

INSPECTION REPORT

EASTBURN JUNIOR AND INFANT SCHOOL

Eastburn

LEA area: Bradford

Unique reference number: 107274

Headteacher: Mrs E Pratt

Lead inspector: Mr A J Dobell

Dates of inspection: 13th - 16th October 2003

Inspection number: 259830

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	185
School address:	Green Close Eastburn Keighley
Postcode:	BD20 8UX
E-mail:	office@eastburn.ngfl.ac.uk
Telephone number:	(01535) 653 293
Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Lawrence
Date of previous inspection:	2 nd November 1998

CHARACTERISTICS OF THE SCHOOL

This small primary school is situated in the village of Eastburn between Keighley and Skipton. It serves the village and surrounding area. Most pupils are from White, Western European backgrounds, but an average proportion of pupils speak English as an additional language. The socio-economic circumstances of the community are average overall, but cover a wide range. However, the proportion of pupils known to be eligible for free school meals is below average. Children's attainment and learning skills when they enter the Reception class cover the full range but are below average overall. The school achieved the Healthy Schools Award in 2003 and School Achievement Award in 2001 and 2002.

There are 185 pupils on the school's roll, of whom 30 are in the Reception class. A below average proportion of the school's pupils are identified as having special educational needs and an average proportion of pupils have statements of special educational needs. The nature of special educational needs includes specific learning difficulties, moderate learning difficulties, profound and multiple learning difficulties, social, emotional and behavioural difficulties and visual impairment. The proportion of pupils joining and leaving the school during the course of the year is average and there is evidence that this movement affects attainment adversely in some years. Since the school was inspected previously, the quality of the accommodation has improved markedly. A number of community groups now use the school building.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10373	Mr A J Dobell	Lead inspector	Mathematics, music, physical education, citizenship, English as an additional language
19430	Mr T E Hall	Lay inspector	
22452	Mrs M Farman	Team inspector	English, geography, history, religious education, special educational needs
24031	Mrs I Idle	Team inspector	The Foundation Stage, science, information and communication technology, art and design, design and technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good** school with an exceptional capacity to reflect on its practice with a view to further improvement. It gives **very good** value for money. Enthusiastic teachers prepare stimulating learning activities which engage the interest of most pupils. The headteacher, very well supported by all her colleagues, provides clear-sighted and very thoughtful leadership so that the school is clearly focused on successful learning for all its pupils. The main barrier to learning is the lack of a library space in which older pupils can learn independently.

The school's main strengths and weaknesses are:

- Excellent leadership by the headteacher means that the school has an excellent ethos for learning and there is an outstanding unity of purpose throughout the school.
- Very good teaching results in good standards of attainment so that pupils achieve well and make good progress in their learning.
- This is a very inclusive school in which all pupils are valued.
- Pupils benefit from a very rich curriculum. This is supported by very good provision for pupils' spiritual, moral, social and cultural development, personal, health and social education and citizenship and by excellent systems for assessing pupils' attainment and progress.
- Very good systems of care ensure that pupils are well motivated and have good attitudes to learning overall.
- The school does not have a library space suitable for individual, independent research.

The school has improved well since its previous inspection in a number of areas. New buildings mean that the quality of the accommodation has improved markedly. Many strengths have been maintained. In most years, attainment exceeds the national average at the end of Years 2 and 6. There has been good improvement in a number of areas including assessment, the leadership of the headteacher, attainment in English, information and communication technology and religious education by the end of Year 6 and international links to promote pupils' cultural understanding. Since the development of the school's computer suite, information and communication technology has been used well to support learning in other subjects. The school is well placed to improve further.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	D	A	A	A
mathematics	D	C	A	A
science	C	B	A*	A

Key: A - very high; A - well above average; B - above average; C - average; D - below average; E - well below average. Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement is **very good** overall. Children in the Foundation Stage make good progress and most are on course to reach the goals expected nationally by the end of the Reception Year. By the end of Year 2, pupils exceed national expectations in English, mathematics, science, information and communication technology, art and design, geography, music and religious education and match these levels in design and technology, history and physical education. By the end of Year 6, pupils are well above national standards in English and exceed them in mathematics, science, information and communication technology, art and design, geography, music and religious education. They reach the expected level in history, design and technology and physical education. Pupils with special educational needs achieve very well as do gifted and talented pupils. This is because of the

very good provision made for them. Pupils who speak English as an additional language make good progress and achieve at the same rate as other pupils.

Pupils' attitudes and behaviour are **good** overall and **very good** in Years 1 and 2. Most pupils enjoy their work and this is reflected in **very good** levels of attendance. Pupils' spiritual, moral, social and cultural development is **very good** and the school is very successful in including all pupils in its activities. As a result, **pupils' personal development is very good.**

QUALITY OF EDUCATION

The school gives its pupils a very good quality of education because teaching is very good.

The quality of teaching is good in the Foundation Stage and children make good progress in the Reception class. Most teaching is very good in Years 1 to 6 and pupils continue to achieve well overall. The school has **excellent** systems for monitoring pupils' attainment and progress and so is able to address any identified weakness quickly.

The quality of the curriculum is very good. Most pupils work with concentration and many with enthusiasm because they are motivated well by the very interesting learning activities planned for them. Pupils are involved very well in planning the life of the school and arrangements for their care, welfare and safety are **very good**. Links with parents and the community are **very good**.

LEADERSHIP AND MANAGEMENT

Leadership is very good overall. The headteacher provides excellent leadership. She has very clear ideas about how the school can make further progress. She successfully involves others in planning for progress and has created an impressive unity of purpose among her colleagues. She is very well supported by her deputy and all adults in the school.

Management is very good. The school sensibly emphasises the professional development of its staff to underpin further improvements. Finances are managed very well and the school is very effective in observing the principles of best value.

The governing body is very effective. Governors have a very clear appreciation of the school's strengths and areas for development. Under their shrewd and experienced chair, governors play a valuable role in the leadership and management of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school and very happy that their children are pupils here. Pupils enjoy being in the school and value its efforts on their behalf.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Arrange for pupils to develop skills as independent learners by having opportunities to undertake research in the library.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils make **good** progress in their learning and achieve **well** overall. Standards of attainment are at the level normally found at the end of the Reception Year and are above that level at the end of Years 2 and 6.

Main strengths and weaknesses

- In most years, results in the National Curriculum tests have been above or well above the national average at the end of Years 2 and 6.
- Children make good progress in the Reception class in all areas of learning.
- Pupils attain well overall with strengths in English, special educational needs and information and communication technology.
- Pupils make good progress in literacy and numeracy because good opportunities are taken to practise these skills in other subjects.
- Pupils with particular gifts or talents are identified and supported very well so that they achieve very well.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	17.3 (16.7)	15.8 (15.7)
writing	15.1 (14.4)	14.4 (14.3)
mathematics	17.1 (15.8)	16.5 (16.2)

There were 28 pupils in the year group. Figures in brackets are for the previous year.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	29.5 (29.3)	27.0 (27.0)
mathematics	29.9 (26.7)	26.7 (26.6)
science	31.3 (29.0)	28.3 (28.3)

There were 24 pupils in the year group. Figures in brackets are for the previous year.

