because the teaching assistant provides very good support.
87. Year 5 pupils further develop their multiplication and division skills and work with long multiplication. Teaching is very good because of very good planning which is well matched to the needs of the different abilities within the class. The teacher provides challenging questions, which often begin with *'why do you think that....?'*, to encourage pupils to develop their speaking skills to explain their understanding of the task. She sets a brisk, lively pace so all are interested, are very well behaved and want to learn. She has very

good subject knowledge, which she shares enthusiastically with her pupils. For example, when they were swiftly recalling their nine times table, she reminded them, *'If you add the two digits in your answer, together they should total nine'*.

88. By the age of eleven, most pupils have a range of strategies that they use enthusiastically to solve number problems. They employ clear strategies to solve number problems and show their methods clearly. They handle numbers confidently at the expected level because the teacher gives them well-sequenced tasks to develop these skills. More able pupils tackle different averages correctly. In one very good Year 6 lesson, pupils worked very confidently and with enthusiasm because their teacher had established excellent relationships with them, planned very clearly and had high expectations of what they should achieve. They are confident speakers because the teacher provides many opportunities for them to discuss or question their tasks and gives them time to reflect. For example, *'I know the meaning of the product of two numbers. It's the answer you reach when you multiply two numbers together'* and *'a multiple is a number in a times table'*. Pupils behave in a mature and responsible manner and have very positive attitudes to their learning because they share their teacher's enthusiasm. They engage in animated discussions as they work together in this problem-solving way. For example, one pupil stated, *'I know what the learning objective is going to be – improve your methods in solving long multiplication'*.
89. The quality of teaching is very good overall. All teachers plan effectively for their pupils. As a result, their lessons have a sharp focus, move at a brisk pace and the teaching is clear and authoritative. They mark work regularly but the quality of marking is inconsistent throughout the school. The best marking clearly indicates what pupils have learned and what they need to do next to improve. All teachers bring pupils together at the end of each lesson to share and recall what they have learned. All teachers use this opportunity well to praise pupils' efforts and to boost their confidence. Most pupils work neatly because their teachers clearly expect them to take a pride in their work. Teaching assistants provide very valuable support as they work alongside teachers and those pupils who need extra help. Teachers extend numeracy skills well across the curriculum because the school has worked hard to identify ways of solving using practical problem-solving mathematical skills in different subjects. Teachers include interesting activities in information and communication technology to reinforce mathematical understanding and skills.
90. The school provides rich opportunities for Year 6 pupils to further develop their mathematical thinking skills. Before the start of the school day, they may choose to work in an investigative way by choosing an investigation from the 'Thinking out of a Box' activity. This experience has a positive impact on pupils' personal, social and mathematical development.
91. The school makes very good use of a valuable range of assessment procedures. It carefully analyses the results of national and school tests. It carefully tracks pupils' progress as they move through the school to measure their progress more accurately. Teachers use these results to focus on what individuals or groups of pupils need to know to raise standards further. They pay attention to equal provision for boys and girls and for all groups of pupils whatever their ability or race. The co-ordinator is very knowledgeable and enthusiastic. Together with the headteacher and numeracy consultant, she has monitored teachers' plans and visited lessons to assess the quality of teaching throughout the school. She is, therefore, aware of the best practice. She provides valuable support to teachers and regularly attends co-ordinators' meetings with other schools to share good practice.

