

INSPECTION REPORT

CAVENDISH PRIMARY SCHOOL

Bradford

LEA area: Bradford

Unique reference number: 107243

Headteacher: Mrs M Nixon

Lead inspector: Mr J Atkinson

Dates of inspection: 15th – 18th November 2004

Inspection number: 266579

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: 3 - 11
Gender of pupils: Mixed
Number on roll: 322

School address: Hall Road
Eccleshill
Bradford
Postcode: BD2 2DU

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Appropriate authority: The governing body
Name of chair of governors: Mr Richard Thornton

Date of previous inspection: October 2002

CHARACTERISTICS OF THE SCHOOL

Cavendish Primary School caters for boys and girls in the three to 11 age group. The school is situated in Eccleshill, in the Metropolitan Borough of Bradford. The school draws most of its pupils from the immediate vicinity of the school. The area is one that features many aspects of social disadvantage and is a part of a community where there have been and are many initiatives to address the impact of such disadvantage. There is a higher than average percentage of pupils who are entitled to free school meals, standing at 31.6 per cent (PANDA 2004) and a broadly average percentage of pupils with special educational needs, standing at 20.4 per cent, of which 0.8 per cent have statements of their special educational need (PANDA 2004). The percentage of pupils identified as having special educational needs has risen each year over a five-year period from 1999 to 2004 (6.2 per cent to 20.4 per cent). The vast majority of pupils are white British and there are no pupils with English as an additional language. The area has undergone many changes over the past five years. However the growth in pupil numbers has not met predictions and therefore the governing body has recently taken the decision for the school to contract to 1.5 form-entry from 2.0 form-entry and is working with the Local Education Authority to put a seven-year plan for contraction into place. The school is involved in many initiatives to raise attainment and support families and the community. It is part of the Excellence in Cities (EIC) extended programme for Learning Mentors, an Education Action Zone, the EIC 'Action for Boys' achievement' and a key player in the North East Bradford Networked Learning community. There is also involvement with a programme for the development of physical education, the Fischer Family Trust Adult learning scheme and Education Bradford to promote childcare before and after school. The school is working towards the Healthy Schools award and Investor In People. There is a Breakfast Club and a number of initiatives for adults and family learning. On entry, the pupils' attainment is below what is expected for pupils of that age.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18819	Mr John Atkinson	Lead inspector	English
			History
			Geography
			Religious education
			Special educational needs
			English as an additional language
9652	Mr Colin Herbert	Lay inspector	
11510	Mr Keith Oglesby	Team inspector	Mathematics
			Science
			Information and communication technology
			Physical education
24031	Mrs Iris Idle	Team inspector	Foundation Stage
			Music
			Design and technology
			Art and design

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Cavendish Primary School is a good school and gives good value for money. The good leadership and management of the school have established a climate where pupils are very well cared for, teaching and learning are good and as a result, pupils' achievements by the age of 11 are good.

The school's main strengths and weaknesses are:

- The good leadership of the headteacher who has a very clear focus on raising standards.
- The provision and outcomes for pupils with special educational needs are good.
- The achievement of pupils by the age of 11 is good with strengths in science and mathematics.
- The good personal development of pupils.
- The very good relationships between staff and pupils.
- The school's procedures for self-evaluation are rigorous.
- Standards in Years 1 and 2 in English and information and communication technology (ICT) are below average.
- The lack of planned challenge for more able pupils in some teaching.
- The pace of learning is not fast enough when there is insufficient active learning.

The school has made good improvement since the last inspection in 2002 and is no longer considered to be an underachieving school. The leadership and management of the school are now good and the school improvement plan is very clearly focused on priorities identified as a result of the rigorous evaluation of the school's work. As a result, standards have been the top priority and this has led to significant improvement in boys' achievements. The overall quality of teaching is now judged to be good and assessment information is being used well. Standards in ICT have improved and by the age of 11 pupils are achieving the national expectation. The curriculum for history and design and technology is now thoroughly planned to ensure that opportunities are provided for pupils to acquire the necessary skills in both subjects.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	C	D	B
mathematics	D	C	C	A
science	E	C	C	A

*Key: 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.*

Pupils, including those with special educational needs, achieve well. Children in the Reception reach standards that match those expected for children of their age in creative development and personal, social and emotional development and achievement is good. Standards in their communication, language and literacy, mathematical development and in their knowledge and understanding of the world are below those expected and achievement is satisfactory. Children's physical development was only sampled in the inspection and no judgement is made on achievement.

In the 2004 national tests for pupils at the end of Year 2 pupils achieved below average standards in reading and writing and above average standards in mathematics when compared to schools in similar circumstances. Current pupils in Years 1 and 2 are achieving below average standards in reading and writing and average standards in mathematics. In the 2004 tests for pupils at the end of Year 6, results were well above average in mathematics and science and above average in

English when compared to similar schools. In these tests the number of pupils achieving the higher levels in mathematics and science was well above average for similar schools and this indicated very good progress from when they were seven years old. Currently in Year 6 pupils are attaining standards that are in line with the national average in English, mathematics and science and this represents good achievement.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. Pupils' behaviour is good and they have positive attitudes and work hard in lessons. Attendance is satisfactory.

QUALITY OF EDUCATION

The school provides a good quality of education. Teaching and learning are good.

Procedures for assessing and tracking pupils' progress are good and this enables teachers to set targets that help pupils to achieve well by the age of 11. In some classes, though, and particularly in Years 1 and 2, this is not done well enough to give higher attaining pupils sufficient challenge. Consequently they do not achieve as well as they could. A strength of teaching is the consideration and support given by teachers and support staff to pupils who have special educational needs. Support staff play a significant role, keeping them well focused and boosting their confidence. Where pupils do not learn at a fast enough pace it is because there is insufficient active learning due to a limited range of teaching styles.

The curriculum is good. A good range of creative, sporting and other activities enriches it. The guidance and support for pupils is good, the care is very good and the ethos of the school is fully inclusive ensuring that every child is valued and included in the life of the school. The additional provision before and after school is effective in motivating and supporting pupils in their attitudes to learning. The school has satisfactory links with parents and good links with other schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school is good overall. The headteacher provides good leadership and is establishing a culture of high achievement throughout the school. She is influential in creating the positive ethos of the school and this results in a calm and purposeful learning environment where pupils are expected to work hard and behave well. The headteacher's understanding of what still needs to be done to further improve the work of the school is very clearly set out in the school improvement plan and appropriate action is being taken. Governors have a good understanding of the strengths and weaknesses of the school and provide a good level of support and challenge to the school. They ensure that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views of the school. They appreciate the extra opportunities that their children are given and are very pleased with the high expectations of behaviour and the support given to children with special educational needs. Pupils like going to school and speak enthusiastically and positively about what they learn and the help they are given by their teachers.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Increase the opportunities for writing for different purposes in Years 1 and 2.
- Increase the access to computers to raise the standards of ICT in Years 1 and 2.
- Ensure that there is sufficient planned challenge for more able pupils.
- Extend the range of teaching styles to promote more active learning for pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards in the current Year 2 are in line with the expected level in mathematics and are below the expected level in English. In Year 6 standards are in line with the expected level in English, mathematics and science and boys are achieving as well as girls. Children in the Foundation Stage achieve well in their creative and personal, social and emotional development. Their achievement in communication, language and literacy, mathematical development and knowledge and understanding of the world is satisfactory. Insufficient evidence was available to judge standards or achievement in physical development. Considering that children's skills are below the expected level when they start school, the achievement of the pupils by the age of 11 is good and one of the school's strengths.