- 1 In 2003, at the end of Year 2, 100 per cent of the school's pupils attained at least the national expectation of Level 2 in reading and mathematics and 96 per cent of the school's pupils attained this level in writing. The proportion of pupils attaining the higher Level 3 was lower in reading and mathematics than in 2002, but higher in writing. National figures are not yet available for comparison. In 2002, teachers assessed pupils' attainment in science to be above average. Over the years, there have not been significant differences in the levels attained by boys and girls. The school has focused on success for boys, particularly in writing, because national evidence suggests that this is where boys underachieve. The school's initiative has been successful in raising standards for boys.
- 2 At the end of Year 6, in 2003, the proportion of the school's pupils attaining at least the national expectation of Level 4 was similar to 2002 in English and science but lower in

mathematics. A smaller proportion of pupils attained the higher Level 5 in 2003 than in 2002 in each subject. An analysis of the school's data demonstrates that pupils moving in and out of the school during the year adversely affected attainment in 2003 in the National Curriculum tests. In 2003, the school achieved its agreed target for the proportion of pupils attaining Level 4 in English, but failed to achieve this target in mathematics by a significant margin.

- 3 Since the school has relatively small numbers in each year group, attainment will vary from one year to the next. The inspection found no evidence to suggest that pupils in Year 6 in 2002-03 made unsatisfactory progress. Parents are pleased with the progress that their children make.
- 4 Children enter the Reception class with attainment and learning skills which are below average overall, but which cover the full range of ability. They settle quickly into the school and make good progress in their learning because they are well taught. As a result, they are achieving well; they are on course to attain the standards expected nationally in the six areas of learning designed for this age group. They are being well prepared to begin their work on the National Curriculum when they enter Year 1.
- 5 In Years 1 and 2, pupils were achieving very well and making very good progress in their learning during the inspection. Very good teaching in English and mathematics ensures that pupils attain good standards in literacy and numeracy. The National Strategies for Literacy and Numeracy are used very effectively to raise attainment. Great care is taken to ensure that pupils at different levels of attainment are given suitable work which offers an appropriate level of challenge so that they build systematically on previous learning. Evidence from lessons observed and an analysis of pupils' work suggests that their attainment is average in design and technology, history and physical education and above average in English, mathematics, science, information and communication technology, art and design, geography, music and religious education.
- 6 Pupils continue to achieve very well in Years 3 to 6. Some two thirds of the teaching observed in these year groups was very good or excellent. The quality of this teaching fully engages pupils in learning, ensuring sustained concentration and effort overall. Teaching in English and mathematics is very good overall, so that pupils achieve very well and make very good progress. Evidence from the inspection is that pupils' standards are average in design and technology, history and physical education, above average in mathematics, science, information and communication technology, art and design, geography, music and religious education and well above average in English.
- 7 Attainment in information and communication technology is above the expected level because arrangements for pupils to use computers are good. For example, during the inspection, pupils in Year 6 were observed using the computer suite to support their learning in science and music. There are also computers in each classroom and pupils were observed using these computers during lessons. Pupils have access to the computer suite in a structured way during lunchtimes and, during one lunchtime, pupils from three year groups were using computers very responsibly to support learning in mathematics and geography and to improve their computer skills.
- 8 Pupils with special educational needs are given very effective support by teachers and class support assistants and, as a result, achieve very well, making very good progress. Their individual education plans have clear, achievable targets and pupils understand how to make progress towards them. Pupils with special educational needs achieve their potential academically and many attain the standards expected nationally because their learning is managed very well. Pupils who speak English as an additional language make good progress and achieve at the same rate as other pupils. The standards that they reach reflect their ability. These two groups of pupils are fully included in all that the school offers. This raises their self-esteem and contributes markedly to their achievement. Pupils who have

particular gifts or talents are identified and the school makes very good provision for them to ensure that they reach their potential.

- 9 The headteacher's excellent leadership is a major factor in the standards that the school attains. She carefully analyses pupils' attainment to identify areas of relative weakness so that plans can be put into place to address them. There are a number of examples of this. These include the school's recent focus on writing which has raised attainment, the introduction of the computer suite and the planning of its use so that attainment in information and communication technology is now better than is normally found and the development of excellent systems for monitoring pupils' attainment and progress. The school is reflective and evaluative and this continuing analysis of its provision puts it in a strong position to continue to raise standards of attainment.

Pupils' attitudes, values and other personal qualities

The school makes **very good** provision for pupils' personal development. Pupils' spiritual, moral, social and cultural development is promoted **very well**. Attitudes and behaviour are **good** and attendance and punctuality are **very good**.

Main strengths and weaknesses

- Very good attendance.
- Very good spiritual, moral, social and cultural development.
- Pupils' very good interest in school life and their very good response to the range of activities.
- Pupils with special educational needs have very good attitudes to learning.

Commentary

- 10 The school promotes a very strong ethos in which pupils flourish and grow. Every pupil and adult in the school is valued. The school's very good provision for personal development helps most pupils to make very good gains in maturity from their immature social skills on entry to the Reception Year, as they move through the school. Children in the Reception class are on course to attain the early learning goal in personal, social and emotional development by the end of the Reception Year. Pupils have many opportunities to take responsibility and to develop their independence. Good opportunities for pupils to experience an awareness of the world around them are planned into activities such as 'walk to school' week. Pupils make very sensible suggestions during school council meetings to support their personal development. In Years 5 and 6, pupils enjoy responsibilities such as supporting pupils in the Reception class at break and lunchtimes, helping teachers to prepare classrooms and preparing the hall for assemblies. These opportunities enhance their personal development.
- 11 The school's provision for the spiritual, moral, social and cultural development of pupils is very good. Pupils clearly know the difference between right and wrong and they are helped to understand the impact that their behaviour may have on others. Carefully planned daily acts of worship allow pupils to reflect on moral values, topical issues and issues important to the school. They often join in prayers and have good opportunities to listen to a wide range of music.
- 12 The school's excellent record of inclusion means that it accepts a minority of pupils who have personal behavioural difficulties. This prevents behaviour from being very good overall. Teachers and teaching assistants work very effectively to support these pupils and most make good progress in their behaviour. The school's strategies to promote racial harmony are very effective. Pupils with special educational needs and those who speak English as an additional language have very positive attitudes to learning. Most pupils listen carefully in

lessons, participate well in discussions and settle quickly to independent tasks, but a minority need help in concentrating for any length of time.

13 The good range of extra-curricular activities offered at lunchtime and at the end of the school day, helps to develop pupils' understanding of the importance of teamwork and fair play. Pupils think about those less fortunate than themselves through support for charities such as 'Save the Children'. A greater focus has been placed on developing pupils' understanding of a wide range of cultures. The school is well supported by the Bradford Interfaith Resource Centre and many visitors work in the school to support learning. Racial harmony is very good in the school. The provision for pupils' cultural development has improved well since the last inspection.

