

INSPECTION REPORT

SALTAIRE PRIMARY SCHOOL

Saltaire, Bradford

LEA area: Bradford

Unique reference number: 107270

Headteacher: Mrs Jean Revitt

Reporting inspector: Mrs Susan Walker
21678

Dates of inspection: 11th - 14th June 2001

Inspection number: 193635

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	5-11
Gender of pupils:	Mixed
School address:	Albert Road Shipley West Yorkshire
Postcode:	BD18 4NR
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rachel Wilson
Date of previous inspection:	10 th March 1997

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Team members			Subject responsibilities	Aspect responsibilities
21678	Susan Walker	Registered inspector	English as an additional language, English.	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What the school should do to improve further?
01305	Brian Rance	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
27568	Midge Davidson	Team inspector	Foundation Stage	Pupils' attitudes behaviour and personal development
30890	Beverley Hunnable	Team inspector	Special educational needs, History, Information and communication technology.	
25577	Bill Jefferson	Team inspector	Mathematics, Physical education.	
13150	Peter Ollis	Team inspector	Music, Religious education.	
2911	Eric Steed	Team inspector	Science, Art and design.	
7069	John Wilkinson	Team inspector	Design and technology, Geography, Equal Opportunities.	How good are curriculum and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Saltaire Primary School was built in 1878 and is set in the historic village of Saltaire outside Bradford. It has 502 boys and girls on roll, which is very much bigger than other primary schools, nationally. There are more boys than girls, especially at the upper end of the school. The vast majority of pupils are of white ethnic origin, but there are a higher than average number of pupils speaking English as an additional language, although only six pupils are at an early stage of learning the language. There are 48 pupils from Pakistan (10.8 per cent) and eight pupils from India (1.8 per cent) with two Chinese pupils and one pupil with Black/Caribbean heritage. Fifty six pupils are supported through specific government funding. Sixty six pupils are eligible for free school meals (13 per cent) which is less than average. Sixty seven pupils (13 per cent) are on the register of special educational needs, which is below the national average and nine pupils have statements of special educational needs, which is above the national average. Children enter the reception class with a full range of abilities, but are overall of average ability. The catchment area for the school is large and varied, and pupils are drawn from a wide range of socio-economic circumstances. The school has recently gained Investors in People status. Since the last inspection, the school changed from a three-form entry first school to a two-form entry primary school. This has created a 'bulge' in the school that will be reduced as the admission number of 60 works through the school.

HOW GOOD THE SCHOOL IS

Saltaire Primary is an effective school. Leadership and management are good and this has led to recent improvement. This is fully recognised by the governors, staff and parents. Teaching observed during the inspection was good from the reception classes through to Year 4. These are the age groups that formed the first school. Teaching in Years 5 and 6 is more variable, but is satisfactory overall. Year 2 pupils are recognised as a particularly able group and standards are better than average in English, mathematics and science. In contrast, Year 6 classes contain a significant number of pupils with special education needs. Pupils have moved in and out of the school and one of the two classes has had a number of teachers. This has affected the standards achieved by the whole year group. Although one class achieves nearer the national average, overall standards are below average in English and science, but in line with what might be expected nationally in mathematics. The school provides satisfactory value for money.

What the school does well

- Leadership and management of key staff are good.
- Educational priorities are very well supported through effective financial planning.
- Standards in English, mathematics and science at Key Stage 1 are good.
- Teaching is good for children in the reception classes, in Key Stage 1 and in Years 3 and 4.

What could be improved

- Procedures for assessment and the use of assessment information to guide planning of lessons.*
- Pupils' behaviour in the playground and around the school.*
- Provision for spiritual development.
- The identification and management of pupils with special educational needs.*
- Provision for developing pupils' initiative and independence.*
- The quality of the accommodation.*

The areas for improvement will form the basis of the governors' action plan.

Those areas which could be improved that are marked with a * are already in the school improvement plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the first report on Saltaire Primary School. During the last twelve months, the school has been managed by an acting headteacher who, through the school improvement plan, has successfully led the governors, staff and parents through extensive building works and refurbishment, and integrated staff from a variety of schools. He has provided a curriculum and resources for the first Year 6 pupils the school has ever taught. He would have been helped in this task if he had inherited good quality systems and procedures, which were securely embedded in the life of the school. Further improvement would be markedly assisted if the school were now in a position to make a range of permanent appointments. The two key issues from the previous first school report were satisfactorily addressed.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	D	A	C	C
Writing	C	D	C	C
Mathematics	C	A	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The Key Stage 1 results are provided because the school has recently become a primary school and there were no Year 6 pupils in 2000.

At the end of the reception class most children will have attained the Early Learning Goals (expected levels) in the six areas of learning and a few are working above this level. In the 2000 national assessments at Key Stage 1, standards were in line with the national average in reading and writing for all schools and similar schools. Standards in mathematics were well above average for all schools and similar schools. The general trend is variable, but overall improving over time. Inspection findings confirm that pupils attain above average standards in mathematics at age seven, but they are average at age eleven. In English and science, standards are above average at age seven, but are below average at age eleven. In all other subjects, standards are in line with what might be expected at age seven. However, at age eleven standards are in line with what might be expected in music and in line in physical education, as far as facilities allow. In all other subjects, they do not attain as well as might be expected for pupils in Year 6. The reasons for this are outlined previously. At the end of both key stages, standards are in line with the requirements of the locally agreed syllabus for religious education. Most pupils achieve as well as might be expected from the time they enter school until Year 4, but achievement is only satisfactory in Years 5 and 6 where teaching is less stimulating. Pupils with special educational needs at Stages 1 and 2 of the special educational needs register and higher achieving pupils do not achieve as well as they should do, because there is insufficient assessment data to recognise their needs.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory overall. Pupils are content to come to school. They are particularly interested in mathematics. They respond well in class and enjoy many lessons.
Behaviour, in and out of classrooms	Behaviour in class is generally good and well supported by the behaviour policy. Behaviour outside lessons is unsatisfactory. A crowded area contributes to fast and boisterous play, especially from older children. Although no incidents of bullying were observed, the behaviour policy has yet to become fully effective in the playground.
Personal development and relationships	These are satisfactory. There are generally satisfactory relationships between teachers and pupils. Older pupils are beginning to take a larger role in the life of the school. However, opportunities for pupils to take initiative and develop independence are unsatisfactory, overall.
Attendance	Pupils' attendance is satisfactory. However, there are a small number of pupils who do not arrive at school on time each day and this affects their learning.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Satisfactory

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

The quality of teaching and learning is satisfactory, overall. Teaching and learning are generally good for all age groups that formed the first school, but are only satisfactory overall for pupils in Years 5 and 6. In lessons seen during the inspection, approximately sixty per cent of lessons were good or better, with eleven per cent being very good or occasionally excellent. Five per cent of lessons were unsatisfactory. Teaching in the reception classes is good overall. Beginnings and endings of lessons are generally used well to help pupils to learn effectively. Teachers' knowledge and understanding of the subjects that they are teaching allows them to ask effective questions that aid pupils' learning. Lessons are usually well managed, except in Year 6 where pupils' behaviour is occasionally poor. Marking does not show pupils how to improve their work, although the school has recognised this fact. Teaching for pupils with special educational needs is unsatisfactory overall. It is good for pupils with statements of special educational need.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. All subjects of the National Curriculum are taught. The school day is not long enough. Information and communication technology is not sufficiently used to support day-to-day lessons. Provision for extra-curricular activities and educational visits is unsatisfactory. However, the school has a suitable plan for the next academic year and recent improvements have been made to activities for Year 6 pupils.
Provision for pupils with special educational needs	Unsatisfactory. The good quality policy is not embedded in the daily life of the school. There is no clearly understood system for placing pupils on the register of special educational needs and this is linked to the lack of secure systems that measure what pupils know, understand and can do. Pupils with statements of special educational needs have good quality individual educational plans, with specific measurable targets, but other pupils do not.
Provision for pupils with English as an additional language	The school has recently introduced effective support for pupils with English as an additional language. This is broadly satisfactory in enabling pupils to make suitable progress in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual development is unsatisfactory. Some acts of collective worship do not meet statutory requirements. There is insufficient opportunity for reflection in some assemblies and across the curriculum. Provision for pupils' moral, social and cultural development is satisfactory.
How well the school cares for its pupils	There is satisfactory day-to-day care of pupils, with good procedures for promoting attendance. The existing procedures for collecting information about what pupils know, understand and can do are poor. This means that lessons are not always well matched to all pupils' needs and this does not allow them to progress at a fast enough rate.
How well the school works in partnership with parents	Most parents are pleased with what the school provides. The acting headteacher and staff have worked hard to improve the school's ethos so that it is a welcoming place, and to improve what parents know about the day-to-day life of the school and their children's progress

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is currently well led and managed. The acting headteacher provides very good leadership and management. Other key staff make a good contribution. Governors, staff and parents agree that the wind of change, which has blown though the school in the last twelve months, has enabled many improvements to take place. The school has a shared commitment to improve and a good capacity to do so.
How well the governors fulfil their responsibilities	The governors play a satisfactory part in leading the school forward. They have a good grasp of the strengths and weaknesses, of the school because they are now well informed by the acting headteacher.
The school's evaluation of its performance	Good. The school has made a thorough audit of its strengths and weaknesses. This is clear from the improvement plan that guides all its work.
The strategic use of resources	Financial management of the school is good. Educational priorities are very well supported by the school's financial planning. The school has a clear view of how it will spend the monies that have been accumulated. It takes pains to obtain satisfactory financial value for money in its purchases.

There are sufficient teachers and teaching assistants to support pupils' learning effectively. The accommodation is unsatisfactory. The acting headteacher and staff have much improved the interior of the buildings. However, many rooms are too small for the numbers of pupils in classes and sets. The condition of the mobile classrooms needs attention. There is insufficient play space and large apparatus for children under five, although the school has good plans to address this matter. There is restricted outdoor space for teaching games and athletics. Resources are satisfactory overall. The lack of access to the school library during the past year has severely constrained pupils' opportunities to acquire and practise personal study skills.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The current leadership and management of the school. • The approachability of teachers. • Their children like school and work hard. • Teaching is good. 	<ul style="list-style-type: none"> • Extra-curricular activities. • Information about the school and how well their children are doing. • Homework. • The school's relationship with parents.

The inspection team agrees with the parents' positive views of the school. The governors are aware of the need for a wider range of extra-curricular activities and educational visits. A plan is in place for 2001/2002 to deal with the matter. The acting headteacher and governors have made sufficient improvements in providing parents with information about what the school is doing. Annual reports to parents are still unsatisfactory, but the school has not yet put all its assessment systems into place to enable it to say what pupils can and cannot do. This should allow more detailed reports to be written. Relationships with parents are continuously improving. Homework is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2000 national assessments at Key Stage 1, standards were in line with the national average in reading and writing for all schools and similar schools. Standards in mathematics were well above average for all schools and similar schools. The general trend is variable, but overall improving over time. The school recognises that pupils do not do as well as they should do in English and has brought in outside expertise to help them improve matters.
2. Pupils arrive at school with a broad range of abilities, but their attainment is average, overall. At the end of the reception classes most pupils have attained the expected level (Early Learning Goals) in the six areas of learning and a few are working above it. Pupils achieve particularly well in the area of mathematical development. They are able to identify odd and even numbers, they use positional vocabulary accurately and deal effectively with money, making amounts to 10 pence and 20 pence.
3. The current Year 2 pupils are recognised as a particularly able group. The current Year 6 pupils are the reverse, although one class is working nearer the national average than the other. It is a smaller cohort than usual for the school with 42 boys, but only 25 girls. Pupils were ready to leave the school and move to their chosen middle schools when the re-organisation of first and middle schools was announced. Consequently, they have been the oldest pupils in the school for three years while the school developed a curriculum for Year 5 and 6 pupils. One Year 6 class has had the unfortunate experience of being taught by a range of teachers while their teacher is on maternity leave. The school has also received an influx of pupils from a school that has closed. Informal questioning of the lowest 'set' shows that 14 out of 21 pupils have been to more than one school. Currently, there are nine pupils on the register of special educational needs one of whom has a statement of special educational needs. In Year 6, there are a significantly large number of boys and girls whose behaviour is unsatisfactory and this does not help them to learn well. These factors account for their present attainment.
4. Attainment in English is above the national average in Year 2, but below the national average in Year 6, although one class achieves nearer the national average than the other. In reading, pupils in Year 2 show clear knowledge and understanding which has been gained from the successful implementation of the National Literacy Strategy at Key Stage 1. However, throughout Key Stage 2 too many pupils who are capable of doing more, remain at too low a level in reading. This is unsatisfactory and results from a lack of adequate assessment. Pupils at Year 2 write well. However, at Year 6 pupils are still too inaccurate when spelling and show a lack of sophisticated vocabulary. Handwriting is unsatisfactory throughout Key Stage 2. There is no logic in when pupils are introduced to writing in ink.
5. Inspection evidence now shows that standards in mathematics in Year 2 continue to be well above the national average. In the first group of Year 6 pupils to pass through the school, standards are judged to be similar to the national average. This matches their overall level of achievement at the age of seven. Infant pupils achieve well and make good progress in their learning and junior pupils make satisfactory progress. This is because many of the Year 6 pupils have experienced a lack of continuity in their teaching. By the age of seven, almost all pupils understand pattern in number and place value of tens and units. A significantly large number of high achievers handle hundreds, tens and units well. By the age of eleven, most pupils have a well-developed understanding of place value to tens of thousands and their overall understanding of number concepts is good identify and measure the perimeter of a variety of polygons and use protractors to draw angles accurately.
6. Standards in science by the age of seven are above the expected national average, but by the age of eleven standards are overall below the national average. Work in the books of Year 6 pupils was

much too similar in content and wording for a clear judgement of overall attainment to be secure, interviews with pupils indicate below average standards across the year. However, in the other years within Key Stage 2 pupils' attainment is broadly at the level expected for their age.

