

INSPECTION REPORT

CULLINGWORTH PRIMARY SCHOOL

Cullingworth

LEA area: Bradford

Unique reference number: 107254

Headteacher: Mr J Corn

Lead inspector: Mr S Bywater

Dates of inspection: 13th – 16th September 2004

Inspection number: 266709

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 to 11
Gender of pupils:	Mixed
Number on roll:	229
School address:	New School Lane Off Halifax Road Cullingworth Bradford West Yorkshire
Postcode:	BD13 5DA
Telephone number:	01535 273839
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Appropriate authority:	Governing body
Name of chair of governors:	Mr C George
Date of previous inspection:	22 nd February 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated in a pleasant rural village near Keighley. There are 229 pupils on roll, aged between four and eleven years. This is a new building which has only been opened for a few months. Most children have had pre-school education and attainment on entry to the school is above average. The proportion of pupils entitled to free school meals is approximately 9 per cent and below the national average. Almost all pupils live in the immediate area and surrounding villages. There are very few pupils from minority ethnic groups and no pupils are at an early stage of English acquisition. At the time of the inspection, there were 37 pupils with special educational needs. The percentage of pupils with special educational needs is broadly in line with that found in most schools. The majority of these pupils have learning difficulties; a number have emotional and behavioural needs, and a small number have physical and other needs. There is one pupil with a statement of special educational need. The school holds the Investors in People award and has received three consecutive schools' achievement awards. At the time of the inspection, the new headteacher had taken up the post at the beginning of September 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18463	Steve Bywater	Lead inspector	Mathematics, information and communication technology, music, physical education, personal, social and health education and citizenship
9146	Mark Brennand	Lay inspector	
29985	Pauline Goodsell	Team inspector	English, geography, history, religious education and special educational needs
15015	Mike Wehrmeyer	Team inspector	Foundation Stage, science, art and design and design and technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school which provides good value for money. Teaching and learning are good overall and, as a result, most pupils achieve well. Standards are above average in English, mathematics and science by the end of Year 6. The curriculum is satisfactory. Children have very good attitudes to school and behave very well. Relationships are also very good. This is a caring school which has good relationships with the community and satisfactory relationships with parents. Leadership and management are satisfactory.

The school's main strengths and weaknesses are:

- In Year 2 and Year 6, pupils attain consistently high standards in English, mathematics and science when compared with all schools nationally and those in similar circumstances.
- Standards are too low in information and communication technology (ICT).
- There is good quality teaching in most classes and pupils achieve well
- There are times when teachers do not use assessment information effectively enough to provide well-matched work to meet the needs of higher and lower attaining pupils.
- The monitoring and evaluation of standards and the quality of education are insecure. There is no long-term plan for the school.
- Pupils' personal, spiritual, moral, social and cultural development is good and as a consequence, pupils are eager learners and get on very well together. Provision for pupils with special educational needs is good.
- The information provided for parents is unsatisfactory.

The school has developed satisfactorily since the last inspection. High standards have been maintained and the quality of teaching is better. Unsatisfactory provision for ICT was dealt with soon after the last inspection but has now reverted to unsatisfactory provision.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	A	A	A
mathematics	B	B	C	B
Science	B	A*	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.

Throughout the school, most **pupils achieve well**. Most children enter the Foundation Stage with attainment that is above average and are on course to exceed the expected standards by the time they enter Year 1. By the end of Year 2 pupils have attained standards that are well above average in reading and above average in writing and mathematics. By the end of Year 6, pupils achieve well compared to pupils who attained similar results at the end of Year 2. They are well above the national average in English, above the national average in mathematics and very high (in the top 5 per cent of schools) in science. Standards in religious education are in line with local expectations at the end of both Year 2 and Year 6 and pupils achieve satisfactorily in this subject. In ICT standards are below expectations and achievement is unsatisfactory. In all other subjects about which judgements have been made, standards are in line with those expected at the end of both Year 2 and Year 6 and achievement is satisfactory.

Pupils' personal qualities are very good and their spiritual, moral, social and cultural development is **good**. Pupils have very good attitudes towards their work and work well with each other. Behaviour is very good. Attendance is above average and pupils arrive at school punctually.

QUALITY OF EDUCATION

The school provides a satisfactory quality of education except in ICT. Most of the **teaching and learning is good** throughout the school. However, in ICT it is unsatisfactory because teachers do not use computers enough to support learning in other subjects. Teaching in the Foundation Stage is good with many very good features. The teacher and staff have a good understanding of young children and are exceptionally patient with them. Classroom organisation is good and teachers provide a good range of activities that stimulate and interest young children. As a result, children engage well with the activities and learn well. In Years 1 to 6, much of the teaching is good and there are some very good features. Assessment is not used effectively in some classes to match work effectively to support lower attaining pupils and to challenge higher attaining groups.

The curriculum is of satisfactory quality, breadth and balance, except in ICT where some elements of the National Curriculum are currently not being given sufficient attention. Visits and visitors make a good contribution to the enrichment of the curriculum. The provision for sporting activities is very good but there are few other extra-curricular activities. The provision for pupils with special educational needs is good. They are effectively supported by teaching assistants and achieve well. This is a caring school where pupils feel safe and secure. Partnerships with parents are satisfactory but there are some shortcomings in the quality of information about their children's progress and in the statutory information that should be provided.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory**. The work of the governing body is **satisfactory**. The headteacher, in post for only a few days, already provides a clear vision and is drawing up detailed plans and procedures to improve the quality of education. The role of key staff is **satisfactory** overall. Some subjects do not have a curriculum co-ordinator and the distribution of responsibilities is unequal. Co-ordinators have not been sufficiently supported in their roles and are unaware of the strengths and weaknesses in their subjects. Governors are hard working and very supportive of the school. Their roles of monitoring the quality of education and raising of standards are not effectively carried out. Management is satisfactory. The school's development plan does not currently provide a long-term strategic plan to raise standards or support improvements in the quality of education. The principles of best value are understood and have been fully applied. The school provides good value for money.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and carers have positive views about the school and that teachers are "caring and interested in the children". The school's partnership with parents is satisfactory. Pupils speak favourably about their new building and appreciate the fact that their opinions are listened to.

IMPROVEMENTS NEEDED

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

- Improve provision and standards in ICT
- Set work that challenges all pupils
- Establish procedures for delegation and strategic planning
- Put in place systems for assessing pupils' progress and use the information more effectively

- Establish procedures for effective links with parents and provide full information about pupils' progress

and, to meet statutory requirements:

- Ensure that the governors' annual report includes all the necessary information.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children enter the school with standards which are above those normally expected for their age. Overall, pupils achieve well. Pupils with special educational needs achieve well as they progress through the school. In Years 2 and 6 standards are generally above national expectations.

Main strengths and weaknesses

- Overall pupils achieve well because the quality of teaching and learning is good.
- By Year 6 standards are above expectations in English, mathematics and science.
- Teachers do not always match work carefully enough to meet all pupils' needs in mathematics.
- Standards in ICT are too low and pupils' achievement in the subject is unsatisfactory.
- Pupils do not have sufficient opportunity to use their numeracy and ICT skills in all subjects.
- Pupils with learning difficulties are well supported.

