

INSPECTION REPORT

**OUR LADY AND ST BRENDAN'S CATHOLIC
(VOLUNTARY AIDED) PRIMARY SCHOOL**

Bradford

LEA area: Bradford

Unique reference number: 107334

Headteacher: Mr R Smith

Lead inspector: Mr C Smith

Dates of inspection: 16th - 18th May 2005

Inspection number: 267445

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:	Voluntary aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	170
School address:	The Bank Idle Bradford West Yorkshire
Postcode:	BD10 0QA
Telephone number:	01274 611992
Fax number:	01274 622992
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr T Barrett
Date of previous inspection:	January 1999

CHARACTERISTICS OF THE SCHOOL

Our Lady and St Brendan's Catholic Primary is a small school catering for 170 pupils (92 boys and 78 girls) aged 4 to 11 years. The majority of children live on one of the two neighbouring local authority estates and a minority of children live in private housing. The area suffers unemployment and a high degree of social need; consequently, the school is involved in the 'Excellence in Cities' project. Twenty-nine per cent of the children have free school meals, which is above average. Seventy-two children (42 per cent) have special educational needs, which is well above average and one child has a statement. Pupils' special needs are largely related to learning and a small number with emotional and speech difficulties. Almost all of the children are white and all speak English as their native language, apart from two. Pupil numbers have decreased over recent years, in keeping with downward trends in the area, although the school is oversubscribed this year. Movement of families in and out of the school is twice the national average. The school has been granted 'Investors in People' status, for the way in which all staff are involved and work together. During the inspection, a supply teacher covered the absence of one of the key members of staff. Children enter the school with a wide range of levels of attainment but, for the majority, this is lower than expected for their age.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25211	Colin Smith	Lead inspector	Mathematics Science Design and technology Physical education
9952	Lillian Brock	Lay inspector	
23887	Peter Nettleship	Team inspector	English Art and design Music
33333	Diane Auton	Team inspector	The Foundation Stage Special educational needs English as an additional language Information and communication technology Geography History

The inspection contractor was:

CfBT Primary Associates
Suite 13 West Lancs Technology Management Centre
Moss Lane View
Skelmersdale
Lancashire
WN8 9TN

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	3
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	6
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	10
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	12
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	20

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's effectiveness is satisfactory and there are good features. Pupils' attitudes to learning, behaviour and personal development are all good. Teaching is satisfactory and a fair proportion is good. Pupils' achievement is satisfactory and very good in Years 2 and 6. Leadership and management of the school are satisfactory. The school gives sound value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well in mathematics and in aspects of technology, history and geography;
- The school's good ethos enhances pupils' personal development;
- Pupils with special educational needs make good progress;
- Pupils' learning slows down in the mixed age Year 3/4 class;
- School performance is checked but more emphasis is needed on improvement.

Satisfactory improvements have been made since the last inspection. Provision for reception children is now better geared to their learning needs. Pupils' literacy skills are more effectively developed across other subjects, such as science. The marking of pupils' work is better and pupils now present their work carefully. Teaching, pupils' achievement and standards are not very different from the last inspection. Leadership and management continue to be satisfactory. However, the school development plan still has shortcomings in its potential to guide the way forward and measure the effect of changes.

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	D	B	A
mathematics	C	C	A	A
science	C	E	A	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' achievement is satisfactory overall and very good in Years 2 and 6. Children's knowledge and understanding are below the levels expected when they enter school. Reception children achieve satisfactorily in their mathematical, creative and physical development and in their knowledge and understanding of the world. However, by the end of the reception year, standards in these areas are still below the levels expected. Reception children achieve well in literacy and in their personal development, and reach the levels expected for their age. Results have been rising well in Year 2. In 2004, results were well below average in reading and mathematics but on a par with similar schools. Results in writing were average and higher than similar schools. Infant pupils achieve well overall, improvements are continuing and standards are another notch higher this year. The chart above shows that Year 6 results in 2004 were above average in English and well above average in mathematics and science. These results were much higher than similar schools and were achieved by a capable group of pupils. In Year 6 currently, almost half of the pupils have special educational needs. This affects the overall average of the standards attained, which are mainly below average this year. The true picture of standards in Year 6

lies somewhere between the two extremes. Pupils with special educational needs make good progress and the more able pupils largely fulfil their potential. Although pupils' work in history, geography and design and technology was only inspected in part, there is evidence of good achievement in aspects of these subjects. Pupils' achievement is just about adequate in Year 3/4 but their progress is slow in some lessons.

Pupils' personal qualities, including their spiritual, moral, social and cultural awareness, develop successfully. Pupils enjoy school. Their personal development, attitudes to learning and behaviour are all good. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided and the effectiveness of teaching are satisfactory overall. Teaching is satisfactory in the reception class. A recently introduced programme to accelerate children's reading and writing skills is proving highly beneficial. Attention is rightly being given to making learning more purposeful in other areas of learning. Teaching is satisfactory with good features in Years 1 and 4/5. Teaching is very good in Years 2 and 6, where the level of challenge is high and the work provided precisely matches pupils' different learning needs. In all these classes, the atmosphere for learning is consistently good and pupils work hard and give of their best. Pupils with special educational needs learn successfully. They work productively and eagerly in small groups in every corner of the school because of the high quality support provided by classroom assistants. There are weaknesses in the teaching in Year 3/4, partly because the work provided is not as well matched to pupils' stages of understanding as elsewhere in the school. Occasionally, some pupils find the work too hard and others find it too easy. When that happens, they lose concentration and noise levels rise. This happened twice during the inspection and resulted in unsatisfactory learning.

A satisfactory curriculum is provided which enables pupils to learn skills in a clear sequence. The exception is music, where upper junior pupils do not have regular lessons. Otherwise, the school is successful in including all pupils in all activities. Good provision is made for pupils with special educational needs. A satisfactory range of activities is provided outside normal lessons, although more could be done to develop pupils' interests and talents in sport. Pupils are well cared for and encouraged to offer their views, which influence school decisions. Satisfactory relationships are maintained with parents, which helps to strengthen pupils' personal development.

LEADERSHIP AND MANAGEMENT

Leadership and management, including the contribution made by the headteacher, are satisfactory. The leaders of the infant and junior parts of the school are a valuable asset and have implemented a number of successful initiatives. Governance of the school is satisfactory and statutory requirements are fully met. Manageable systems have been introduced to check the quality of education provided. Subject leaders have good opportunities to observe lessons and examine pupils' work. However, whilst strengths and positive aspects are celebrated, weaker elements are not always converted into targets for improvement and carried forward into school planning.