SCIENCE

92. Standards of the Year 6 pupils in the 2002 national tests were very low. However, there were fewer than ten pupils in this year group and these results should be treated with great caution. There were more than ten pupils in Year 2, but all of these pupils had moved to this school from other institutions midway through their schooling, with all the disruption that this produces. Standards in the national tests show attainment as well below average.
93. The school has concentrated on raising standards in literacy and numeracy as a priority for setting up the new school. It has not yet had time to analyse how well the science schemes of work match their own pupils' needs, to identify key teaching strategies or to produce detailed assessment systems. There are clear plans for this subject to be developed throughout the school and the co-ordinator is keen to begin this work. The first target in the pilot Assessment for Learning project being led by the deputy headteacher is focused on science to ensure that this subject now has a higher profile through the school.
94. The inspection judges standards of science in Year 2 as average overall. Pupils make satisfactory progress in Years 1 and 2. Teaching is satisfactory overall, with some good features in Year 2. Although this class has a high proportion of pupils with special educational needs, the teacher addresses these pupils' needs very well and ensures that they make very good progress. Year 2 pupils have the expected level of scientific knowledge and understanding for their age, although they do not receive enough opportunities to extend their skills in investigative science. They understand the importance of healthy eating because they have learnt about the properties of different foods. They describe different materials correctly and use their own words to explain the differences. For example, a pupil wrote that metal was slippery and hard and another wrote that plastic could be soft and squidgy. Pupils use diagrams effectively to show key scientific principles such as simple electrical circuits. They understand how the different components of these circuits work because the teacher provides a range of different work to develop this knowledge. Pupils have some understanding of scientific processes because they carry out a few experiments over the year. However, this is not a regular enough feature in science lessons, which reduces opportunities for pupils to develop these skills. Teachers work very well with teaching assistants to ensure that pupils with English as an additional language make very good progress through extra help in understanding the content of lessons. Literacy skills are extended well in science lessons in Years 1 and 2, with pupils expected to write about their work in their own words. For example, a Year 2 pupil wrote, *'Put the water in the ice cube tray and then leave to for 15 minutes. Then when that time has gone, check if they are done'*.
95. Standards of Year 6 pupils are below average. This is because the majority of these pupils have attended different schools and have covered a great variety of different programmes of work before they arrived in this school. There is a high proportion of pupils with special educational needs in this class. However, the scrutiny of pupils' work shows that they have made very good progress over the past term, since the current teacher began her work in this class. These pupils have a better understanding of the material aspects of science because they have covered this work more thoroughly than other aspects over the year. They understand about the composition of air and the effect of water in filtration. For example, a pupil wrote, *'We observed that bubbles came up when the water was poured onto the sponge'*. Pupils understand about conductors and insulators and about simple electrical circuits. They use the correct scientific names for different parts of the human skeleton, but have not covered other aspects of human living processes. They use simple charts and have some understanding of fair tests. The lower than average standard of literacy of these pupils restricts their use of writing and of recording of their scientific work.
96. Teaching is good overall in Years 3 to 6 with some very good features in Years 5 and 6. In these classes teachers have high expectations and urge pupils to improve their work. For

example, in Year 5 a pupil began the year writing very simple records of the work in class and by this term had developed skills of writing detailed accounts of his work, with accurate use of measuring during investigations. In Year 6 the teacher uses success criteria very effectively to identify for pupils what they need to cover during a lesson, which gives pupils a clear focus for learning. This teacher uses previous learning very well to remind pupils of key scientific principles at the beginning of a new lesson. For example, a pupil with special educational needs recalled his knowledge of light, *'Objects can be translucent, transparent or opaque. A shadow is formed when opaque material blocks the light or a ray of light and the beam cannot pass through it'*. The teacher then used this very effectively to outline the new learning for the lesson. Girls and boys work well together, particularly in Year 6 where they carry out investigations in mixed pairs, co-operating well to carry out their experiments. Teachers provide some opportunities for pupils to devise their own investigations, but this is not systematically organised for the older pupils. This restricts pupils' opportunities for reaching the higher levels of investigative science.

97. Pupils enjoy science. The great majority behave very well in lessons and tackle their work responsibly. They approach investigations with enthusiasm and co-operate well in carrying out their practical work. However, pupils do not all take care with the presentation of their work. A very small minority of pupils with behavioural disabilities find concentration difficult. Teachers manage these pupils very skilfully and they do not disturb the work of the rest of the class.
98. Due to the lack of time that the school has had to fully monitor the work of teachers through the school, there are some inconsistencies in teaching and learning. These include different levels in the use of scientific vocabulary in lessons and no clear programme for systematically teaching this as pupils progress through the school. Some teachers ensure that pupils use hypothesising and predicting skills regularly, whereas in other classes these skills are not developed systematically. Teachers use different formats to support pupils in recording investigative work and some teachers do not include the recording of the full scientific process often enough in lessons. Teachers of older pupils use homework occasionally to reinforce learning or to prepare pupils for future learning, but this is not carried out systematically. The school has not identified the way that information and communication technology is used in this subject. It has made a good start in setting up the schemes of work for science through the school, monitoring planning and ensuring that there are appropriate resources to support teaching and learning.