Main strengths and weaknesses

- By the end of Year 2 pupils achieve well in mathematics.
- By the end of Year 6 pupils achieve well in English, mathematics and science.
- The achievement of boys has improved significantly since the last inspection.
- Pupils with special educational needs achieve well.
- Standards in reading, writing and ICT by the end of Year 2 are below what is expected.
- An above average number of pupils are reaching the higher than expected levels in Years 2 and 6 in mathematics.

Commentary

1 Overall standards are improving in the school. These improvements are an outcome of the very clear focus on standards by the headteacher, the improvements in teaching in junior classes and the successful implementation of strategies to raise boys' underachievement. For example, there has been a focus on motivating boys through resources and tasks that they find interesting and exciting. The effect is that boys have produced writing that makes better use of description and more accurate work in mathematics.

2 Year 2 tests show that standards are close to those expected in similar schools and the trend in the school's national curriculum points was broadly in line with the national trend. There was particularly good improvement in reading and writing between 2000 and 2003 but this dipped in 2004 due to staffing problems that led to weaknesses in teaching.

3 Results in the Year 6 national tests have improved considerably over the past two years in mathematics, science and reading although the standards of writing dipped in 2004. The number of pupils achieving level 5 in English was well below the national average whilst in mathematics it was above the national average.

4 Currently English standards in junior classes are continuing to improve because of the emphasis that teachers give to the very structured approach to writing. The outcome is that pupils write with conviction in an imaginative manner using a good range of vocabulary. Teachers encourage pupils to express their opinions and discuss different views and this leads to pupils being more confident speakers and listeners. Reading is a high priority. Pupils are listened to on a regular basis and there are good links between home and school. This has a very good impact on achievement in junior classes. They are assessed carefully and given appropriate books that enable them to improve their standard of reading. In infant classes, staffing difficulties that led to weaknesses in teaching limited the rate of progress that pupils made. Currently the standards that Year 2 pupils are achieving in reading and writing are below what is expected for pupils of this age and addressing these issues are the priority for the school. Overall, pupils are attaining standards that are in line with the national average by the end of Year 6 and this represents good achievement.

5 Currently standards in mathematics by the end of Year 2 and Year 6 are in line with those expected nationally for seven and 11-year-olds and this represents good achievement. This is a good improvement since the last inspection, when standards in Year 6 were below average. Pupils are achieving well because of good teaching, their willingness to listen well and their positive attitudes to learning. The present Year 6 contains a significant number of pupils with special educational needs and a few who have joined the school recently. They are supported well and are making steady progress. Teachers follow the National Numeracy Strategy closely so pupils get a good balance of learning in the different aspects of mathematics. Good assessment and tracking procedures give teachers a good understanding of strengths and weaknesses in pupils' attainment. The number of pupils achieving higher than expected levels in mathematics and is above average because of the good teaching and the use of target setting. In English pupils are not achieving as well in the higher than expected levels because in Year 2 there are insufficient opportunities to practise writing for different purposes and audiences.

6 In science pupils are achieving well and standards are better than they were at the last inspection, when they were below average by the end of Year 6. Pupils now reach the expected level in Year 6, with a significant number managing to go beyond this because they work hard and the teaching is good. Standards overall in this group are affected by a number of pupils who have special educational needs, but these are supported well and are making steady progress. In most previous years, boys have not done as well as girls, but the gap is narrowing. No differences were observed either in the achievement or interest of boys and girls during the inspection. Standards in Year 2 are also in line with expectations, as they were at the time of the last inspection. In infant classes, boys are achieving at least as well as girls.

7 In ICT standards in Year 6 are average and have improved since the last inspection. This is due to the improved software, the use of staff expertise and the consistently good teaching. The school uses the expertise of staff well to support pupils' learning and in Years 3 to 6 pupils' achievement is good. In Year 2 standards are still below national expectations. Year 2 pupils are taught ICT by a specialist teacher who has only had the pupils for five weeks and has had insufficient time to make an impact on the standards they achieve. The small work sampled in both Years 1 and 2 indicates that pupils have had limited access to computers.

8 In religious education, music, physical education and geography, pupils' standards are satisfactory. It was not possible to make judgements on standards or achievement in other subjects.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	14.1 (15.0)	15.8 (15.7)
writing	13.2 (14.4)	14.6 (14.6)
mathematics	16.0 (15.9)	16.2 (16.3)

There were 45 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 2004

Standards in:	School results	National results
English	25.5 (26.3)	26.9 (26.8)
mathematics	27.2 (26.6)	27.0 (26.8)
science	29.0 (28.6)	28.6 (28.6)

There were 51 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

The school makes good provision for pupils' personal development. Pupils' attitudes and behaviour are good. The school's provision for spiritual, moral, social and cultural development is good. Attendance is satisfactory.

Main strengths and weaknesses

- Behaviour in Breakfast Club is very good as a result of the significant input of the learning mentor.
- Pupils' personal development is good. They have positive views about their school and have very trusting relationships with all adults.
- Pupils have a very good understanding of living in the school community.

Commentary

9 The Breakfast Club is very well organised by the learning mentor. Pupils are given different responsibilities each day and willingly fulfil tasks such as waiters and waitresses and table clearers. The welcome and care they receive from the learning mentor sets the tone for their school day as she ensures very good inclusion. No pupils wander round while they are eating as the learning mentor reinforces well the need for good manners. Pupils are directed to well planned, interesting tasks and really enjoy working on the computer and playing the piano. The learning mentor makes a significant contribution to the life of the school and pupils' personal development.

10 Children develop good attitudes to learning in the Nursery and Reception and they continue to be good in the rest of the school. In discussion with pupils, it was very evident that relationships between all involved in the school community are very positive, with many pupils actively seeking ways of helping others in social situations. The ethos of the school is positive and fully inclusive. All adults are good role models and these two aspects have a significant impact on the development of pupils' social and moral development. The school is good in encouraging pupils to consider the consequences of their actions and this has developed in pupils a thoughtful and considerate approach to others. Three pupils with very challenging behaviour were excluded for a short period of time in the year prior to the inspection but such action is a rare event. Pupils' spiritual awareness is good and is promoted well through well-planned moments of reflection in assemblies and during circle time. For example, pupils in Years 3 and 4 are given time to reflect on the feelings of others while all pupils experience the reverent atmosphere created by the headteacher in assembly. A visiting musician uses music very well to extend pupils' awareness of the consequences of letting their friends down and links this message well to aspects of the Christian faith.

11 Older pupils have good opportunities to develop their independence as they take on a range of responsibilities. In discussion with the school captains, it was clear that they take their roles very seriously. They describe their role as helping each other, working as a team and seeking the views of others in order to improve life in school for everyone. These pupils show a sensitive awareness of the feelings of others and try hard to support any pupils who are on their own at break times. The school captains report back to their house members through news letters, assemblies and by visiting classrooms so that all pupils feel valued as part of teams. The buddy system works well as pupils support teachers and their peers in many ways. For example, they ensure that equipment is ready for teachers and support younger pupils with their reading. Pupils feel confident that they can go to any adult in school to discuss difficulties and their concerns will be addressed.