PARENTS AND THE PUPILS VIEWS OF THE SCHOOL

Parents like the school and appreciate the efforts made by staff to care for their children and help them to learn. Pupils are fond of their school and relish the new opportunities to become involved in decision making through class and school councils.

IMPROVEMENTS NEEDED

The most important things the school should do are:

- Improve the quality of teaching and learning in the Year 3/4 class;
- In checking the work of the school, concentrate more on identifying areas for improvement and share these with all members of staff and governors through the school development plan;
- One further minor improvement is to involve parents more in decision making.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is satisfactory overall, including children in the reception class. Pupils achieve very well in Years 2 and 6 but their achievement slows in Years 3/4.

MAIN STRENGTHS AND WEAKNESSES

- Standards in Year 2 are rising well and are improving gradually in Year 6;
- Strong teaching in Years 2 and 6 enables pupils of all abilities to achieve very well;
- Pupils with special educational needs are making good progress;
- Reception children make good progress in literacy and their personal development.

COMMENTARY

1. Although the Year 2 results in 2004 were well below the national average in reading and mathematics, they were as good as those of similar schools. Results in writing were average and higher than similar schools. Standards by the end of Year 2 have been rising at a good rate and improvements are continuing. The most recent assessments, although not yet moderated nationally, show the current Year 2 pupils are achieving the levels expected in writing and science, and more of them are now reaching higher levels. Year 2 pupils' attainment is below average in reading and mathematics but this has improved from the well below average position in 2004. The improvement in achievement is largely attributable to good teaching.

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

Standards in:	School results	National results
reading	14.8 (14.8)	15.8 (15.7)
writing	14.8 (14.6)	14.6 (14.6)
mathematics	15.3 (15.6)	16.2 (16.3)

There were 29 pupils in the year group. Figures in brackets are for the previous year.

2. The 2004 Year 6 results were above the national average in English and well above in mathematics and science. Results were much higher than in similar schools. Trends in Year 6 have been rising in line with national improvements but this is not the full picture. Results fluctuate considerably, reflecting the presence of pupils with special educational needs, which can be as high as 40 per cent in some year groups. Comparatively few pupils in the 2004 Year 6 class had special educational needs and strong teaching enabled this class to achieve high levels. Several pupils either joined or left this year group during the junior years but this did not affect the outcome greatly. In the current Year 6, almost half of the pupils have special educational needs and this affects the attainment of the group as a whole. Consequently, standards are below average in English and science, even though pupils are achieving as well as they can. Pupils achieve well in mathematics throughout the school and standards in Year 6 are currently at the levels expected.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	28.4 (26.3)	26.9 (26.8)
mathematics	28.8 (27.0)	27.0 (26.8)
science	30.0 (28.6)	28.6 (28.6)

There were 30 pupils in the year group. Figures in brackets are for the previous year.

3. Pupils' achievement accelerates rapidly in Years 2 and 6. This is not only because of high quality teaching. The teachers are experienced and well aware of the importance of preparing pupils for the kind of assessments they will have to undertake. Pupils benefit from practice runs and lessons aimed to fill any gaps in their understanding. Pupils' achievement is mainly satisfactory in Years 1 and 4/5. However, progress is good in writing in Year 1 and good in mathematics in Years 4/5. Although pupils' achievement in Years 3/4 is adequate, weaknesses in teaching slow down their learning. The work provided is not always sufficiently well matched to their different learning needs. Consequently, they lose interest and concentration.
4. On balance, the level of challenge in the work provided enables more able pupils to fulfil their potential and reach higher levels. Individual pupils with a gift for a particular subject are sometimes taught alongside older pupils, where the level is more suited to their needs. Not surprisingly, staff spend more time trying to raise the achievement of less able pupils, particularly those with special educational needs. A major priority aimed at raising standards has seen the introduction of an intensive reading and writing programme, which concentrates heavily on improving pupils' literacy skills. Early indications are that pupils with special educational needs are thriving on the small group attention and thoroughly enjoy the success they experience with the literacy tasks. Since the majority of pupils' special needs are related to literacy, the programme is making a huge difference to their confidence and ability in reading and writing, and helping them to make good progress. The strong focus on literacy also benefits the very small number of pupils with English as an additional language.
5. There is good achievement in aspects of history, geography and design and technology. Pupils' books and folders are full of well presented accounts of their experiences. In these subjects, pupils' reading and writing skills are much better developed than at the time of the last inspection. Standards are not quite at the levels expected in information and communication technology (ICT), although pupils' achievement is satisfactory now that the earlier problems with hardware have been resolved.
6. The introduction of the intensive reading and writing programme in the reception class is leading to some impressive achievement. Most children are already able to read simple words and many can handle letter blends, such as 'ou' and 'ai' confidently. In this area of learning, most children are on course to reach the learning goals expected by the end of the reception year. In view of their low attainment on entering school, this represents good achievement. Reception children also achieve well in their personal and social development and have reached the learning goals expected in this area. In their mathematical, creative and physical development and in their knowledge and understanding of the world, reception children are making satisfactory progress. However, many are unlikely to achieve the learning goals expected in these areas.

Reception staff are aware of this and are rightly trying to provide more effective learning experiences.

Pupils' attitudes, values and other personal qualities

Pupils' spiritual, moral, social and cultural development are good overall. As a result, most pupils' attitudes, behaviour and personal development are good. Attendance is satisfactory.

Main strengths and weaknesses

- Pupils usually try hard, concentrate on their work and give of their best;
- Good behaviour and positive relationships create a good ethos for learning;
- Pupils have responded well to increased opportunities to take responsibility.