14 Attendance has been consistently above the national average since the school was inspected previously and punctuality is very good. As a result, lessons and other school activities start promptly and maximum use is made of time for learning.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.2
National data	5.4

Unauthorised absence	
School data	0.2
National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Asian
Asian or Asian British – Indian
Asian or Asian British – Pakistani

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
176	1	0
1	0	0
1	0	0
2	0	0
1	0	0
4	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **very good**.

Teaching and learning

The quality of teaching and learning is **very good** overall.

Main strengths and weaknesses

- Assessment systems are excellent and pupils have a very good understanding of how they can improve their attainment.
- Very effective teaching methods fully engage pupils in learning in most lessons.
- Teachers plan challenging learning activities for groups with different levels of attainment.
- Teachers have very high expectations for pupils' efforts and behaviour which are mostly realised.
- Other adults including teaching assistants are used very effectively to support learning.
- Resources and time are used very well to enable pupils to make good progress.

Commentary

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	17 (50%)	11 (32%)	5 (15%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

- 15 Teaching and learning are good in the Reception class and children achieve well making good progress in their learning. Interesting learning activities motivate them effectively so that they work with a good level of enthusiasm. The provision for outdoor play has been improved since the school was inspected previously so that achievement in this area of learning is now good. The teacher in the Reception class has a secure understanding of how young children learn. She, the nursery nurse and the teaching assistant work very effectively together and have very high expectations for children's behaviour and effort. Children are developing good work habits while enjoying their learning. As a result of effective learning, they are on course to reach the standards expected in the six areas of learning designed for this age group. This represents good achievement.
- 16 Teaching and learning are very good in Years 1 and 2 and consistently very good in English and mathematics. As a result, pupils are achieving very well. A major reason for this is that teachers carefully plan different work for groups of pupils at different stages of learning so that all have appropriate levels of challenge and make good progress. Teachers are committed to enabling all pupils to reach their potential and skilful questioning is used to test and develop pupils' skills, knowledge and understanding.
- 17 The quality of teaching and learning is also very good overall in Years 3 to 6 and pupils continue to achieve very well. Teachers have a very good command of the subjects that they are teaching and plan challenging and stimulating learning activities which ensure that pupils' knowledge, skills and understanding develop systematically over a series of lessons. Lessons generally proceed at a brisk pace and most pupils concentrate well. Some pupils have lower concentration spans and can be distracting, but teaching and learning are always at least satisfactory and, even in these lessons, attainment is often good. Homework is used very effectively overall to support learning.
- 18 Pupils with special educational needs are supported very well in class. Their targets are clear and easy for staff, parents and pupils to understand. Support for these pupils outside the classroom is carefully linked to work planned for other pupils. Exceptionally good systems for assessing these pupils' attainment promote their achievement very effectively. Pupils who speak English as an additional language receive sensitive and effective support and achieve at the same rate as other pupils.
- 19 In the previous inspection report, concern was expressed about the level of challenge for higher attaining pupils in science. The school has responded very well to this concern. For example, in an ambitious science lesson in Year 6, there was a very good level of challenge for all pupils and attainment for some two thirds of pupils was well above that normally found at this stage of the school year. Pupils who are particularly gifted or talented are identified and the school ensures that they are able to achieve well, for example, in intellectual, practical, aesthetic or sporting areas.
- 20 The school has excellent systems for assessing pupils' attainment and progress. Day-to-day marking and discussion with pupils to assess understanding is used to guide the planning of future learning. National tests are analysed at the end of Years 2 to 6 so that any weaknesses in knowledge, skills and understanding can be identified and steps taken to correct them. The emphasis is on the individual pupil and the progress being made. All

pupils are given individual targets in English, mathematics and science and progress is assessed after each unit of work. Pupils' profiles are being developed and the school is determined to ensure that all pupils are given appropriate support to enable them to achieve their potential.

- 21 The report from the previous inspection identified teaching as a strength of the school. This strength has been maintained and developed further because the headteacher gives this a very high priority. The school is in a strong position to continue to develop its teaching strategies so that pupils' learning continues to improve.

The curriculum

The curriculum is **very good** overall.

Main strengths and weaknesses

- The school offers its pupils a very rich and stimulating curriculum and ensures that all pupils have equal access to it.
- The school has strong links with schools in Italy, Portugal and Germany through the Comenius project.
- There are very strong subject links across the curriculum, including the use of information and communication technology.
- The provision for pupils with special educational needs, pupils who speak English as an additional language and gifted and talented pupils, is very good overall.
- There is very good support for learning outside school and for out-of-school activities.
- There are not enough opportunities for pupils carry out independent research in the library.

Commentary

- 22 Children in the Foundation Stage benefit from a good curriculum supported by very good provision for outdoor learning. Good curricular planning enables children to achieve well in all the areas of learning planned for this age group. Provision for information and communication technology has improved and children now develop these skills well. This is an improvement since the previous inspection.
- 23 Pupils in Years 1 to 6 have a very rich, varied and stimulating curriculum which includes high quality experiences in the arts, physical education and the humanities. Out-of-school activities, including sporting and creative activities, help pupils to develop into confident and rounded young citizens by the end of Year 6. There is very good provision for pupils to experience a wide range of opportunities which will enrich their learning. There is a very well attended club that caters for pupils before and after school and parents appreciate this facility. Pupils with special educational needs have full access to learning in and out of school. This very good provision ensures that the school takes account of all pupils' needs when planning their learning. The support for pupils who have English as an additional language is effective. This ensures that their progress and achievement matches that of other pupils. The very good provision for gifted and talented pupils is becoming increasingly successful across the curriculum. It contributes very effectively to the school's outstandingly good strategies for inclusion. The school checks test results for attainment by gender and ability and treats boys and girls equally. Work in lessons is carefully planned to match the needs of all pupils.
- 24 There is a good match of teachers and support staff to meet the needs of the curriculum. The well-trained teaching assistants make a very positive contribution to pupils' learning and achievements. The school's accommodation and resources for learning are good overall. The school's accommodation has been improved markedly since the school was inspected previously. The purpose-built sports hall makes a valuable contribution to pupils' physical development and is an asset to the school. There are stimulating and interesting grounds

around the school. The school makes very good use of them to support and enhance pupils' learning. Learning resources are interesting, well organised and of good quality. They encourage pupils to learn effectively. Library books, both fiction and non-fiction, are good in number, range and quality. The library is in a hall which is used for a range of purposes. There are no areas for pupils to sit, read quietly and study individually. This does not help pupils to develop independent research skills.

Care, guidance and support

Relationships between pupils and staff are **very good because** pupils are given very good advice and guidance. The school takes pupils' views into account and involves them **very effectively** in making decisions.