12 The attendance level of pupils is satisfactory when compared to other schools. However, during the reporting year there has been a good improvement in attendance rates when compared to the previous year. Levels of unauthorised absence are higher than other schools but the school is well aware of the reasons for absence and it works hard with its parents to promote regular attendance. Most parents adopt a very responsible attitude about informing the school if their child is going to be absent and the school ensures that first day contact is made with parents if no message has been received. Punctuality in the school is good.

Attendance in the latest complete reporting year (95%)

Authorised absence	
School data	4.0
National data	5.1

Unauthorised absence	
School data	1.0
National data	0.4

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

Exclusions

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
277	3	0
2	0	0
1	0	0
1	0	0
1	0	0
1	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 is good. Teaching is good, assessment procedures are good and pupils' learning is good. The curriculum is good and pupils benefit from a good range of additional activities, particularly in the arts.

Teaching and learning

Teaching and learning are good. Assessment procedures are good.

Main strengths and weaknesses

- Teachers and support staff work very well together to ensure good learning takes place.
- Teachers question pupils skilfully to tease out pupils' ideas and opinions.
- Teachers manage behaviour well and create a good climate for learning.
- More able pupils are not always challenged with more demanding tasks.
- Teachers occasionally limit the range of teaching styles used and reduce the level of pupils' active learning.

Commentary

13 Overall teaching is good and an improvement since the last inspection. The strengths of this quality of teaching are demonstrated in many classes, particularly in junior classes. In these lessons pupils learn and achieve well and have really good relationships with the adults and each other. As a result, pupils enjoy what they are doing and are motivated to work as hard as they possibly can.

14 In the good and very good lessons, teachers question pupils skilfully by asking thoughtful and appropriate questions that challenge pupils to think for themselves. This leads to pupils not only wanting to contribute their ideas and opinions but also being prepared to listen to others and modify their original views in the light of what they have heard. This high level of pupil involvement

keeps them focused on the tasks in hand and concentrating well. For example, in a Year 4 religious education lesson the use of drama to act out right and wrong responses to commandments really engaged the pupils and made them think very hard about their own behaviour. Another successful way in which pupils are challenged is when they have to carry out investigations or research on the Internet. By asking thought provoking and interesting questions teachers sustain the pupils' involvement and create in them a desire to find out more for themselves.

15 Consistent factors in the good and very good teaching are the way in which teachers and support staff work together and the high expectations that adults have of the pupils. The successful teamwork leads to pupils with special educational needs being fully involved in lessons and learning at a pace that is appropriate for them and this leads to their good achievement. The high expectations of behaviour mean that pupils behave well, enjoy learning and use time effectively. The outcome is that in these lessons there is a very positive climate for learning that creates good habits and enthusiastic attitudes amongst all pupils.

16 Although teaching is good there is room for improvement in two specific areas. First, the planning for more able pupils in some lessons merely requires pupils to do more of the same rather than more challenging work. This is so in infant classes when pupils are set writing tasks and also occurs in some mathematics lessons. The outcome is that more able pupils are not fully stretched and not reaching the higher levels in sufficient numbers, particularly in reading and writing in Year 2. Second, where teaching has weaknesses common features are that teachers are over-prescriptive and do not involve pupils sufficiently in using their initiative. This leads to teachers spending too much time talking to the pupils and too little time is spent on pupils being actively engaged in the learning. As a result, pupils are frustrated and the pace of their learning slows.

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6 (13%)	26 (58%)	12 (27 %)	1 (2%)	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.

The curriculum

The curriculum is good. It provides a broad range of learning opportunities that meets pupils' needs well. Extra activities enhance learning both during and after the school day. Accommodation is good and well used. Resources are good and there are sufficient resources for all subjects.

Main strengths and weaknesses

- The range and quality of clubs, visits, visitors and events is good.
- The school's use of the generous space available gives good opportunities to enhance pupils' learning and personal development.
- Provision for personal, social and health education is good.
- The school deploys teachers and support staff in imaginative ways to support pupils' learning as effectively as possible.

Commentary

17 The curriculum is well organised and reviewed regularly to ensure that all statutory requirements are met. There has been a good improvement since the previous inspection; the balance between subjects is now good, with appropriate emphasis given to each. The provision for personal development is good because the programme is relevant to the pupils' lives, relationships are very good and there are opportunities for all ages to enjoy responsibilities. This is one reason for the school's good record of succeeding with pupils who have had difficulties in other schools.

18 The school is always looking for better ways to use what it has. For example, teachers are looking at the impact of some specialist teaching in science, ICT and English where teachers with particular skills take classes other than their own. One class has a job-share, the two teachers spent a lot of time studying experience in other schools and so this is working very well because they have developed different styles of teaching and learning. Space in school is used imaginatively, for example, the welcoming *Friendship Room* is now part of the school's strategy for pupils with emotional difficulties.

19 A good range of after-school clubs enriches learning. These are popular and well attended. Pupils can choose from various sports, as well as art and design, music, writing and first aid. Several visitors offer activities to support the curriculum, such as the *Maths Magician* and actors who bring history to life. Classes make regular visits to places of interest, for example, pupils learned a lot about materials and filtration when they went to see local ceramics and water companies. Pupils in Year 6 enjoy a residential adventure week each year.

Care, guidance and support

Assessments are used well to improve and inform learning. Pupils are very well cared for and receive good guidance and support throughout the school. Effective strategies are used to promote pupils' personal development, raise their self worth and take account of their views.

Main strengths and weaknesses

- Good arrangements to provide a healthy and safe environment for pupils.
- Teachers, support staff and the learning mentor build very good relationships with pupils in their care.
- The School Captains represent pupils' views fairly and the school responds positively to their concerns.

Commentary

20 There are very good arrangements to promote pupils' welfare, health and safety. The school has opened a very successful Breakfast Club, which is well attended by pupils. This provides a healthy breakfast and pleasant start to the day. There are good opportunities for pupils to exercise through the different clubs and activities that are available on most days. Parents value these opportunities and believe that it helps to promote positive attitudes in their children towards school. The school has very good procedures for safe use of the Internet and good child protection procedures are in place.

21 Support, advice and guidance are good because there are good procedures in place to identify and ensure that pupils' needs are met; for example, pupils with challenging behaviour are helped to modify their own behaviour and be more self-disciplined. Pastoral support is particularly good; pupils with special educational needs who become increasingly independent in their learning and much more willing to try things on their own. Teachers and adults enjoy very good relationships with all pupils, who feel very confident to approach them with any anxieties and this contributes well to pupils' positive attitudes to learning.

22 The school captains are very effective in putting forward pupils' views about what they believe needs to be done about issues that affect them in their day-to-day life in school, for example, they were successful in arranging for more access to computers during lunch breaks and after school. Pupils have sensible views and develop mature ways of handling problems, seeking the opinions of others and ensuring that agreed decisions are kept.