Commentary

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	2.1	School data	0.5
National data	5.1	National data	0.4

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

Exclusions

7. There were no exclusions in the past school year.
8. As at the time of the previous inspection, most pupils have positive attitudes to their work, which impacts favourably on their achievement. In most classes, pupils produce prodigious quantities of well presented written work, which illustrates just how hard they work. Most pupils make maximum effort in their lessons. For example, in a Year 2 art and design lesson on the work of David Hockney, there was a happy buzz of excitement as pupils shared ideas and completed drawings, showing the flow and movement of water. However, on occasion in the Year 3/4 class, some pupils lose interest and concentration. When this happens, noise levels rise and spoil the atmosphere for learning. Whilst there has been some decline in attendance this year, it is still at the national average. The poor attendance of children from a few families affects the overall figures. As a result, attendance is being monitored carefully.
9. Behaviour in and around the school is good. Any unsuitable behaviour is appropriately checked and improvement is well supported. Pupils respond positively to the rewards and, in particular, they like the postcards which the headteacher sends to parents telling them of their good behaviour and efforts in school. Pupils confirm that bullying and other forms of harassment are dealt with fairly but some parents say that they are not always aware of the action taken by the school. Relationships in the school are good. Pupils collaborate and co-operate with each other happily and are willing to celebrate each other's successes. There is a general respect for the beliefs and feelings of others and this contributes to the friendly atmosphere in school. Boys and girls of all ages talk of respecting and liking their teachers; this helps them to learn and achieve effectively.
10. Pupils' personal development is good. Children in the Foundation Stage (reception) are achieving well in their personal and social development. Teachers encourage pupils to accept responsibilities, for example to act as play leaders in the playground. The class and school councils are giving pupils a voice in the school and their meetings are very purposeful. The spiritual, moral and social development of pupils is good. Pupils understand the responsibilities of living in a community and how to distinguish right from wrong. Reception children talk about the wonder of watching things grow and older ones talk about science investigations and learning new things.

In an assembly celebrating 50 years of St. Brendan's Church, pupils listened enthralled to the story of St. Brendan and his remarkable achievements. Pupils have a good awareness of their own cultural heritage and a satisfactory awareness of living in a multicultural society. A coherent policy ensures that racial equality is in place. Pupils are guided to understand and respect other cultures, for example by discussing plays with an ethnic dimension provided by visiting theatre groups.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is satisfactory. A suitably broad and carefully planned curriculum is provided and pupils benefit from good levels of personal support.

Teaching and learning

The quality of teaching, learning and assessment is satisfactory. There is a fair proportion of good and very good teaching, as there was at the last inspection. Good assessment procedures have been introduced to measure how well pupils are learning. However, better use is made of the information in some classes than in others.

Main strengths and weaknesses

- Pupils' learning accelerates in Years 2 and 6, where teaching is very good;
- The teaching of pupils with special educational needs is very effective;
- Teaching of children in the Foundation Stage has improved since the last inspection;
- There are weaknesses in teaching in the Year 3/4 mixed age class.

Commentary

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	10	12	2	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

11. Teaching in Years 2 and 6 is of a high standard across a wide range of subjects. In these classes, the climate for learning is extremely positive. Lessons are imaginatively prepared and are never predictable. Pupils' curiosity is stirred and there is a good deal of fun in learning. In most lessons there is some form of investigation or enquiry and pupils thrive on playing the role of learning detectives. In these classes, relationships are very good and a high degree of trust has been built between pupils and teachers. This enables teachers to set high levels of challenge, knowing that pupils will respond enthusiastically and not be afraid to make mistakes. Every pupil is regarded as an individual. Their response in lessons and through their written work is very carefully checked. The tasks provided are finely tuned to match their different learning needs and any misunderstanding is swiftly and effectively dealt with. These factors result in high achievement. Teaching in other classes is mainly satisfactory but there are good elements in Year 1 and in Years 4/5. Most teachers are successful in guiding pupils to give of their best. Pupils' written work is plentiful and of a good standard. This is largely because teachers mark their work carefully and reward good achievement.

12. The school has recently introduced what is already proving to be a very successful intensive reading and writing project. Teachers and pupils are highly motivated by the content and small groups of children are working energetically with very well trained and capable support staff throughout the school. The vast majority of pupils with special educational needs experience difficulties with literacy. The reading and writing programme is finely graded to match pupils' particular stages of learning. Skills such as recognising and blending letters and learning the correct spelling patterns are taught very systematically. Pupils with special educational needs enjoy the feeling of success that the programme brings and make good progress as a result.

13. The teaching of children in the reception class is satisfactory and improving. Since the last inspection, more attention has been given to providing activities designed to encourage children to explore and learn for themselves. For example, an outdoor play area has been provided for children to improve their balancing and climbing skills. The reception classroom is calm and purposeful and children benefit from opportunities to work and play together. Consequently, their learning of how to socialise and find out for themselves is developing well. The teaching of reading and writing is consistently good. Enthusiastic and very clear teaching of letter and word skills is proving very effective and many of the reception children are already able to read simple sentences accurately and write and spell words correctly. Reception staff know that there is still more to do to improve children's learning when they are engaged in their own choice of activities. Adults do not always find time to join the groups and talk to them about their experiences. Consequently, opportunities are missed to improve their spoken language and extend their understanding.
14. Falling pupil numbers have resulted in mixed age classes of Year 3/4 and Year 4/5 pupils. These are large classes and teaching is made more difficult in the mixed Year 3/4 class because of the high number of pupils with low attention span. However, more could be done to improve pupils' learning. The school has good systems to assess pupils' learning and their performance is measured at regular intervals. In most classes, the information is used well to provide work at the right level for pupils whose learning needs are not the same. Therefore, more and less able pupils learn successfully. This is less evident in the Year 3/4 class where pupils are sometimes given the same task to complete irrespective of their different stages of learning. This can result in some pupils finding the work too difficult and others finding it too easy. When this happens, pupils become restless and start to chatter. This puts their learning at risk and gave rise to the two unsatisfactory lessons observed during the inspection.

The curriculum

The quality of the curriculum is satisfactory. The school continues to offer a broad curriculum. It provides well for its less able pupils and those with special educational needs. The deployment and work of the classroom assistants is a strong feature of the school and they make an important contribution to its curriculum provision. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- Foundation Stage provision has improved since the last inspection;
- The recently introduced reading and writing programme is proving highly beneficial to pupils' learning, particularly those with special needs;
- The learning mentor makes a valuable contribution to pupils' personal and social development.

Commentary

15. Children in the Foundation Stage benefit from the improvements made in teaching and resources for that age group. Good teaching in literacy in the reception class is giving the children a secure basis for future learning. In Years 1 to 6, all subjects are covered in depth, with the exception of music, which is not fully covered in Years 5 and 6.

Investigative learning in science, history and geography is particularly successful in Years 2 and 6. Pupils in Year 6 are becoming confident at using ICT to research and retrieve information and this is enhancing the quality of their work.