ART AND DESIGN

99. Standards of Year 2 pupils are above the level expected and they make very good progress. Standards of Year 6 pupils are at the expected level, which represents good achievement because of the high proportion of pupils with special educational needs in this class. Most of these pupils have come from other schools with a wide range of learning experiences. All teachers provide their pupils with an exciting range of activities, which they thoroughly enjoy. The school's philosophy is that art and design is a powerful, creative tool with which all pupils gain confidence and self-esteem. They have rich opportunities to work collaboratively and achieve success by exploring and portraying their emotions and feelings. For example, Creative Arts Week clearly illustrates the school's determination to provide a wealth of exciting experiences for all pupils to enjoy and develop their artistic skills. The enthusiastic and knowledgeable co-ordinator has a very clear overview of the quality of teaching throughout the school. All teachers make good use of nationally approved guidelines that give detailed guidance about the knowledge, skills and techniques that pupils need to know as they move through the school. Assessment is informal at present, but is planned for the future.
100. Teachers' plans are very clear and illustrate their very good subject knowledge and high expectations for their pupils to succeed. Year 1 pupils make very good use of their sketch

pads to create fine observational drawings of, for example, spring flowers such as daffodils and forsythia, with bold stalks and detailed stems. Their red and yellow tulips have prominent leaves with careful detail. They employ a variety of techniques to create a woven design, using strips of colourful fabric to weave through pieces of wool wrapped around a cardboard frame. In Year 2, their colourful display, 'Can Buildings Speak?' illustrates their experiences of a walk around the school. Through very careful observation, they explore colour, pattern, rubbings, texture, line and tone, combining and organising them for different purposes. They interpret the passage of time throughout a day in their circular paintings and make good links with information and communication technology to draw robots using various simple two-dimensional shapes.

101. Pupils in Years 3 to 6 build satisfactorily on their knowledge and skills acquired earlier. Year 3 and 4 pupils make satisfactory links with religious education when they make cards to celebrate the birth of a new baby in the Christian faith. Year 5 pupils use clay to design and model three-dimensional containers and painted these carefully and attractively. Pupils in Years 5 and 6 further extend their links with religious education and literacy. Their sensitive pencil sketches of, for example, their comparisons between Christianity and Buddhism are perceptively described in the captions beneath their drawings. *'Jesus and Buddha were like each other. They both sought peace.'* Another, of Jesus' expression on his face, explained, *'I made Him look blank because He was calm, peaceful and balanced'*. In the excellent Year 6 lesson, pupils work extremely well together in an atmosphere of true determination to investigate and compile visual and tactile qualities of a range of materials to make various types of headgear. The quality of relationships between teacher and pupils provide a very secure platform for all pupils, whatever their ability or race, to work purposefully and succeed. From pupils who only recently had exhibited negative and challenging behaviour come polite requests such as, *'Please pass the scissors. Please would you help me to do this?'* This teacher shares her excellent subject knowledge and high expectations of mature behaviour and sparkles with enthusiasm. There is a clear emphasis on the importance of self-discipline and mature behaviour so that all pupils clearly understand the rules and have a high degree of respect for the teacher and each other. They are very proud of what they have achieved. For example, one pupil sat with his mask over his face, looking into a mirror and gave polite instructions to the teaching assistant on how to arrange his headgear so that he would look his best. Ongoing assessment throughout the lesson confirms that the teacher knows exactly that planning for this lesson is appropriately challenging and that pupils make very good progress. This experience provides an added dimension to pupils' personal, spiritual, moral, social and cultural development.
102. Teachers make good use of three-dimensional work in some classes but this aspect has not yet been extended through the rest of the school and they have little understanding and knowledge of the work of famous artists in Years 3 to 6. This is because since the school opened, the key focus has been on literacy and numeracy. All pupils make good progress in developing their skills in observational drawing and sketching because they regularly use sketch-books throughout the school, particularly in Years 1 and 2. Some use is made of information and communication technology but this is still in its infancy as the computer suite has just recently been introduced. There are very good displays around the school. These are sensitively displayed and illustrate the importance that teachers place on fostering their pupils' self-esteem and worth. A Year 6 display of 'Moving Pictures' illustrates their growing awareness of proportion in the human form. They have used watercolours carefully to suggest shade, depth and contour and incorporated an unusual technique of depicting movement by, for example, including several arms in their paintings.
103. Visits to places of interest such as galleries and the local grammar school provide further opportunities to develop pupils' skills. For example, pupils and a visiting artist have observed buildings of historical interest in the local environment and used their initial sketches to produce high quality lino cuts. These are to be used to paint some of the

school walls. These experiences provide a very valuable contribution to pupils' personal, social and cultural development.