7. In all other subjects, pupils are in line with what might be expected at age seven. However, at age eleven pupils are in line with what might be expected in music and in line in physical education as far as facilities allow. In all other subjects, they do not attain as well as might be expected for pupils in Year 6. The reasons for this are outlined previously. At the end of both key stages, pupils are in line with the requirements of the locally agreed syllabus for religious education. Most pupils achieve as well as might be expected from the time they enter school until Year 4, but achievement is only broadly satisfactory in Years 5 and 6 where teaching is less stimulating.
8. The lack of secure detailed assessment systems means that teachers cannot always build carefully enough on what pupils already know and can do over time. From a young age, pupils are placed in ability groups for English, mathematics and science, based for instance on existing standard assessment tests and teacher assessment. However, within individual sets work is not sufficiently matched to all pupils' abilities, as all pupils undertake the same task. This affects the progress made by both higher achieving pupils and those with special educational needs at Stages 1 and 2.
9. There is no policy or procedure for identifying the highest attaining pupils, although there is a 'top set' within each year group. The school does not have a register of such pupils, so that they can be given more challenging work and thus move their learning forward at a faster rate. Yet it is clear that such pupils must exist, for example, from the well above average mathematics results for the last two years at Key Stage 1.
10. Generally, pupils with statements of special educational needs, who receive good quality additional support from teaching assistants, make good progress at both key stages. However, most pupils on the register of special educational needs at Stages 1 and 2, do not have systematically written and reviewed individual educational plans. This is unsatisfactory because it does not allow the school to accurately measure the progress that such pupils make. Inspection findings show that many pupils on the register at Key Stage 2 make unsatisfactory progress, when considering data from Key Stage 1 national assessments and teacher assessment of the likely outcome of the 2001 national assessments at the end of Key Stage 2.
11. Pupils who have English as an additional language make satisfactory progress, overall. There is now a bi-lingual support assistant to work with them. The largest group of pupils, who are in Year 1, are supported well in English lessons where they receive individual attention. However, there is no specific provision for pupils with English as an additional language in Key Stage 2. This has been identified as an area for development.
12. The school has set suitable targets for pupils in Years 2, 5 and 6 working from the data available. For example, targets for pupils in Year 5 are higher than those for the current Year 6. The school is aware of the need to set targets for all year groups, classes, sets of pupils and individual pupils. However, until its data collection is complete this will not be possible.
13. There are a greater number of boys than girls, especially at the top end of the school and the school has identified the attainment of boys as an area of concern. The national data for the past three years at Key Stage 1 shows that girls did better than boys in reading, but boys did better than girls in writing. Observation in English shows that there are more boys than girls in the lower sets in Years 3 and 5 and the lowest set in Year 1 is almost totally composed of boys. However, systems for analysing attainment in all areas by gender or ethnicity are not in place.
14. The vast majority of parents express satisfaction with the progress that their children make, especially in mathematics. However, a small number of written and oral comments showed that parents have concerns how more able pupils learn, especially in English. The inspection team and the school agree with parents concerns for the older pupils.

Pupils' attitudes, values and personal development

15. Analysis of lessons shows that pupils' attitudes and behaviour are very good or better in about twenty per cent of lessons, mostly at Key Stage 1 or in the reception classes. However, the twenty per cent of lessons where pupils' attitudes and behaviour are never better than satisfactory, and are occasionally unsatisfactory or poor, occur almost always in Years 5 and 6.
16. By the end of the reception classes, children are able to dress and undress themselves efficiently for physical education lessons. They move about their rooms without disturbing other children. They say 'excuse me' politely to adults. The insistence on regular routines in the classroom enables children to learn how to respond socially. They are rewarded for good work and behaviour and respond well to this.
17. Pupils' attitudes to school are satisfactory overall. They seem content to come to school and frequently become very involved in the work they are doing in lessons. Where they have opportunities to work in groups, they show a good level of co-operation and listen well to each other. For example, when discussing types of letters in literacy they listen carefully to friends reading and make considered comments about the content of the letter. There are a small number of extra-curricular activities, which are available only for the oldest pupils. The children who attend these are very enthusiastic.
18. The behaviour of pupils in the classroom is generally good, although there were a few incidents of unsatisfactory and occasionally poor behaviour at the end of Key Stage 2. In most lessons pupils demonstrate that they have a good understanding of how to behave, which is well supported by the implementation of the behaviour policy. Pupils sit and listen attentively during whole-class sessions in literacy and numeracy. They respond sensibly with answers, raising their hands, and participate well with partners. In the best lessons the evidence of regular routines and systems help to maintain and encourage good behaviour. This is especially noticeable in the reception classes and at Key Stage 1. However, outside of the classroom behaviour is unsatisfactory. Pupils often line up noisily and when not directly supervised by a teacher, sometimes exhibit poor behaviour. Whilst no specific examples of bullying were observed by the inspection team, the behaviour policy of the school has yet to be fully implemented in the playground, especially at lunchtime. A crowded area contributes to fast and boisterous play, especially from older children. There were no incidents of racism observed and there is good integration throughout the school.
19. The quality of relationships in the school is satisfactory. The best attitudes in lessons are demonstrated in those classes where good relationships are established between teachers and pupils. Older pupils are just beginning to take responsibility in the daily routines of school life, like helping to look after the youngest pupils and taking turns to help the administrator as a 'receptionist'. The school has acknowledged this is an area for development. Pupils in Year 5 have been trained as 'buddies' to help support future intakes of young children starting in September. Other initiatives, carefully planned by the personal, social, health and citizenship education co-ordinator, are in place to raise the self-esteem of older pupils, to establish a mentoring scheme and a school council. This will enable pupils to reflect more constructively on the impact of their actions on others, both in class and in the area of play. At present there are fewer opportunities for pupils to take initiative for independent research, as the library is not in use due to the refurbishment and the information communication technology facilities are not always reliable or available for independent use.
20. There have been two exclusions in this school year. One pupil was excluded for vandalism and the other for poor behaviour.
21. The majority of parents feel that pupils are well behaved, but a range of written comments revealed that a minority had concerns about pupils' behaviour, particularly in the playground and especially about boys in Year 6. The inspection team agrees with parents' views.

22. Overall, pupils' attendance at school is satisfactory. In the academic year 2000/2001 attendance was in line with the national average and the average for primary schools within the Bradford Local Education Authority. The rates of authorised and unauthorised absence were similarly in line with national averages, although the unauthorised absences were attributable to a very small number of pupils. Generally, pupils' punctuality in arriving at school in the mornings is also satisfactory, and registers are taken promptly, so that the day can get off to a punctual start. However, there are a small number of pupils (approximately two per cent) who are late in arriving each day and they are often the same pupils. This affects their learning.

HOW WELL ARE PUPILS TAUGHT?

23. The quality of teaching and learning is satisfactory, overall. Teaching and learning are generally good for all age groups that formed the first school (Year R-Year 4), but are only satisfactory overall for pupils in Years 5 and 6. In lessons seen during the inspection, approximately sixty per cent of lessons were good or better, with eleven per cent being very good or occasionally excellent. Five per cent of lessons were unsatisfactory.
24. Teaching in the reception classes is good, overall. Teachers manage children very well. The establishment of regular routines and organisation ensures that lessons run smoothly and children know how to behave. Teachers demonstrate a good understanding of the Foundation Stage curriculum by the quality of planning and the use of inventive ideas to link and enrich the learning opportunities provided for children. Resources used are well prepared and classroom support is deployed effectively so that individuals and small groups achieve appropriately. Good introductions to lessons build effectively on previous knowledge. The good use of restricted space actually gives opportunities for children to demonstrate care for one another. Teachers develop language well. Children are often captivated by the compelling reading of a story and this is used effectively to extend language and develop ideas.
25. Good procedures in the reception classes ensure that pupils with special educational needs are identified early and help is appropriately provided to allow them to make progress in their learning. They are supported, both by careful planning and the good deployment of classroom assistants. All assistants in the reception classes contribute to the planning of class activities and contribute significantly to the quality of the learning environment. This marks a significant improvement from the last inspection report that identified planning for the youngest children as a key issue. Children make a good start to school and are prepared well for the next stage of their education.
26. In the majority of lessons seen in Key Stages 1 and 2, teachers' planning for individual lessons was at least satisfactory. However, the lack of secure assessment systems means that teachers cannot always build carefully enough on what pupils already know and can do over time. The system of placing pupils in ability groups for English, mathematics and science partially overcomes this, but within individual sets, work is not sufficiently matched to all pupils' abilities as all pupils undertake the same task. For example, in a middle set Year 3 and 4 mathematics lesson, planning was aimed at the whole set, whereas it was clear from the mental maths session that there was a wide range of ability among the Year 3 and 4 pupils.
27. In good, or very good, lessons, teachers used the beginnings and endings of lessons well to show pupils what they were going to learn and to talk about what they had learnt. For example, in a Year 1 design and technology lesson, the teacher used photographs of a playground to stimulate pupils' discussion about shapes and size. The ending to the lesson was used effectively to assess pupils' work, the development of their ideas about their designs, and how they could make them better.
28. Most teachers have good knowledge and understanding of the subject that they are teaching and this leads to good questioning skills that take pupils' learning forward. For instance, in a Year 3 and 4 history lesson where the pupils discussed the difference between their schoolroom and the

orphanage workhouse. Technical vocabulary is used well in lessons, so that pupils can discuss topics effectively.