Main strengths and weaknesses

- The school works very hard to make sure that all children and pupils settle happily into school life.
- There are well established and very effective relationships and trust between pupils and adults.
- All adults know the pupils very well.
- The school has very good procedures for listening to pupils and for evaluating and acting on their views.

Commentary

25 The school makes very good provision for pupils' health and safety, care and guidance. The school has very clear procedures for supporting the needs of all pupils. As a result, relationships between pupils and adults are very positive. These ensure that pupils feel confident to approach adults with any concerns that they may have. All members of staff deal very well with any personal issues through learning in personal, social, health and citizenship lessons. Pupils with special educational needs and those who speak English as an additional language are encouraged to become independent in their personal and social skills. As a result of this very good care, they are able to play their full part in the life of the school. The school has very effective procedures for taking pupils' views into account. It does this through surveys of these views and through their work on the recently formed school council.

26 The school has effective procedures for introducing children into the Reception class and parents value these. All members of staff make sure that pupils who join the school part way through the academic year settle well. There are very good links between the Reception and Year 1 classes. This ensures that children make a smooth transition between the Foundation Stage and their work on the National Curriculum. Similar arrangements provide equally smooth transitions as pupils move from one class to the next and then on to secondary schools. Midday supervisors see that pupils behave well at lunchtime and in the playground. The headteacher is at the hub of the care and guidance of pupils.

Partnership with parents, other schools and the community

Links with parents, other schools and the community are **very effective**.

Main strengths and weaknesses

- Very effective links with parents.
- Very good community links support learning.
- Very good links with secondary schools ensure that transfer at 11 is effective.

Commentary

- 27 An analysis of parents' questionnaires, responses at the parents' meeting and discussions with parents during the inspection all confirm that parents hold the school in very high regard. They are very well informed about the school's activities in lively and informative newsletters. Parents appreciate the very good quality reports on their children's attainment and progress which include targets for further improvement. The headteacher ensures that school policies are shared with parents as they are introduced or reviewed. A good number of parents help regularly in school and their contributions are valued. Parents indicate very strongly that they are comfortable if they need to approach the school with any suggestions or concerns and feel that their views are listened to and acted on. The school has very good links with parents of pupils with special educational needs who are regularly consulted about their children's attainment and progress.
- 28 There are very well established community links which support learning. A strong link between the Reception teacher and the village pre-school group helps children to settle quickly into the Reception class. The school has very effective links with specialist agencies which support the achievement of pupils with special educational needs. The school is active in the community. For example, the school choir sings locally at Christmas and at other times. The school uses community links to support its work for charity thus developing pupils' understanding of citizenship. The Friends of Eastburn School is an active body which organises a range of events. Apart from a valuable social function, these activities provide useful and valued extra resources for the school.
- 29 Transfer to secondary schools at the end of Year 6 is very well structured. Pupils spend a full day in their chosen school and links with receiving teachers ensure that the transition is smooth. Particular care is taken to ensure that pupils with special educational needs are very well prepared for transfer. There is a joint review of these needs towards the end of Year 6 between the special educational needs co-ordinators of the two schools and parents so that any potential difficulties can be identified.

LEADERSHIP AND MANAGEMENT

The headteacher provides **excellent** leadership and receives **very good** support from her colleagues and the governing body in the management of the school.

Main strengths and weaknesses

- The headteacher provides clear-sighted leadership rooted in a concern for very high standards of care so that all pupils achieve well.
- The school has an excellent commitment to inclusion and all pupils are valued equally.
- The school has a clarity of vision which enables it to improve systematically.
- There is an exceptional unity of purpose in the school and all adults contribute very well to the school's work.
- Subjects are led and managed very well.
- The governing body is very effective and has a secure understanding of the school's strengths and potential for development.

Commentary

- 30 The headteacher's leadership is a clear strength of the school. She has created an outstanding unity of purpose among all adults in the school. All accept and support her vision for the school. This is to create an inclusive and caring community in which pupils can develop as individuals and fulfil their potential academically. The school has an excellent ethos for learning underpinned by its excellent systems for assessing pupils' attainment and progress. The headteacher is central to all these high aspirations.

- 31 The school has an impressive record of including pupils with a range of personal and learning difficulties. Because they are all valued and have full access to all that the school offers, they invariably make impressive progress in their learning and in their personal development. The leadership and management of special educational needs are very good. The school makes very good use of internal and external resources to support pupils with special educational needs. Pupils who speak English as an additional language are also supported effectively and so achieve at the same rate as other pupils. Those with particular gifts or talents are identified and enabled to develop as far as the school is able. All this is possible because the headteacher and her colleagues know individual pupils very well and support their needs so that they achieve well.
- 32 The headteacher rightly places a high priority on the professional development of her colleagues. This is linked to the school's priorities for development which are identified after wide consultation. As a result, the school's strategic planning is cohesive and its progress carefully managed over the short, medium and longterm. An example of the school's thoughtful approach to its development is that plans are being made to investigate the effectiveness of different learning styles. This will enable learning to be planned more precisely to meet the needs of individual pupils. In this planning, the headteacher receives valuable support from the governing body. Under its experienced and thoughtful chair, the governing body has a very secure understanding of the school's strengths and areas for development. It ensures that all legal requirements are met. Governors act as an effective critical friend to the school and fully support the headteacher's vision for the school. The governing body is very successful in ensuring that the school gets best value from its expenditure. For example, the school makes exceptionally good use of its computer suite, an expensive and valuable resource.
- 33 The headteacher receives very good support from her deputy and colleagues. Subjects are led and managed very effectively. Teachers and teaching assistants work very well together and all have a clear understanding of their roles. Arrangements to introduce new teachers to the school are very good and the school is a valued supporter of initial teacher training. Care for staff is seen as essential if pupils are to be cared for effectively.
- 34 The day-to-day management of the school is very good. Its routines are straightforward and understood by all. There are clear procedures for ordering and paying for goods and these are well managed by the school administrator. The school's finances are managed prudently and effectively by the headteacher under the supervision of the finance committee of the governing body. The school's accounts were last audited in February 2003. The school's procedures were found to be generally good and a few recommendations of a procedural nature have been adopted. At the end of the last financial year, the school had a surplus of 5.3 per cent of its total income. The underspend is being used to finance the increased cost of staffing.
- 35 Significant aids to achievement include the commitment and hard work of staff, the school's improved accommodation and the clarity of vision and high aspirations of the headteacher. The only barrier to raising attainment is the lack of a library space in which pupils can develop skills as independent learners by managing their own research. Overall, the school has developed a healthy culture of self-review and has very good potential to develop further.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	442,527
Total expenditure	418,637
Expenditure per pupil	2,287

Balances (£)	
Balance from previous year	30,426
Balance carried forward to the next	23,492

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

The quality of provision in the Foundation Stage is **good** and children achieve **well**.