Partnership with parents, other schools and the community

The school has satisfactory links with parents and the local community and good links with other schools. Parents are satisfied with the work of the school and are beginning to respond to the opportunities and facilities available to them.

Main strengths and weaknesses

- Contributions of parents to pupils' learning at school are good.
- Reports to parents on their children's progress are good.
- The transition arrangements to high school are good.

Commentary

23 The school is working hard to involve parents in their children's learning and this is increasingly effective. Parents are able to contribute to their children's learning from the advice given at parent consultation meetings where attendance is high. The school's friends' association and achievement assemblies provide opportunities for parents to build friendships in school and recognise what the school is doing for their children. This leads to parents seeing and contributing to the school's good ethos.

24 Good communication from class teachers keep parents well informed about work covered in lessons. Reports do tell parents about how much progress pupils are making and advise parents on how they might help their children to improve their learning. Parents are pleased with the progress that their children are making and are keen to support the school in the targets that are set for their children.

25 Links with other schools are effective because of the work of the learning mentor and the school's involvement in the North East Bradford Learning Network. The network enables teachers to work closely with teachers from other schools and provides opportunities for more able pupils to participate in activities with pupils from other schools. For example, pupils have participated in dance, drama, design and technology and science days. The outcome is that the transition to secondary schools is smooth and pupils are confident and reassured about any of their concerns or anxieties.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The headteacher has provided good leadership in tackling the underachievement that was identified in the last inspection in 2002 and has a clear vision for the future of the school. Governance is good because it monitors the work of the school in a systematic manner and supports it effectively. The leadership of key staff is good and the management of the school is good. The staff work effectively as a team to ensure that achievement is improving and the school is inclusive for all pupils. The significant aids to learning are the focus on raising achievement and improving the quality of teaching.

Main strengths and weaknesses

- The school's effective strategies in raising the achievement of pupils and ensuring equality of opportunity.
- The good procedures for evaluating the quality of the school's work and identifying its future developments.
- The commitment of governors to ensuring that the school is focused on its priorities.

Commentary

26 The headteacher provides good leadership in the school. She has led the school effectively and with determination in reaching the main priority of raising pupils' achievements, particularly boys' achievements. She has a very clear vision for the school and a sharp focus on achieving that vision. As a result, the school has made good improvements since the last inspection leading to higher standards of achievement and improvements in the overall quality of teaching. She is influential in creating the positive ethos of the school and this results in a calm and purposeful learning environment where pupils are expected to work hard and behave well yet feel secure and confident about the challenges that they face. This ethos is a significant aid to raising achievement. The headteacher's understanding of what still needs to be done to further improve

the work of the school is very clearly set out in the school improvement plan and the action being taken is thorough with the effect that staff are united with a clear sense of purpose.

27 The governing body has improved since the last inspection by taking its monitoring role seriously and working effectively in groups to guarantee that the leadership and management of the school are accountable for its actions and strategies. Governors are actively involved in the day-to-day work of the school by working with teachers and supporting pupils and school activities. This gives them a good insight into the views of pupils, the quality of education and how the school works effectively with parents. They are rigorous in their analysis of data related to the achievements of pupils and therefore have a good understanding of the strengths of the school and the priorities for improvement. This enables them to challenge the headteacher and the staff in positive and constructive ways on the progress being made on the issues identified in the last inspection. Governors are vigilant in ensuring that the school is inclusive by meeting all its statutory requirements. Governors have drawn up a race equality policy, keep it under constant review and as a result, it is implemented well in the school leading to no incidents of racism.

28 The school has improved in its monitoring of achievements and is now effective in this. The headteacher has established good procedures for evaluating the work of the school. She gives staff the support to monitor specific subjects and raised her expectations of the outcomes of this role. As a result staff manage their subjects better than when the school was last inspected and are more focused on what are the priorities in their subjects. The headteacher has implemented performance management successfully. The targets that teachers have been set have had a good impact on pupils' achievements. Governors and the headteacher are effective in managing and monitoring the school's budget. This has led to good improvements in the school's resources for ICT.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	896159.76
Total expenditure	874887.67
Expenditure per pupil	3048.16

Balances (£)	
Balance from previous year	19919
Balance carried forward to the next	21272.09

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good**

29 Most children have below average skills and abilities when they start school particularly in their communication, language and literacy. Children's achievement is satisfactory but standards of the majority are below those expected by the end of the Reception year. Children settle well because they form very good relationships with all adults within the secure and interesting learning environment that has been created in both teaching areas. The Reception classroom has been changed and the new space has only been in use since September. Modifications are on going to improve the use and effectiveness of this provision.

30 The overall quality of teaching is good. All adults are good role models and demonstrate clearly how to use appropriate language within imaginative play. Small group work, particularly in the Nursery, gives children plenty of additional support and helps the teacher and support assistants to assess children's understanding.

31 The curriculum is good. However, the provision for outdoor play and activities is limited because children do not have a covered area to use when the weather is not good. There is no grassed area where the children can play. The school has identified the outdoor provision as an issue to be addressed and progress has been slow due to circumstances beyond the school's control. Resources within the classrooms are good. A good range of assessment procedures are in place. On-going assessment is a part of each day's teaching and the information gathered is recorded in children's individual records.

32 The leadership and management of the Foundation Stage are satisfactory. It is difficult for the Foundation Stage to work as one unit as the Nursery is in a separate building some distance from the main school. The leader of the Foundation Stage has limited opportunities to work with the Reception teacher and they do not see each other teach. The school is fully aware of this and plans to address this issue. Informal meetings are held regularly but the two teachers do not plan together or exchange planning. Teaching has improved since the last inspection. More emphasis is now placed on developing children's communication, language and literacy and their mathematical skills. Learning objectives have been fine tuned to clearly identify what it is teachers want children to learn.

33 There is insufficient evidence to make an overall judgement about physical development as no lessons were seen. Discussions were held with members of the Foundation Stage team and observations were made of parts of lessons. The provision for outdoor play is limited because there are no grassed areas and no covered areas for children to use when the weather is not good. However, teachers make good use of the available facilities and children use a good range of equipment regularly. They demonstrate sound skills when using wheeled vehicles and Nursery children climb ladders confidently. A range of learning experiences is offered in the outdoor areas, including ring games. Nursery children do not use the hall to support their physical development.

34 The children in the Reception class do not have opportunities to climb outdoors as no climbing frame is available. They have a lesson each week in the hall but discussion revealed that children do not have an awareness of space and do not yet use apparatus. They are beginning to develop their hand/eye co-ordination by playing with balls, bats and hoops.

35 Fine motor skills are developed satisfactorily through the daily use of pencils, brushes and small construction materials. Nursery children practise these daily through the provision in the mark making area and as they thread laces through shapes.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children behave well and have good attitudes because adults have high expectations of behaviour.
- However, where children have too much free choice it results in noisy activities and inappropriate behaviour.
- Clearly established routines help children to settle quickly and feel secure.