DESIGN AND TECHNOLOGY

104. Attainment of Year 2 pupils in design and technology matches expectations for their age. Pupils' skills and knowledge are developing satisfactorily. Attainment of Year 6 pupils matches expectations in the making element of the subject but skills of designing are not as developed. The school has given a high priority to the allocation of extra time to literacy and numeracy in order to raise standards. Pupils with special educational needs, those for whom English is an additional language and refugees are all fully included in all tasks. As a result, they make satisfactory progress within the targets set for them. The very knowledgeable and clear-thinking co-ordinator is well aware of the strengths and areas for development of the subject and includes them in her action plan. Teachers informally assess pupils' work at the end of each unit of work.
105. In Year 1, pupils produce a simple design of moving parts. They successfully use a variety of materials such as card and split-pins to make a snowman with a moveable hat. They design and make houses with appropriate material for roofs and windows. Their colourful paper puppets and umbrellas handles offer a variety of patterns. In Year 2, pupils' ideas and plans are further developed. They use tools, assemble, join and combine materials and components in a variety of ways. They have regular opportunities to design, for example, vehicles with moving wheels.
106. Year 3 and 4 pupils make satisfactory use of their designing skills. They label their plans carefully, make a short list of components and produce a very brief evaluation of their task. There is clear evidence that they have chosen appropriate tools and equipment to make quality products. They have prepared a variety of appealing sandwiches, with due consideration given to hygiene - *'Use gloves, apron, fridge'* - and provided a short evaluation. A wide selection of photographs and displays confirm that Year 5 and 6 pupils have made a good variety of products such as slippers, percussion instruments and a moveable arm. They have designed and made eye-catching, life-sized chairs for characters from story books, with good proportions, which withstand their weight. However, their labelled sketches and evaluations are generally very brief and general. For example, *'I could have made it better with different materials'* and *'I like it because the colours are bright'*. One more able Year 6 pupil, in a group discussion, remarked, *'I made a prototype'*. No detail of what was not right or how it could be corrected was noted.
107. Year 1 and 2 pupils make satisfactory progress in the development of their designing skills. From Year 3 onwards, they develop a useful record of their designs but do not include measurements in their drawings. There are limited opportunities to develop these skills. This is because pupils have not yet had sufficient opportunities to be involved in this element of the curriculum. Very little use is made of information and communication technology to support pupils' learning or in recording their work. They present their work neatly and their books show good levels of care and interest.
108. The strengths in teachers' planning are:
- satisfactory subject knowledge that is shared well with all pupils;
 - high expectations, evident in the detailed and systematic planning that includes opportunities for assessment at the end of each topic so that pupils make the progress that they should in the making element of the subject;
 - good assessment of pupils' knowledge so that they know exactly what to do;
 - activities that cater well for the full range of ages and attainment in the class so that all participate at their own level;
 - satisfactory quality of appropriate resources so that all pupils have worthwhile experiences;

- pupils are very interested in their work and express their enjoyment of their tasks. They are proud of what they do.

Teachers in the Years 3 to 6 do not include enough detail about designing and evaluating skills.

109. Visits and visitors to the school provide an added dimension to the curriculum. For example, in Creative Arts week, Year 3 and 4 pupils visited Keighley College to learn about brick-laying skills. A local supermarket provided interesting ideas on a variety of methods to design and make packaging for goods. These real-life experiences have a very positive impact on pupils' personal, social and cultural development.

GEOGRAPHY

110. By the age of seven, standards of attainment meet national expectations, but are below expectations by age eleven. This is because of the high proportion of pupils with special educational needs in Year 6. These pupils have also suffered considerable disruption in their education, due to the reorganisation of schools within the local authority. Overall progress in Years 1 and 2 is good and is satisfactory in Years 3 to 6.
111. By the age of seven, pupils develop an appropriate range of skills through studying their immediate locality and surrounding area. They begin to represent this on pictorial maps, showing local roads, buildings and railways. Pupils develop an understanding of mapping through illustrating a landscape and including symbols representing fields, rivers and beaches in the key. They make good use of the 'Isle of Struay' project material to further develop mapping skills and begin to consider occupations within contrasting environments. The subject is taught effectively with good use made of the local environment and resource materials. Because of this pupils achieve well and make good gains in developing geographical skills.
112. By the age of eleven, pupils gain insights into contrasting climatic conditions through studying India. They identify features on a relief map, such as mountains and rivers. A study of Chembakolli enables them to identify the principal features of a village economy based on agriculture. Pupils record its features using mapping skills, but their written work is quite limited in content. A study of the water cycle enables pupils to discover how rainfall occurs. Work on Greece examines tourism. Whilst higher attaining pupils can identify a range of factors which support this industry, other pupils' understanding is more restricted. There is an absence of sustained written work to support this work. Pupils' mapping skills are under-developed and many lack sufficient subject vocabulary to explain their ideas clearly.
113. Standards of teaching are satisfactory overall, with evidence of good teaching in some lessons. Staff take care to ensure appropriate resources are used and set tasks which provide good learning opportunities for different groups of pupils. Speaking and listening is promoted effectively. For example, in a lesson on recycling, pupils respond well to questions and offer some valid opinions. They identify a number of important reasons for recycling common objects and represent these in a poster. Most pupils work hard and complete tasks set.
114. The co-ordinator has worked hard to ensure that an appropriate scheme of work is in place. She provides satisfactory leadership, despite having no specific expertise in the subject or having received any training for her role. The curriculum makes good use of the local environment and also provides opportunities for a residential visit. Some limited use is made of information and communication technology. Assessment procedures are based upon government guidelines and a portfolio of work gives an indication of levels of achievement. Resources have improved through careful purchases. In order to improve