Main strengths and weakness

- Planning and ongoing assessment are good and support learning well.
- The high quality of role-play demonstrations given by the teacher and the nursery nurse.
- The sensitive and caring interactions between staff and children that quickly establish very good relationships.
- The very good teamwork within the Reception class.
- High expectations for children's behaviour.
- The good use of assessment information, when planning, ensures that all children make good progress.
- There is scope for giving more focus to developing basic skills and giving opportunities for children to record their writing in a way that enables them to see their progress.

Although attainment covers the full range, children enter the Reception class with standards that are below average overall in all the areas of learning. At the time of the inspection, they had only been in school for six weeks and had experienced a wide range of pre-school provisions previously. They have settled into the school very well because the Reception class provides a secure and interesting learning environment and children quickly develop very good relationships with all adults. Standards of work seen during the inspection were below those normally found reflecting the below average skills that children have when they join the school. They are now making good progress. The majority of them are on course to achieve the standards expected nationally in all areas of learning by the time they enter Year 1. This is the result of good teaching and is in line with children's attainment at the end of the Reception Year in the school year 2002-2003.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Children settle quickly into the school's routines.
- Very good relationships give children the confidence to work effectively both independently and in pairs.

Commentary

36 The majority of children are already settled and feel secure in their class environment and have the confidence to select activities independently. They work well in pairs when playing outdoors but find this more difficult in the classroom. Pupils from Year 5 support children in the Reception class well during playtimes and lunchtimes and this is having a positive effect on their personal, social and emotional development. Children show a good level of concern for others. For example, they listened carefully when a child showed a picture of 'our new baby'. Children respond well to adults and have formed very good relationships. They are making good progress and achieving well in this area of learning as a result of good teaching. Most children are likely to attain the expected level in this area of learning.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Children recognise their names and register independently.
- Very effective role-play develops speaking and listening skills well.
- Writing is underdeveloped.

Commentary

37 Children identify their own names with parental help when self-registering. They all attempt to write their names but many struggle to achieve this. Very good role-play demonstrations by the staff in a lesson observed created good opportunities for children to develop their speaking and listening skills well. For example, the teacher and nursery nurse played the parts of baby bear and owl to illustrate a story. This captured the children's attention and they listened very effectively. Very good questioning extends their thinking and learning well. Children need more opportunities to record their writing in a way that enables them to see their own progress. Overall, children are making good progress and achieving well in this area of learning. Good teaching means that they are on course to attain the early learning goal by the end of this year. The standards found when the school was inspected previously have been maintained.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good knowledge of numbers to ten and of the basic two-dimensional shapes.
- Effective reinforcement of number through singing number songs.

Commentary

38 Children count confidently to ten. Many successfully identify and describe how numbers follow each other. They know that 'it is two because it goes after one and in front of three'. Children recognise simple flat shapes, for example, triangles, circles, squares and rectangles. They are also beginning to understand three-dimensional shapes such as cones, cylinders and spheres. They enjoy singing number songs and these are making their understanding more secure. Children are achieving well in this area of learning and are on course to attain the level expected nationally by the time that they begin their work on the National Curriculum in Year 1. This is because teaching and learning are effective.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Good computer skills.
- An early understanding of scientific methods.
- Good design and technology work.

Commentary

- 39 Children show a good understanding of their senses and identify sour, sweet and salty foods. They have developed early science skills when they investigated different sounds. They watched a water experiment carefully and decided which was the fastest route for the water to reach the trough. Children have regular opportunities to develop their skills with the mouse when working on the computer. They match colours and shapes successfully and use 'click and drag' to move objects around the screen. Children are achieving well in this area of learning and making good progress. Good teaching is ensuring that the majority will reach the early learning goal in this area of learning by the end of this school year.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- A good quality outdoor play area is developing physical skills well.
- Children are making good progress in their use of pencils and paintbrushes.

Commentary

- 40 Since the previous inspection, the use of the outdoor play area has been developed well. Children now benefit from using a good range of wheeled vehicles and use the outdoor climbing frame sensibly. They are developing the skills of throwing, catching and kicking balls well and are careful in each other's space. Children are developing sound skills when painting, writing and constructing models. Their good progress in this area of learning is the result of a carefully planned programme of learning opportunities and effective teaching. Standards in this area have improved since the school was inspected previously.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Good opportunities in art and design are developing children's skills well.
- Children sing well.

Commentary

- 41 Children have frequent opportunities to work with a wide range of materials. They make patterns, mixing colours well and understand how mixing red and yellow makes orange. The addition of a creative area has improved the overall provision in the Foundation Stage. Children enjoy opportunities in the outside area to create pictures using chalk. They correctly identify the sound that a triangle makes, even when the instrument is hidden. They sing a range of songs linked to all areas of their learning and are making good progress and achieving well in this area. Good teaching means that most children are likely to attain the expected standards in this area of learning.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils achieve high standards in English throughout the school because the quality of teaching and learning is consistently very good.
- Pupils behave very well in lessons overall and are enthusiastic about their work.
- The systems for checking pupils' progress and achievements are exceptionally good and the use of information about what pupils can and cannot do is used well to plan suitable future work.
- The curriculum is very rich and stimulating and supports pupils who speak English as an additional language very well.
- High quality teaching for pupils with special educational needs enables them to make very good progress.
- The subject leader is enthusiastic and is determined to raise standards further.
- The library does not give pupils enough opportunities for independent research.

Commentary

- 42 Pupils' speaking and listening skills are well above the standards expected nationally and they achieve very well in this area. In Years 1 and 2, teachers make sure that pupils speak clearly when they share their ideas. This increases their knowledge of sentence structure and their ability to listen to each other very well. In Years 3 to 6, pupils increase their knowledge, understanding and use of vocabulary. Teachers make sure that pupils know what different words mean and teach them to use dictionaries as a matter of course. The school places a very strong emphasis on developing pupils' abilities to speak to an audience. For example, in one lesson, pupils in Year 6 read scenes from Macbeth with much feeling, clarity and expression. Pupils who speak English as an additional language make very good progress in understanding and speaking English. This is because they receive very high quality support.
- 43 Reading skills are very good throughout the school. The guided reading sessions and the support that pupils receive from home play a large part in pupils' achievements. Pupils enjoy reading and talk about their likes and dislikes confidently. For example, a Year 6 pupil said; 'I like J K Rowling's books because she builds up the tension'. There are not enough opportunities for pupils to carry out independent research. This is because the library is in an isolated hall and there are no tables or chairs to encourage browsing and individual work. This has an adverse effect on learning and achievement.
- 44 There has been an improvement in the quality of pupils' writing since the previous inspection. Pupils begin to join their handwriting in Year 2 and, by the time they move into Year 3, they write clearly and fluently. The majority of pupils spell accurately and produce interesting pieces of writing. They use computers confidently to present finished pieces of work. The school uses drama very well to interest pupils in writing. For example, pupils in Year 6 become enthusiastic and excited by their drama sessions and are eager to write their own plays.
- 45 The quality of teaching and learning is very good and has a significant, positive effect on pupils' achievement. Teachers use questions very carefully to check what pupils know and to move their learning forward. Pupils want to answer and join in learning activities eagerly. Teachers maintain a crisp pace during lessons. This keeps pupils interested in their work and makes them keen to do well. Pupils behave very well in lessons overall because the teachers have high expectations of behaviour and achievement. They make sure that the work in lessons matches pupils' needs and gradually demands more of them. All teachers