Commentary

36 Teachers and support staff establish clear guidelines for expected levels of behaviour. Children clearly understand what is expected of them and respond well by listening and watching carefully. The children in Nursery move around activities very sensibly and use materials carefully. Older children in the Nursery know the routines well and help newcomers to settle and feel secure within the learning environment. These children demonstrate good social skills when they talk together while having a snack whilst the youngest sit and listen alongside. However when children in the Reception class are given too much free choice, their behaviour is not as good and there is too much noise. This improved considerably during the inspection as more children were directed to adult focussed tasks. All the children build good relationships with all adults and understand the need to appreciate the success of others. For example, when a lower achieving child in the Reception class successfully identified that sunglasses were missing from the tray and could also identify the initial letter sound, children smiled and applauded the success. They know that their suggestions and ideas are appreciated and this gives them the confidence to respond. Good opportunities to help each other and become independent are planned within activities. For example, when children do a creative activity, they line up behind each other to fasten each other's apron.

37 Children achieve well and are likely to exceed their goals in this area of learning because of the good relationships they build with adults and each other and the good teaching they receive.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory**

Main strengths and weaknesses

- Good questioning and interactions by all adults enables children to develop their speaking and listening skills well.
- The learning objectives for activities are well focussed.
- Children in the Reception class have insufficient opportunities in small groups to develop their writing skills.
- Children's achievements are recorded regularly but these do not always inform future planning.

Commentary

38 Adults use every opportunity to talk to children and encourage responses and this has a positive impact on speaking and listening skills, although the standards are below the expected level. For example, good teaching was observed when a Nursery nurse introduced the roles of customer and shopkeeper in the Nursery. The good use of questioning helped children to take on these roles, ask relevant questions and respond politely to each other. Children in the Reception class develop mathematical language well when they compare the size of the three bear's chairs, and look at the different sizes of their feet. The more able children confidently take on the role of

the bears when they perform the story, using finger puppets and the puppet theatre. They make a good attempt to use language from the story.

39 More recently, teachers have looked carefully at learning objectives both for teaching and assessment. These are now much clearer and indicate accurately the focus for both their teaching and their evaluation of children's learning. However, although children's achievement is recorded regularly, this information is not always used to identify the next step in their learning. For example, in the Reception class, the analysis of work shows that a lower achieving child is set a task to write words when the child is still at a very early stage of mark-making and does not yet understand letters and how to write these.

40 There is a wide range of attainment in the Reception class and many children find pencil control and letter formation difficult. These children need time to practice these skills in small groups and opportunities to consolidate their learning before moving on to other tasks.

41 Children have sound opportunities to develop early reading skills through the teaching of letter sounds. The majority of children in the Reception identify words correctly when they match these to a given letter sound. Children enjoy their phonics work because the teacher stimulates their curiosity and holds their attention well. A group of more able children are confident readers and are well supported by the reading recovery teacher. Children's achievement is satisfactory but standards are below those expected on entry to Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**

Main strengths and weaknesses

- Children are well supported in their learning by good teaching assistants.
- Good opportunities are planned for children to develop their understanding of counting through first hand experiences.

Commentary

42 Adults use first hand experiences well to develop children's counting skills. For example, by encouraging them to count the different fruits they buy in "the fruit shop" and the pennies they use to pay for these. The youngest children count to five soundly, using their fingers well to help them. They enjoy completing number jigsaws and singing a range of number songs that reinforce counting skills well. Teaching assistants and Nursery nurses support children's mathematical development well. Their good questioning helps older children to order foot shapes from smallest to largest. The lower ability children in the Reception class quickly identify the longest "snake" paper strip and sort four strips from largest to smallest well. Younger children are encouraged to select, recognise and name a number and then count out the number of pieces of fruit to match that number. Good support was observed during this activity as the teacher knows the children well and selects appropriate numbers that match their individual needs. All adults develop mathematical language well as they undertake these activities.

43 Children's understanding of shapes is reinforced well in other areas of learning such as when they use different shapes of construction materials. As a result, they show a good understanding of the most familiar 2 D shapes. Younger children sort these correctly while older children create good tessellation patterns using large shapes on the carpet. Children's achievement is satisfactory but standards are below those expected on entry to Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**

Main strengths and weaknesses

- Children have good opportunities to develop their early scientific skills.
- Children are given opportunities to develop an awareness of other cultures.

Commentary

44 The activities planned in the sand and water trays enable children to develop their early investigative skills. For example, the Nursery children test a range of objects to find out if they sink or float while older children fill containers and compare whether one holds more than or less than another. These children use their senses of taste and smell when they make and taste three different kinds of porridge. They observe changes when liquid is added to a powder. This leads to children achieving soundly.

45 Children use construction materials to create different sized chairs and beds for the Three Bears and adapt their models as they try out their ideas. In the Nursery, children work together to make a bus and take others for a ride. They try to make the tallest tower and add and take off building blocks to try to make it balance. Good pictures are displayed in the construction area to stimulate their imaginations and extend their ideas.

46 In the Reception class, children look at buildings near the school and talk about the different houses they live in. As a result they know that semi detached houses are “two houses fastened together” and that a bungalow “does not have an upstairs. A good computer programme extends their knowledge of the world around them well as they investigate the weather, sort animals and look at the natural world. Circle time gives children good opportunities to talk about their holidays and this leads to learning more about the wider world.

47 Good displays help children to begin to develop their understanding of other cultures. They have opportunities to taste different foods and wear saris when they celebrate the festival of Divali as well as other festivals. Children’s achievement is satisfactory but standards are below those expected on entry to Year 1.

CREATIVE DEVELOPMENT

Provision for creative development is **good**

Main strengths and weaknesses

- Children have good opportunities to use paint and mix colours.
- Musical instruments enable children to create their own music.
- Opportunities to sing contribute significantly to children’s creative development.

Commentary

48 Children in both classes have good opportunities to explore primary colours when they paint their own pictures. As a result they begin to develop a sound understanding of how to mix colours such as orange, purple and green. The good organisation of a range of materials helps children to extend their skills when they make patterns and colour shapes. This leads to children selecting their own materials within the design and technology area to make trains using collectable materials while in the Reception class. The older children are encouraged to select their own materials to create their own houses, using cardboard boxes and this increases their independence.

49 In the Nursery, children use musical instruments each day and create their own music while listening to taped music. As a result they use the instruments sensibly and work in small groups independently. Plenty of opportunities for singing were observed and children really enjoy singing

action songs and nursery rhymes with adults in the classroom and each week a visiting pianist supports their singing well. The Reception class have a music lesson with the visiting pianist in the hall and this leads to enthusiastic singing and helps them to remember many words. As they are all totally involved throughout the lesson, their behaviour is good.

50 Role-play is an important part of children's creative development and this is supported very well in the Nursery. Children need adult interaction to help them to develop their imaginative play but this is not as clearly identified in the Reception class. The teacher is modifying the organisation and management of this new space well on a daily basis and is fully aware of the needs of different activities and groups. Children's achievement is good and standards are in line with those expected on entry to Year 1.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**

Main strengths and weaknesses

- A highly structured approach to reading leads to good achievement by the age of 11.
- Strategies to improve writing skills and boys' achievement are successful in the junior classes.
- There are insufficient opportunities to develop writing skills in infant classes.
- Skilful questioning increases pupils' active involvement and develops speaking skills well.