16. The school has introduced a new reading and writing programme, which is now in place in all classes. The project was introduced as a response to the challenge presented by the high numbers of pupils who have learning difficulties in literacy. It is too soon to look for measurable evidence of success, but early indications are that pupils are stimulated by the success they experience and this is filtering through into better achievement. Through the reading and writing programme and other strategies, the support for pupils with special educational needs is good. The co-ordinator guides teachers well, enabling them to provide clear individual education plans that are well matched to pupils' needs. Well trained classroom assistants provide very effective small-group teaching for those pupils who require it. Grouping strategies in literacy teaching across the school make it possible for more able children to work with older children on literacy activities. Through this, they benefit from teaching with a level of challenge that matches their intellectual needs. Their interest is maintained and their achievement extended.
17. The school has a small number of pupils from different ethnic groups and one or two who speak English as an additional language. Overall, these pupils are well provided for. One of the support assistants goes out of her way to learn key words and gather advice. She then provides daily individual sessions to help these pupils (currently Polish and Italian). Consequently, they learn to speak English quickly and fluently and feel part of the school.
18. Provision for pupils' personal, social and health education (PSHE) is satisfactory overall and good in the Foundation Stage. Teachers exploit opportunities, especially in science lessons, to develop knowledge and understanding of health and personal safety. Discussion sessions, 'Circle Time', with the learning mentor are helping the children to support and care for each other and to develop social responsibility. The school's commitment to the development of its school council and the class councils gives a strong message to the children that their views matter and are taken seriously. There is still no formal programme in place, however, to ensure that all aspects personal, social and health education and citizenship (PSHCE) are covered systematically throughout the school. Pupils have good and equal opportunities to participate in all activities, with the exception of music, which is not taught regularly in Years 5 and 6.
19. Opportunities for pupils to extend and enrich their learning are satisfactory but limited. There has been some improvement since the last inspection, enabling more pupils to take part, for example, in football, rugby and golf coaching, but these sessions are not regular. More could be done to develop and extend pupils' abilities in sport. The school choir and the music club have weekly sessions after school and pupils who attend these have good opportunities to nurture their talents through concerts. Pupils also benefit from valuable visits to places of interests, which stimulate their interest in history, for example, or consolidate their understanding in geography. A regular flow of visitors, such as theatre groups, develop pupils' understanding of important issues, such as other religions and protecting the environment. Accommodation is satisfactory but space is very limited for reception children to develop their creative and physical skills.

Care, guidance and support

The provision for the care, welfare, health and safety of pupils is good, as is the support, advice and guidance based on monitoring. Pupils' views are valued and taken into account.

Main strengths and weaknesses

- The class and school councils are involving pupils successfully in decision making;
- Pupils' safety is assured and they benefit from much care and attention;
- Pupils know how well they are learning but not always how to reach the next level in English and mathematics.

Commentary

20. The school is a caring, friendly and happy place where pupils feel secure. They and their parents appreciate the efforts made by staff to look after them. Relationships are nurtured well and pupils say that it is easy to talk to all adults and share concerns. The induction of new children is effective and handled considerately. The learning mentor and the support assistants make a valuable contribution to pupils' personal development. The learning mentor leads discussion sessions, 'Circle Time,' with each year group, where pupils feel safe to open up and share their worries. For example, Year 6 pupils discussed their feelings about moving on to high school, which helped to alleviate many of their anxieties. Pupils know their views and opinions matter. Pupils transferring in from other schools are made to feel welcome and settle in quickly.
21. Staff take good care of pupils. The health and safety of pupils is given a high priority by the governing body, staff and pupils. Risk assessments are conducted each term and action is taken by the governing body to make improvements. Pupils are well supervised at play and lunchtimes. Child protection procedures and those for children in care are good and fully understood by staff. External agencies are contacted promptly whenever the needs of individual children arise. Pupils with special educational needs are identified early and they benefit from good levels of support. The very small number of pupils with English as an additional language are given special attention and reassurance.
22. Pupils' work is carefully marked. Consequently, they have a good idea of how to improve. There are good tracking procedures in place to check how well pupils are achieving and good levels of support are provided to help them recover when their learning falls behind. There are good examples of pupils assessing their own progress in lessons, such as Year 1 pupils evaluating their performance in a physical education lesson. However, more could be done to show pupils what targets they need to achieve to reach the next level in English and mathematics. Celebrating pupils' achievements in assemblies is helping to build their confidence and self-esteem.

Partnership with parents, other schools and the community

There are satisfactory links with parents and good links with the community and other schools. Such links improve pupils' learning opportunities.

Main strengths and weaknesses

- The information that parents receive is good;
- There is no mechanism for seeking parents' views in decision making;
- Visits and visitors to school are an important part of pupils' learning.

Commentary

23. The school provides a range of written, helpful information for parents. Parents like the half termly curriculum information and enjoy reading newsletters. Parents appreciate the headteacher's postcards communicating that their children have done well. Some parents help children with their learning in school and over half of the parents help at home. A meeting was held in school to help parents to understand the intensive reading and writing programme being introduced. This led to some of them buying their own resources to help their children. Parents feel that homework is satisfactory overall but the amount given depends on the particular teacher. Year 3 pupils felt that homework helped them in class but pupils in the Year 4/5 class did not consider they had regular homework. End of year reports are satisfactory but the targets given within them are not specific enough to guide parents on how to help their children.
24. Almost all parents are in agreement that the headteacher and staff are very approachable and helpful. They appreciate what the school provides and recognise the value of its caring ethos. A small number of parents are unsure if children behave well in school and have raised issues regarding harassment. Pupils explain that occasional incidents do occur. However, they are taught strategies to deal with them and staff help them. The school has no formal mechanism for seeking the views of parents in its development and parents at the pre inspection meeting and through the questionnaires said that they would welcome the opportunity to contribute ideas.
25. There is no Parent Teacher Association but several parents and grandparents help regularly in school with activities. Parents enjoy the assemblies and concerts to which they are invited and feel it gives them an insight into the life of the school. Effective links with the community make an important contribution to pupils' learning. Pupils' learning is brought to life with visits out of school, for example to two local supermarkets. Visiting theatre companies and sporting personalities widen pupils' understanding and enhance their learning well. Successful links have been forged with neighbouring schools and colleges. The school has piloted a World War II project in partnership with Bradford Museum. Teachers in training and college students are welcomed in school and a number of sporting opportunities are available from local clubs.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school, including the contribution made by the headteacher and governors, is satisfactory, as it was at the time of the previous inspection. Since then, the leadership and management of the Foundation Stage have improved and are now good. The other strong area of leadership is that provided by the infant and junior leaders.