29. Some teachers use practical demonstrations very effectively in order to enhance pupils' understanding. For example, in a Year 5 science lesson for pupils in the lowest ability set, the teacher provided a lively example of why sponges and powders are solids with air trapped in the spaces.
30. Good relationships and relaxed class discipline allow lessons to move on at a good pace, with no time lost. In such lessons, the teachers made learning fun and the pupils enjoyed what they had done in class. For example, in such a Year 2 mathematics lesson, pupils responded with enthusiasm to questions and propositions such as, "How else could we do it?"
31. Basic skills are taught satisfactorily overall. In Key Stage 1 numeracy skills are taught well and in Key Stage 2 they are taught appropriately. In Key Stage 1, literacy skills and phonic skills are taught well. However, in Key Stage 2 the basic skills of handwriting are not taught effectively. In information and communication technology, due to initial problems with the network, recent improvements in provision have yet to have an impact. Pupils are not offered sufficient opportunities to practise their basic computer skills in subjects across the curriculum.
32. Some teachers, particularly at Key Stage 1, are beginning to link subjects effectively, which aids pupils' learning. For example, in their science lesson one Year 1 class made a booklet about 'Healthy Eating' with a contents page and labelled diagrams, and this supported what they were doing in literacy. The planned supportive role of numeracy across the curriculum is not so evident in pupils' work.
33. Lessons are usually well resourced. Small whiteboards are used effectively to allow individual and small groups of pupils to practise their skills. This technique was particularly useful in a top set Year 4 English lesson where pupils practised lively dialogue between a bully and his victim, using a good range of grammatical features to obtain the best effect in their writing.
34. However, in unsatisfactory lessons or otherwise satisfactory lessons with areas for development, the following features were evident. Teachers had low expectations of what might be achieved of pupils of that age and ability. For example, in a top set English lesson in Year 5, pupils were not provided with sufficient opportunities for working collaboratively to brainstorm their own verbs, adjectives and adverbs and to experiment with rhythms. They needed to do this in order to write their own verses in the style of the 'Night Mail'.
35. There was a lack of knowledge and understanding of how best to teach an effective lesson and this sometimes caused a difficulty in explaining the task to the pupils so that they knew what to do. This also led to teachers' failure to correct pupils' misunderstanding. For instance, in the lowest set Year 2 English lesson where pupils did not understand rhyming poems, they were unable to write one of their own, particularly on the worksheet provided.
36. Teachers did not use behaviour management strategies effectively, so that lessons proceeded smoothly and other pupils' learning was not interrupted. For instance, in one Year 6 science lesson the teaching assistant removed a substantial group of pupils because they were unable to behave in a satisfactory manner. When a Year 6 lesson in physical education was observed, a significant minority of pupils were disruptive and failed to listen to their teacher.
37. Overall, the teaching provided for pupils with special educational needs is unsatisfactory. At Key Stages 1 and 2, appropriate new identification procedures, are being developed appropriately. However, during the inspection many pupils' individual education plans were not available and this leads to teaching which is not sufficiently matched to pupils' individual needs. When pupils are taught in ability groups, for instance, in English, mathematics and science, work is more closely matched to their needs, but there is no monitoring of progress against previously agreed targets.

The sessions where pupils have one-to-one or small group teaching from the learning support staff are very beneficial to them. The small group work focusing on improving 'good speaking', 'good listening' and 'good looking' is particularly effective. Teachers' planning does not generally identify how the needs of pupils with special educational needs will be met.

38. The teaching assistants, including the bi-lingual assistant, who support pupils with English as additional language, are of high quality. They are generally used well to support the lower sets in English, mathematics and science. However, occasionally they are not used effectively, for instance when supporting a physical education lesson when they have no real role.
39. Marking is too variable. The school has recognised this fact and there is a new policy due to be introduced in September. At present there are pockets of good practice where teachers' comments clearly lead pupils' learning forward. For example, in Year 6 a teacher wrote, "You could have described the escape from the attic more clearly."
40. Homework is used appropriately to support pupils' learning, especially in English and mathematics. More effective forms of communication with parents about the work which their children are expected to do at home need to be in place, especially when two different pieces of homework are given out at the same time with different dates to return completed work.
41. The returned questionnaires and the views expressed at the parents' meeting show that parents feel that teaching is good, overall. Written comments showed mixed views on individual teachers and year groups. However, the school has written a good quality teaching and learning policy that is to be introduced shortly. This policy aims to foster confident, resourceful and independent learners, makes clear the school's expectations and effectively addresses the areas of concern outlined in the report. For instance, the use of pupils' targets when planning lessons, the use of information and communication technology to support lessons and the importance of evaluating lessons taught. Similarly, the acting headteacher has evaluated the impact of teaching and learning on the year groups which teachers have taught during this year, and is moving some teachers to different year groups to strengthen provision in the next academic year.

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

42. A well-planned curriculum for children under five gives a good balance between teacher focus and child-selected activities. Children understand the purpose of structured play activities. Good planning and imaginative activities link and enrich areas of learning. For example, in a lesson primarily concerned with the classification of materials, all the objects were linked to the topic about the seaside and the play activities were also linked. Children searched in the sand for buried treasure, they experimented with floating and sinking, they fished with magnets and used magnetic blocks to build with. As yet, teachers do not regularly keep records of children's progress to help with the planning of future lessons.
43. The curriculum provided by the school is sufficiently broad and includes all the subjects of the National Curriculum. However, in specific instances the curriculum is insufficiently balanced, particularly in information and communication technology. Although the school has now developed a separate computer suite, in classrooms there was little evidence during the inspection of computers being used to support the curriculum. In physical education, there is only restricted provision for outdoor activities such as games and athletics.
44. The overall time allocated by the school does not yet meet the statutory minimum recommendations, particularly at Key Stage 2. The timetable for subject provision is to be further refined. In addition, there is slippage in the time already allocated to subjects, for example in moving large numbers of pupils around the school for assemblies, changing classrooms to work in

sets or coming into school after breaktimes. The acting headteacher has already taken some remedial action in this regard.

45. The school has satisfactorily introduced the National Literacy Strategy and indications are that the teaching of literacy is having a beneficial effect on most pupils' learning, especially in Key Stage 1. The National Numeracy Strategy has also been implemented satisfactorily. Policies and schemes of work are in place for all subjects and many have been reviewed appropriately in the light of recent National Curriculum initiatives. In most areas pupils have equal opportunity to partake of the curriculum provided. However, though they are established, there are at present insufficient procedures in place to monitor pupils' progress through the school and this leads to unequal learning opportunities for higher attaining pupils and pupils with special educational needs.
46. The policy for special educational needs is good. It has clear aims and objectives and meets the requirements of the Code of Practice. However, staff are not generally clear about the criteria for placing pupils on the register of special educational needs and the policy is not consistently implemented throughout the school. Pupils with special educational needs are offered the full range of subjects throughout the school, although tasks are not always well matched to their individual needs. Insufficient records are kept and progress is not always closely monitored.
47. Recently the school has begun to implement a planned programme for pupils' personal, social and health education including appropriate reference to sex education, citizenship and attention to drug misuse. A whole school policy for homework is in place and supports the curriculum well.
48. There is only a limited range of extra-curricular activities offered by the school. For example, recorders for pupils in Years 3 and 4, a gardening club for pupils in Years 3-5, a French club, and a football club. These are restricted mainly to older pupils, so the provision overall is unsatisfactory. However, the school is moving forward and, for instance, is entering a team for a road race with neighbouring schools for the first time.
49. The school's links with the local community and partnership institutions are satisfactory in promoting pupils' learning. The acting headteacher and other staff have worked hard in the last twelve months to develop this area.
50. There are good links with St. Peter's church, in a number of ways. For example, the curate takes assemblies, assists in classes, takes football and is a governor. A Christian group called 'Wonderstuff' runs a popular after-school club each week. A company called Piccolo which is based in the school basement, run a before and after school club in the school premises each day, which is attended by up to twenty pupils. This club also runs for the whole day during school holidays. Staff from the health centre at New Mill support the school effectively in a number of ways, including the provision of reading partners and one-to-one support for some pupils. Pupils have enjoyed visits from members of the local community including the Interfaith Centre, Local History Society, the fire officer and a Viking from the Jorvik Centre in York. The school nurse regularly participates in health education lessons in classes.
51. Links with the secondary schools to which pupils transfer, and in particular to Beckfoot School which most pupils transfer to, are being established following the major upheaval of the organisation of schools in Bradford during the past two years. The present Year 6 pupils at Saltaire Primary are the first set of pupils to transfer to secondary schools at the age of eleven. Plans are in hand to further develop the co-operation between the schools
52. The school already has well-established links with a number of other educational institutions in the area and provides opportunities for the professional training and development of their staff and students. For example, there are students from Trinity and All Saints College, nursing students from Bradford University, other college students, nursery nurses from Piccolos and work placements for pupils from secondary schools. There is also close liaison with the nursery adjacent to the school site.

53. The school's provision for Spiritual, Moral, Social and Cultural Development is satisfactory overall.
54. The provision for spiritual development is unsatisfactory. Faith assemblies and aspects of the religious education curriculum make a significant contribution to spiritual development. For example, the study of symbolism and meaning behind the liturgical colours of the Christian year. However, key stage and form assemblies do not consistently provide for the statutory requirements of collective worship. There are, nevertheless, some examples of suitable provision. In an assembly dealing with the theme of kindness, for instance, the children became involved in a suitably chosen story. They were invited to pray or reflect on their own attitudes, and the atmosphere at the beginning was set by suitable music. Singing assembly also provided for great enjoyment and improvement of musical skills, as well as the consideration of the words of a hymn, sung at the end. However, assemblies often end abruptly, or are disturbed by the passage of pupils and adults. There is little contribution to pupils' spiritual development from other areas of the curriculum, although in one history lesson, pupils were invited to reflect on how Oliver Twist felt when he was in the workhouse.
55. Provision for moral development is satisfactory. Pupils are beginning to use the personal, social, health and citizenship education time to discuss feelings and to share points of view. Teachers draw pupils' attention to misdemeanours and relate them to school rules. In both the reception class and later, at Year 5, pupils are able to realise what is acceptable and unacceptable behaviour.
56. Provision for pupils' social development is also satisfactory. The school has identified this as a development issue. Older pupils are beginning to take responsibility for younger ones and a mentoring and 'buddy' scheme are being put in place for September. There are school rules linked to positive behaviour including a suitable system of rewards and merits. These are working well within the classroom. Pupils are given satisfactory opportunities to support well-known national and world-wide charities during the school year.
57. The provision for cultural development is satisfactory. The religious education curriculum is a major contributor to cultural development. The involvement of visitors from a local Interfaith Centre, the parish priest and parents of different faiths who talk about their own customs and beliefs, contribute significantly to cultural development. There are dual language storybooks available in the lower school and pupils are encouraged to answer the register in languages other than English. In art, pupils have visited Salt's Mill, the North Yorkshire sculpture park and an artist is booked for the next academic year to talk about his work. In English, a variety of theatre companies have visited the school including a company who performed the works of Shakespeare for Year 6 pupils, however, no author or illustrator has visited, to enrich pupils' learning. Pupils have insufficient knowledge of composers or artists. The opportunities to celebrate the diversity of the wider local community and its historical legacy and traditions are not fully exploited, although there is some use of the local area for geographical activities. There is little evidence of the celebration of non-western cultures in art, music or in the display around the school. Pupils are not fully prepared for life in a multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

58. The steps taken by the school to ensure pupils' welfare, health and safety are satisfactory, overall. In each class the teachers and the support staff know the pupils very well and provide a caring and secure environment in which they can learn. However, as noted by a number of parents, the pupils do not always feel so secure at playtimes or lunchtimes. Child protection procedures are in place with the acting deputy headteacher undertaking the role of designated person, and the staff are aware of their responsibilities in relation to these procedures. Routines for dealing with first aid, medicines and accidents, including notifying parents, are well established, with the midday supervisory and secretarial staff taking on most of these responsibilities, whilst keeping the teachers informed. Health and Safety risk assessments are carried out regularly, remedial action

taken and reviewed by a governors' committee. Checks on potentially dangerous equipment are carried out at least annually. Emergency evacuations of the premises are practised regularly and the outcomes are recorded.