standards, greater attention should be paid to written work and the development of pupils' mapping skills.

HISTORY

115. Standards of Year 2 pupils are at the expected level. Despite some pupils moving into the school midway through their schooling, the good teaching compensates for this disruption. Standards of Year 6 pupils are below the expected level. This is due to the large number of pupils with special educational needs in this year group and the impact of pupils coming from different schools with different levels of knowledge and understanding. Progress is satisfactory in Years 3 to 6.
116. By the age of seven, pupils study a range of topics, which help them develop an appropriate range of skills. Class teachers make good use of resources and set appropriate tasks. Pupils know that individuals, circumstances and objects change over time. Pupils study changes in nursing to distinguish between the appearance of nurses today and one hundred years ago. They are able to sequence events accurately by studying the life of Florence Nightingale. Higher attaining pupils use empathy skills effectively to write her diary of the Crimean War. Other groups of pupils also have some success with this task, but their use of language leads to inconsistencies; for example, they switch between 'I' and 'she' in their writing. This work enables pupils to recognise the influence of key individuals in history. Where teaching is good pupils make gains in the development of their historical skills because there is a clear focus on this development.
117. By age eleven, pupils study a range of topics, including the ancient civilisations of Greece and Egypt, the Tudor dynasty and the Second World War. Good use is also made of the locality to visit nearby Saltaire village and explore aspects of the Industrial Revolution. Pupils are able to make valid comparisons between the lives of rich and poor, rural and urban dwellers. They recognise that different civilisations possess cultural values, which influence beliefs, politics and human relationships. However, only the more able pupils express these ideas at a high enough level in their oral and written work. There is insufficient written work by the older pupils and therefore they do not consolidate their learning thoroughly. Where it is in evidence, pupils make good gains in their learning, which overall is satisfactory.
118. Teaching is satisfactory overall. It is good in the infant classes and satisfactory in Years 3 to 6. Pupils are introduced to a range of stimulating material and class teachers' knowledge and understanding of the subject is secure. As a result learning is satisfactory and pupils, when asked, demonstrate an interest in the subject. They clearly gain valuable insights in local history through educational visits. Pupils with special educational needs and English as a second language receive appropriate support and are fully involved in learning.
119. The co-ordinator has a considerable personal interest in this subject and promotes it effectively. Good use is made of the environment and visiting theatre to broaden the curriculum, which is of good quality. It provides all pupils with enriching experiences enabling them participate in such activities as a Victorian schoolroom and music hall. Assessment procedures are satisfactory, being based upon government guidelines. The portfolio of work is good evidence of progress, rather than standards, because examples of work are not levelled. In order to raise standards, greater attention should be paid to developing pupils' written work.