Main strengths and weaknesses

- There is a strong emphasis on meeting the personal needs of both pupils and staff;
- The senior management team has provided clear leadership in the core subjects;
- Governors are playing a more active role to gain a better understanding of how the school operates;
- There is insufficient rigour in monitoring and planning to ensure that improvements are made.

Commentary

26. The headteacher is successful in maintaining a good atmosphere for learning. With its strong Christian traditions of communal living and secure relationships, most pupils are happy, hardworking and keen to learn. They benefit from equal opportunities. Parents appreciate the way their children are treated. The school makes a good contribution to initial teacher training through accepting students regularly. Teaching and support staff are chosen with care and invariably remain at the school. The headteacher is keen to keep a contented staff. The 'Investors in People' award gained by the school reflects the value given to each individual. However, on occasions, maintaining staff morale has been at the expense of pressing individuals to raise their standards where necessary. Consequently, some inconsistencies in the quality of teaching have not received enough attention.

27. The infant and junior departmental leaders are at the heart of change and development. The infant leader has been influential in a range of improvements in English and in the Foundation Stage. Good initiatives, such as the reading and writing programme, have been creatively introduced and the enthusiasm and commitment of the whole staff have been secured. In the Foundation Stage, the reception teacher has been well supported over the last two years and the results are showing, particularly in literacy. The leadership that is provided by the special educational needs co-ordinator is very good. She has forged a very strong support team to teach programmes based on individual pupil's needs. As the assessment co-ordinator, she has also developed thorough systems that enable pupils' achievement to be monitored and targets for improvement set. Currently, however, there is an imbalance in the delegation of subject leadership duties. There is an overload on teaching members of the senior management team which somewhat dilutes their overall effectiveness. The role of the subject leader remains unclear. Consequently, the quality of teaching and the standards pupils are achieving in some subjects are variable across the school, as they are not being sufficiently checked. For example, little monitoring takes place of the school's music provision, which is limited in the upper junior classes.

28. The governance of the school is satisfactory. Many of the governors are well established in their roles and feel a genuine pride and loyalty for their school. Most governors visit the school regularly, some to observe, others to help with groups. They are supportive and are willing to ask searching questions. However, they are not provided with sufficient information through the headteacher's termly reports to gain an accurate picture of the school's strengths and weaknesses. In addition to this, the annual School Improvement Plan does not explain how improvements are to be made and how much they will cost. This limits the governors' ability to plan ahead and maintain a check on progress.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	510,430	Balance from previous year	29,551
Total expenditure	547,351	Balance carried forward to the next	-36,921
Expenditure per pupil	3,219		

29. Financial planning and management are satisfactory. The deficit budget shown in the chart above has already been reduced by prudent adjustments to the teaching staff at the beginning of the financial year. The overspend has been reduced by £19,000 by not replacing a teacher who retired last summer. This is not shown in the previous years figures. However, the costs of intended improvements have not been included in the current school improvement plan, to ensure that they are affordable.
30. The school is fortunate in having strong leaders in each part of the school, which is a significant aid to raising achievement. However, the school faces some barriers in raising standards, particularly the high proportion of pupils with special educational needs and high mobility. The school is largely successful in overcoming these difficulties, not least in providing such an effective reading and writing programme, which enables teachers to place pupils on the exact level according to their needs.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

MAIN STRENGTHS AND WEAKNESSES

- Improved teaching and assessment are raising achievement in the reception class;
- Children are achieving well in literacy and in their personal, social and emotional development;
- Improving the quality of activities provided in other areas of learning is receiving attention but there is still more to do.

Commentary

31. When children enter the reception class, their attainment overall is below the levels expected for their age in all areas of learning. Many of the children have not had the advantage of attending pre-school educational provision. The reception teacher has made great efforts to establish what the children already know, understand and can do and has enlisted the help of parents to clarify this information. This information has been used effectively in planning lessons from the outset. Thorough assessment of children's learning has been an important factor in enabling them to achieve well in literacy. A very well organised project to improve reading and writing has been introduced in the reception class. Parents are very appreciative of the way it helps their children to learn to read and write so painlessly. The teacher and the nursery nurse have taught these skills well and it has had an almost immediate and positive impact on the children's learning in literacy. This is a very encouraging development. It is already beginning to lift standards in other areas of learning, where children's achievement, although satisfactory, is below the levels expected for their age.
32. Accommodation in the reception classroom and outdoor play area is cramped. The staff team has made an effort to use the space to the best advantage to support the children's learning, but improving the accommodation remains an issue for the school to consider in its future planning.
33. Children are achieving well in their **personal, social and emotional development** because teaching is good in this area of learning. Relationships between adults and children in the reception class are good and this is enabling children to gain confidence and enjoy coming to school. Day-to-day routines and high expectations of behaviour are securely established and, as a result, children know what is expected of them. The children are learning to co-operate with each other, especially in literacy lessons, where paired work is being developed very successfully. In these lessons, children are encouraged to help each other and to give each other praise.
34. In **communication, language and literacy**, children are achieving well. Teaching is good and improving as the year progresses. Reading and writing activities are successful in helping children to learn letter sounds and how to blend them together to make words. Children respond well to the stories and are learning to understand what they read. Good teaching of small group reading and writing activities, which match

children's different learning needs closely, are key factors in their good achievement. Pupils with special educational needs benefit from the reading and writing programme, which helps them to make a good start in acquiring key literacy skills. Literacy activities are fun. Children's interest is engaged because lessons move along at a lively pace. They are very keen to answer the teacher's questions and derive great satisfaction from reading words correctly.