Commentary

51 Reading skills are developed systematically throughout the school because pupils enter the school with limited reading skills and need intensive support to learn basic phonic skills. Pupils are assessed at an early age and are given individual help to enable them to improve. This leads to pupils reaching a satisfactory level of reading and a secure knowledge of phonics in infant classes. In junior classes reading is rapidly improved through the good level of support from home and school, the availability of interesting books and the high expectation of teachers that pupils become independent readers as soon as possible. The overall outcome is that by the age of 11 pupils are achieving well in reading and boys are now achieving as well as the girls.

52 In infant classes the emphasis on developing reading skills is limiting the opportunities for pupils to develop and practice their writing skills. This is particularly so in Year 2 where the amount of writing that pupils do is insufficient and too often work is not completed. Whilst they practice handwriting and phonic skills regularly and make good progress, they are not writing in complete sentences and using punctuation accurately enough for their age. This is because planning needs to be more thorough and activities for the more able need to be more challenging whereas too often they are doing more of what the other pupils are doing.

53 The good leadership and management of English in junior classes have led to the implementation of specific strategies to raise the standards of writing and boys' achievement. These have been successful because teachers have taken account of pupils' preferred learning styles and been very clear about the important features of good writing. For example, in Years 5 and 6, the teachers emphasise how the correct use of vocabulary, connectives, openings and punctuation are key to good quality writing. The pupils' ability to use these techniques were frequently illustrated in their extended writing such as the story of Dodger, based on Dickens's *Oliver Twist*. The good teaching in junior classes has high expectations of boys, demands that they achieve what they are capable of and uses writing competitions to inspire and motivate all pupils. The overall outcome is that the boys are achieving as well as the girls and this is a significant improvement since the last inspection.

54 Teaching is good overall. A significant reason for this is that where teachers question pupils skilfully then they engage the pupils easily and keep them actively involved in their learning. The effect is that pupils are motivated, understand fully what is expected of them and are prepared to voice opinions and express their own ideas. This was very evident when Year 6 pupils were discussing the autobiographical writing of a 10-year-old girl about her autistic brother. It led to pupils considering their own relationships with friends and relatives and resulted in thought provoking ideas that enhanced their writing. Where teaching is satisfactory, teachers spend a long time with explanations leading to restricted opportunities for active pupil participation that slows the pace of learning.

Language and literacy across the curriculum

55 Pupils' writing skills are extended well in other subjects in junior classes, particularly in science and geography. In infant classes, satisfactory use is made of other writing opportunities. There are good opportunities for discussion in personal, health and social education, including circle

time, in drama, and for Year 6 pupils in the school council. As a result pupils become more articulate as they get older and increasingly able to justify their opinions with logical arguments.

MATHEMATICS

Provision in mathematics is **good**

Main strengths and weaknesses

- Effective subject leadership results in the very thorough analysis of test results and assessment data.
- Lessons are well planned and keep a brisk pace. However, teachers sometimes miss opportunities to join pupils in exploring and investigating mathematical ideas.
- There is a good team of teaching assistants; these make a good contribution to learning.
- There are good systems to record what pupils have understood. However, in some lessons, pupils at different stages are given the same work.
- Mental and oral work does not always have enough pace and rigour.

Commentary

56 Leadership has been effective since the last inspection and led to higher standards and better teaching. The co-ordinators have an accurate view of strengths and weaknesses from a very thorough analysis of test results and assessment data. They add to this by seeking the views of pupils, in sample interviews. All this is then used to make improvements to the curriculum or teaching. Although subject leaders have done well to put right the identified weaknesses, there are two areas that need more attention. The first is the daily mental and oral session. The best of these, for example, in Year 3, are lively and stimulating events, with pupils of all abilities involved, thinking hard, and competing to answer. This helps them to calculate quickly and remember important number facts. However, in some other classes, this part of the lesson is too short, or lacks pace and does not challenge pupils. In some lessons the oral practice was minimal because it became part of the instructions for the activity to follow.

57 The second area where practice varies from class to class is in matching work to the needs and abilities of all pupils. More able pupils usually begin by doing the same work as the rest of the class. Pupils with difficulties are always well supported; the good team of teaching assistants make a good contribution here. The more able pupils usually have extra tasks if they finish early; teachers make good use of the suggestions in the maths scheme. However sometimes, these are just more of the same, or do not stretch pupils enough. Teachers know their pupils' strengths very well, and the school has very good records of what each pupil can do, but this information is not always used to make sure that all are challenged.

58 Teaching is never less than satisfactory and usually good. As a result standards by the end of Year 2 and Year 6 are in line with those expected nationally for seven and 11-year-olds. This is a good improvement since the last inspection, when standards in Year 6 were below average. Pupils are achieving well, this is mainly due to the good teaching and the fact that they listen well and want to learn. About one third are reaching higher than expected levels. At the previous inspection, boys were making much worse progress than girls but this gap is no longer an issue.

59 When teaching is good explanations are clear and lively and pupils know exactly what they have to do. There is a good emphasis on accuracy and use of the correct vocabulary. Teachers make sure that everyone understands and are quick to help those who need it. Pupils have their own targets; they like these and think that they help them to improve. As a result, they are gaining speed and confidence in both written and mental calculations, have a good grasp of the properties of 2D and 3D shapes and can use standard measures accurately.

60 Teachers do not always make the most of some promising class discussions, therefore pupils are less certain when they have to make sense of unfamiliar number problems or explain their thinking. In some lessons, teachers are so commendably determined to achieve what they

have planned that the pace is unrelenting and they miss chances to explore mathematical ideas in a relaxed way and so promote greater interest and understanding. This is reflected in pupils' written work. There are too few examples of pupils adding explanations to their work, or using informal jottings. Teachers' marking sometimes asks a question to make a pupil think, but they are not encouraged to reply in their books. Nevertheless, pupils do respond well when they are encouraged, for example, pupils in Years 3 and 4 write some good explanations on how they arrived at an answer.

Mathematics across the curriculum

61 There is regular use of mathematics in subjects such as science and design and technology. However in some cases this could be taken further. Pupils often collect interesting data from their science experiments, but chances are missed to get more from this, for example, by examining the figures for patterns or generalisations. Skills are not developed systematically, for example, pupils in Year 5 make several graphs that are no harder than those done in Year 3. As yet there is insufficient use of ICT to present or interrogate data, although the recently improved resources in the computer suite will make this possible.

SCIENCE

Provision in science is **good**

Main strengths and weaknesses

- Lessons are well prepared, teachers' explanations are clear and the pupils know exactly what they are expected to learn.
- The subject leader works hard to identify areas for improvement.
- The school has succeeded in raising boys' attainment. They are achieving better than last time.
- The more able pupils are not always given chances to move ahead and think for themselves.
- Most teachers insist on pupils recording their own results and conclusions. However, in a small number of classes, pupils use too many undemanding worksheets, so progress is slower.

62 Pupils are achieving well and are building up a good store of knowledge about science. This is because lessons are well prepared, teachers' explanations are clear and the pupils know exactly what they are expected to learn. In the best lessons, ideas are brought to life with interesting practical work. This helps pupils to remember and understand scientific vocabulary, as when some pupils in Year 2 collected huge lists of words to describe the changes caused by heating and freezing. In some lessons teachers make good use of sets of science books. These help understanding by illustrating difficult ideas and reminding pupils of the part science plays in their everyday lives.