Commentary

1. Most children enter the school with above average skills although the full range of ability is represented. They receive a positive start and make good progress through the reception class, continually building on what they have learnt. They achieve well because the teaching across all areas of learning is consistently good, and sometimes very good. The teacher and nursery nurse work well as a team to ensure continuous progress. By the end of reception, the majority of children have exceeded the standard expected of six year olds in all six areas of learning. Many show maturity in personal, social and emotional development and they have good skills in speaking and listening. Several are reading independently and beginning to record their own stories and number sums. Higher attaining pupils are already working towards Level 1 of the National Curriculum.
2. Inspection evidence shows that standards by the end of Year 2 are above national expectations in reading, mathematics and science, but in line with national expectations in writing. Achievement is good overall in speaking and listening, reading and science, and satisfactory in writing and mathematics. Pupils also achieve satisfactorily in religious education where standards meet the expectations of the Bradford Syllabus. Pupils achieve satisfactorily in physical education and meet the standards expected for their age. There was too little evidence to make a firm judgement about standards and achievement in other subjects.
3. By the end of Year 6 standards are above national expectations in English, mathematics and science. Pupils achieve well in English and science as a result of good teaching and opportunities to use their literacy skills in other subjects. In mathematics, despite the good standards, achievement is satisfactory. Some higher and lower attaining pupils could do better if teachers matched work more accurately to meet their needs and planned for pupils to use numeracy skills in other subjects. Although pupils use their numeracy skills occasionally when they produce graphs and tables in their science and geography work, this is more of an 'add on' rather than a planned experience to develop skills.
4. Standards in physical education and religious education match the levels normally expected by the end of Year 6. There was too little evidence to make a firm judgement about standards and achievement in other subjects.

5. Throughout the school, standards in ICT are below national expectations and pupils' achievement in this subject is unsatisfactory. This is because teachers do not use ICT enough, lack confidence in teaching the subject and have low expectations of pupils.
6. The following table shows the school's results in the national tests for 2003 at the end of Year 2. Overall standards were well above the national average in reading and above average in writing and mathematics. Compared with pupils in similar schools, pupils' performance was well above average in reading and writing and above average in mathematics. The four-year trend in the school's average point scores in Key Stage 1 is above the national trend.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	17.1 (18.5)	15.7 (15.8)
writing	15.9 (17.6)	14.6 (14.4)
mathematics	16.9 (18.7)	16.3 (16.5)

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

7. The table below shows the results pupils in Year 6 attained in 2003 compared with all schools and similar schools; standards in the 2003 national tests for pupils in Year 6 in English were well above average, above average in mathematics and very high in science. Because the school was subject to reorganisation a few years ago, there is insufficient detail to comment about the national trend in Year 6.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	28.5 (29.5)	26.8 (27.0)
mathematics	27.4 (28.2)	26.8 (26.7)
science	31.2 (31.4)	28.6 (28.3)

There were 45 pupils in the year group. Figures in brackets are for the previous year

8. The school has high expectations that the pupils with special educational needs will achieve well in literacy and numeracy. It is successful in reaching this aim because it makes good provision for the individual needs of the pupils. In lessons the teachers interact well with the pupils with special educational needs and ensure that they are well integrated into the work the class is doing. The teaching assistants provide good quality extra support, focusing well on the needs of the pupils and enabling them to achieve well. The school also makes good additional arrangements for its talented pupils, who have their curriculum extended and achieve well, for example when learning Spanish.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Their spiritual, moral, social and cultural development is good. Punctuality and attendance are good.

Main strengths and weaknesses

- The school promotes very good working relationships that enable pupils to achieve well and attain high standards.

- The school develops pupils' moral and social awareness exceptionally well, so that their confidence, self-esteem and interest in school life are very good.
- The school sets the highest standards for pupils' behaviour. As a result pupils' conduct and attitudes to learning are very positive.

- The arrangements for pupils' spiritual development are good, but their appreciation of their own and others' cultural traditions is satisfactory.
- The reception children are achieving particularly well in their personal and social learning goals.

Commentary

9. The school sets the highest standards for pupils' work and behaviour. Its social training starts in the reception class, where children make very good progress, growing rapidly in maturity. Features such as a school council, residential visits and a consistent approach to discipline by all adults, ensure that older pupils gain a strong understanding of the responsibilities of living in a community. The school has improved on the quality of behaviour observed during the previous inspection and there have been no exclusions in recent years. Relationships are very good throughout the school, enabling pupils to work and play in a pleasant manner, without fear of harassment or bullying. This creates very calm and ordered conditions in lessons, where pupils can concentrate and make good progress. This is particularly valuable for pupils who have special educational needs, enabling them to grow in confidence and self-esteem. Pupils have a very positive attitude to school life and learning.
10. The school's moral training is of very high quality. It impacts very effectively on pupils who uphold the code of 'right from wrong' to the best of their ability. Consequently the Cullingworth school pupils are renowned in the area for their fair play and effort on the sports field. The school rightly prides itself on its good ethos of spirituality, and adults are splendid role models for the pupils. This manifests itself in pupils who are thoughtful and considerate of the values and beliefs of others. This, too, is an improvement on the previous inspection, particularly in the quality of assemblies, which now have a positive impact on pupils' self-awareness. A sound programme of cultural education widens pupils' horizons in art, literature, music and dance. It does not include as much focus on pupils' awareness of the richness and variety, as well as the issues, of a multi-cultural society. The educational visits that would have enhanced this aspect of learning have in the past been rather narrow, but the school has begun to enlarge on these.
11. In the academic year 2003/04 the rate of attendance improved to be good. Much of the credit for this must go to parents, who not only ensure that their children attend regularly but are also quick to inform the school if they are likely to be absent. This helps to save much administrative time.

Attendance

Attendance in the latest complete reporting year 95.7 %

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.1
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Teaching and learning are good. Assessment is unsatisfactory. The school provides a satisfactory curriculum for all pupils. There is satisfactory provision for extra-curricular activities. The school provides satisfactory levels of care. Links with parents and other schools are satisfactory. Links with the community are good.

Teaching and learning

The overall quality of teaching is good and, as a consequence, the quality of learning is good.

Main strengths and weaknesses

- Teachers enthuse and encourage pupils well and use adult support effectively so that all pupils, especially those with special educational needs, benefit well.
- Some teachers do not use the results of the assessment effectively enough to match work to all pupils' varying needs.
- Pupils with special educational needs are taught well because of the use of very good individual education plans and work set at the correct level.
- Teachers have high expectations for most of the pupils.
- The teaching of children in the reception class and in English and science are strengths.
- The teaching of ICT is unsatisfactory.

Commentary

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	14 (35%)	17 (42%)	8 (20%)	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.