give pupils homework that reinforces the work done in lessons. This contributes to the high standards that pupils attain and the good progress that they make in their learning. Teachers ensure that the work is equally interesting for boys and girls and there is no significant difference between their achievements. The school makes very effective use of teaching assistants and special educational needs teachers to support pupils' learning. As a result, pupils with special educational needs make very good progress and achieve very well. The systems to measure pupils' progress are extremely thorough. All teachers use them to good effect to set targets for groups of pupils and for individuals to achieve. Pupils know what their targets are and what they need to do to achieve them because teachers discuss them individually. These steps make a positive contribution to pupils' high standards of attainment.

- 46 The leadership and management of the subject are very good. The subject leader has a very clear view of what needs improving. For example, she is looking at the new Bradford writing initiative as a possible tool to improve writing further.

Language and literacy across the curriculum

- 47 Pupils make very good use of their English skills in other subjects. This is particularly evident in science, religious education and geography lessons. The school makes very good use of drama to increase pupils' speaking, listening and performing skills. Throughout the school, pupils use computers very effectively to enhance the quality of their written work. They use their reading skills very well in history and art and design to find out about past events and famous artists.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are above average in Years 2 and 6.
- The quality of teaching is very good overall and leads to effective learning.
- Interesting learning activities and a brisk pace mean that pupils have good attitudes to learning overall.
- There is good use of other subjects including information and communication technology to support learning in mathematics.
- The subject is led and managed well.
- Excellent assessment systems support learning and progress.

Commentary

- 48 Standards in mathematics are above average by the end of Years 2 and 6 and pupils are achieving well. Throughout the school, pupils are working at a level which is ahead of what is expected at this stage of the school year. The good standards found when the school was inspected previously have been maintained.

- 49 By the end of Year 2, pupils have a good understanding of numbers. They add and subtract confidently in hundreds, tens and units. Pupils are aware of number sequences such as odds and evens and halves and doubles and use two, four and five times tables successfully. They have an early understanding of symmetry and a secure understanding of two and three-dimensional shapes. Pupils successfully interpret mathematical problems expressed in words, for example, when dealing with money. They successfully construct block graphs from information contained in tally charts and understand how to interpret the information that they contain.

- 50 Pupils in Year 6 have a good understanding of the different areas of mathematics. They use the four rules of number, addition, subtraction, multiplication and division, confidently in numbers up to six figures. Pupils understand that decimals, fractions and percentages are different ways of expressing the same concept and move successfully between them. They have a clear understanding of the properties of two and three-dimensional shapes, plot and interpret graphs using different data, understand weight, capacity and distance using both the imperial and metric systems and have a good appreciation of probability, symmetry and negative numbers. Pupils have a good understanding of how to approach and solve mathematical problems expressed in words.
- 51 Many children enter the Reception Year with below average skills in number. They achieve well and make good progress in their learning. In Years 1 to 6, the quality of teaching and learning is very good overall. Teachers have a very good level of subject knowledge and understanding and a clear appreciation of how the National Numeracy Strategy can be used to raise attainment. Imaginative learning activities engage the interest of pupils so that they work with sustained interest and concentration. The fact that they are fully engaged in learning means that achievement is high. Even in a class where some pupils had short concentration spans, the work being done was still at a higher level than would be expected for the year group. Work in books is thoroughly and supportively marked and pupils have a good understanding of how to make further progress. Most teachers use questioning skilfully to test and extend pupils' understanding. Very good relationships between adults and pupils in most classes promote learning well.
- 52 Skilful teaching ensures that pupils, including those with special educational needs and those who speak English as an additional language have a very secure understanding of mathematics. Pupils in Years 5 and 6, benefit from some specialist teaching which has a positive impact on attainment and progress. Throughout the school, teachers successfully plan different learning activities for different groups of pupils so that all are effectively challenged and achieve well.
- 53 The subject is led and managed well. There is a good supply of learning resources including practical equipment which is readily available for learning. There are excellent systems for assessing pupils' attainment and progress. For example, the results of national tests are analysed carefully to identify possible areas of weakness so that these can be addressed. Information from these assessments is used to set targets both for whole year groups and for individual pupils. Teachers' very good knowledge of individual pupils helps in the setting of targets. In some classes, pupils' targets are pasted into the front of their exercise books so that they can be quickly referred to. The subject leader has clear ideas on how to develop the subject and the school has a good capacity for further improvement.

Mathematics across the curriculum

- 54 Pupils practise mathematics skills in other subjects such as design and technology, geography and science, but this is not planned systematically. There is very good use of information and communication technology to support learning both by using individual computers in classrooms and by larger scale use in the information and communication technology suite. For example, during one lunch hour, two pupils from Year 2 were using the suite to increase their understanding of tangrams. This is very effective use of this resource.

SCIENCE

Provision in science is **good** across the school.

Main strengths and weakness

- Teachers' good subject knowledge.

- The teamwork between teachers and teaching assistants contributes well to pupils' good achievement.
- Very good links with other subjects, particularly information and communication technology and mathematics.
- Teachers provide work to challenge pupils with different levels of attainment effectively.
- Good challenge for higher attaining pupils, particularly in Years 1 and 6, to set their own questions, create their own 'fair test' and explain their findings using appropriate scientific language.
- The consistency of approach in marking has a positive effect on learning.

Commentary

- 55 Teachers have very good subject knowledge and engage pupils very effectively in discussions so that they are fully aware of what they are learning. Pupils of all levels of attainment achieve well throughout the school. They attain standards which are above those expected nationally in all components of the subject by the end of Years 2 and 6. This is the result of good teaching and learning. The school has maintained the high standards found when it was inspected previously. For example, in a Year 4 class, pupils thought very carefully about 'fair testing' when deciding if different solids behave in the same way when they are mixed with water. The very good teamwork between teachers and teaching assistants enabled all pupils to be fully involved in learning and achieve well. In a very good lesson in Year 6, pupils used their information and communication technology skills very well to record the data collected when testing 'How we see', using a range of light sources. This work was very well planned to match the needs of all pupils. The teacher supported pupils experiencing difficulties very effectively while others worked independently, in pairs, to test and record their experiments. This lesson really challenged pupils to set up their own experiment and create their own 'fair test'. They recorded their findings accurately by using first a table and then a spreadsheet on the computer.
- 56 In the majority of lessons seen, pupils responded very well when they were questioned and involved in discussions. They enjoy science and show this by their good attitudes and by their keenness to learn. For example, in a good Year 1 lesson, pupils confidently described to others which, in their view, was the best wrapping paper, when testing a range of different papers. The teacher reassured them that their own ideas are valued, even if they differ from the views of their group. These attitudes ensure that the majority of lessons in the school proceed smoothly even when a minority of pupils have personal behavioural difficulties. Where these difficulties are not managed well, pupils do not concentrate well and their achievement is adversely affected.
- 57 The majority of teachers mark pupils' work very thoroughly, using comments well to improve pupils' learning. However, this is not the case in all classes and, sometimes just a tick signifies that the teacher has seen the work. There are excellent procedures for monitoring and assessing pupils' progress in the subject as they move from one class to the next. Science is led and managed well. The subject leader has very good subject knowledge, but needs to have a wider view of science throughout the school. The school has addressed the issues identified in the last inspection well and pupils of all levels of attainment in Years 3 to 6 now experience good levels of challenge in their learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **very good** across the school.