63 Teachers give regular opportunities for classes to investigate. As a result, pupils in all classes can handle equipment carefully, make predictions and collect accurate data and records. They understand that tests are often repeated to get reliable results. The best teaching systematically develops these skills. For example, in the Year 3 and 4 classes, pupils practised the skills of detailed observation using various lenses and then an electronic microscope. The teacher helped pupils to interpret what they saw and to find the right vocabulary. However, most pupils are less confident in drawing conclusions from their experiments, asking new questions and suggesting tests to find fresh evidence. There are two main reasons for this. The first is that some of the practical work is over-prescriptive. Some teachers work so hard to make sure that everything goes well, that they do not involve pupils in using their initiative. All the decisions are made for them. The second reason is that, too often, practical work makes similar demands on pupils regardless of ability. The school has very good records of what each individual can do, but these are not used enough in lesson planning to stretch pupils with a flair for science.

64 Teachers generally make sure that pupils' recording is accurate and useful, but this part of learning could be improved. The inspection occurred early in the school year, so a limited sample of past work was seen. However, even in this, there were significant differences in the standards that teachers expected. In some of the best work, for example, in Years 3 and 4 and Year 6, pupils improve their understanding with thorough notes, descriptions, diagrams, lists and data, including some well-chosen homework. In contrast, in a small number of classes, pupils sometimes use easy worksheets with little practical work. This does not help them to develop recording skills or to think about scientific ideas.

65 Another area that could be taken further is the collection and use of data from investigations. All classes are used to using measures, stopwatches and other equipment to collect data. They record these carefully, using various charts and graphs. However teachers rarely give enough attention to examining this sort of data, for example, to look for trends, see where results do not seem to fit, or come to a general conclusion. Pupils show that they are capable of using their numeracy skills well, for example, when they study dissolving in Year 6. These pupils worked out averages for their readings and constructed different types of graphs to see which best illustrated the effect of the two variables, time and volume.

66 Leadership in the subject is good. The co-ordinator works hard to identify where improvements can be made, for example through an impressively thorough analysis of assessment results or by conducting sample interviews with pupils. The school is keen to try new ways to improve teaching and learning, for example, in using some specialist teaching or looking at shorter sessions to prepare for, or follow-up, the main science lesson. There is currently no formal monitoring of lessons or pupils' work. This will be worthwhile, because teamwork is good and there is plenty of expertise, which can be shared in order to bring all teaching up to the standard of the best.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**

Main strengths and weaknesses

- The effective use of teachers' good subject expertise has improved teaching and raised standards in Years 3 to 6.
- Pupils now have appropriate software to enable them to access all aspects of the ICT curriculum.
- The leadership and management of ICT have improved since the last inspection.
- Pupils are not always progressively developing their ICT skills.

Commentary

67 Standards in Year 6 are average and have improved since the last inspection. This is due to the improved software, the use of staff expertise and the adoption of the Qualification and Curriculum Authority scheme of work. The school uses the expertise of staff well to support pupils' learning and in Years 3 to 6, pupils' achievement is good. In these classes, the teaching is consistently good with some very good teaching observed. Time is used well, teachers have high expectations and their very clear instructions and interactions help pupils to achieve well. The programmes used enable pupils to work at their own level when using computers to extend their literacy and numeracy skills. Year 6 pupils create multimedia presentations, navigate the network and Internet well to select their own photograph and add text, sound and appropriate backgrounds to their slides. For example, raindrops were used on one background to enhance the picture of an Olympic swimmer.

68 For example, in a Year 4 lesson, more able pupils found it difficult to identify numbers on the keyboard and this restricted their opportunities to beat the timer when calculating tables. Assessment procedures are in place but do not identify particular ICT skills such as familiarity with the keyboard. Not all the work seen is planned to ensure that it builds on pupils' previous ICT skills

and knowledge. The outcome is that although the overall achievement of pupils is good, more able pupils could be doing even better. Two co-ordinators lead and manage this subject well and significant improvements have been made since the last inspection. All classrooms now have computers in addition to those in the computer suite. The computer suite is timetabled for both ICT skills teaching and cross-curricular work each week for the older pupils, however, pupils in Years 1 and 2 only have one session a week in the suite. The outcome is that junior pupils have improved their skills more than infant pupils.

Information and communication technology across the curriculum

69 Information and communication technology is used well by teachers in Years 3 to 6 to support learning in literacy and numeracy. Pupils in Years 3 and 4 use their ICT skills well to move between different screens and use grids successfully to support their understanding that division is the inverse of multiplication. They combine text and graphics when creating posters. Year 6 pupils understand the use of formulae and create their own formulae to work out perimeters and area on a spreadsheet. They use their graphic modelling skills well to design their ideal bedroom plan and the more able pupils extend this work by planning their ideal school grounds.

HUMANITIES

70 It was not possible to make a secure judgement on the quality of teaching or pupils' progress in **history** as no lessons were being taught during the period of the inspection. However, there was an analysis of planning and discussions held with pupils. Since the last inspection curriculum planning has improved and it now ensures that, as pupils move through the school, they develop an awareness of the past and how different sources of evidence can explain events. The majority of pupils become confident in comparing the past with the present. They are interested in discovering what life was like in different parts of the world in different periods and looking at how it compares with their life. For example, they look at the childhood experiences of evacuees and Victorian children and contrast it with their experiences of family life, schooling and work. The school makes many opportunities available for pupils to have real life experiences of the past by visiting places of historical interest.

Geography

Provision in geography is **satisfactory**

Main strengths and weaknesses

- Geography is promoted skilfully by involving other subjects.
- Pupils have good investigative and research skills.
- Good opportunities are provided for pupils to develop their knowledge of the similarities and differences between places.
- More able pupils are not always fully challenged.

Commentary

71 There are good links between geography and other subjects such as English and science. This leads to pupils consolidating their knowledge and understanding of geography and practising their writing skills. For example, Year 6 pupils visited a water treatment centre as part of their science work and this gave pupils a greater understanding of the work they were doing on the water cycle. Also when the same pupils were examining the role of aid agencies in water provision in less developed countries in the world they were able to practise their non-fictional writing skills well.

72 Teaching is good overall and a key factor is that planning requires pupils to investigate for themselves and carry out research using books and the Internet. This means that pupils develop the skills of searching for information in books and pictures and analysing information thoughtfully. Where pupils have difficulties they are well supported by teaching assistants and this helps them to understand some of the complex information that is on the Internet.

73 The curriculum is well planned and therefore the range of work that pupils cover enables them to have a secure knowledge of places in this country and around the world. Their understanding of how places develop and how they are similar and different to other places is well developed as pupils move through the school. For example, Year 3 pupils recognise that the weather in different parts of the United Kingdom and other parts of the world are similar. Year 4 pupils are able to contrast their own locality with that of an area of Cumbria and demonstrate their numeracy skills in representing the data on how pupils in each area travel to school.

74 Where teaching is satisfactory it is mainly because the focus is in setting a task for the whole class and giving support to those pupils with special educational needs to complete the task. This is effective for most pupils but those pupils who are capable of doing more are not offered work that is more difficult and challenging but tend to more of what the other pupils do.