35. Children's achievement in **mathematical development** is satisfactory although, by the end of the year, most children have not reached the levels expected for their age. Teaching and learning are satisfactory. Children often learn well during the first 15 minutes of whole class activities, particularly when the teacher combines physical activity with number work. This really improves their counting skills. However, these sessions are sometimes too long and children become restless. The teacher and nursery assistant are improving the quality of mathematical activities provided to encourage children to explore and learn for themselves. Resources are now more accessible to children but the structure and purpose of the activities still needs attention.
36. Many children start school with limited **knowledge and understanding of the world**. For example, when playing in the sand area (set out as a beach) children thought that sunglasses and sun hats protected them from the sand. Teaching is satisfactory overall and good opportunities are provided to extend children's awareness. Their topic work on weather included going out on a windy day to fly the kites they had made earlier. Back in the classroom later, children were able to discuss the events of the afternoon in chronological order and explain the reasons why things had or had not happened as planned. Pupils' achievement is satisfactory. However, they are sometimes left on their own for too long with their own choice of activities. When this happens, adults miss opportunities to develop their wider understanding and improve spoken language.
37. Children's **physical development** is below the level expected for their age. Teaching is satisfactory. The physical development sessions that take place in the hall could be improved. The level of challenge could be raised and children could be encouraged to be more creative in their movements to music. Adults could intervene more when children are jumping or rolling, to help them to improve their skills. Good emphasis is placed on healthy eating. Offering children a piece of fruit or vegetable each day has helped them to understand more about a healthy diet. Activity areas in the classroom enable children to use tools and materials satisfactorily. A small outdoor play area is provided but the equipment is limited and does not offer children sufficient challenge to extend their climbing and balancing skills.
38. Children's **creative development** is satisfactory but restricted by the lack of space. The small outdoor play area has no shelter or storage for outdoor toys, which have to be carried in and out by staff each day. However, the area is used whenever possible to provide group play activities, which go some way towards stimulating children's imagination. The role play area in the classroom is also very small and restricts the scope of creative play activities. However, art and craft activities are provided to enable children to experiment with different materials.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- There is high quality teaching and learning in Years 2 and 6;

- Good leadership of the subject particularly benefits pupils with special educational needs;
- The good teaching of literacy in the infant classes is not continued strongly enough in Years 3/4.

Commentary

39. The 2004 results in Year 2 were well below average in reading and average in writing. The 2004 results in Year 6 were above average in English. Standards in Year 2 are improving and are currently below, rather than well below, average in reading. Standards in English in Year 6 are currently below average. This is no reflection on the teaching in Year 6, rather a very different class profile. Standards are similar, both at Year 2 and Year 6, to those reported at the previous inspection. Pupils' achievement is satisfactory overall. They achieve very well in Years 2 and 6, although progress slows in the Year 3/4 class.
40. Teaching and learning are satisfactory overall. Teaching is very strong in Years 2 and 6. In these classes, the pace of learning is quick and the level of challenge is high. Both teachers guide their pupils very effectively by making continual adjustments to the tasks provided. This ensures that pupils' individual needs are fully met. The teaching of pupils with special educational needs is good and improving all the time. A published programme introduced to raise standards in literacy, accompanied by extensive staff training, is having a significant impact on how reading and writing are being taught through the school. Very effective support is provided by classroom assistants, which ensures that pupils with special educational needs move through each stage of the programme successfully. Pupils appreciate the clear learning steps, which enable them to see how their skills are developing. They are making good progress. Subject leadership and management are good. There is a strong sense of commitment and purpose to the teaching. Lessons have been observed and teachers have benefited from the clear advice offered, such as setting targets in pupils' books and placing less emphasis on worksheets. In the infant classes and in Year 6, pupils' work is thoroughly assessed and their progress is carefully tracked. Activities are then carefully matched to pupils' different learning needs. However, in the Year 3/4 class the same work is often set for pupils of all abilities. This limits progress, particularly of the more able pupils.
41. Standards in speaking and listening are satisfactory. Pupils usually listen carefully to instructions and contribute well to class discussions. In the best lessons, pupils discuss ideas in pairs, which helps them to clarify their thinking. Drama is increasingly being used to raise pupils' confidence in speaking to an audience. For example, in Year 6 video recordings of interviews were made of pupils acting the roles of characters from a book. Such activities enrich pupils' learning and help them to plan ahead prior to writing.
42. Achievement in reading is good in the infant classes and satisfactory in the junior classes. Big books are used well in lessons for pupils to read together. They make good gains with reading, both with accuracy and expression. The new reading and writing programme is proving highly effective in enabling infant pupils to sound out and blend letters to help them to read unfamiliar words. Pupils' reading skills are reinforced well through extra home reading. Reading is very well taught in Year 6. Here, pupils gain a strong appreciation for the work of different authors, such as Michael Morpurgo, which helps them to be more creative in their own writing.
43. Achievement in writing is good in Years 1 and 2 and satisfactory in two of the three junior classes. Pupils' enjoyment and confidence in writing is growing. They write prolifically in English and in other subjects. In all classes, except Years 3/4, work is

carefully marked and good achievement is rewarded. The quality of writing is best in Years 2 and 6 where pupils draw on their own experiences and worksheets are used more selectively. Standards in spelling are rising, because more emphasis is now being placed on letter sounds and blends. However, there is still room for improvement. Pupils are rarely asked to review and improve their first attempts at writing. This limits opportunities for them to select more colourful words and phrases and to re-arrange sentences and paragraphs to make the written work more appealing to the reader. In addition, although pupils are helped to improve, the targets set do not show them what they need to do to reach the next level.

Language and literacy across the curriculum

44. The use of creative writing to improve learning in other subjects was an issue to improve after the last inspection. This aspect of writing is now much better. For example, Year 3/4 pupils interviewed disciples for 'The Jerusalem Times' on their meeting with Jesus after His resurrection. Such activities enable pupils to see how they can improve their reading by researching for information, and improve their writing by composing reports and letters. Pupils' speaking and listening skills are frequently extended well through class discussions.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve best in Years 2 and 6, where the teaching is very good;
- Pupils work very hard in most classes and present their work carefully;
- Pupils' progress slows in Year 3/4.

Commentary

45. Pupils achieve well in mathematics, as they did at the time of the last inspection. The most recent test results in Year 2 matched those of similar schools. Standards are rising well in the infant classes. Assessments made of the current Year 2 group, although not yet moderated nationally, show further improvements and standards are now below, rather than well below, average. Standards in Year 6 are currently average, rather than well above average, as the 2004 results indicated. This is because almost half of the pupils in the current Year 6 class have special educational needs.
46. Teaching is good overall. However, pupils' learning accelerates significantly in Years 2 and 6, where the teaching is very good. In these classes, teachers set a high level of challenge and expect pupils to rise to it, which they do. Teachers are vigilant in checking how well pupils are learning and their work is marked meticulously. For example, the Year 6 teacher began the lesson by dealing with a misunderstanding from the day before. Some pupils had not fully understood that, algebraically, $3a$ meant $a+a+a$ and this was quickly put right. A very effective feature of teaching in Years 2 and 6 is the way units of work are prepared. Teachers often write their own worksheets and staple them together in ascending difficulty. Pupils are then guided to work through the booklets and additional activities are added when individual pupils need extra practice to aid their understanding. The booklets are often packaged imaginatively to capture pupils' interests. For example, the Year 6 project on algebra is

entitled 'Meet Phantom X'. Such approaches ensure that pupils have good opportunities to apply their calculation skills in problem solving situations. This makes learning fun and very purposeful. Consequently, pupils' achievement is rapid in Years 2 and 6.