Main strengths and weaknesses

- Teachers' very good subject knowledge and their commitment to information and communication technology.

- There are very good links with other subjects.
- There is strong and effective leadership of the subject.
- Facilities are much improved and the school makes very good use of them.
- Very good support is available to support teachers' planning and preparation for lessons.

Commentary

- 58 The teaching of information and communication technology is good overall with some very good teaching. As a result, all pupils, including those with special educational needs and those who speak English as an additional language, achieve well and make good progress as they move through the school. Standards are above those normally found by the end of Years 2 and 6. Pupils have very good opportunities to develop their computing skills and to use them to support learning in most other subjects. The school has raised standards and made good improvements in addressing issues raised when it was inspected previously.
- 59 In all lessons seen in the information and communication technology suite, teachers had secure subject knowledge and used the resources well. For example, in a very good lesson in Year 6, the information that pupils needed for their science lesson was already in the resource file on the computer for them to access individually. Information and communication technology was used very effectively to support composition in an excellent music lesson in Year 6. An analysis of pupils' work shows that, in Years 1 and 2, many opportunities were planned for pupils to extend their literacy skills by using word banks to assemble sentences about autumn. They develop their information and communication technology skills by learning how to start a new line in text, correct their mistakes, change font size and colour and draw tables to record their work. They confidently program robots to move in particular directions. The work that they produce is of a high standard and pupils show a very good level of understanding when using their information and communication technology skills across the curriculum. Older pupils transfer information from one window to another very confidently and use short cuts effectively to speed up their work. They write their own procedures successfully when using a control program to create a design. Pupils have a good understanding of search engines and use these well to access information. They have a very good understanding of spreadsheets and how these can be used for complex calculations. Pupils have designed pictures in the style of Mondrian, using colour palettes well to select the colours that they need.
- 60 The leadership and management of the subject are strong and effective. The subject leader has a good understanding of how the subject is being developed. She is very proactive and is supported effectively by a hardware support technician who is in regular contact and by a second technician who works in the suite for half a day each week. Each unit of work is assessed and this process is being extended to assess the information and communication technology skills that pupils achieve. Pupils use the suite very well at breaks and at lunchtimes. They work unsupervised, respect these opportunities by behaving sensibly and producing information to support learning in lessons. For example, some pupils were accessing the Internet to find information for their geography lesson while others reinforced their understanding of tangrams in numeracy.
- 61 The school is very well resourced to deliver the National Curriculum and there is a good range of software for all the components of the subject. Classroom computers are linked to the Internet and are used well. Pupils who do not have access to computers at home are given additional opportunities to develop their skills. This is a very good example of the school's very clear commitment to inclusion and its determination to enable all pupils to be fully involved in all aspects of its work.

Information and communication technology across the curriculum

- 62 Frequent opportunities are taken to link pupils' work in most subjects to their information and communication technology work. For example, pupils have created poems about other

cultures in their religious education work. They compose in music, create pictures in art, record their science and mathematics investigations and use the Internet very well to gather information for their work in geography.

HUMANITIES

Geography and History

Pupils' work was sampled in geography and history. Attainment at the end of Years 2 and 6 is above average in geography and average in history. No lessons were observed in history and in the lesson observed in geography, the quality of teaching and learning was very good.

Religious education

Provision in religious education is **very good**.

Main strengths and weaknesses

- Pupils' standards of work exceed the expectations of the Locally Agreed Syllabus by Year 6.
- The quality of teaching and learning is consistently very good so that pupils have very positive attitudes to work in religious education.
- The curriculum is very rich and stimulating and there are very strong links with other subjects.
- There is a wide range of interesting and relevant artefacts to support learning.
- The leadership and management of the subject are very good.

Commentary

- 63 There have been improvements since the previous inspection in the quality of teaching and in the interesting and stimulating curriculum. The use of visitors helps pupils to understand the similarities and differences between different cultures and religions. This was particularly noticeable in a lesson in Year 2 when a Muslim parent shared her beliefs with the class. Pupils asked questions confidently and listened attentively to the replies. This deepened their awareness of how different religions have similar festivals.
- 64 All teachers build on pupils' earlier experiences very effectively in Years 3 to 6. This means that, by Year 6, pupils, including those with special educational needs and those who speak English as an additional language, have a good understanding of different cultures, beliefs and religious practices. They have animated discussions and use the Internet and books confidently to find out about religions such as Islam. For example, in a Year 6 lesson, pupils worked independently to compare different religions. This increased their ability to use books and computers for research purposes. It also gave them more understanding of a range of cultures, beliefs and practices. Consistently interesting and enthusiastic teaching gives pupils a strong sense of motivation and interest in religious education. Pupils use their literacy skills well in their written work. They take care with handwriting and spelling and clearly take a pride in their achievements. Teachers make their expectations of high standards of behaviour clear and promote an air of calm, purposeful work. This gives pupils the chance to reflect quietly as they work so that they achieve well and make good progress in their learning.
- 65 Very good leadership of the subject increases teachers' confidence and gives them a very good basis for teaching and learning. Pupils have experience of the five main religions in Bradford as well as an introduction to the Buddhist faith. This helps them to understand and respect other cultures and beliefs. The school makes very good use of visitors from different faiths and visits to different places of worship to broaden pupils' awareness. It has a good selection of books and artefacts from the religions that pupils study. These help them to realise the importance of these to believers and to understand the need to treat them with respect.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The provision for art and design, design and technology and music was inspected in detail and lessons were sampled in physical education.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Teachers' good subject knowledge.
- Clear evidence of development of skills in drawing.
- Good links to information and communication technology.
- Good leadership and management.
- Inconsistency in the use of sketchbooks.