59. The procedures for promoting attendance are good. With very few exceptions, parents co-operate fully with the school by notifying the reasons for pupils' absence, and the computerised registers are managed efficiently and annotated correctly. Good attendance is positively encouraged and over the years the school has been successful in maintaining a low level of unauthorised absence. It has yet to achieve the same level of success, with regard to the punctuality at the start of the day of a small number of pupils.
60. Overall, the procedures for monitoring and promoting good behaviour, as well as dealing with oppressive behaviour, are satisfactory. Following helpful consultation with parents, a 'good behaviour policy' was introduced last autumn and parents confirm that they believe that the behaviour of pupils has improved. In class, pupils know and understand the standards of behaviour expected of them. They are familiar with the rules, and the attitudes to work that most show in lessons has a positive effect on their learning. However, the new policy has been less effective with regard to behaviour around the school. For example, when meeting adults or other pupils in a doorway, pupils do not stand back and courteously request that adults go through first. The school has, however, taken suitable steps to begin training the midday supervisory staff in behaviour management techniques, so that a consistent message is being given to pupils.
61. Under the guidance of the acting headteacher the need to introduce an effective assessment policy and system for the valid collection assessed data has been properly recognised. An assessment manager has been appointed and a sound policy written. Alongside the policy the school has produced a number of data collection procedures and recording documents. The planned procedures have the potential to correct the present overall poor state of assessment in the school.
62. A baseline test is administered to reception class pupils in their first six weeks in the school and the information is used well to inform their learning. Statutory national tests have been administered, but insufficient use has been made of the data available from the test results to identify gaps in learning. Whilst pupils are organised into ability sets for English, mathematics and science, the work planned seldom takes account of the differing levels of ability within and across sets. In too many instances, all pupils receive the same input. Short-term lesson plans include general, whole group learning objectives with assessment based on the acquisition of the group objectives. At present there is a lack of informed, collected data from which to judge whether the decided learning objectives are relevant to the needs of all pupils in the group. New procedures, if used in accordance with the policy, provide assessed data on individual pupils that will link lessons to what individual pupils already know, understand and can do.
63. Marking of pupils' work is inconsistent and does not always take account of the school's marking policy. Whilst marking takes place regularly, it too often offers little more than a tick or an encouraging remark. Pupils receive advice on how their work may be improved too infrequently. Overall, the recording of pupils' attainment in most subjects is unsatisfactory and does not inform written reports to parents or set targets for the next year.
64. The school has insufficient assessment procedures for pupils on the register of special educational needs. However, for pupils with a statement of special educational needs, parents are closely involved in their children's individual education plans and in following up their effectiveness. These plans are of good quality. They have specific, measurable targets with clear indications of how these can be achieved.
65. The school's procedures for monitoring and supporting pupils' personal development, including those pupils with special education needs, are satisfactory. All the teachers and support staff know the pupils well and are aware of their personal, and sometimes difficult, circumstances. There is no formal policy for monitoring and reviewing personal development alongside academic

assessment and development. Individual personal development targets for pupils have yet to be incorporated into a target setting and reviewing process.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

66. The great majority of parents are pleased with what the school provides for their children. They appreciate the difficult circumstances in which the school has operated during the past two years and are particularly appreciative of the work of the acting headteacher since his appointment. Parents' relationships with the school are good. They feel welcome in the school and find that the acting headteacher and teachers are approachable and prepared to discuss any concerns that they may have at any time. From the returned questionnaires and the meeting with parents before the inspection, it was clear that parents' greatest concerns were extra-curricular activities, receiving sufficient information about the school, in particular how their child is progressing, and homework. The school is already addressing these issues through the school improvement plan.
67. Teachers of the youngest children meet regularly with parents and carers to discuss their children's welfare and progress and have a well-structured programme to introduce families to school. This is regularly and sensitively reviewed in consultation with parents.
68. Parents of pupils with statements of special educational needs are fully involved with individual reviews and are informed of individual education plans and their targets. Parents appreciate the support for their children. No evidence was available during the inspection of parental involvement in the setting of individual education plans at Stages 1 and 2 except in the case of a pupil with behavioural difficulties.
69. Overall, the information provided to parents is satisfactory. Although there was some criticism in the past, most parents now believe that they are well informed about the school. Regular newsletters and year group letters keep parents appropriately informed about school activities and any special functions and events. Consultation evenings are held twice each year for parents to meet the staff to review pupils' progress, although they are welcome to meet with the staff at any other time if the need arises. The governors' annual report to parents is an interestingly presented document that conforms to DfEE guidelines. Governors also write an informative newsletter to parents, which tells them of the school's latest plans for improvement.
70. The annual reports on each pupil are unsatisfactory. Generally, they describe what has been done, particularly what the pupil has done well and their attitude toward each subject, but there is little comment on what has not been done so well and what the pupil should strive to achieve in the future. There is no space for either parent or pupil comments, or mention of any individual targets for further development. This is because sufficient assessment is not in place to allow them to do so.
71. Parents' involvement in the work of the school is good. A large proportion of parents have signed and returned the home-school agreement for each pupil. A number of parents and other voluntary helpers come into school to assist in a range of activities, particularly for reading. In religious education, the school benefits from parents coming into lessons to share their various and different faiths with the pupils. The 'Friends of Saltaire Primary School' has a busy programme of events to raise funds for the school and is well supported. The funds raised have contributed to extra resources in the computer suite, books for the library and new curtains for the large hall. This aids pupils' learning effectively.

HOW WELL IS THE SCHOOL LED AND MANAGED?

72. The school is currently well led and managed. The acting headteacher provides very good leadership and management. He carried out a much needed audit of the school's strengths and weaknesses as soon as possible after his appointment. He would have been greatly aided in this

task if there had been a good range of systems and procedures already in place. The accurate and wide-ranging school improvement plan, which was written as a result of this analysis, has been the basis for the school's action in the last twelve months. Consequently, there is clear educational direction for the work of the school and the school has already begun to address most of the areas identified for improvement.

73. During this period the school has become a primary school. The school has undergone a period of building works and refurbishment to accommodate the extra pupils and this has created a better environment for learning, although weaknesses remain. New staff have been integrated into the school from a variety of schools throughout the area. The acting headteacher has evaluated the success of their original placement through effective monitoring teaching and learning, and has good plans to move staff in September in order to strengthen areas of relative weakness.
74. The school recognised that the ethos and approachability of the school were areas of relative weaknesses. Therefore, the simply written aims are appropriately directed at raising standards and improving the ethos of the school. The school's aims are firmly embedded in the school improvement plan and the school is making sound progress towards meeting them. The recent award of Investors in People has validated this improvement.
75. The senior management team are committed and eager to succeed. Examination of minutes of their meetings reveal that they are working in very relevant areas for school improvement. All members of the senior management team have key areas of individual responsibility and run their own key stage meetings effectively.
76. Overall, the subject co-ordinators play a satisfactory role in raising standards. Many of them have been in post for only a short time and few have managed a subject for pupils aged five to eleven. In some subjects, such as English and mathematics, co-ordinators have clear action plans that are moving subjects forward well.
77. The management of the schools' provision for special educational needs is unsatisfactory. Insufficient records are kept of the action taken and the progress made by pupils on Stages 1 and 2 of the school's register of special educational needs. The co-ordinator has not had sufficient time to monitor identification procedures, individual education plans at all stages or to undertake regular reviews. Therefore, routines do not meet the requirement for the Code of Practice. The governor with responsibility for pupils with special educational needs has recently been appointed, but is becoming suitably familiar with his role. The school improvement plan identifies the need to fully review procedures and arrangements for pupils with special educational needs.
78. The governors now play a satisfactory role in shaping the school's future. Their role has evolved during this academic year. They now have a good understanding of the school's strengths and weaknesses because each headteacher's report starts with feedback on school improvement. They have a clear understanding of where the school is heading and have taken responsibility for moving forward plans, such as improving extra-curricular activities and educational visits.
79. There is a shared commitment to improve and a good capacity to do so. This vision is shared by the acting headteacher, staff, governors and, in many instances, by parents. The school now needs to be in a position to make a range of permanent appointments to give some stability to the situation.
80. The school manages its financial resources responsibly, linking spending decisions appropriately to educational priorities. The acting headteacher and the school administrator work very well as a team to ensure that systems are in place which make financial management effective, unobtrusive to teachers and keep the governing board fully in the picture with regard to income and expenditure. A very recent audit by the local authority supports the effective introduction of recent systems. A small number of recommendations in that audit are already in place.
81. The school improvement plan highlights proposed short and medium spending priorities that have been identified, following discussions with parents, staff and governors of the Finance and

Buildings committee. The school's governing body then ratifies these proposals. This is very good practice. The school has a clear view of how it will spend the monies that have been accumulated. It takes pains to obtain satisfactory financial value for money in its purchases. Funding of the interior painting of the junior building and carpeting of the upper gallery classrooms has recently added significantly to the appearance and effectiveness of the learning environment.

82. The school receives a small amount of extra funding for particular purposes. These grants are being effectively used as designated to increase special educational needs provision, to free curriculum co-ordinators to present specimen lessons to the staff and to provide additional classroom support assistants in reception and lower infant classrooms. Overall, the school makes good use of its extra income.
83. There are an appropriate number of suitably qualified teachers who provide a wide range of expertise. Teachers who have taught previously in middle schools prior to the local reorganisation of schools have received support and guidance of colleagues in implementing the full range of the National Curriculum. This has mostly been successful in providing good primary teaching. The school has provided effective induction procedures for new teachers, overall. Procedures for staff appraisal are good. The school has successfully implemented the statutory performance management procedures for teachers and plans to adopt a similar system for non-teaching staff who currently have a personal interview with the acting headteacher. Staff development is given suitable priority and all staff are encouraged to attend training. The school has recently achieved the Investors in People standard.
84. There are sufficient non-teaching assistants, overall. Although there is now a bi-lingual assistant for pupils with English as an additional language at Key Stage 1, there is no specific provision for pupils at Key Stage 2. Generally, teaching assistants are well deployed to support pupils with special educational needs, and English as an additional language, especially in the lowest sets. Occasionally, however, teachers have not planned the use of such assistants and they remain unoccupied for a large part of the lesson. They now meet with the acting headteacher on a fortnightly basis, so they feel part of the school's future.
85. The adequacy of the accommodation for delivering the curriculum and providing a suitable environment for pupils' learning is unsatisfactory, overall. The acting headteacher, staff and governors have worked hard to improve matters. The main buildings are in a good state of repair and decoration, but the classrooms are themselves a tight fit for the number of pupils presently in each class. This inhibits the kind of work that can be undertaken in some instances, for example three-dimensional art work, and in some cases, the carpeted area is not large enough to accommodate all the pupils. The amount of pupils' work and other interesting information to support pupils' learning is also limited by the lack of large display boards.
86. The three temporary buildings on the site that are used by the reception and Year 6 pupils are in poor condition. They are rotting in places, they have inadequate toilet facilities and are very cramped with very little storage space. They are not a suitable environment for learning. The reception classes use the restricted space very well and the classrooms are filled with attractive and stimulating displays. The school improvement plan has acknowledged the need for change in this area and the classes will move to new accommodation in September. At present the children do not have opportunities for outside play, related to the physical development aspect of the curriculum. The school has identified this as a priority for developing part of the playground as a suitable area for the youngest children.
87. The playgrounds are also unsatisfactory. Although the hard play area has been marked out with interesting items and games, it is simply not large enough for the present number of pupils in the school, especially at lunchtime. It is on a slope, which makes most games difficult to play fairly. An almost flat section at the bottom of the playground is marked out for netball, but is sited with the goalposts very close to high walls, which would make competitive matches unsafe. The grassed area is very small with a steep bank on one side. It is only big enough to accommodate one year group at a time, and is not suitable for any serious ball games.

88. There are adequate resources for most subjects, both in sufficiency and quality. Provision for mathematics, history and geography is good, but equipment provided for physical education is unsatisfactory in not matching the needs of older pupils in the school. Overall, provision of resources for children under five years is satisfactory except for outside equipment, which is unsatisfactory. In some subjects, for example science, there remains a need to compile audit lists and to sort the materials and equipment received from the now defunct middle schools. The storage of musical instruments at the far end of the gallery in Key Stage 2 prevents ease of access for teachers in the other buildings and there are insufficient resources for listening to music. The lack of access to the school library during the past year has severely constrained pupils' opportunities to acquire and practise personal study skills. Pupils' requirement to use the library requires urgent consideration.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve standards, the acting headteacher, governors and staff should:

- (1) Put in place more effective procedures for assessment and link these securely to teachers' planning for lessons by;
 - Putting into place the procedures in the assessment and reporting policy and teaching and learning policies,
Paragraphs 9, 12, 13, 41, 61
 - Using this information to plan lessons and sequences of lessons.
Paragraphs 8, 26, 62, 103, 107, 118, 127, 156
- (2) Improve pupils' behaviour in the playground by;
 - Implementing the behaviour policy when pupils are moving around the school and especially in the playground,
Paragraphs 19, 58, 60
 - Continuing to train midday welfare staff to deal with the situation appropriately.
Paragraph 60
- (3) Improve pupils' provision for spiritual development by;
 - Making best use of the acts of worship,
Paragraph 54
 - Making best use of opportunities provided across the curriculum for discussion and reflection on appropriate issues,
Paragraph 54
 - Ensuring that the hall being used as a passageway for adults does not disrupt the ethos in assemblies.
Paragraph 54
- (4) Improve the identification and management of pupils with special educational needs by;
 - Putting the special educational needs policy into practice,
Paragraph 10,37,77
 - Having a clearly understood system for placing pupils on the register of special educational needs,
Paragraph 46
 - Giving the co-ordinator sufficient time to manage the process effectively.
Paragraph 77
- (5) Continue to improve pupils' opportunities for initiative and independence by;
 - Enlarging the range of activities available,
Paragraph 85, 89, 134, 159
 - Bringing the library into use as soon as possible,
Paragraph 86
 - Allowing pupils independent access to the computer facilities.
Paragraph 43, 87, 170
- (6) Continue to improve the quality of the accommodation by;
 - Improving classroom layouts and facilities where possible,
 - Improving the condition of the mobile classrooms,
 - Improving facilities for outdoor games.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	91
Number of discussions with staff, governors, other adults and pupils	57