12. The quality of teaching is good or very good in over three quarters of all lessons. No unsatisfactory lessons were observed.
13. Teaching in the reception class is good overall and often very good. Staff and children appreciate the very good facilities of the new school building. The children thrive amidst the array of fascinating new resources, and love exploring and investigating. However, the nursery nurse is available for only half the time-table. This is unusual and in some lessons there is insufficient supervision.
14. Teaching methods in Years 1 to 6 are competent and suitably varied. The whole-class teaching which starts many lessons is expressed in clear language, involves pupils through effective oral questioning and makes good use of visual stimulus. Teachers' overall management of pupils is highly effective and unobtrusive, reflecting well-established discipline and procedures which are known and respected by pupils. Lessons are conducted in a very calm and orderly atmosphere. Teaching time and resources are used to full effect; tasks and activities are carefully selected to stimulate learning and frequently sustain pupils' interest and concentration for relatively long periods. The exceptions relate to ICT, where full use is not made of the computer suite during morning sessions. Staff could usefully review their present procedures to make better use of the ICT resources in all lessons.
15. Despite the high quality of many lessons during the inspection week and accepting that class teachers know their pupils well, group work is less well organised even though it is on the basis of ability. Work in some lessons and from before the inspection shows teachers do not always identify their strengths and weaknesses and take these into account in matching tasks and expectations to individual needs. Much of the work given is accurately planned for most of the class but some pupils find work too easy and some find it too difficult. However, the

organisation enables teachers and classroom assistants to give good support to particular groups.

16. The co-ordinators for special educational needs, teachers and the teaching assistants plan together for the needs of the pupils with special educational needs to be well met. These needs are clearly identified by the assessments that are carried out, and strategies to address them are then effectively implemented. The individual education plans for the pupils contain targets that are broken down into small steps, the plans are reviewed each term and new targets are set. The pupils are well supported within the classes and according to need are withdrawn on a regular basis for individual support.
17. Assessment procedures in the reception class are very good. Teachers and support staff regularly use observation and assessment strategies to monitor children's progress and use the results to guide curriculum planning. The activities are well organised to make the most flexible use of the facilities. This allows a range of groupings so that teachers can work one to one, or with small groups as well as with whole classes. The number of adults ensures that all of the wide range of learning areas are used effectively. The progress of pupils with special educational needs is closely monitored, and assessment results are widely used to inform teaching and future planning. However in Years 1 to 6, assessment is not effective enough in any subject. Although some teachers maintain examples of thoroughly assessed work in their subjects, the use of this assessment is less well developed, limiting the extent to which teaching can take account of the levels already achieved by individuals or groups. The results of national and optional tests are analysed, but fail to identify any variations in the ability profile of each intake or assist the monitoring of progress over time. They are not sufficiently used to indicate future priorities for teaching. The school sets targets for year groups but is not tracking individual pupils' progress carefully enough. Despite most pupils doing well overall, some would do better if they were challenged more.

The curriculum

Curricular provision is **satisfactory** and there are **satisfactory** opportunities for enrichment.

Main strengths and weaknesses

- Good arrangements for pupils who have special educational needs enable them to achieve well, particularly with the support of classroom assistants.
- Aspects of equality of opportunity and inclusion are not well thought out.
- The very good extra-curricular arrangements for sport provide pupils with a rich variety of learning opportunities.
- The curriculum for reception children provides a good foundation for their future learning.
- The curriculum for ICT does not meet requirements.

Commentary

18. Overall, the school provides a satisfactory range of experiences for pupils with the exception of its provision for ICT. Since the previous inspection some aspects have improved. For instance, the time allocated to science has increased to more than meet the requirements of the National Curriculum. The planning for science in most classes now emphasises opportunities for practical investigations. The curriculum for the Foundation Stage has also improved. It is based closely on the recommended guidelines to provide a very good preparation for the early learning goals. The good new accommodation enables the teachers to cover all the requirements of outdoor structured play and other work activities. The curriculum is imaginative and well planned so that all children are supported and challenged.

19. Overall the school curriculum is a good preparation for later stages of education. Planning for English and mathematics continues to be a relative strength and contributes to high standards. Provision for social and health education and citizenship remains good and contributes well to pupils' personal development.
20. Some aspects are not as strong as they were, taking into account the current more stringent requirements. The curriculum for ICT is unsatisfactory, and does not currently meet requirements. Although teachers continue to develop curricular relevance through interesting links made between subjects, the links with literacy, numeracy and ICT are not specified in planning. The total curriculum does not provide comprehensive equality of opportunity. For example, although there are thoughtful arrangements for gifted and talented pupils, some of these are at the expense of equal opportunities. By studying Spanish these pupils miss out on their entitlement to ICT. Not all teachers show in their planning the arrangements to match tasks to pupils' ability. Consequently the books for subjects like mathematics often show pupils of all abilities tackling the same work. There are good opportunities for pupils who have special educational needs to work in small groups outside the classroom, but to access them they often miss important lessons in class.
21. The pupils with special educational needs are well supported by the teachers and the teaching assistants. A good level of intervention is in place to enable the pupils to sustain their attention and concentration and to participate in lessons and other activities. Good arrangements are in place to review the individual education plans on a termly basis, to decide which areas to concentrate on next and how this will be done.
22. The school planning system lacks a coherent overview to ensure the desired progression in skills and knowledge from year to year. This means that the avoidance of repetition cannot be guaranteed. There is evidence of insufficient progress through some planning. For example, some of last year's science work in the pupils' books for Year 4, on electricity, was barely advanced on the work in Year 2 books.
23. Extra-curricular activities for sport are very good. These, and the very popular residential trip to an adventure centre, strengthen the curriculum for physical education considerably, with a consequential raising of standards. There are very few supplementary activities in other areas.

Care, guidance and support

Arrangements for the care, safety and welfare of pupils' are **satisfactory**. Advice and guidance to pupils based on the monitoring of their personal development are **satisfactory**. The way in which the school seeks and acts upon pupils' views is **very good**.

Main strengths and weaknesses

- The school provides well for pupils with special educational needs.
- The school council provides an important vehicle for pupils to air their views.
- There are good arrangements for helping children settle into the school.

Commentary

24. Cullingworth Primary School is a school which is very successful in providing an environment in which pupils are encouraged to have a say in the running of their school. Central to this is the school council which is greatly valued by pupils, who take their responsibilities as councillors very seriously. This was clearly demonstrated by the way in which the results of the recent election for officers were eagerly awaited by all pupils, not only those who had stood. Since its inception two years ago the council has initiated fund-raising activities for a number of charities

including Guide Dogs for the Blind, Diabetes and Jeans for Genes. They have also introduced a healthy tuck shop and have been instrumental in setting up the sponsoring of a pupil in Sri Lanka. The headteacher is keen to build on this by working towards the Investors in Pupils award.