INFORMATION AND COMMUNICATION TECHNOLOGY

120. The school opened a new computer suite in September 2002 and appointed a new co-ordinator for this subject at the same time. These factors have had a significant impact on standards. Prior to this, pupils already attending the school had few opportunities to study the subject. Pupils who joined the school after that came from a variety of other schools and their prior experience in information and communication technology was very mixed. Because of the reorganisation of schools in the local authority, staff joining the school had not all participated in the national programme of training for this subject.
121. By Year 2, standards of attainment are at the expected level. By Year 6, standards are below national expectations. However, in Years 3, 4 and 5, pupils' standards are at the expected level because they now make very good progress through using the computer suite. This represents very good achievement throughout the school, as pupils have made gains that are the equivalent of between two to three years' progress in one school year. This includes the high proportion of pupils with special educational needs and also pupils with English as an additional language. There are very good opportunities given to all pupils to achieve well, through additional support and carefully matched levels of work.
122. By the age of seven, pupils log on to their computers competently, with the more able pupils demonstrating considerable levels of independence. They are able to select specific programs and open them. They know how to retrieve prior work, save to file and print out hard copies. Pupils word process accurately, understanding how to set out text on screen and alter its font and size. They use this to communicate ideas, writing poems, stories and instructional text. Pupils use 'primary paint' to draw and colour pictures. They combine text with illustrations well to produce Christmas cards. They have sufficient grasp of technical language to identify and name all the components of the hardware they use. Pupils are currently working on retrieving information from CD-ROMs and know that data can be stored in different ways. Within the planned curriculum in Year 2, pupils will shortly use floor robots to learn about control mechanisms.
123. Teaching in Years 1 and 2 is good, with some satisfactory features. Pupils acquire a wide range of skills and apply these effectively to differing tasks. These promote co-operative activities well, which in turn promote good personal development. Overall, class teachers are working effectively in a context where both staff and pupils are still identifying the best means of learning within the computer suite. For example, pupils make good gains in developing their information and communication technology skills. However, they do not always learn sufficiently well from the task, because discussion activities require more careful organisation.
124. By the age of eleven, most pupils make good use of information and communication technology to support their writing in literacy. They are competent in word processing and use this to write stories and poems. In geography they write accounts of visits to places of local interest. Pupils use paint programs to experiment with line and colour. They combine text and pictures using clip-art. Pupils collect data and represent it graphically. For example, they use bar-charts to record the food preferences of their classmates. Pupils are beginning to explore the use of databases and can enter data on a spreadsheet, to calculate the cost of a basket of shopping. A number of pupils have experience of composing music, using an appropriate program. Standards of attainment by age eleven are below average, because pupils have not had time to sufficiently explore simulations, control devices, e-mail or to interrogate data at a high enough level. Pupils are developing an awareness of audience, but this and an understanding of the use of information and communication technology in the wider world require further work. However, in Years 3 and 4 standards are at the expected level, with particular strengths evident in Year 5. Overall, the majority of pupils are becoming more familiar with the routines of using the computer suite and developing a good range of skills.

125. Scrutiny of pupils' work shows that the standard of teaching is good. Where teaching is very good, staff have very secure levels of knowledge and understanding of the processes and uses for information and communication technology. Ideas are presented effectively, using the 'smart keyboard' and inter-active whiteboard. This enables the lesson to develop at a good pace and pupils make rapid gains in the acquisition of skills. On other occasions, the pace is slower and this results in some loss of attention. As with the younger pupils, staff are still developing their teaching methods to adapt to the learning environment in the computer suite.
126. The curriculum is of satisfactory quality to meet all statutory requirements. Teachers are exploring ways to extend the use of information and communication technology across the curriculum. Assessment procedures are at an early stage of development. Most pupils work hard and have positive attitudes to learning, though they too need to recognise how best they will learn in the suite. Information and communication technology offers very good opportunities to develop social skills, as pupils work collaboratively and increasingly exercise independence in their learning. Pupils of all abilities make good progress, with pupils with special educational needs and pupils with English as an additional language, including refugees, being fully integrated into the learning process. This is because they receive good levels of support. The new co-ordinator offers good leadership in developing the curriculum and leading training. Ideas are being identified to enrich curricular provision. For example, she has begun to explore the use of e-mail to communicate with schools overseas. The new computer suite offers good accommodation and is well resourced. Overall provision in information and communication technology has improved considerably during the current school year with all groups of pupils having good access to it.

MUSIC

127. Standards of Year 2 pupils are at the expected level because teachers plan lessons well. Standards of Year 6 pupils are below the expected level. This is because the school has allocated extra time to literacy and numeracy to raise standards. As a result, there has been insufficient time to implement all the aspects of the curriculum in depth, particularly in appreciating the work of famous composers and in creating and developing pupils' composing skills. The co-ordinator has very good subject knowledge and a clear understanding of the strengths and weaknesses in the subject. The school uses national guidance to support teachers' planning. A wide range of visitors such as a group of Asian musicians, a Caribbean steel band, Indian dancers and peripatetic music teachers give pupils added opportunities to broaden their musical experiences. The use of Creative Arts week has supported pupils' understanding and appreciation of music well. This subject makes a positive impact on their personal, spiritual, moral, social and cultural development.
128. Throughout the school, pupils sing tunefully and with enthusiasm. In hymn practice, teachers encourage all pupils in Years 1 and 2 to join in with singing and actions in well-know hymns. Even the youngest make good attempts, although not all know the words. Pupils show much enjoyment, sing confidently and articulate the words well. Many begin to introduce good levels of expression in their singing. Pupils with special educational needs, pupils with English is an additional language and refugees are fully involved in singing.
129. Year 1 and 2 pupils learn about pulse and rhythm. Their singing shows a sense of the melody's shape and they maintain the beat in simple patterns. They follow verbal and written instructions with confidence. For example, Year 1 pupils were observed singing, *'Red flowers grow in my garden'* gently and in accurate time, whilst maintaining the pulse by clapping with their hands and on their knees. They begin to recognise how music can be represented by symbols. For example, they follow a pattern of claves and triangles and incorporate this into their singing. They are able to repeat patterns. They thoroughly enjoy their lesson because their teacher has very good subject knowledge, has established very

good relationships with them and is very enthusiastic. They develop their speaking and listening skills well because the teacher provides regular opportunities for them to discuss what they do.