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	10	50	34	5	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		502
Number of full-time pupils known to be eligible for free school meals		66

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		9
Number of pupils on the school's special educational needs register		67

English as an additional language	No of pupils
Number of pupils with English as an additional language	49

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	per cent
School data	4.8
National comparative data	5.2

Unauthorised absence

	per cent
School data	0.0
National comparative data	0.5

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

Refers to First school only

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	39	33	72

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	35	36
	Girls	31	31	31
	Total	61	66	67
Percentage of pupils at NC level 2 or above	School	85 (89)	92 (77)	93 (96)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	32	35	35
	Girls	31	31	31
	Total	63	66	66
Percentage of pupils at NC level 2 or above	School	84 (83)	92 (95)	92 (83)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	8
Pakistani	48
Bangladeshi	0
Chinese	2
White	432
Any other minority ethnic group	11

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	19
Number of pupils per qualified teacher	27.8
Average class size	27.8

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	311

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	0
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000/01
	£
Total income	967113
Total expenditure	825053
Expenditure per pupil	1643
Balance brought forward from previous year	17168
Balance carried forward to next year	142060

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	502
Number of questionnaires returned	218

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	44	6	2	0
My child is making good progress in school.	47	47	3	1	2
Behaviour in the school is good.	35	53	6	0	5
My child gets the right amount of work to do at home.	34	44	17	5	1
The teaching is good.	49	44	2	0	5
I am kept well informed about how my child is getting on.	32	37	23	5	2
I would feel comfortable about approaching the school with questions or a problem.	60	34	5	1	0
The school expects my child to work hard and achieve his or her best.	55	38	4	0	4
The school works closely with parents.	40	38	15	3	3
The school is well led and managed.	59	36	3	0	1
The school is helping my child become mature and responsible.	47	44	5	1	2
The school provides an interesting range of activities outside lessons.	16	34	28	13	9

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

Personal, social and emotional development

89. The reception class children are housed in two temporary classrooms. Teachers make good use of the restricted space. A well-planned curriculum for children under five gives a good balance between teacher focus and child-selected activities. Good planning and imaginative activities link and enrich areas of learning. Teaching in the reception classes is good, overall.
90. By the end of the reception year, most children are well on their way to meeting the Early Learning Goals (expected levels) in personal, social and emotional development due to effective teaching. They are able to dress and undress themselves efficiently for physical education lessons. They move about their rooms without disturbing other children. They say 'excuse me' politely to adults. The insistence on regular routines in the classroom has enabled children to learn how to respond socially. They raise their hands to answer questions and listen carefully to each other speaking. They answer the register cheerfully, often in French and German. They have experiences of looking at books in different languages. A successful and informative visit from a Jewish parent gave them insights into Jewish customs, which they found fascinating. They are beginning to understand the school behaviour policy and discuss school rules and the correct way to behave. They are rewarded for good work and behaviour and respond well to this.

Communication, language and literacy

91. Effective teaching and creative links between different areas of the curriculum enable children to understand the relevance of work they undertake in literacy lessons. The classroom displays support this area of learning well. Work is planned in a topic fashion, for example, 'the seaside', 'people from the emergency services', and 'growing'. At the end of the reception year most children are reaching the expected levels in communication, language and literacy. They have good opportunities to extend their vocabulary, especially when working in small groups with an adult. For example, whilst investigating the properties of wet and dry sand, children were able to describe its texture and say how it felt. Most children, except a few with special educational needs, are beginning to read and they make steady progress. Many are able to recognise the simple words recommended for reception children, and these are used in the 'class office' when children make lists, write letters and make books, and also in more directed writing opportunities. When involved in writing, teachers, with the help of children, model good practice and most of the children are able to correctly suggest capital letters, spacing between words and full stops. Children are taught effectively how to 'sound out' words and this aids both their reading and writing. Children can recognise both upper and lower case letters and many understand alphabetical order and the number of letters in the alphabet. Games to support these concepts are used well, for example, bingo and matching games are used, as well as puzzles and multi-sensory games. Children make satisfactory progress with writing, and the most able are composing sentences and writing words which are phonetically correct. There are fewer opportunities for the less able to write unaided, as they mostly copy from dictated sentences. Children listen attentively to stories. They know a range of suitable terms for parts of a book, such as 'spine' and they can identify the author of books that are read to them. They frequently greet adults and each other politely. However, opportunities to extend speaking and listening skills in the role-play area are not given sufficient value. Adults rarely share in these activities.

Mathematical development

92. Most children have achieved or exceeded the expected levels for mathematical development by the end of the reception year due to the good teaching that they receive. They can identify odd and even numbers, count in tens, identify two-dimensional shapes and make up amounts of money to ten pence and some to 20 pence. As is suitable by the end of the year, the children respond well to

the structure of the numeracy lesson. They are beginning to take responsibility for their own learning, by being told the objective of the lesson. They take turns to mark on number lines and large sheets in answer to questions, and are willing to explain what they are doing. They whisper and shout alternate numbers to improve their understanding of odd and even numbers and select trays of cakes where the paired arrangement helps them to understand this concept better. Work is very well planned to meet the needs of all children and good questioning increases understanding. Children record their answers in a variety of ways, for example, they record simple calculations effectively using both pictures and figures.

Knowledge and understanding of the world

93. By the end of the reception year, most children have attained the expected levels in this area due to effective teaching and very good questioning by their teachers and nursery nurses. This develops the language they need to use to talk about their learning. Children describe and sort objects by their properties. They look carefully at seashells, they search for buried treasure in sand, using magnetic rods, they discuss and experiment with the characteristics of wet and dry sand. They use their senses very well to describe what they learnt. Children are able to sort objects into past and present categories. They have suitable opportunities to join materials, by sewing and sticking. They make models from recyclable materials, which relate to their work about the emergency services. Children are improving their skills of using a mouse when using information communication technology, but in this area there is no evidence of a steady build-up of skills. They use a good range of construction toys well. The children understand the purpose of play with these toys, because it is imaginatively linked to the topic or lesson. For example, they are able to build with magnetic blocks after having identified various objects using large magnets in science.

Physical development

94. Most children are attaining the expected levels in physical development due to good teaching. They are able to pass and retrieve objects like quoits. Children use space well and combine movements at varying speeds. They are able to understand how their bodies work, and that their hearts beat faster after physical activity. They develop and improve skills such as cutting and sticking when they are given opportunities to do so as part of mathematics and literacy lessons. At present, children do not have the opportunity to play safely with appropriate equipment outside of the classroom. However, brightly coloured and specially designed physical education equipment, which enables children to climb, balance and crawl through is used effectively in the hall.

Creative development

95. Most children reach the expected levels in creative development by the end of the reception year due to skilful teaching. They are able to paint imaginative and representational pictures, usually linked to the topic in hand. For example, pictures of people who work in the emergency services and objects found at the seaside. In making pictures linked to the seaside topic, children learn new skills, for example the use of a colour wash over a wax-crayon picture. Children use their imaginations to design and make fish from fabric. They eagerly participate in role-play activities, usually involved with the home corner or office, where they write letters and make books.

ENGLISH

96. In the 2000 national assessment of pupils aged seven, standards were in line with the national average for all schools and similar schools in reading and writing. The trends over time are variable, but generally upward.
97. Over the last three years, boys were better than girls in writing, but girls were better than boys in reading. There are a greater number of boys than girls, especially at the top end of the school and the school has identified the attainment of boys as an area of concern. Observation in English shows that there are more boys than girls in the lower sets in Years 3 and 5 and the lowest set in

Year 1 is almost totally composed of boys. However, systems for analysing attainment in all areas by gender or ethnicity are not in place.

98. Inspection findings suggest that the current Year 2 pupils, who are a particularly able cohort, are attaining above the national average, but even so they achieve well and build on what they have learnt in previous years.
99. There are no national assessments available for Year 6 pupils as these are the first Year 6 pupils the school has ever taught. This is not an able cohort. One class is nearer the national average than the other, which has been taught by a number of teachers during this academic year. However, overall, inspection findings show that standards are below average.
100. Pupils in Year 2 talk fluently about their lessons and work that they have enjoyed. They have a good range of subject vocabulary to talk about such matters. They listen carefully to each other and know how to take turns. The above average pupils quickly pick up on points made by their fellow pupils and can agree or disagree with them. Pupils showed good self-discipline, where despite the excitement of wanting to contribute to writing a verse of a poem, they did not interrupt each other or shout out. These skills are effective in supporting their learning across the curriculum. The most able pupils in Year 6 can explain exactly how, for instance, drama lessons are used for role-play and discuss extra-curricular activities. Such pupils use appropriate subject vocabulary to discuss their lessons. The majority of Year 6 pupils talk appropriately about the tasks that they have been set.
101. Throughout the school, pupils' speaking and listening skills are developed well, for instance, in subjects, such as design and technology where pupils are asked to evaluate their own and others' work. Pupils with special educational needs are well supported in developing appropriate speaking and listening skills. For example, when two teaching assistants withdrew a small group of pupils from class to use the techniques of 'good speaking', 'good listening', and 'good sitting'. The development of these skills aids pupils' learning across the curriculum. Similarly, for specific pupils there is an appropriate insistence on repeating and learning the words which they need to talk about their ideas in lessons.
102. Pupils in Year 2 read well. They read confidently and fluently using good expression. They answer simple questions about the plot, characters and settings quickly and accurately. Pupils are familiar with the features of fiction and non-fiction texts. Some of the higher achieving pupils are already reading demanding books, such as the Harry Potter series. Pupils achieve well in reading throughout Key Stage 1. More able pupils in Year 6 read unfamiliar books with fluency and read dialogue with appropriate expression. Such pupils refer to appropriate details in the text when answering questions. Although many pupils read regularly, they do not visit the library to extend the range of what they read and they are unable to name a range of authors. Lower achieving pupils are slow mechanical readers who 'plough on' regardless of their mistakes. Year 2 pupils are more confident in naming the features of books, such as the contents, glossary and index than many Year 6 pupils. Too many older pupils said that an adult had not heard them read all year.
103. Achievement at Key Stage 2 is unsatisfactory. Analysis of the large number of pupils who read to the inspection team shows that too many pupils who could achieve more, remain on Level 3 throughout Key Stage 2. Assessment is not good enough. This lack of progress is clearly due to the fact that the school does not keep informative reading records of what pupils can and cannot do. In order to raise standards the school has recognised the need to test pupils regularly and to record what they need to do next. More books are being purchased, especially to encourage boys to read and the type of books being used for group reading is continually being reviewed. The school has good plans to re-organise the classroom libraries to bring them in line with the organisation of the main library.
104. Pupils in Year 2 write well. In lessons seen during the inspection, the majority of pupils in the middle set produced poems which were securely based on 'alliteration' and the previously decided structure and pupils in the top set produced their own riddles. Most pupils have a sound