Commentary

- 66 Pupils, including those with special educational needs and those who speak English as an additional language, achieve well as they move through the school and standards of attainment are above those normally found at the end of Years 2 and 6. This is because teachers have good subject knowledge and the ability to develop one aspect of art, for example, pattern, in many different forms. In a Year 3 class, for example, pupils created repeating pattern by using printing sticks, mathematical shapes and their own shape designs. They fully understand reflection, rotation, half drop, full drop and overlap when arranging their shapes and demonstrated this very well by creating careful and intricate patterns.
- 67 Pupils develop their observational skills well and have used these to represent detailed seed heads carefully, using white ink pens on a black background. Pupils in Year 6 have linked their art and design work to information and communication technology when they used digital cameras to take each other's picture. They then used the picture to create a portrait of their partner. These portraits show very good attention to details such as eyelashes and hair. They use pastels and pencils well and give very good attention to the background when creating large faces.
- 68 Pupils have very good opportunities to study the work of other artists, to develop their colour mixing skills and to work with a wide range of media. Pupils in Year 6 have a very good understanding of background, middle ground and foreground and, by using the digital camera, observe the work of other artists and modelling landscapes. Using computers reinforces this work very well. Overall, the quality of teaching and learning is good.
- 69 The leadership and management of art and design are good. The subject leader has a very good overview of art and design in the school and has had opportunities to observe some lessons. Displays of work are of a high quality and clearly show the development in drawing skills as pupils get older. Art and design is taught for half a term and alternates with design and technology. Sketchbooks are used in Years 3 to 6 but the use of these could be more consistent. The school has maintained the good standards found when it was inspected previously.

Design and technology

Provision in design and technology is **satisfactory**.

Main strengths and weaknesses

- The coverage of all aspects of design and technology in Years 1 to 4 is good.
- The assessment of the subject is very good.
- A clear understanding of the design, make and evaluate process.
- The focus on pupils' skills in the use of mechanisms, particularly in Years 5 and 6, is unsatisfactory.

Commentary

- 70 Pupils achieve well in Years 1 to 4 and attain the standards expected at the end of Years 2 and 6. The work sample presented showed a very good coverage of all aspects of the subject. For example, younger pupils show good understanding of the ingredients when making a fruit salad. They have a good appreciation of how to use paper fasteners to make pivots when creating a person with moving parts. They also used a slide mechanism effectively to move a card butterfly across a background. When making finger puppets, they have evaluated their work carefully writing, for example, 'it doesn't look like my design'.
- 71 Pupils in Year 3 have designed wheeled vehicles and show three very different views in their design. Their achievement in this work was very good and their work was of a high quality. However, older pupils in Years 5 and 6 have fewer opportunities in this subject due to the greater emphasis on other subjects. Pupils in Year 6 have used their science skills well to record the effect of yeast when they made bread. But these pupils have insufficient opportunities to extend their understanding of a range of mechanisms such as cams, gears and the use of electric motors to create movement. This means that attainment overall is satisfactory for all pupils, including those with special educational needs and those who speak English as an additional language.
- 72 The leadership and management of the subject are satisfactory. The subject leader is also responsible for information and communication technology and felt that this had to be her priority during the last year. She is fully aware of the gaps in the coverage of mechanisms in Years 5 and 6 and has plans in place to increase this provision in the new subject policy to be produced during this school year. There are good procedures for assessing each unit of work and pupils' progress is recorded well on reports for parents. The standards found when the school was inspected previously have been maintained.

Music

Provision in music is **very good**.

Main strengths and weakness

- Whole-school singing is good.
- Pupils benefit from a rich curriculum which enables them to achieve well.
- The school provides a wide range of musical experiences.

Commentary

- 73 Attainment in music is above average at the end of Years 2 and 6 and all pupils, including those with special educational needs and those who speak English as an additional language, achieve well. This is an improvement since the school was inspected previously. Whole-school singing continues to be good. Pupils sing tunefully and with a good sense of rhythm. They have a good appreciation of what they are singing. The school choir consists

of some 40 pupils from Years 4, 5 and 6 and includes boys and girls. The choir's singing is very competent and pupils have a number of opportunities to sing in public and with other schools.

- 74 Pupils in Year 1 sing very tunefully and successfully maintain a steady pulse either by clapping or by beating untuned percussion instruments. They successfully remembered verses of songs learned in previous weeks. Pupils in Year 4 successfully repeated a clapped rhythm and added a syncopated rhythm to a steady pulse. Pupils are reasonably successful in identifying instruments from a piece of music played on a CD player. Pupils with special educational needs and those who speak English as an additional language are fully included in learning and achieve well.
- 75 The rich curriculum offered to pupils promotes good standards and achievement overall. Pupils have opportunities to hear different music groups and also to learn recorder and keyboards. Good resources, including some instruments representing other cultures, enrich learning. The quality of teaching and learning is very good overall and lessons are well planned to enable pupils to build on previous learning. Pupils have good attitudes to music and this also enhances learning.
- 76 The subject is led and managed very effectively. The subject leader ensures that music has a high profile in the school. For example, a visiting pianist accompanies singing for each class and this promotes good attainment. The provision for music has improved since the school was inspected previously and the school has the potential to develop the subject further.

77 *In an excellent lesson in music in Year 6, pupils created a graphic score which included elements of pulse, rhythm, timbre and dynamics to create a particular texture.*

The success of this excellent lesson was rooted in the teacher's very secure subject knowledge and understanding. She used this expertise very successfully to develop pupils' skills in composition systematically over a series of lessons. Previous learning was revised and pupils showed a very clear understanding of how timbre, dynamics, pulse and rhythm create texture in music. Pupils used specialist vocabulary very well to explain this; 'texture is a collection of sounds to create a rich and varied piece'. Their understanding of composition was illustrated when they linked their work to a piece by Mozart heard in assembly. Four pupils made excellent use of computers to create a rhythm using different instruments to which a melody could be added. The rest of the class worked in groups to create a 16 bar score using body sounds, voices and percussion instruments. Opportunities were provided for higher attaining pupils to extend their learning by improvisation. In conclusion, all groups performed their compositions while others listened carefully, using musical language effectively when commenting and evaluating. During this outstanding lesson, pupils were fully engaged in learning and their sustained interest and concentration resulted in very high achievement.

Physical education

Attainment is **satisfactory** in Years 2 and 6 and standards in swimming are above average. The quality of teaching and learning in the few lessons observed was good overall and pupils have good attitudes to the subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **very good**.

Main strengths and weaknesses

- Very good health education has been reflected in the Healthy Schools Award.
- Whole class discussions promote a sensitive awareness of others.
- The school council is providing an early introduction to democracy.
- The links with Europe are giving pupils a wider understanding of the world.

Commentary

- 78 There is very good provision for pupils' personal, social and health education and citizenship. Very good arrangements are in place for pupils to be introduced to the dangers of drugs and other substances and for sex and relationships education. There is a very good emphasis on healthy living and this is related to other subjects such as science and physical education. These areas and personal safety are emphasised during the school's annual visit from the 'life caravan'.
- 79 The effective school council is giving pupils an early understanding of the workings of democracy and the responsibilities of citizenship. European links are giving pupils an appreciation of citizenship in the wider world. These are examples of the school's innovative record of curriculum development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	1
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).