25. The school has made a good start to the academic year by welcoming new children and integrating them into school life sensitively. The adults' care and concern for the progress of the children in the reception class are one of many reasons why they achieve so well. Parents of children in this class confirmed that their children had all enjoyed their first week. The same also applied to pupils who had started higher up the school. This circumstance has as much to do with the good arrangements for induction as it does to the attitude of pupils. Although there is a good programme of preparation for the transfer to Year 1, the cut-off for some children in Year 1 is rather sudden. Some pupils would benefit from a continuation of early years' philosophy for learning throughout Year 1.
26. Throughout the school there is calm and caring atmosphere and this reflects the way in which pupils are encouraged to build good relationships and are given every opportunity to develop responsible attitudes.
27. All statutory requirements with regard to special educational needs are being carried out. Throughout the school the pupils receive good support from the adults within the school. The special educational needs co-ordinators, other teachers and teaching assistants are fully committed to helping the pupils to make progress in meeting their targets. The school's work with pupils with special educational needs is well supported by a range of outside agencies for individual pupils when the need arises.

Partnership with parents, other schools and the community

The school has established **satisfactory** links with parents. Links with the community are **good**. Links with other schools are **satisfactory**.

Main strengths and weaknesses

- There is a supportive and effective parent body.
- The information provided to parents on standards and progress has shortcomings.
- The reputation which the school has within the local community is positive.
- There are limited multi-cultural links.
- The school works well with the parents and carers of the pupils with special educational needs.
- The governors do not use their annual report to fully inform all of the parents about the provision for pupils with special educational needs.

Commentary

28. Cullingworth Primary School is well supported by a proactive parent body, which ensures that their children attend regularly and supports them with their education outside the school day. Since the last inspection they have formed a vibrant parents-teachers association which organises a range of social and fund-raising events and parents were responsible for raising the money to provide the extension to the reception classroom and buy the playground gazebo. Parents say that they feel welcome in school, but the number who help is relatively small because a high proportion of parents are employed. In the reception class, good links with parents enable the smooth transfer of information and the efficient settling of the children. The school plans to extend these contacts with additional meetings and training for parents.

29. Although parents have positive views of the school, and particularly the quality of teaching, they are less satisfied with the level of information they receive about their children's progress. They were concerned that there was only one parents' evening a year, in October, and nothing else until they received the school report in July. Furthermore, there had been no workshops on literacy, numeracy, national tests or ICT. Many said that they would appreciate these. The annual reports to parents are also inconsistent. In some year groups they give clear information about their children's development whilst in others they are vague, providing little indication on the level of work attained and whether this was appropriate to their age. The new headteacher acknowledges these shortcomings and has clear ideas on how he intends to address them.
30. The school has a good reputation within the local community and beyond, which explains why almost a quarter of pupils are drawn from surrounding villages. Each year it takes part in the village fete manning a float, which is provided through the generosity of parents. Pupils are regularly seen in the village studying the local environment, which allows them to acquire a good understanding of their own culture. However, parents attending the pre-inspection meeting felt that the school needed to do more to raise pupils' awareness of multi-cultural issues, a point acknowledged by the new headteacher. Apart from the occasional visitor there are few if any links to enhance pupils' understanding of what it is like to grow up in a multi-cultural society.
31. The parents and carers of pupils with special educational needs are invited to contribute to and attend the reviews of the progress their children are making. They are always made aware of the targets set for their children in their individual education plans. Suggestions are made about support that can be given at home to extend the work being done in school and the parents often respond by giving good assistance and this helps to promote the good progress and achievement of the pupils. However, the governing body does not include in its Annual Report adequate information about the number and type of special educational needs of pupils or report on overall progress made by pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management of the headteacher and key staff are **satisfactory**. Governance is **satisfactory**.

Main strengths and weaknesses

- The new headteacher has a clear vision and sense of purpose to promote the further development of the school, supported by a dedicated and hard-working team.
- Governors are highly supportive of the school but have not sufficiently challenged the management of the school.
- Monitoring of teaching and learning and self-evaluation have been insufficiently used to set clear targets for improvement.
- The school is well organised and runs smoothly on a day-to-day basis, although strategic planning is short term.
- Delegation to staff and distribution of the school's workload have been inconsistent.

Commentary

32. At the time of the inspection, the headteacher had been in post for only five school days. However, he is already establishing a clear sense of direction for the school, based on a vision of high standards and the provision of a very good quality of education for all. He is well supported by colleagues who are motivated to work effectively as a team and provide good role models for each other and pupils. All those who learn and work in the school have good access to opportunities to extend their abilities and talents through good teaching and relevant training. Relationships throughout the school are very good. These features positively promote the

pupils' interest and engagement in learning and the resulting good standards seen, and contribute positively to the good organisation and calm atmosphere of the school.

33. Two senior members of staff have left the school recently and this has resulted in some subjects being left without leadership and management. The present distribution of responsibilities amongst staff is inequitable and inconsistent. However, the existing post holders and staff are committed to the further development of their roles. In the reception class, there is a tangible feeling of pride. Under the very good leadership of the Foundation Stage co-ordinator, the staff share a common vision of providing a stimulating and creative learning environment, while retaining the rigour to raise standards. All co-ordinators work well as a team and share a common purpose that all pupils can succeed and that learning in the widest sense is the school's priority. The overall approach of the special educational needs co-ordinators to review procedures and documentation for the pupils with special educational needs is thorough and well organised. The co-ordinators work well with teachers and teaching assistant colleagues to promote the provision of the curriculum for the pupils with special educational needs. The governors are supportive of this work and provide extra resources of teaching and support time, and these are effectively contributing to the good overall progress and achievement of the pupils.
34. The new headteacher and governors recognise that the present system of forward planning is limited and intend to establish a more rigorous longer-term plan. The analysis of the performance data is underdeveloped; it is used effectively to group pupils and to target support and resources, but is not yet used as a tool to refine and set challenging targets for improvement and as a firm basis for performance management. The headteacher and staff have a strong commitment to developing monitoring and evaluation of teaching and learning in order to establish priorities for further improvement. Until now these areas of the school's work have been inconsistently addressed.
35. The governors give the school their committed and active support. They are concerned to ensure that decisions they take are in the best interests of the pupils, for example in the establishment of the new school building and the recent appointment of a new headteacher. However, they are not yet sufficiently involved in the strategic developmental process, in challenging the management of the school or in pursuit of ongoing improvement in standards.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	645663
Total expenditure	640353
Expenditure per pupil	2713

Balances (£)	
Balance from previous year	28931
Balance carried forward to the next	34241

36. The school has a satisfactory financial plan. Planning for the future has been difficult because of the requirements of the new building and estimated factors, including projected pupil numbers and costs of staffing. The school makes good use of available outside funding such as contributions towards building development costs and grants towards further developments. A reasonable budget surplus has resulted from secure financial management. The financial administration is efficient and procedures to ensure the best value underpin decision making throughout the school. The school provides good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision is **good** in the Foundation Stage.