- knowledge of sentence structure, secure spelling and a very positive attitude to writing. Pupils persevered well on these difficult tasks. Analysis of pupils' previous work shows that they have written in a range of styles, improved the amount that they write, and are steadily using a greater range of punctuation and 'joining words' in their writing.
105. However, pupils in Year 6 do not write well. Analysis of previous work shows that there are too few opportunities to write at length. The few higher attaining pupils produce well-presented work in 'joined up' writing that is written in ink. They are beginning to use paragraphs appropriately. However, many pupils do not present their work well, fail to use a suitable style of handwriting and have poor spelling skills. In lessons seen during the inspection, Year 6 pupils were writing a storybook for younger pupils. They had interviewed them about their likes and dislikes and examined a range of infant storybooks. By the end of the week, it was clear that there were appropriate expectations for the tasks in the top set, but not in the lower set. In the top set, pupils had revised their work, most had finished their storyboard, they had identified similes and alliteration which they had used in their stories and were deciding whether to word process their work or to write it out themselves. In the other set a scrappily produced booklet was well on the way to being finished. Similar comments can be made about pupils' handwriting in Year 5. There is no logic about when pupils are expected to use either pen or pencil and when joined writing is expected.
106. Teaching is too variable, ranging from very good to unsatisfactory. The impact of teaching on learning is judged to be satisfactory overall, despite the below average attainment of Year 6 pupils. In lessons seen during the inspection, good teaching was consistently seen in Year 1 and Years 3 and 4 and two very good lessons were seen in Year 2. The best teaching is usually seen in the top sets, except in Year 5 where teaching lacked sufficient challenge. Teaching of phonics is now good in Year 1 to 3 and this has had a considerable impact on pupils' reading and writing skills. This good teaching leads to pupils' good attitudes and behaviour and aids their learning.
107. The best lessons showed similar characteristics. A brisk pace, very good use of questioning and discussion using the correct vocabulary and well-chosen texts and resources. These enabled pupils to complete interesting tasks, such as writing riddles or writing dialogue between a bully and his victim. Attitudes and behaviour are usually good in classes where they are well taught and this aids pupils' learning. Where lessons were less satisfactory, there were constant interruptions because of the need to manage pupils' behaviour, for instance in Year 5. The tasks were not well matched to pupils' interests and ability, for instance, in Year 5 where pupils did not have sufficient opportunities to use their own initiative or in Year 2 where the worksheet was unsuitable. Teaching assistants were usually used well to support all pupils' learning, including those with special educational needs. In the lower sets the good ratio of adults to pupils meant that there was noticeable progress in pupils' learning. However, some teachers do not plan their use sufficiently. This means that a valuable resource is left with little to do for much of the lesson.
108. Some teachers are beginning to plan opportunities for pupils to use the skills that they have developed in literacy lessons. For example, writing booklets with a contents page and opportunities for pupils to label diagrams helps pupils to understand how to use non-fiction books. However, opportunities for pupils to routinely use word processing to improve their work are not good enough.
109. Marking is too variable to support pupils' learning effectively. However, there are occasional pockets of good practice, for example, in one Year 2 class where remarks were clearly linked to whether pupils had achieved learning objectives. Homework generally supports pupils' learning appropriately.
110. Despite the weaknesses in the subject, leadership and management are good. The two co-ordinators are knowledgeable and work well together and have a clear idea of what still remains to be done. The acting headteacher recognised, at an early stage, that raising standards was a priority and there is a good quality action plan in place. The school has used local authority support to raise standards. Teaching and learning has been monitored. Appropriate staff training has addressed the gaps in teachers' knowledge and understanding when they changed age groups and

this process will be repeated for those teachers who are moving key stage in the next academic year. Suitable progress has been made, for instance, there is now a good quality up-to-date policy in place which reflects the school's expectations. Gaps in resources have been securely identified and suitable purchases made to support pupils' learning. For example, there are dual language texts in Key Stage 1. The school has used the expertise of the library service to audit and organise books, but this has considerably delayed the opening of the library for pupils' independent use. Parents are now more involved in their children's learning. For example, a well-attended evening on the literacy hour was held where a demonstration lesson was taught. Parents and other volunteers from the local community visit the school to hear younger pupils read.

MATHEMATICS

111. In the national tests in the year 2000, Year 2 pupils achieved standards well above average compared with all schools and also when compared with similar schools. The proportion of pupils that achieved a level higher than expected, was well above the national average. These high standards were also achieved in the previous year. Inspection evidence shows that standards in Year 2 continue to be well above the national average. In the first group of Year 6 pupils to pass through the school, standards are judged to be similar to the national average. This matches their overall level of achievement at the age of seven. Infant pupils achieve better than expected and junior pupils make satisfactory progress in their learning. This is because many of the Year 6 pupils have experienced a lack of continuity in their teaching. Higher achieving infant and junior pupils make good progress in their learning. Pupils with special educational needs do not achieve as well as they should, while those with English as an additional language make satisfactory progress in their learning.
112. By the age of seven, almost all pupils understand pattern in number and place value of tens and units. A significantly large number of high achievers handle hundreds, tens and units well. Their very good understanding of place value allows them to subtract, using 'decomposition' and to solve money problems, involving pounds and pence. Most pupils understand the concept of inverse operations, for example, $10-4=6$ equals $4+6=10$. All pupils make sensible estimates of length, weight and capacity, before using both non-standard and standard units to measure. Pupils' understanding of the properties of two-dimensional shape is secure and many can identify a good number of three-dimensional shapes by counting the number of 'faces', 'edges' and 'vertices'. All pupils recognise reflective symmetry and more able pupils appreciate the importance of angle in determining shape. Most pupils use their mental skills effectively to solve problems, as well as using paper and pencil methods.
113. By the age of eleven, most pupils have a well-developed understanding of place value to tens of thousands and their overall understanding of number concepts is good. This provides the foundation for their ability to work confidently with the relationship between fractions, decimal fractions and percentages, and to solve problems using long multiplication and division. Higher achievers and average ability pupils understand 'mean', 'median', and 'mode' and can work with negative numbers. They can identify and measure the perimeter of a variety of complex shapes and use protractors to draw angles accurately. Most pupils have a clear understanding of area and can calculate the areas of regular and irregular shapes. Higher ability pupils have a good understanding of how angle determines shape. Pupils interrogate a number of different types of graphical representation and can construct their own bar charts and pictograms. They have limited understanding related to which type of graph might best represent a particular set of data. This is because they are given insufficient opportunities to collect, represent and then interpret any information gathered. Information technology is insufficiently used to support pupils' work in data handling. In a lower junior class, mathematics is used very well to support pupils' progress in developing a science topic related to balanced diet, and also when establishing the bearing from school of a number of well known, local geographical features. The planned supportive role of mathematics in other areas of the curriculum is generally under-developed.

114. Overall, the quality of teaching and learning throughout the school is satisfactory. It is usually good or very good in infant and lower junior classes. The National Numeracy Strategy is well managed by the teachers. Appropriate lesson objectives are devised for the groups, which are set by prior learning. They are usually shared with the pupils, so that they have a good understanding of what they are to learn. The start of the lesson is consistently used to develop the pupils' mental mathematical skills. During this part of the lesson, in most classes, good attention is paid to extend pupils of all abilities and to reinforce mathematical vocabulary. During the inspection, in a very good top infant lesson, a variety of practical activities, well matched to the abilities of all pupils, ensured that they all made very good progress in developing their understanding of symmetry. The most able children understood the principles of rotational symmetry well.
115. In a very good lower junior lesson, the teacher's enthusiasm for mathematics was clearly transmitted to her pupils. There was a buzz of interest and commitment, while pairs of pupils discussed the proposed field titles for their 'Shapes' database. When teachers are enthusiastic, pupils are inspired to apply themselves well and to work hard. The best teachers evaluate their lessons effectively during the final part of the lesson, to highlight things that have gone well and to identify pupils who had difficulty with a concept. This is good practice. Some teachers do this less effectively.
116. Pupils with special educational needs receive good support and this enables them to make progress. For example, in a practical mathematics lessons teaching assistants were very well deployed to enable small groups of pupils to understand how to measure and weigh effectively.
117. Those pupils who had additional needs because they spoke English as an additional language were effectively helped to learn the language that they needed to take part in the lessons.
118. Scrutiny of pupils' worksheets and exercise books shows a great inconsistency in the quality of marking. Work is not always marked and in many sets there is little evidence of either congratulatory comment or of clear identification to individual pupils as to what they should do in order to improve. In a small number of classes, marking is good and standards of presentation improve as a result. The overall quality of marking is unsatisfactory. In many sets, work is insufficiently planned to support the progress of pupils with different abilities. As a result, some pupils find the work too easy and others find it too difficult.
119. The behaviour of pupils during mathematics lessons is good and often very good or excellent. However, in Year 6, there are a significantly large number of boys and girls whose behaviour is unsatisfactory. This detracts from the progress and enjoyment of the majority of pupils. Most pupils really enjoy mathematics. When behaviour is excellent or very good, it reflects the quality of teaching. In the two lessons inspected when some behaviour was unsatisfactory, the tasks set were not matched sufficiently accurately to the different abilities of the pupils. Most pupils are keen learners and demonstrate great respect for their teachers. At the end of a good Year 5 lesson, a number of pupils individually thanked their teacher for providing an interesting and enjoyable lesson.
120. The quality of leadership and management is good. The subject co-ordinator is experienced. She is a well-qualified subject specialist and is ably supported by her colleague. They have attended a number of in-service training courses for mathematics and they are both keen advocates of the National Numeracy Strategy. They have successfully involved all teachers in implementing its principles. The co-ordinators' role is insufficiently developed. Teaching and learning has been monitored throughout the school against specific criteria. Assessment procedures are unsatisfactory. Performance data, gained from both statutory and non-statutory testing, is inadequately used to identify the areas of the mathematics curriculum that will need reinforcing, when they are revisited in the National Numeracy Strategy. The school understands that this is an area for development. Resources for the subject are well organised. There is a good range of good quality classroom based equipment accessible to the pupils, in addition to resource areas for large equipment.

SCIENCE

121. Standards by the age of seven are above the national average, but by the age of eleven standards are below the national average. However, in the other years within Key Stage 2 pupils' attainment is broadly at the level expected for their age. Consequently, the majority of pupils achieve as well as they should do.
122. Work in the books of Year 6 pupils was much too similar in content and wording for a clear judgement of overall attainment to be secure, interviews with pupils indicate below average standards across the year.
123. Pupils in Year 2, who were considering the similarities and differences between living animals and plants, used the idea of 'have' and 'does not have' to decide on categories in which to place specimens. The pupils who were interviewed were able to name correctly the external parts of their bodies and also a good number of internal organs. They stated the effects of exercise on their bodies and related changes in heartbeat to periods of activity and rest. The change of state in named materials was explained and pupils knew that when heat was applied to certain materials changes could not be reversed. They have good knowledge of simple electric circuits, being able to give examples of why circuits may not be complete. They have good understanding of the idea of a fair test when explaining their investigations into the growth of seeds.
124. Pupils in Years 3 and 4 are in mixed-age sets based on ability. In the lesson seen they had appropriate knowledge of the location and type of major joints in the human body. Work in books is very similar for all pupils with little evidence for above average attainment in the topics covered. Year 5 pupils use appropriate scientific language when describing differences between solids, liquids and gases. They make sensible predictions during investigative tasks. In the lesson observed for the top set, pupils exceeded the expectations for their age. In Year 6 the lesson seen was marred by very unsatisfactory behaviour and this had an adverse affect on pupils' learning. This low overall standard was confirmed when pupils were interviewed.
125. The quality of teaching and learning is satisfactory. Over sixty per cent of teaching seen during the inspection was of good quality; elsewhere teaching was satisfactory except for a single unsatisfactory lesson. Learning followed the quality of teaching and was mainly good. In two lessons taught to lower attaining pupils and those with special educational needs the good level of teaching, which was supported by very well informed and prepared members of the support staff, ensured good learning. A feature of lessons seen was the emphasis placed on pupils using correct terminology and speaking in sentences. The learning of pupils with English as an additional language was well supported, as teaching assistants simplified what pupils had to do and ensured that they had a secure grasp of what subject vocabulary meant.
126. In a Year 1 class pupils produced a 'Healthy Living' booklet in which there was a good link with literacy by including a contents page. Opportunities are accepted to produce relevant data lists and graphs during investigations. A weakness in provision is the lack of the use of information technology. Teachers' subject knowledge is generally sound and often good. Because of this lessons are interesting and pupils' response and behaviour in all but one lesson was always good or very good. Pupils generally co-operate and collaborate effectively because in most classrooms the relationships between all participants are friendly. This atmosphere aids the development of social skills as pupils learn to work in different groupings for different purposes. Moral development is fostered as pupils learn to record accurately what they observe during investigations. Teachers ensured a good working atmosphere by maintaining an appropriate pace to their lessons.
127. Whilst coverage of the National Curriculum requirements through subject topics is sound, a weakness is the lack of the use of assessment to gather data upon which to base focused planning. Short-term plans include learning objectives that are common for all pupils; assessment is based on whether the learning objectives are met rather than whether they were appropriate for pupils of different abilities within and across the sets. For example, pupils in the mixed Years 3 and 4

classes receive inputs at the same level. The present assessment procedures do not give teachers sufficient information about individual pupils to enable them to plan for differentiated learning objectives that appropriately challenge pupils of differing prior attainment.