130. From Year 3 onwards, teachers' planning illustrates their satisfactory subject knowledge. Year 3 and 4 pupils use the Internet to research information about various musical instruments and to extend their understanding of brass and string instruments. They use a computer program to create their own musical phrases. Year 5 pupils make good use of computers to experiment with combinations of sounds. For example, they use a space program to create short, repetitive phrases to represent various moods of music and save these in their own files. Year 6 pupils have some experience of composition after listening to Holst's 'The Planets'. They use simple symbols to record their work and perform their finished pieces to other groups. They work out short sequences and evaluate their performance. In listening to others' performances, they learn to be encouraging and to recognise others' achievements. However, these experiences are still in their infancy and pupils have not benefited from a steady development of work because they have come from so many different schools.
131. All pupils respond well in assemblies and enjoy working together. They have regular opportunities to listen to a selection of different styles of music at the start of each day. One Year 6 pupil wrote after listening to a piece of music, '*This makes me think of Jesus and "Lord of the Dance"*'. They discover different aspects of cultures. Singing and listening to music make a significant contribution to all pupils' personal, social and cultural development.

PHYSICAL EDUCATION

132. Standards of Year 2 pupils are at the expected level for their age. Pupils in Years 1 and 2 benefit from a variety of teaching styles and content due to the part-time arrangements of the staffing in these year groups. In both these classes, each of the teachers takes one lesson each week with a contrasting aspect of physical education. For example, in one week, Year 1 pupils covered gymnastics and maypole dancing and Year 2 pupils experienced gymnastics and games. Standards in Year 6 are above the expected level in gymnastics because the teaching in this class is so good. Standards in swimming are at the expected level. As the school is new, there has not been enough time to monitor or evaluate the work in this subject. Schemes of work are in place but teaching is inconsistent. It is satisfactory overall, with very good features in Year 6 but some unsatisfactory features in Year 1.
133. Year 2 pupils enjoy working in pairs and have the expected level of skills in passing and dribbling football skills. They co-operate well with each other because the teacher emphasises the importance of sharing and supporting each other. For example, a pupil with a statement of special educational need for behavioural disabilities was very encouraging, saying to his partner, '*That's it. Stop the ball with your feet. Well done*'. Year 2 pupils enjoy analysing their own work. For example, they identified how the level of difficulty in passing a ball accurately increased as they moved further away from each other. Year 1 pupils make good progress in maypole dancing because they practise it regularly and the teacher gives clear instructions to each pupil moving around the maypole. Pupils in Year 1 make unsatisfactory progress in some lessons because the pace of the lesson is too slow to allow them to develop their skills. Tasks are not explained clearly enough for pupils to carry them out successfully. However, they produce different rolls and balances at the expected level, which they have learnt in previous lessons.
134. All pupils in Year 6 perform gymnastics routines with accuracy, imagination and co-ordination. Their teacher develops these skills systematically and allows high quality time for pupils to perform in front of the class. More able pupils produce syncopated routines,

with imaginative combinations of movements, based on sequences that involve moving in several different directions. Pupils with special educational needs try very hard to match their partners' work, which results in very good progress by these pupils. Pupils with English as an additional language show particular grace in carrying out some of the movements and they work very well with their partners, producing polished performances. All pupils are very keen to gain the approval of the teacher and of their fellow pupils. The teacher establishes high levels of appreciation from pupils for each other's work because she requires them to evaluate each other's performances with identification of both the effective aspects of the work and areas for development. All pupils offer their evaluations with sensitivity. The teacher ensures high levels of concentration from the pupils and creates very effective opportunities for pupils' spiritual development. The Year 6 gymnastics lessons are well balanced and contain interesting warm ups, time for practising, performing and evaluating. The teacher greatly encourages personal initiative. For example, she responds very positively to a pupil's suggestion to add another activity to the warm up, which increases the pupil's self-esteem in the class.