37. Twenty-four reception age children started in September. The pattern of children's attainment on entry to reception is variable, from below average to well above average. Over time the trend is to be above average, and that applies to the present class.
38. The organisation of the day comprises a very good balance of formal work in basic skills and free choice activities where the children can select and explore the world around them. The co-ordinator and staff are ambitious for the development of the Foundation Stage. They are exploring ways to expand their planning, so that learning becomes even more closely targeted to progress in particular areas, as they have set their sights on excellence.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good relationships between children and adults create an atmosphere of very effective learning.
- Good planning makes the most of opportunities for children to interact and mature.

Commentary

39. This area of learning receives a high profile when children start in the reception class and the children achieve very well. They make rapid progress and by the time they start in Year 1 most children are expected to exceed the early learning goals. This is due to very good teaching, very good relationships and a well-planned and ordered environment in which children quickly settle and feel secure. New children soon lose their dependence on adults as they begin to explore the classroom and the outside learning areas. Children are encouraged to take responsibility and are becoming confident to work independently. They take turns being monitors, for instance helping to give out drinks and taking the register to the office. All learn to see the importance of keeping the environment neat and safe, and children tidy up enthusiastically. Behaviour is excellent. Because staff are skilled in knowing how young children learn, they plan an effective range of activities to develop confidence and social skills. These lead to good sharing, and growing interest and concentration, as well as a strong desire to learn.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Reading and writing are taught very well and children's speech is developed effectively.
- Staff miss some opportunities to enhance children's communication skills in the outside structured play activities.

Commentary

40. The teacher plans carefully to provide a structured range of activities specifically to develop the children's language skills, which are above average when they start school. All children achieve well, and make good progress so that they are expected to reach well above the levels appropriate for their age as they start Year 1. Children learn to relish new words in exciting or humorous stories. With very good assistance from the nursery nurse and other adults, the teacher encourages the children to listen to each other with increasing attention.
41. There is a good focus on the basic skills of reading and writing. The teacher ensures that the children have interesting things to write about, for instance the ranger who helped the children plant their garden. The teacher sets a high standard in the writing she models for children, for example the longhand letter of thanks to the ranger. The practice of getting the children ready to form letters in cursive script is very effective. It pays off in good handwriting throughout the school. The children learn that the marks they make on paper soon become real writing. The nursery nurse gives similar close attention to reading. In lively guided reading sessions the children learn that the words they see in books have a meaning and that they can quickly begin to read them. They also learn the sounds that help them to spell those words.
42. Not a moment is wasted and staff provide challenging activities that are well matched to the needs of the children and particularly those who have special educational needs. The learning is fun and highly effective. Very good focused support is given to help the children improve the way they form letters. However, some opportunities are missed to get the full potential of speech and language out of some of the outdoor activities and indoor role-play areas.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good teaching enables children to learn well through practical activities.
- Mathematical skills are put to very good use across many areas of learning.

Commentary

43. The staff use practical activities well to help children's understanding of number and related mathematical ideas. Consequently children achieve well and are expected to move from an above average starting point to attain beyond the early learning goals by the time they start Year 1. The staff create good learning conditions, and guide the children to use an increasingly wide range of mathematical terms. Skilled questioning helps children develop their own thinking, curiosity and confidence.
44. The tasks set are well matched to children's abilities, because the staff use precise assessment well. This means they can move the children on at the peak of their understanding. They gain confidence in problem solving, and learn to work with care and concentration.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Very good teaching provides children with numerous opportunities to learn about the world around them.
- The staff provides a great variety of resources, visits and visitors to enrich the learning.
- The children's computer skills are above average for their age.

Commentary

45. Good teaching and learning enable children to make good progress. This is an area in which children enter the reception class with above average skills, and they achieve well. They are expected to exceed the early learning goals by the end of the reception year. Children do well in computer skills. They start school with a good idea of how to use computers and over the year the staff ensure they get much quicker with the keyboard across a limited range of software, by using the school's computer suite. For history, staff introduce children to growth and the passage of time. The visit of the ranger helped the children to see how roots help plants to grow. Staff take the children around the school, outside the school and to places further afield. In this way children acquire the language of geography, moving and turning, left and right, near and far.
46. The teacher's big books help children to learn simple religious ideas about special places and people. The staff takes these ideas a stage further, when they celebrate many of the important festivals of the world, by dressing up at Christmas or making special foods and dragons for the Chinese New Year. Investigations take place regularly. Children study the feeding habits of their goldfish with interest, and record their observations. In technology the classroom is a rich source of tools and materials, where staff give children time to choose projects and materials, and guide them in the techniques they need to shape, assemble and join things, for example in the lively animals in Noah's Ark. Overall this is very good teaching, and the staff assess the children's progress well to build up precise records to hand on to Year 1.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- Good teaching provides children with many opportunities to develop co-ordination and experience outdoor play.
- The children's skills in climbing, running, jumping and balancing are above average.
- There are insufficient staff to support some of the activities in the school hall.

Commentary

47. Children start reception with confident skills in running, jumping and climbing, and play on large equipment such as tricycles and wheeled vehicles. Good teaching develops these further through well-planned activities on outside equipment and specific skill teaching in the school hall. By the end of the reception year the children are above average in attainment and confidence on large apparatus. The staff provide a very large number of opportunities for children to handle a wide range of items that improve finger and grip control. This leads naturally to the care in accurate formation of letters and numbers. By the end of the year most

children's fine finger control of small items, such as holding pencils, brushes and other small objects, is very precise and well above average for their age. Physical development lessons in the bright new hall focus well on the children's need to control the throwing and catching of small games objects, as well as on safe movement on and around the large equipment. This is a very good achievement. However, since the nursery nurse is only with the class part of the time, this means one adult supervises physical activities, which does not leave a safety margin in case of mishaps.

48. The large, colourful new outdoor play area has been brought into use effectively. The children love to explore vigorous movement, climbing and balancing on the large equipment. This aids their confidence and physical development enormously. The staff carefully track their progress against the nationally recognised measures. They, and the children, are delighted to be able to bring the indoor curriculum fully into effect in the outdoor situation.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Good direct teaching of skills is combined with good opportunities to learn through play.
- Children are provided with an exciting range of activities that enriches their learning.

Commentary

49. The children start reception with lively imaginations and a well-developed, confident approach to creative situations. The staff capitalise on this, and enjoy planning a wide range of stimulating and fun activities to enable the children to build further on these talents. All share in the lively dance sessions in the school hall. The large store of art materials is well used, for instance in the rendering of quite mature still life pictures. Children are already above average in the skill of colour mixing. The play area is also a busy studio where children explore water painting and study the strange effects this produces. Much valuable support is given by the nursery nurse, teaching assistants and parents, who encourage the children particularly well, having established good relationships with them. There is a wealth of opportunities for imaginative play in the 'classroom cafe' and other role-play situations. The children's play extends their creative ideas and enhances their spoken language well, but play is not used sufficiently. The input of staff is carefully planned and children's performance is assessed. The children make good progress and achieve well to reach beyond the early learning goals at the end of reception.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in English by the end of Year 2 and Year 6 are above those expected nationally.
- The teaching is consistently good and enables all pupils to achieve well against their prior attainment, especially in learning to read.
- Presentation of work is good and good use is made of literacy skills in other subjects.
- Insufficient use is made of assessment information to track the progress of pupils and set rigorous and challenging targets.
- Monitoring and evaluation of teaching and learning are underdeveloped.