128. Leadership and management are satisfactory. The co-ordinator is enthusiastic and has good subject knowledge. She recognises the need to inform planning through the accurate collection of subject assessment data. To this end she has already begun to compile a folio of exemplars of pupils' work that will be assessed and annotated against national criteria. The portfolio will act as a reference point for teacher assessments. Resources for the subject are adequate both in quality and sufficiency. A booking in and out system is in place but there remains the need to sort the equipment received from the defunct middle schools and to produce a list for audit purposes. At present the subject manager does not receive opportunities to monitor short-term planning or the standards of teaching and learning in classrooms in order, for example, to allow her to make decisions regarding the need for staff training. The acting headteacher has recognised this need and has made plans for these activities to be introduced during the next school year.

ART AND DESIGN

129. Standards by the age of seven are at the nationally expected level, but by the age of eleven standards are below that level. This is because Year 6 pupils are generally a below average cohort. During the inspection most classes in the school were focused on design and technology, consequently it was possible only to see one art lesson. Judgements were made following careful scrutiny of pupils' work in folders and displayed around the school and through conversations with pupils.
130. In Year 1 pupils' developing drawing skills result in pastel drawings of flowers that are of above average quality. These show good attention to observational skills and to the application of colour. Their manipulative skills are well displayed in small multi-media weavings. In Year 2 drawing skills are represented in drawings undertaken for science and in posters designed for a geography topic.
131. Years 3 and 4 pupils have produced good quality observational pencil drawings of Victorian clothing. These show above average attention to fine details. In Year 5 the designs for 'light catchers' are of the same good quality as the finished acetate and dye articles. Drawing is a feature of work carried out to illustrate tasks in literacy and history. Whilst there are examples of sound drawing skills in Year 6, for example 'moving figures', displayed work does not reflect development from the work achieved in earlier years.
132. Teaching and learning are satisfactory overall. Standards at the end of Key Stage 2 are attributable to the ability of the pupils and the number of teachers they have had this year. In the single lesson seen teaching was good and this fact resulted in good learning by the pupils. By the end of the lesson pupils were confident in mixing secondary colours and in producing tones and shades for their paintings in the style of L. S. Lowry. Pupils behaved well in this lesson. They thoroughly enjoyed the challenge of producing their own scenes that echoed Lowry's style and colour schemes. The ending of the lesson was used effectively to recap earlier learning and pupils' thoughts about Lowry and his work. There was good practice in this lesson in enabling pupils to evaluate their own and others work and this moves learning forward.
133. The strength of art in the school is in observational drawing; painting does not progress at the same rate, particularly at the top of the school. Overall, standards of work in other aspects of the subject are insufficiently developed as pupils move through the school. This is particularly true for three-dimensional work. Whilst studies are made of the work of local and western European painters, there are insufficient studies of painters from other contemporary cultures or of the work of artists other than painters. This fact inhibits the contribution of art to pupils' cultural development. There are, however, good contributions to social development as pupils co-operate amicably together in sharing ideas and materials. A good feature of the lesson was the discussion that took

place whereby pupils were able to explain their thoughts about their own and others' work, this made a sound contribution to their speaking and listening skills. Whilst younger pupils have used computers to produce drawings using a commercial program, this art form has not yet been used effectively later in the school.

134. Classroom accommodation does not favour work in art that requires space, for example, for three-dimensional modelling or for large paintings. Pupils are introduced to a satisfactory range of media but only on a restricted scale because of the often-cramped conditions. Sketchbooks are available in Key Stage 2 and pupils are properly encouraged to use them to collect and record items that interest them. Visits have taken place to Salt's Mill and to the North Yorkshire Sculpture Park; an artist has been booked to visit the school during the autumn term to talk about his work. This is good practice in enabling pupils not only to see original works but also to allow them to question the artist about the techniques and emotions associated with his work.
135. Leadership and management are satisfactory. The co-ordinator is knowledgeable and enthusiastic about the subject. She is quite capable of raising standards but requires opportunities to monitor standards of teaching and learning in classrooms in order to decide which aspects of art need to be focused upon for development. There is an adequate range of resources, including resources for three-dimensional work that should be accessed for pupils to use.

DESIGN AND TECHNOLOGY

136. By the end of Key Stage 1, pupils are achieving as well as they should do in both elements of designing and making. During the inspection, only two lessons were observed because of the timetable for the subject. Suitable evidence was obtained from a scrutiny of pupils' work, photographic evidence and discussions with staff including their overall planning. The development of pupils' skills, knowledge and understanding is satisfactory overall. In the lessons observed, pupils appeared confident in their basic designing skills and were gaining experience in the use of a wide range of materials and equipment.
137. By the end of Key Stage 2, pupils do not achieve as well as they should do and standards are below national expectations. They make satisfactory progress throughout most of the key stage. In Year 6 there is no systematic development of the skills taught earlier in the school because this is the first year, the curriculum for Year 6 pupils is still being developed.
138. In most lessons, pupils' understanding of the complete designing, making and evaluating process is being developed appropriately. In their work on playground equipment, for example, pupils in Year 1 understand how to make a swing. Using a suitable range of construction kits they can identify the different types of joints necessary to maintain a firm structure. By the end of lessons, most are able to justify their choice of components. Pupils' knowledge of the importance of design is further developed in Year 2 with their work on hand puppets. Appropriate links with literacy have been made with models to illustrate the story of 'Little Red Riding Hood', but there are few links with information technology or numeracy.
139. In Years 3 and 4 most pupils can generate their own designs for a range of clothes involving different materials. In individual folders pupils have maintained a suitable record of their original designs and written evaluations. Pupils in Year 5 create colourful, working musical instruments, such as 'maracas', from papier-mâché and they design appropriate handles so that the instruments can be played effectively. However, in Year 6 there is little evidence of the further extension of pupils' skills and the limited work provided is insufficiently challenging.
140. The quality of teaching and learning is satisfactory overall. The standard of work at the end of Key Stage 2 is due to the curriculum still being developed and the abilities of the pupils involved. However, in lessons observed at Key Stage 1, teaching was good. Lessons are well planned and tasks are generally matched to the level of the pupils. They build steadily on their knowledge and understanding of the overall process involved in this subject. Teachers use endings to lessons

effectively, to discuss pupils' models and to suggest how they could be made better and this moves pupils' learning forward well. Teaching assistants are used appropriately to give assistance to pupils with special educational needs. Pupils are eager to be involved and they clearly enjoy being engaged in practical activities. They listen attentively and most are able to follow instructions carefully. Behaviour is generally good and pupils share their equipment sensibly and safely. It is evident from the scrutiny of work that the use of appropriate classroom strategies has led pupils to take a pride in their finished work.

141. Leadership and management are satisfactory. At present the subject is led by a co-ordinator who has only recently been appointed. The planned curriculum is broad and balanced though it is recognised more attention is required in the provision for Year 6. Resources are adequate overall though the range is to be extended to include small transportable ovens to support clay modelling. Although some form of informal monitoring of pupils' work does occur there are no formal assessment procedures established for the subject.

GEOGRAPHY

142. At the end of Key Stage 1 pupils attain standards, which are, consistent with those expected for pupils of their age and they are making satisfactory progress and achieving as well as they should do. Pupils with special educational needs are appropriately supported and make satisfactory progress. During the inspection, because of the timetable, only one lesson in the key stage was observed. Appropriate evidence was obtained from a detailed scrutiny of pupils' work, displays and photographic evidence of past activities, discussions with both pupils and staff and an overview of teachers' planning.
143. The majority of pupils in Year 1 are able to complete a suitable list of features comparing a busy and a quiet street following an educational visit around the neighbourhood. They can identify a range of features, such as a skip, and discuss their work confidently. Year 2 pupils are able to contrast appropriately the topography of the local streets with the different environment of St. Lucia. They are beginning to understand the basic elements of mapping and to identify areas such as the Caribbean. This topic adds to pupils' cultural development.
144. By the end of Key Stage 2, standards of attainment are below expectations and pupils do not achieve as well as they should do. However, throughout the key stage pupils make satisfactory, and sometimes good progress, but this does not continue in Year 6, as there is no systematic development of knowledge, understanding and skills. This is due to a lack of assessment of what pupils already know, understand and can do.
145. In Year 3 and 4 pupils extend their knowledge of mapping, using both large-scale maps and aerial photographs to identify specific features of Saltaire. Most pupils are able to complete charts independently, for instance by matching labels to appropriate features. In their completion of weather charts pupils measure different aspects of the weather such as wind speed and direction. Using appropriate instruments, such as anemometers and thermometers, they are developing their skills of observation, which enables them to make more accurate recordings of their results. Extending their work on the local environment Year 5 pupils are able to discuss knowledgeably the effects of erosion and deposition in rivers and the need for canals. They are also familiar with the sequence of compass points and the use of co-ordinates in map reading. However, in Year 6 the systematic development of knowledge and skills is not evident and the work provided creates insufficient challenge.
146. The quality of teaching and learning is satisfactory overall. In lessons observed during the inspection, teaching was good at both key stages, except in Year 6 where teaching was satisfactory. Most lessons observed were suitably planned and appropriate use was made of a range of sources to support the pupils' topic work. Lessons have clear objectives and these are shared with pupils so that they understand what they are to learn. Questioning is used effectively and this aids pupils' understanding, for example in recognising specific features in and around Saltaire village. Good use is made in particular of the local environment, with its many cross-

curricular links with history. This topic also reinforces pupils' mathematical skills. Teaching assistants are deployed appropriately to support pupils with special educational needs. Overall, pupils are well behaved and clearly are enthusiastic about their lessons and this aids their learning.

147. Leadership and management are satisfactory. There is a suitable policy and a scheme of work to support the planning with appropriate coverage of the programmes of study based on block sessions in different terms. The present curriculum is well supported by sufficient resources and by educational visits outside the school. However, during the inspection there was little evidence of information and communication technology supporting the curriculum. A whole school policy has recently been introduced to assess pupils' progress, which will support the development of the subject in Year 6.

HISTORY

148. At both key stages, most pupils achieve as well as they should do in their learning. They attain standards similar to those normally seen from pupils at Key Stage 1 and standards that are slightly below at the end of Key Stage 2. Most pupils make satisfactory progress in the acquisition of historical knowledge and in developing a sense of chronology, but their enquiry skills are as yet underdeveloped. While the school has now adopted the government guidelines as their scheme of work, evidence from the analysis of pupils' work suggests that some areas have received insufficient coverage at Key Stage 2.
149. Pupils in Year 2 learn about famous people such as Florence Nightingale and Samuel Pepys. They use a timeline appropriately and make comparisons between homes nowadays and in the past in Year 1, and seaside holidays comparing Victorian times with the present day in Year 2. They use photographs of the seaside in the past to compare with the present day by visiting Scarborough. Pupils were able to make a range of suitable comparisons about what they had seen, including donkeys on the beach, shops and clothes which people wear. Pupils in Years 3 and 4 learn about the Victorians and make good use of the locality. They learn about conditions in the workhouses and the actions of Sir Titus Salt. Effective displays show photographs of the Victorians and Saltaire in Victorian times. The Saltaire 'memories' group also visits school so that pupils can learn about more recent changes over time. This is effective in moving pupils' learning forward and supporting their cultural development. They learn about the Vikings and having a Viking visitor for a day suitably enriches their learning. In Year 5 pupils study the learn about World War 2 and write letters home as though they were evacuees thinking about how they would feel and visit a World War 2 museum. They discuss and record contrasts in food and cars in each decade of the 20th century. Year 6 pupils learn about the Indus Valley Civilisations. They make their own seals and also try to make a modern day version. They try to decipher the Indus Valley symbols and create their own pictorial signs.
150. The quality of teaching and learning is satisfactory overall. Teaching at Key Stage 1 is good and teaching is satisfactory at Key Stage 2 with some good teaching observed. Teachers' subject knowledge is generally secure. Where teaching is good, questioning is used effectively to extend what pupils say and to correct their misunderstandings. For example, in one Year 2 lesson a pupil thought that Victorian clothes were dirty because the photographs were tinted. Teaching assistants were generally used appropriately to support pupils' learning, for example, in one Year 3 and 4 class the teaching assistant used good quality questioning with her group and gave out stickers to reward appropriate learning and behaviour at the end of the lesson. Teachers do not routinely match the work to pupils of all abilities, including the more able pupils. No evidence was observed during the inspection of use of information technology to support learning, but cd-rom's are available and are noted in medium term plans. Teachers have made appropriate use of the Internet to find resources particularly for the Indus Valley study. Resources are satisfactory and being developed further as needed.
151. Leadership and management are good. There is a recent satisfactory policy for history in place. The co-ordinator has worked hard since she took on the role this year to produce a good overall vision for the subject. She monitors and supports teachers' planning and pupils' work. There is a

very useful portfolio of pupils' work, which is levelled at Key Stage 1. A very good start has been made and the co-ordinator has a clear view of what else needs to be done to develop the subject and to ensure continuity and progression across the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