135. All teachers manage pupils' behaviour well, despite the difficulty some pupils have in controlling their own behaviour in a large space. Pupils co-operate well in lessons and the great majority have very good standards of behaviour. The school benefits from a separate large gymnasium, which ensures that pupils have plenty of room to carry out their work. The provision of separate girls' and boys' changing rooms is a benefit for the older pupils.

RELIGIOUS EDUCATION

136. Standards of Year 2 and Year 6 pupils are consistent with the requirements of the locally agreed syllabus. They make good progress because teachers plan effectively to provide interesting lessons. Pupils with special educational needs, those for whom English is an additional language and refugees make very good progress. This is because they receive carefully planned programmes to match their individual needs and teaching assistants support them very well in classes. Where there are problems in writing about their experiences, pupils use their skills in art and design to communicate their knowledge and understanding of the topic. As a result, they achieve success and this has a strong impact on their learning. The recently appointed co-ordinator is very committed, has a very clear action plan and is very aware of the subject's strengths and areas for development. She is determined to raise standards further. Pupils benefit from the work of the Creative Arts week, because they learn about different religious traditions through the contributions of different visitors.
137. Pupils make good progress through the school because teachers plan a variety of tasks that are both stimulating and interesting. All pupils are provided with a satisfactory range of opportunities to learn about religious beliefs, life's journey as a pilgrimage and the qualities required as outlined in the agreed syllabus.
138. In Year 1, the quality of teaching is good. Pupils understand that the world needs to be cared for, that Jesus is a special person and is at the heart of the Christian church. They have regular opportunities to develop their literacy skills in their writing. They recall with eagerness their recent visit to a church and remember experiences such as, *'The cross is like an anchor. It's a sign of Jesus because He died on it'*. They understand the meaning of worship and the significance of a special name. For example, they clearly explain why they consider Jesus and themselves to be unique, special individuals. *'He is kind, helpful and good. He likes little children like me.'* At times, pupils for whom English is an additional language have difficulty translating the spoken word into their writing but they are determined and persevere and this has a very positive impact on their progress. Year 2 pupils reflect on the passing of time and make good links with other subjects such as art and design to record their knowledge. For example, they communicate their feelings in their pictures which depict the changing hues and tints of the sky at different times of the day.

They learn that Sunday is a special day for Christians. They understand that stained glass windows tell a religious story and that people use churches for special occasions. *'Inside a church you can pray or be baptised.'* One less able pupil has written, *'I pronuns you man and wife'*. They learn that other religions such as Hinduism also have special days for celebration and attend a Hindu temple to worship. For example, one has written, *'Vishnu is a great God'*.

139. Teaching is good as shown in teachers' planning. The strengths in planning include the following:-
 - teachers' knowledge and understanding of the subject are good;
 - they have high expectations of their pupils which is evident in the detailed and systematic planning which meets the needs of all pupils;
 - they informally assess pupils' progress at the end of a topic;
 - they provide them with rich opportunities to record their work through alternative ways such as art and design, particularly those pupils who have difficulty writing, to express what they have learned.

140. Year 3 and 4 pupils learn about the beginning of life through different types of celebrations. They have made cards to welcome the birth of a new baby into the Christian faith. *'I wish for it to be kind and strong.'* They learn about the birth of Moses and realise that he was born in a faraway country. They have a satisfactory knowledge and understanding of Hindu signs. Pupils further develop these experiences in Years 5 and 6. Year 5 pupils understand the significance of Buddhist symbols. For example, they know that the lotus flower is a symbol of growth and make good links with art and design to create sensitive drawings of a variety of these symbols. Year 6 pupils draw sensitive and thoughtful comparisons between, for example, Jesus and Buddha. These touching interpretations of the characters of special people reveal how well their teacher provides pupils with rich opportunities for reflection and respect for others. In a discussion with a group of Year 6 pupils, they talk with assurance and courtesy. They understand the meaning and significance of pilgrimages. They have a satisfactory knowledge of Muhammad and discuss confidently the qualities of being a good leader. One pupil has written, *'Muhammad is special to Muslims as he is the prophet of Allah'*.

141. Assemblies provide very good opportunities for all pupils to appreciate the wonder of the world. These begin with the lighting of candles, which captivates all pupils' attention and sets a reflective atmosphere. Assemblies help pupils to recognise that they each have a part to play in showing respect and care for the world. For example, in one assembly, pupils were made aware of their own talents as they proudly received achievement certificates. Visits to religious buildings develop pupils' awareness of religious activities and understanding of those who practise in them. All assemblies provide very good opportunities for pupils' spiritual, social, moral and cultural development. The school welcomes visitors from various faiths and these occasions provide an added dimension to pupils' religious experiences.