Commentary

50. The judgements made in this inspection closely match those made in the inspection in 1999.
51. By the time the pupils leave the school standards are above average in speaking and listening, reading and writing. Standards in English are similar to those found at the last inspection. Throughout the school the pupils achieve well and their levels of attainment in speaking and listening are above national expectations. This is because the teachers foster the development of a wider vocabulary and more complex language structures when the pupils are answering questions or contributing to shared writing.
52. Throughout the school, pupils achieve well in learning to read because a high priority is given to developing the basic skills of reading and the pupils are taught well, building on the good start made in the reception class. As a result, the pupils have very positive attitudes to reading; they read accurately and confidently and pupils enjoy talking about their favourite authors and stories. By the time the pupils are in Year 6 they are able to identify the key features in a text and show a good understanding of the ideas, themes, events and characters in a story. There are good home-school reading partnership arrangements in place, and the good support from home in practising their reading has a positive effect on the progress of pupils. Although the pupils have a good knowledge and understanding of how to use glossaries, indexes and contents in books they are as yet unfamiliar with using the library to discover facts for themselves.
53. In writing, pupils achieve satisfactorily in the infant classes and standards are average at the end of Year 2. They achieve well in Years 3 to 6 and standards are above national averages by the time the pupils leave the school. The school has recognised writing as an area for further development and has put in place useful measures to increase the level of achievement as the pupils move through the school. The pupils are given good opportunities to write for a variety of purposes. They learn to spell words accurately and to use an increasingly complex range of language structures and punctuation. Handwriting skills are taught systematically; many of the younger pupils have already developed a fluent, joined style of writing and this matures as the pupils progress.
54. The teaching throughout the school is good overall and several very good lessons were seen. The planning and teaching of the National Literacy Strategy cover a good range of work. The teachers demonstrate their own enthusiasm for writing and challenge the pupils to extend their vocabulary and literacy skills – 'wow' words are often celebrated and used. Good use is made of the 'Punctuation Pyramid' which clearly shows pupils how to move up a level by using more complex structures to express their thoughts and ideas. The teachers and other adults who work with the less able pupils and those with special educational needs are highly committed to helping them make progress in learning to read and write, and provide a good range of focused support including the 'Better Reading' programme. Those pupils with particular gifts and talents in literacy are well identified and supported to achieve well against their prior attainment. On some occasions better use could be made of the learning support assistants in the opening parts of the lessons. Where the best marking of pupils' work is seen it stresses the positive gain made and identifies immediate areas for improvement. However, the individual target setting for pupils is inconsistently applied and not all the pupils know what they have to do next to improve.
55. The leadership and management of English are satisfactory. The co-ordinator is enthusiastic and has a clear vision of how to further improve provision for English. The measures she has put in place are already contributing to the improvement in writing. However, she has had few opportunities to monitor and evaluate teaching and learning in English. The analysis and use of the performance data are underdeveloped. Whilst this data is used effectively to group pupils

and to target support and resources, it is not yet used to track pupils' progress and achievement and to set challenging targets for improvement.

Language and literacy across the curriculum

56. Good use overall is made of the pupils' literacy skills in other subjects. This has a positive impact on the pupils' achievement in English and on the progress they make in other subjects. The pupils respond well to the opportunities to read and research and write reports and accounts in subjects such as history, geography, science and religious education and the use of specific subject vocabulary is well reinforced. The pupils' speaking and listening are well promoted through the discussions, often at the beginning and end of lessons. There is, however, an under-use of ICT skills to promote learning in English.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Attainment is above national expectations.
- Some teachers do not plan work carefully enough to match the needs of higher attaining and lower attaining pupils.
- Pupils enjoy mathematics, although they sometimes find it too easy.
- Assessment is not used sufficiently well to identify and record what pupils can and cannot do as they move through the scheme of work.
- Teachers do not make sufficient use of ICT to develop mathematical skills.

Commentary

57. The standard of work seen during the inspection and in work from last year was above average by the end of Years 2 and 6 which reflects the findings of the national tests in 2003. In 2003, the last year for which there is valid data, the overall progress pupils made from the end of Year 2 to Year 6 was well above that of other pupils nationally who attained at a similar level in the Year 2 tests. This maintains the standards attained at the time of the last inspection.
58. Achievement is satisfactory overall. Although pupils in Year 2 and Year 6 attained very well in the 2004 national tests, the quality of work seen in pupils' books was not as good as those in the tests, and could be even better. This is because teachers do not take enough notice of pupils' prior attainment and set identical work for all pupils in the class. When asked about their work, higher attaining pupils said they felt that sometimes the work they were given was too easy and they would like to try something "harder". In some books, although not in all of the lessons seen, higher attaining pupils were given work that was not challenging enough to match their ability and lower attaining pupils clear struggled. On these occasions, both higher attaining pupils and lower attaining pupils do not achieve as well as they should.
59. Teaching and learning are satisfactory throughout the school. There is a mixture of strengths and weaknesses. In the lessons seen, pupils enjoyed mathematics because teachers engaged their interest well through planning interesting activities and staff giving them good support in lessons. Resources were used well to help pupils understand. In a good lesson in Year 6, where challenging work was given to all pupils, the teacher had used assessment of the previous day's work well. Pupils with special educational needs are well supported in lessons and achieve well.

60. Marking in mathematics is rarely informative for the pupils and the subsequent work given to them is not well matched to their needs. The assessment and recording of attainment are not sufficiently well developed in the school. As a result when starting new topics or beginning in new classes there is insufficient information available to help teachers quickly identify pupils' learning needs. The new headteacher has already identified this as an area for further development.
61. Leadership and management are currently unsatisfactory and the previous subject co-ordinator left at the end of last term. There are currently no clear systems for developing the subject and there is little evidence of any monitoring or evaluation to improve standards and the quality of education in mathematics. Pupils' progress is tracked well to set targets for the cohort. Despite this there was very little evidence during the inspection that teachers were using this information sufficiently in their day-to-day planning to improve standards in the subject.
62. ICT is rarely used in mathematics lessons. The school has the resources to do this but teachers do not plan to use computers enough and lack the confidence to plan ICT routinely into mathematics lessons.

Mathematics across the curriculum

63. Numeracy is not supported well in other subjects. There are occasional examples when pupils do use their numeracy skills, for example when pupils make graphs to record their findings in science. However, these are not well planned and are more incidental occurrences.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average in Year 6 and pupils achieve very well.
- Provision for science has improved significantly since the previous inspection.
- Good teaching now ensures good progress.
- Computer and numeracy skills are not used sufficiently to support investigations.
- In some year groups, pupils' skills of experiment and investigation are not as strong as their scientific knowledge.