152. Standards are in line with what might be expected nationally at Key Stage 1, but below that level at Key Stage 2. Due to initial problems with the network, recent improvements in provision have yet to have an impact.
153. Throughout the school pupils have benefited from the opportunity to use the computer suite and the new scheme of work based on government guidelines has recently been introduced. However, as yet pupils have not had full coverage of the National Curriculum, for example, older pupils do not have experience of using sensors. During the inspection, computers were not seen in use to support pupils learning in subjects other than information and communication technology. Some teachers' planning, particularly in history, does highlight opportunities. Overall, this aspect of information and communication technology is unsatisfactory.
154. Pupils in Year 1 log on and load a program with confidence. They use an appropriate program to draw a playground. They learn how to use the 'pencil', 'eraser' and 'flood fill' tools appropriately and create a background for their pictures. All pupils, including those with English as an additional language already know how to save their work. Pupils in Year 2 use an encyclopaedia cd-rom to find information by using the search facility. In a lesson seen during the inspection, they looked for information about the types of sea-life that they might find on their visit to Scarborough the next day. Pupils use the mouse very well, but keyboard skills are less well developed. Pupils are aware of some other uses of computers, including word processing and playing games.
155. Attainment is inconsistent across Key Stage 2 and there is a wide range of expertise. Pupils in Years 3 and 4 are beginning to combine text and graphics to produce posters advertising Saltaire. A pupil with specific special educational needs was well supported by his partner in completing this task. Attainment is unsatisfactory in Years 5 and 6 where pupils begin to learn about the uses of a spreadsheet and are becoming familiar with ClarisWorks 5. In Year 5 they use information from worksheets to enter data and learn terminology. Pupils in Year 6 use their mathematical knowledge of angles and shapes to begin entering formulae, but too much time is spent entering given information. Keyboard skills are poor, many pupils using one finger to type. Pupils are aware of the Internet but have not had the opportunity to use it in this academic year. Most pupils are confident about how to save and retrieve their work. Pupils have not had the opportunity to use e-mail.
156. Pupils achieve better in lessons where teachers are more confident in their subject knowledge and where work is more closely matched to the needs of the pupils. Staff have not yet undertaken the government funded training and this is planned to take place soon. In most lessons there is little or no attempt to match the lesson to the needs of lower and higher attaining pupils and this restricts the progress made. Better progress is made where the lesson content is delivered in a series of shorter sections. Use of day-to-day assessment is unsatisfactory. Most teachers do not make assessments of individual pupils' understanding. Progress for pupils with special educational needs is unsatisfactory, as activities are not matched to pupils' prior attainment.
157. Pupils show interest in information technology particularly at Key Stage 1. They show obvious enjoyment when using the computer suite. Pupils work collaboratively, supporting each other and taking turns. Older pupils do not have sufficient opportunity for personal study.
158. The quality of teaching and learning is satisfactory overall. Teaching at Key Stage 1 is satisfactory. Teachers build on previous learning and planning provides clear objectives for each lesson. However, as the subject is relatively new to many teachers, expectations are not always high enough, particularly for more able pupils. Proper attention is being paid to the development

of skills, but insufficient attention is given to the use of information technology across the curriculum. In the computer suite demonstrations are given to show pupils what is required before they experiment themselves. This direct teaching before investigation leads to better progress being made. At Key Stage 2, teaching is unsatisfactory where the task is unrelated to the lesson objectives – such as when pupils spend too much time typing in a long list of shopping items rather than entering formulae into a spreadsheet. There is no evidence of assessment being used to support teachers' planning. Pupils' own information and communication technology logs record the subject covered, but not what they have learnt and this does not move learning forward at a fast enough rate.

159. Leadership and management are broadly satisfactory. The co-ordinator is new to the role. Documented evidence shows that the previous co-ordinator provided sound leadership and made a valuable contribution to the subject by compiling an overall school view for the subject and a portfolio of work samples. The school has adopted the government guidelines information and communication technology scheme of work. There are sufficient computers in the suite for a whole class to work in pairs. There are some practical issues to attend to in the layout of the room, as pupils have no room to record their work whilst at the computers though some classes use clipboards. Some trailing wires present a health and safety hazard. The constant problems with the reliability of the server have disadvantaged the school throughout the year. All areas for the development of information and communication technology have been identified by the school and are in the school improvement plan and the school is well placed to move forward.

MUSIC

160. Standards are in line with expectations at the end of both key stages. School performances, visits to concerts, peripatetic tuition, extra-curricular recorder groups for pupils in Years 4 and 5, and concerts in school given by visiting groups of musicians, add interest and enjoyment to pupils' musical experiences. This enrichment contributes positively to pupils' learning.
161. Standards in singing are satisfactory throughout the school. Tunes are generally sung accurately, and breathing and phrasing are correct. However, pupils' singing sometimes lacks warmth and enthusiasm, for example in the whole-school collective worship observed. On the other hand, in a lesson observed in Year 6, two girls sang a song they had written with skill and clear enjoyment. Pupils' playing skills are satisfactory overall at both key stages. Pupils treat the instruments with care and generally play with sensitivity. Pupils compose and perform their own short pieces with reasonable skill, for example pupils in Year 6 write and perform their own lyrics and melodies to good effect.
162. At both key stages, pupils listen to appropriate music and speak with interest and enjoyment of these experiences. However, it was clear during interviews with pupils in Years 2 and 6, that their knowledge of the music they had heard is unsatisfactory. None could name any pieces or composers, but recognised pieces that were sung to them. Pupils' rhythmic skills are well developed. Pupils in Year 2, for instance, could accurately repeat rhythmic patterns that were clapped to them, some of which were quite difficult.
163. The quality of teaching and learning throughout the school is satisfactory overall. Teachers' subject knowledge is sound and it was clear in lessons that teachers work hard to interest pupils and provide them with enjoyable experiences. Pupils respond well to the opportunities provided, and in the lessons observed, pupils' attitudes and behaviour were seldom less than good, and were occasionally very good. This has a significant positive impact on pupils' learning. In a good lesson observed in Year 5, for example, the teacher's singing of a playground clapping song from her youth enthralled the pupils and encouraged them in return to give of their best. A strength of the teaching throughout the school is the management and control of pupils. This enables lessons to proceed at an appropriate pace, with smooth transfers from one activity to the next.

164. The leadership and management of the subject are satisfactory. The co-ordinator, who has only been in post for one year, has drawn up appropriate planning and a suitable action plan for improvement. She has provided appropriate support for those colleagues who felt they lacked expertise. No opportunities are provided yet for the monitoring of quality and standards in lessons, but this is already planned for the future. There are no effective formal assessment procedures at the moment, but there are plans to introduce these during the next academic year. The provision of resources for listening is a weakness and needs to be broadened. The use of information and communication technology to support work in music is under-developed.

PHYSICAL EDUCATION

165. At the end of both key stages, attainment is in line with national expectations. All pupils, including those with special educational needs achieve as well as they should do.
166. All the required strands are included in teachers' planning. No lessons in Year 2 were seen, but Year 1 pupils demonstrate good control in learning to bounce, pass and catch a ball. They skilfully pass the ball to each other when working with a partner. Good teaching ensures that they learn effective co-ordination by walking around bouncing the ball with one hand only.
167. In a Key Stage 2 athletic lesson, pupils were divided into teams to take part in competitive races. The school's sloping site was used successfully to promote the development of pace, power and stamina. In other lessons, pupils refine the skills that they need to play team games using a ball. A good energetic introduction was followed by purposeful practice in throwing and catching skills. Pupils demonstrate a developing understanding of basic tactics during shuttle races, involving the timing of a pass to a team member. The sloping nature of the field adds an extra complication which pupils cope with well.
168. Arrangements for swimming are appropriate. Discussions with pupils and teachers confirm that the large majority exceed the minimum expectation for the National Curriculum for pupils to swim 25 metres unaided. Those pupils are encouraged to learn and practise water safety exercises.
169. Teaching and learning are overall satisfactory. Endings to lessons are used effectively to discuss the skills, which pupils have learnt, but teachers do not always make enough use of pupils to demonstrate good quality skills and techniques. Most pupils respond well and enjoy their lessons and this leads to easy management. They co-operate happily in paired games. However, a significant minority of Year 6 boys are disruptive and do not listen to their teachers' instructions regarding the development of skills and their performance.
170. Leadership and management are satisfactory. The co-ordinator took over responsibility for the subject very recently. She is not a subject specialist, but is suitably aware of the shortcomings and is keen to move the subject forward. The outside accommodation and resources are unsatisfactory for the oldest pupils in the primary age range. The playground is on a slope, which makes most games difficult to play fairly. An almost flat section at the bottom of the playground is marked out for netball, but is sited with the goalposts very close to high walls, which would make competitive matches unsafe. The grassed area is very small with a steep bank on one side. It is only big enough to accommodate one year group at a time, and is not suitable for any serious ball games

RELIGIOUS EDUCATION

171. At the end of both key stages pupils' knowledge and understanding of religious education is in line with the requirements of the locally agreed syllabus. A significant feature of the curriculum enjoyed by the pupils is the good use made of parents and other visitors, notably from the Interfaith Centre, to enrich pupils' experiences. A good example of this is talks given to the pupils by a Jewish parent about her faith. These visits have a significant impact on pupils' learning, and pupils speak of them with interest and enjoyment.

172. Pupils in Key Stage 1 have a suitable knowledge and understanding of places of worship through their visits to local Christian churches, although they have not yet had opportunities to visit the places of worship of other major world faiths. Through their studies of special people and things, they are beginning to relate their own experiences and values to those of other people, and to appreciate differences. Pupils in Year 2 who were interviewed were able to talk about prayer meaningfully, saying that prayer is important to some people because it is talking to God, and God is the creator. They knew some important events of Jesus' life, for example that he died on a cross, and that books such as the Bible are important to believers. Pupils knew the significance of some religious practices, for example fasting during Lent for Christians or during Ramadan for Muslims.
173. Younger pupils at Key Stage 2, have a suitable knowledge and understanding of the lives and teachings of important religious figures, for example Guru Nanak. Pupils in Year 5 have effectively learnt about the importance of religious symbols, for example the cross, tongues of fire or a minister's vestments. Pupils in Year 6 are coming to a suitable understanding of pilgrimage, and know some of the important places of pilgrimage in the world and their relationship to the major faiths.
174. The quality of teaching is satisfactory at both key stages and this enables pupils to make satisfactory progress in their learning. Subject knowledge is sound, topics are well presented and pupils are encouraged to play a full part in lessons. Pupils show interest in their work, are attentive and generally apply themselves to their tasks with diligence. Throughout the school pupils listen attentively to what others have to say and always treat the contributions with respect. In a good lesson seen, the teacher skilfully and sensitively led a discussion about Guru Nanak so that pupils learnt not just about the facts, but from them, so that they could relate them meaningfully to their own experiences. Teaching assistants were used well to support pupils' learning. For example, a Year 6 pupil was helped to use the index effectively in a lesson observed. It was evident from the scrutiny of pupils' work, however, that teachers generally rely too heavily on worksheets and copied texts, and this means they miss important opportunities for developing pupils' literacy skills through their own writing.
175. The leadership and management provided for religious education is sound. The co-ordinator has ensured that the school's planning follows the requirements of the present locally agreed syllabus and has produced a satisfactory action plan for future development. The co-ordinator monitors teachers' planning, but does not yet observe practice in lessons. There are currently no procedures for formally assessing pupils' work, but it is planned to introduce these in the next academic year. Some use is made of information and communication technology to support pupils' work, for example, using the Internet to research Diwali, but there is scope for more development in this area.