Religious Education

Provision in religious education is **satisfactory**

Main strengths and weaknesses

- Teaching effectively enables pupils to apply religious principles to their own way of life.
- Discussions are skilfully led.

Commentary

75 The curriculum is well planned so that pupils cover a broad curriculum in line with the Locally Agreed Syllabus. All pupils study six major religions and the co-ordinator monitors the planning to ensure that the syllabus is followed and pupils are attaining satisfactory standards and achievement is good.

76 Pupils have a secure knowledge of different religions. Junior pupils have a good understanding of Hinduism, Judaism and Buddhism. Pupils' writing shows how they are able to link religious beliefs to their own life; for example, when Year 4 pupils investigated how events influenced the life of Buddha, they considered how arguments could be resolved peacefully. Pupils in Year 6 understood what 'commitment' means to Christians and contrasted it to their own commitment to friendships and the organisations to which they belong. The outcome is that pupils are using the principles that underpin different religions to shape their own values and beliefs.

77 Teaching is good because lessons are well planned and discussions are skilfully led. This leads to pupils talking openly about issues that affect their life and expressing opinions about how to behave and treat others. For example, Year 3 pupils have a good knowledge of the commandments as used in Christianity and in role-play activities they acted out scenes that demonstrated their good understanding of the differences between right and wrong. Significant outcomes of this style of teaching are that pupils are highly motivated and prepared to challenge each other's views but in a climate of respect and tolerance.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

78 There was too little evidence to make overall judgements about the provision for **art and design** and **design and technology**. No lessons were observed and the evidence gained was from sketchbooks, displays and discussion with pupils and teachers. In the very limited work seen, Year 1 pupils create self-portraits using paints and mix colours carefully, achieving good skin tones. They demonstrate sound cutting and sticking skills as they create different animal faces, adding appropriate features well. Good pencil sketches were seen in the Year 2 class. Pupils have sound observational skills and were taking great care with their drawings, recording detail well. Older pupils use different media well when they create dream pictures using pastel crayons. In Year 4 they use ICT well to support their work in art and design. Since the last inspection, a new design and technology room has been established. Sketchbooks are monitored and there is a good overview of the work that pupils achieve. Teachers have received additional training in the design

aspect of this work and have gained more confidence to teach the subject. Sketchbooks show that in Year 1, pupils develop their understanding of healthy eating through making a fruit salad and consider carefully the health and safety aspects involved. Year 2 pupils design and make Joseph's technicolour dream coat and pupils evaluated their work well. Older pupils consider how axles should be fixed to box model cars and make toys including a mechanism. Good design sheets and written accounts of the making process were seen. Food technology includes a balanced meal and the evaluation of a range of breads. Year 5 pupils produce good drawings of different views of musical instruments when they design and make their own instruments. They work to a clear specification and the different stages of development are recorded well. Good cross-curricular links with art and design, literacy, music, numeracy and science were seen. The evidence indicates that the teaching of design and technology has improved since the last inspection when it was judged to be unsatisfactory.

Music

Provision in music is **satisfactory**

Main strengths and weaknesses

- Pupils have good opportunities to enjoy singing and demonstrate sound knowledge of rhythm and beat.
- Visiting musicians make a good contribution to music in school.
- Teachers have limited subject expertise.

Commentary

79 The main focus in music within the school is on singing. All pupils in school have a singing lesson each week that is supported well by a visiting pianist. Pupils clearly enjoy singing. Pupils have a good knowledge of the words of their songs and sing with a sound sense of rhythm and maintain pitch. In the infant lesson, the teachers' limited subject knowledge did not help pupils to extend the quality of their singing. This lesson lacked pace and no new learning took place. In a lesson with Year 6 pupils, teachers worked well together and with the pianist. Pupils learned a new hymn tune successfully because it was broken down and practiced in short phrases. Good involvement by boys in singing was seen in a very good Year 6 class lesson as pupils sang street cries in three parts. This lesson was fully inclusive and all pupils contributed as a result of the very good questioning and very clear expectations of behaviour. All pupils have good opportunities to sing and listen to the guitar when a visiting musician takes assembly in school.

80 Teachers use a published scheme to support their teaching of music. This supports non-musicians well and helps pupils to achieve a sound knowledge of rhythm and beat. Pupils in Years 3 and 4 recognise the difference between three and four beats in the bar. They appraise each other's clapping of a short rhythm pattern successfully and match this well to the printed pattern. These pupils use un-tuned instruments appropriately but these are of poor quality. The teaching of music is good in Years 3 to 6. The good pace in lessons, clear instructions and high expectations of teachers means that pupils achieve satisfactory results, respond well and enjoy their music.

Physical Education

Provision in physical education is **satisfactory**

Main strengths and weaknesses

- The school has good space for physical education, both inside and out.
- The curriculum is planned well.
- There is a good range of clubs and sporting events.

Commentary

81 Only one class was seen during the inspection for a full lesson, but evidence from several shorter observations indicates that standards are about as expected throughout the school. These included dance, gymnastics and games. Pupils are learning a broad range of skills and making steady progress. At the last inspection, standards were in line by Year 2 but no work was seen in the older classes. It is not possible to make a secure judgement on the quality of teaching. However, in the very good lesson seen, the pupils made lots of progress because the teacher had good subject knowledge and taught with skill and enthusiasm. Pupils did their utmost to please their teacher, striving for better quality balances and movement. A particular strength was the way the teacher drew ideas from what individuals were doing, rather than sticking to a rigid lesson plan.

82 Both pupils and parents appreciate the good range of clubs and events. The school takes part in most local competitions, these include opportunities for girls, boys and younger pupils. Visiting experts are invited whenever possible, last year these included working with Bradford Bulls for rugby and Bradford City for football. Pupils have swimming lessons and nearly all reach at least the expected standard.

83 The subject has not been a priority recently so the subject leader has mainly worked on improving resources and offering informal support for teachers. This is set to change as the school has joined other local primaries in a national scheme to increase participation in sport. Plans are well advanced to add to the school's already good programme.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is **good**

Main strengths and weaknesses

- The good involvement in promoting a healthy school through the Excellence in Cities programme.
- Planning for PSHE is good and linked effectively to religious education.

Commentary

84 The school works closely with the Excellence in Cities programme and is working towards accreditation as a Healthy School. The school is active in promoting a healthy lifestyle. It is offering opportunities for pupils to eat healthily and exercise regularly. The impact is that pupils are very conscious of the importance of eating a balanced diet and are keen to participate in the wide range of sporting activities that is on offer in the school. Pupils are aware of the dangers of drugs and the responsibility that they have to resist the temptation of taking them.

85 Teachers plan for PSHE on a weekly basis and there are good links with religious education. Every opportunity is taken to tackle issues in specific lessons for PSHE as well as those planned for in other lessons; for example, the issue of bullying has been tackled thoroughly by pupils in Year 6 and some of the writing was very sensitive. Pupils use 'circle time' to discuss issues that are important to how they should behave and treat others. As a result, pupils are very conscious of their responsibilities to others and fully understand what is expected of them as pupils in and outside of the school. The outcome is that pupils are polite, sensitive and mature. They are very prepared to challenge incidents of racism and bullying because they know that that it is not the way to behave.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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