Commentary

64. At the time of the previous inspection standards were average and the low time allocation meant that the subject barely met requirements. The co-ordinator acted with determination to increase the time given and to achieve a much more practical approach. This has resulted in a stronger, more investigational curriculum and higher standards. All classes have two science sessions per week, and Year 6 has three. The recent teacher assessments put standards at the end of Year 2 as well above average. The work in pupils' books does not reflect this entirely, but the same pupils are working in Year 3 at an above average level. In the recent tests for Year 6, pupils attained very high standards. The pupils in the current Year 6 have started the year at an above average level and are on course to go higher still. This is a significant improvement in standards since the previous inspection.
65. Most pupils, including those with special educational needs, make good progress throughout the school, and achieve well. Classroom assistants give good support to the pupils who have special educational needs, and the work is often adjusted to match their level of learning. Consequently they make good progress. The school has identified its gifted and talented pupils

and presents them with sufficient challenge to use and develop their reasoning skills. The teachers use the science scheme books well as a starting point for ideas. However, a few teachers select material that is more knowledge based than experimental. In these instances the pupils' progress in observational skills is not as good. The curriculum is interesting and exciting in most classrooms, but the books from last year contain some examples of repetition and limited progress in some topics. For instance, Year 4 work on electricity appeared little advanced on Year 2. There is no overview of planning to ensure the desired level of annual progression, and links with literacy and ICT are not shown in short-term plans.

66. Teaching is good overall, and in particular year groups very good. The teachers manage the classes well, and use their questioning skills well to draw out pupils' previous knowledge and understanding. They prepare their resources well and in the practical lessons employ a wide range of interesting equipment. The pupils love the investigational side, and work very sensibly, sharing apparatus and ideas. The very good lessons are set apart by an additional level of challenge and involvement. For instance, the Year 6 teacher used the strong strategy of giving the pupils the practical task first (on parallel and series circuits), then having the debate about what the pupils had observed and discovered. This enhanced their powers of reasoning and reaching conclusions considerably. The school has the means to assess progress in most classes and builds up valuable records. These records are not always used well as a basis for setting the starting points of lessons. The management of the subject is satisfactory, but the co-ordinator does not keep a full set of assessments to enable the monitoring of standards and teaching.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **unsatisfactory**. The curriculum provided does not meet statutory requirements.

Main strengths and weaknesses

- Pupils' attainment at the end of both Years 2 and 6 do not meet national expectations and achievement is unsatisfactory.
- Leadership and management of the subject are unsatisfactory.
- Assessment is poor and teachers have low expectations of pupils.
- There is not enough structure in the development of skills.
- Time is not used appropriately to provide a coherent curriculum.
- Hardware is outdated and unsuitable.
- Staff confidence and expertise are underdeveloped. ICT is not used enough across the curriculum.

Commentary

67. Standards are below expectations throughout the school and pupils' achievement is unsatisfactory. The activities which pupils are given do not at present constitute a coherent curriculum. Insufficient efforts have been made to address what is acknowledged to be a long-standing area for development. Since the last inspection, there have been a number of changes in the management of the subject, as well as changes in the guidelines for the ICT curriculum. Leadership and management are unsatisfactory. There is currently no co-ordinator in place, an action plan has not been produced and there is no evidence of monitoring and evaluation of standards or of the quality of education provided. National priorities, such as those for developing literacy and numeracy, and the move to a new school has meant that there has been little time for staff development or additional training in ICT. As a result, the improvements since the last inspection are judged as unsatisfactory.

68. Discussion with pupils indicates that they have very limited skills in control technology and have no recollection of, for example, using a programmable toy or giving instructions to a computer to draw shapes. In data handling pupils enter information into a database but they do not build up their skills sufficiently to achieve the expected levels at the ends of Year 2 and Year 6.
69. Following the last inspection the school did improve its resources for ICT. As a result there is now a much better ratio of computers to pupils and appropriate software is available for most areas of the curriculum. However, these computers are now outdated, slow and prone to breakdown. In addition, the spaces between sessions on the computer are often such that progress in learning is minimal. During the inspection, the computer suite was unoccupied for over half the week.
70. Teaching throughout the school is unsatisfactory. Teachers lack confidence teaching the subject. Teachers' expectations are often at too low a level for the ages and abilities of their pupils, and the tasks they are given do not build on their understanding or extend them to higher levels. One reason for this is the lack of assessment. There is currently no clear method of recording and checking how well pupils are doing. As a result teachers sometimes set work which is too simple and undemanding, especially for the many pupils who have computers at home and who are reasonably competent. Pupils have not enough experience in developing basic skills, for instance in developing their basic keyboard skills and pupils have to search for the keys. The spaces between sessions on the computer are often such that progress in learning is minimal.

Information and communication technology across the curriculum

71. Although there is suitable software there is insufficient use of ICT across the curriculum. Teachers miss opportunities for using aspects of ICT in other subjects yet there are many hours when the computer suite is not being used. The result is that it is not possible to cover the whole of the ICT curriculum in sufficient detail. Teachers do not yet routinely plan the use of ICT into their lessons and when it is used, it is an add-on rather than an integral part of the teaching and learning for that lesson.

HUMANITIES

Geography and history

72. One lesson in each subject was seen in geography and history. Until now very little assessment of pupils' progress in geography and history has been made. Good use is made of literacy skills to complement the learning in geography and history; however, the use of ICT skills is underdeveloped. Teachers often plan work that involves pupils in using books to find answers to questions and a range of sources of information is used, especially in history. A number of relevant and interesting visits locally, and further afield, are made to support topics being studied in history and geography. Pupils talk with enthusiasm about how they have enjoyed these visits, and visitors and workshops, and how they learn from the experiences. Both subjects make a positive contribution to the social and cultural development of pupils. Throughout both key stages the pupils are interested in history and geography and enjoy their lessons.
73. In their **geography** lessons the younger pupils learn about the different geographical features of their own locality and make a study of the area around school. In Year 2 pupils compare homes and learn about a contrasting way of life in a village in Mexico. Year 3 pupils study the way of life in Chembakolli in southern India. In Year 4 pupils develop a geographical vocabulary relating to weather and temperature. They consider ways in which the old school site could be used to benefit the community and begin to use numeracy skills to work out the scales of maps. Older pupils learn about the features of rivers and consider environmental issues surrounding water

use. They develop further knowledge and understanding of how to read a map and use keys. Year 6 pupils learn about deserts and nomadic tribes. They explain their ideas about some African countries and consider if their first impressions were correct as they find out more information and detail about the ways of life and the local environments.

74. In **history**, work in the pupils' books and in the lesson seen show that teachers often encourage the pupils to answer questions about a historical topic or person from a range of sources of evidence. For example, in Year 2 pupils begin to build up ideas about Florence Nightingale's personality and way of life from her portrait. Good use is made of time lines to give the pupils a sense of chronology and to begin to understand differences and similarities between their own lives and those of times past. There is a consistent use of correct historical language, and many useful opportunities to use literacy skills in recording their work are provided. Particularly lively examples of this are seen in the comparisons made between school life today and that of 100 years ago. Older pupils studying life in Ancient Greece use vases as a source of evidence and they compare Athena and Sparta as model societies. They begin to consider issues surrounding the Depression years in the Thirties and learn about the Jarrow crusade.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Standards are in line with the requirements of the locally agreed syllabus for religious education.
- Teaching in lessons seen reached a good standard.
- Too little is done to extend pupils' understanding of living in a multi-cultural society.
- Good use is made of literacy skills but ICT skills are underdeveloped.