47. Teaching in the other infant and junior classes is broadly satisfactory and there are good features in Year 4/5. In most instances, pupils work very hard. Over the year, they produce large quantities of written work, most of which is carefully set out and well presented. This reflects the care taken by teachers in marking pupils' work and the very positive atmosphere for learning in most classes. Good assessment procedures have now been established. Pupils' learning is regularly and accurately assessed. Their progress is measured from one term to the next. Any pupils whose progress falters are quickly identified and they receive additional support from very effective classroom assistants. On the whole, the work that pupils are given to do reflects their different learning needs. This enables more able pupils to fulfil their potential. Similarly, the tasks are adapted suitably to match the stage reached by pupils with special educational needs. This largely ensures that pupils of all abilities achieve equally well.
48. Teaching in the large, mixed age Year 3/4 class is satisfactory but there are weaknesses. Several pupils, mainly boys, have poor concentration and sometimes chatter noisily. At regular intervals, the teacher has to stop the lesson to settle pupils down. Consequently, the pace of learning slows. The leadership and management of the subject are satisfactory. The subject leader has observed every teacher at work and has checked pupils' learning in their books. However, the process tends to dwell on the strengths of teaching rather than identify points for improvement. With a sharper focus on improvement, more could be done to share the very good features in some classes and strengthen the weaker elements in others.

Mathematics across the curriculum

49. Good opportunities are provided for pupils to apply and extend their mathematical skills in other subjects. For example, competency in aspects of mathematics enables pupils to measure and cut accurately in design and technology and record and interpret results in science. The links with ICT are less well developed. Mathematical games are used well to improve pupils' calculation skills in some classes, but not in all.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in all areas of science in the infant classes and very well in Year 6;
- Pupils' knowledge of science develops more consistently than their investigative skills;
- The science curriculum makes a valuable contribution to pupils' health education.

Commentary

50. Teachers' assessments in science in 2004 (and currently) indicate that standards by the end of Year 2 are at the levels expected and higher than in similar schools. Further improvements are evident this year, particularly in the number of pupils working at

higher levels. Trends in results by the end of Year 6 match national improvements and reflect the achievement of a particularly capable group of pupils who moved on to secondary school in 2004. However, the high incidence of pupils with special educational needs in the current Year 6 means that pupils are working at below average levels overall.

51. The teaching of science is particularly good in Years 2 and 6. In these classes, pupils are encouraged to take a leading part in the direction of the lesson. These teachers work flexibly, guiding pupils to think for themselves and follow their own lines of enquiry. This often leads pupils into higher realms of science than is typical for their age. For example, Year 2 pupils went far beyond the making of simple electric circuits and considered the electrical conductivity of various materials. Such opportunities to think hard and find answers provide a fertile climate for more able pupils to extend their learning. In both classes, pupils' work is scrupulously marked and any misunderstanding is swiftly dealt with. In Year 6, for example, careful attention to detail helped pupils with special educational needs to understand complex symbols used in circuit diagrams.
52. Teaching is satisfactory overall and there are good features in Years 1, 4 and 5. However, the pace of learning is not as quick as in Years 2 and 6, because teachers spend longer instructing and questioning pupils, rather than encouraging them to plan their own lines of enquiry. The worksheets used often describe the steps pupils should take to carry out an experiment and do not provide enough scope for them to decide for themselves. This is why pupils' understanding of what it means to plan and carry out a fair test is still uncertain in Year 5. That said, science has a high profile and pupils cover many different topics in reasonable depth. Consequently, their knowledge and understanding of living things, materials and forces are often good for their age. Pupils' science books and folders are full of well presented and usually carefully marked written work, which makes a significant contribution to their skills in writing. Although pupils' progress is adequate in Year 3/4, there are weaknesses that hinder their learning. In one lesson, for example, pupils were learning that different materials conduct heat at different rates. The lesson content was relevant but the teacher did the experiment whilst the pupils watched. Then they were all given the same worksheet to complete, irrespective of their different learning needs. Consequently, they lost interest and concentration and their learning suffered.
53. The leadership and management of the subject are satisfactory. A strong feature of science is that it includes topics that raise pupils' awareness of safety and healthy lifestyles successfully. Enthusiasm in moving the subject forward is not lacking and the subject leader has a good understanding of what is happening in other classes. However, support for the subject stops short of analysing exactly what must be done to make teaching and learning consistently good throughout the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are improving as better ICT facilities are provided;
- Pupils in most classes are working slightly below the levels expected, although rapid progress takes place in Year 6;
- For the most part, learning in small groups in the ICT suite is successful;

- Procedures for assessing pupils' progress in ICT are not fully developed.

Commentary

54. Standards are slightly below the levels expected. This is because until last year facilities in the school were very limited and very few pupils had experience of using computers at home. The school has made a fair effort to put things right, notably in its creation of an ICT suite last year. The school now receives adequate support for ICT through the education authority and a local high school, and pupils are beginning to catch up. Their achievement is satisfactory, although some of the topics they are working on are not yet at the levels expected. For example, Year 4 pupils are learning to send email, which is normally targeted for pupils in Year 3.
55. In other topics, pupils' knowledge and skills are at the levels expected for their age. For example, pupils in Year 2 understand how to type and edit stories, produce pictures and place numbers in lists and tables. Similarly in Years 3 and 4, pupils enter and sort data and convert the information into charts and graphs. Pupils achieve well in Year 6, where ICT is regarded as a tool for learning and they combine different forms of information to produce reports and various presentations.
56. Pupils are enthusiastic and well behaved in ICT lessons. Clear guidance for teachers, from a well chosen commercial scheme, is helping to ensure that pupils learn new skills systematically. The quality of teaching is satisfactory. Lessons in the ICT suite are calm and purposeful. Small groups of pupils are withdrawn from lessons and are taught by classroom assistants. Guided effectively by a voluntary helper, Year 3 and 4 pupils successfully learned to experiment with different sounds, tempo and pitch to compose their own musical pieces. However, there are occasions when opportunities are missed to improve the quality of work. For example, pupils send email messages with misspellings because they do not use the 'spell check' facility.
57. Although teachers are making informal assessments of pupils' progress, there is no whole-school assessment system in place and no opportunities, at present, for children to assess their own progress. Hence some learning potential is lost.