Commentary

75. Coverage of the locally agreed syllabus for religious education enables pupils in both key stages to reach satisfactory levels of attainment and achievement. This is a similar picture to that found at the time of the last inspection. The co-ordinator recognises that although the subject makes a useful contribution to the development of the pupils' wider understanding of faiths and religious traditions as experienced in a multi-cultural society this could be further extended. At present there have been few opportunities to carry out monitoring and evaluation of the provision or to develop a manageable assessment system. Good use is made of literacy skills to retell stories and explain ideas in pupils' own words but little use is made of ICT skills to support learning in religious education.
76. Overall the standard of teaching is satisfactory and pupils with special educational needs are supported well. One excellent lesson was seen. In this lesson pupils learned about the importance to families and society of the birth of a baby. The teacher had established very good relationships with the class and high expectations of behaviour and commitment to work. A strong feature in a Year 3 lesson was the visit of a Buddhist monk who answered the thoughtful questions put to him by the pupils, extending in a vivid manner their understanding of Buddhism. In Year 2 the pupils learn about the Hindu creation story. They consider their own ideas of beautiful places and what they can do to take care of their immediate environment. Further work on creation is done in Year 4 based on the Bible, and pupils also learn about Judaism through artefacts and stories from the Old Testament. The older pupils consider features of leadership and find out about the importance of the concept of pilgrimage in different religions. They talked with enthusiasm of their lesson on Hajj and showed a good knowledge and understanding of the importance of, for example, the white clothes worn and the touching of the black stone during the ceremonies.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, and design and technology

77. No lessons were observed in art, and only one in technology, so these two subjects are sampled. Talking to pupils about some work retained from last year indicates that they produce a good range of work at a suitable level. The school provides a sound curriculum in these two subjects. The pupils are taught a satisfactory range of skills and techniques in art and design and design and technology. They are encouraged to choose from these skills in completing a project using a good range of resources and materials to express their own ideas. For instance, Year 6 use close observation of newspaper photos of sporting heroes to help them capture movement in two dimensions. Particular attention is given to following the full process of design skills in technology. Year 5, for example, are studying and disassembling commercially-made musical instruments, looking at users' preferences and considering fitness for purpose of materials. There is no system of assessing pupils' progress or monitoring of the quality of education in these subjects at present.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Pupils in Years 3 to 6 have high quality teaching.
- Leadership and management are unsatisfactory.

Commentary

78. It is not possible to judge standards and achievement because only singing lessons were observed and this week saw only the first teaching by a visiting teacher. The plans for music indicate that, if they are adhered to, as pupils progress through the school, then all aspects of the National Curriculum are covered.
79. In the infant classes, teachers teach their own classes and are supported by a visiting pianist. Teaching is satisfactory. Although some teachers are not confident in the teaching of music, pupils sing tunefully and show good recall of words. Pupils in Years 3 to 6 are now benefiting from the good quality teaching of a music specialist from Bradford's Music Service. Evidence from these lessons shows that pupils' musical knowledge and understanding are some way below those which are normally expected. Although pupils again sang in tune, their knowledge of pulse, rhythm and beat was below average. They did, however, participate well and thoroughly enjoy singing an African 'call and response' song.
80. There are good opportunities for the more able pupils to develop their skills and interests through the peripatetic lessons, for example in keyboard and woodwind. There is no choir at present but pupils do sing in concerts and perform for their parents and others at various times of year.
81. The subject co-ordinator has recently left the school and currently there is no subject leader. There has been no monitoring or evaluation of standards and clearly the subject has taken a 'back seat' in recent times.

Physical Education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Leadership and management are good. The co-ordinator constantly strives to improve opportunities for physical education.
- A very good programme of extra-curricular activities and enrichment for pupils in Years 3 to 6 adds value to their learning.
- Teachers do not make sufficient use of the warm-up and cool-down in lessons.
- Some teachers do not provide opportunities for pupils to evaluate their own and others' performance.

Commentary

82. It is not possible to make a judgement on standards and achievement in all aspects of physical education since the lessons observed consisted of three games lessons to improve throwing and catching skills and one gymnastics lesson.
83. Teaching is satisfactory overall. In Year 1, Year 2 and Year 5, teachers developed systematically pupils' throwing, catching and passing skills and this enabled pupils to achieve well from their prior attainment. In all of these lessons the teachers gave effective demonstrations or used pupils to show their movements and this helped pupils to improve their skills and try out new ideas. However, the weakness in the infant lessons was the failure of teachers to provide a suitable warm-up and cool-down and to explain the importance of these and the effects on the body. In addition, there was insufficient opportunity for pupils to critically evaluate their own and others' performance. In a very good gymnastics lesson in Year 4, the teaching was lively, demonstrations were very good and pupils themselves helped to coach their classmates in developing a sequence of movements. A strength of the teaching here was the very good relationships that existed between pupils and adults. This resulted in pupils making a great deal of effort and determination to improve their movements.
84. Swimming is organised for pupils in Year 5 and by the end of the year almost all of them swim the 25 metre length of the pool unaided and with confidence. Resources and accommodation are good and support the learning well, although teachers do not always ensure that the hall is fully cleared before starting their lesson. This is important because there is a risk of injury if pupils fall onto audio equipment or sandwich boxes.
85. There is good leadership and management of the subject and the subject has improved since the last inspection because there is now good accommodation within the new building. There has been no recent monitoring of teaching and learning but this is to be discussed shortly. There is a very good link with the nearby secondary school which helps to organise a very good range of extra-curricular activities; there is a very good level of attendance from pupils. Although parents have expressed the wish for more clubs and activities, the inspection team are impressed with the number, quality and range of sporting activities offered to pupils. These include football, gymnastics, dance, basketball, rounders and rugby. Specialised coaches and teaching staff are used to teach many of these games during and after school. The pupils in Year 6 stay at an outdoor centre as part of a residential visit. They benefit significantly from taking part in a very good range of outdoor and problem-solving activities. In addition, they learn important personal and social skills by working with others to meet different challenges.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

86. No lessons were seen in this area of the school's work. Provision in this area is judged from the wider range of evidence included in other subjects and central to school's work. The provision for personal, social and health education includes work on diet, health, sex, drugs and personal safety. This programme helps pupils develop a safe and healthy life-style, gain confidence and interact with others. Every class has a regular time during which pupils talk about personal, social and health education issues and the school makes good use of the 'Life Caravan' to support this work. Children are committed to raising money for good causes and the school council organises these. Broader issues covered in lessons such as geography and science enable pupils to consider how they can make a difference in world matters such as preventing global warming and pollution.

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	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	3
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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