Information and communication technology across the curriculum

58. This is satisfactory and improving as teachers and pupils learn new skills. There are good examples in geography and history in Year 6, where children use ICT for gathering and presenting information. Pupils in other classes are learning to use the Internet to research topics and in Year 2 pupils use graphics programs to enhance their planning in design and technology.

HUMANITIES

59. Only one **geography** and two **history** lessons were observed, not enough to make a judgement on the provision in these subjects. Discussions with pupils and an examination of their work indicate that there are far more strengths than weaknesses in these subjects.
60. In geography and history, the quantity and quality of pupils' written work is impressive, particularly in Years 2 and 6. Pupils' written work and presentation have improved significantly since the last inspection. This is partly attributable to teachers' constructive marking of pupils' work. In Years 2 and 6, there is some very good investigative work in both geography and history. Year 6 pupils are using ICT well to help them to research information, for example for their studies of the industrial

background to Saltaire Mill. This involves an analysis of the 1881 Census data for the estate. This is a good example of how a very rich history topic spills out across a number of other curriculum areas. Pupils have been able to explore their topic through art, history, geography, music and ICT. They are involved in very thorough preparation for a visit to the estate and are preparing their own handbook, using the information they have culled from their research. Visits into the locality and to more distant places of interest are bringing the studies in geography and history to life. This is evident in the level of interest and enjoyment pupils show in their work. The school also brings in theatre companies to illustrate aspects of the topics being studied. Most lessons are well planned and capture pupils' interest, although timetable arrangements can mean that some lessons are too long. When this is the case, some pupils find it difficult to sustain concentration throughout.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

61. Only one lesson was seen in **art and design, music** and **physical education** and only a part lesson in **design and technology**. This is not enough to make a judgement on provision in these subjects. However, discussions with pupils and an examination of their folders and work on display enabled some evaluation to be made.
62. Pupils speak with much enthusiasm of their work in art and design. They work in a wide range of media in both two and three-dimensions. They enjoy sketching and have had opportunities to draw, both within and outside the school grounds. They paint in the styles of a number of artists, such as Monet and Van Gogh. In a good Year 2 lesson, pupils were excited to learn about their local artist, David Hockney. They noted the contrast between his dark early work, set in Bradford, and his later paintings, produced in the bright Californian sun. Pupils then created their own 'water pool patterns' in his style.
63. Pupils' work in design and technology has good features. Care and attention is given to planning and designing. In many instances, pupils experiment with several options before choosing a blueprint to follow. Consequently, their design skills have improved since the last inspection, particularly in relation to considering the materials and tools needed and the stages in making. Effective use is made of ICT as a design instrument. For example, Year 2 pupils used a graphics program to experiment with shades and pattern before designing 'Joseph's coat of many colours'. Pupils' finished work is often of a good standard. This is because they are taught the skills needed before commencing their work. In Years 3 and 4, for example, learning to sew intricate stitches enabled pupils to produce brightly coloured, neatly hemmed felt pencil cases in original designs. Pupils thoroughly enjoy design and technology because teachers select worthwhile projects, which capture their interests. A good feature of the teaching is the use of question sheets, which prompt pupils to consider all aspects of the design and then reflect on the quality of the finished product. Through this, pupils develop a good appreciation of the design and make process and their critical writing skills improve significantly. The chair of governors regularly works with the pupils on a model adventure playground project, which gives them good opportunities to learn to measure, cut and join wood accurately and safely.
64. In music, singing is of a satisfactory standard and enhanced when accompanied by a cello and recorders in assembly. The small school choir sings well, particularly at special events such as church services. The provision for music is well established in the reception and infant classes. Thirty-three older pupils receive regular instrumental training in brass, stringed and woodwind instruments, provided by local authority

tutors. However, those pupils not benefiting from these lessons, or not involved with the choir or learning to play the recorder, do not receive regular lessons throughout their final two years in the school. Consequently, they are not receiving their full provision in the subject. The lesson observed in Years 3/4 was unsatisfactory. As the lesson progressed, pupils' interest and attention deteriorated and very little was learnt. However, later in the week, these pupils made good use of computers to help them to recognise the instruments being played and respond to the moods they created.

65. Pupils greatly enjoy physical education. In lessons, they are mindful of safety, make good use of space to practise and improve their skills and have a good appreciation of the importance and effects of exercise. Standards in swimming are broadly at the levels expected. Virtually all of the Year 6 pupils have achieved 25 metres and approximately half of them are now working on more advanced distance and efficiency awards. In a good Year 1 lesson, pupils were given time to practise their skills and encouraged to observe and comment constructively on each other's work. As a result, their throwing and catching skills improved significantly. Although pupils benefit from regular gymnastics and games lessons, opportunities to extend and nurture their physical talents are limited. Very few out of school sporting activities were provided at the time of the last inspection. Since then, outside groups such as football, rugby and golf enthusiasts have been invited in to provide coaching classes. However, some of these have to be paid for and others are not provided regularly.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHCE)

66. Satisfactory opportunities are provided for pupils to understand themselves and others, which helps them gain self-confidence and increase their self-esteem. During discussion sessions, 'Circle Time', pupils are encouraged to share their experiences and their concerns. They are frequently asked to think about relationships, their contribution to the school and helping others. School assemblies and lessons in geography and history guide pupils well towards forming their own values and respecting those of others. There is an effective programme for encouraging healthy eating and living.
67. Since the last inspection, pupils have become much more aware of aspects of citizenship. For example, they have elected a school council, containing pupils from every class. This body meets weekly and takes its responsibilities extremely seriously. Decisions by the council have influenced pupils' lives in the classroom, the dining room and the playground. They feel that behaviour in the school has improved as a result of their decision making. There are also opportunities for all pupils to express their opinions weekly in the classroom.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities (ethos)	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	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
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	3
The school's links with other schools and colleges	3
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	3
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).