

INSPECTION REPORT

EASTWOOD PRIMARY SCHOOL

Keighley, West Yorkshire

LEA area: Bradford

Unique reference number: 107259

Headteacher: Mrs L Godden

Reporting inspector: Mr N Hardy
29262

Dates of inspection: 8-11 October 2001

Inspection number: 195656

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Victoria Avenue Keighley West Yorkshire
Postcode:	BD21 3JL
Telephone number:	01535 610212
Fax number:	01535 210238
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs I Scarborough
Date of previous inspection:	17-20 March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
29262	N Hardy	Registered inspector	Information and communication technology Physical education Modern foreign language	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
9399	R Watts	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23453	C Cressey	Team inspector	English English as an additional language	
11419	J Underwood	Team inspector	Mathematics Religious education Music	
17685	L Spooner	Team Inspector	Science Foundation Stage	How good are curricular and other opportunities offered to pupils? Equal opportunities
30184	V Birkett	Team Inspector	History Geography Special educational needs	Spiritual, moral, social and cultural development
29989	P Goodsell	Team Inspector	Art and design Design and technology	Assessment

The inspection contractor was:

PBM Inspection Services Ltd
PO Box 524
Cheadle
Staffordshire
ST10 4RN

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	17
OTHER SPECIFIED FEATURES	18
Learning support Unit	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The number of boys and girls attending the school full-time, 452, is well above the average; a further 90 children attend a Nursery unit part time. The pupils are organised into single age classes, with two classes of the same age in each year group. The pupils from Years 2 to 6 are taught English and mathematics in smaller groups arranged by ability. The school is in an area of social and economic disadvantage. About a third of the pupils are eligible for free school meals and this is above average. The proportion of pupils from minority ethnic backgrounds, 97 per cent, is very high; almost all of these pupils speak English as an additional language. Almost three-quarters of the pupils are of Pakistani descent with most of the remainder being from Bangladesh. The first languages are Punjabi, Bangladeshi, and Gudjurati. More than a third of the full-time pupils have special educational needs, which is above the national average. Almost three times the average proportion of pupils have a statement of special educational needs. Of these, several have physical disabilities with many more experiencing learning, emotional and behavioural difficulties. When children first enter the Nursery, more than nine out of ten speak very little English. The proportion of pupils with expected or better attainment on entry is well below average. The number of pupils joining or leaving the school at other than normal times of admission and transfer is broadly average. The school was reorganised in 1999. Before reorganisation, the school took pupils up to the age of nine; it now takes pupils up to the age of eleven.

HOW GOOD THE SCHOOL IS

Standards are very low and the school requires special measures to help it improve. Very few of the eleven-year-olds have made the progress that they should in English, mathematics, and science between the ages of seven and eleven. Since the reorganisation of the school in 1999, there has been high staff turnover, difficulties in the management of pupil behaviour, and cramped split-site accommodation. These have reduced the effectiveness of the school and the overall standard of education provided is not acceptable. The headteacher and most of her staff are working very hard in difficult circumstances. There are successes but aspects in need of improvement far outweigh these. Since re-organisation in 1999, results achieved by seven-year-olds have been very low in reading and mathematics, and well below average in writing. The 2001 national test results for seven-year-olds are an improvement on 2000 but are still well below average. The first national tests for eleven-year-olds took place in 2001 and the results of these were very low indeed, reflecting a lack of challenge in the teaching, low expectations, and not enough being done to support older pupils learning English as an additional language. The cost of educating a pupil is above average. Given the results achieved and the quality of the education provided the school gives poor value for money.

What the school does well

- The provision for pupils in the Foundation Stage is good and children make good progress.
- The provision for the pupils' social and moral development is of a good standard.
- The work of the learning support unit enables pupils to be reintegrated to school life.

What could be improved

- Standards in English, mathematics and science throughout the school.
- The effectiveness of leadership and management.
- The quality, effectiveness, and consistency of the teaching.
- The quality and relevance of the curriculum.
- The use of assessment data to track the progress of pupils.
- The effectiveness of the governing body in providing direction to the school.
- Standards in information and communication technology, religious education, music, history, geography throughout the whole school and physical education in Key Stage 2.
- The effectiveness of the provision for pupils with English as an additional language.

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

In accordance with section 13(7) of the School Inspection Act 1996 I am of the opinion, and Her Majesty's Chief Inspector of school agrees that special measures are required in relation to this school. The main reasons for the special measures are:

- very low standards and insufficient progress since the re-organisation of the school;
- an unacceptable quality of education in Years 3 to 6;
- ineffective leadership and management;
- inefficient use of bilingual assistants to promote good quality education for pupils with English as an additional language.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the first inspection since the school was reorganised as a primary school. The Nursery, Reception, and Years 1 to 4 were inspected in March 1997 as part of the former first school. Insufficient improvements have been made in standards since the

school was reorganised. Test results for seven-year-olds show that not enough improvement has been made at this age since 1996. Expansion of the school has led to difficulties with accommodation and older pupils being taught in a temporary building away from the main school. Teachers who have been used to working with older pupils have been deployed to the school and not enough has been done to equip them with the skills necessary to teach all subjects to younger pupils and to achieve consistency in teaching quality. Behaviour among older pupils deteriorated after reorganisation, the rate of exclusion in 2000 was high, and this added to the difficulties the school faced in achieving higher standards. There has been less exclusion this year and there are early signs of improvement in behaviour. Attendance, although still poor, has improved over the past two years. The various difficulties have, nevertheless, resulted in the senior management having to divert their energies to solving these problems rather than to raising the standard of attainment and taking a longer term view of the educational direction of the school.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with				<i>Key</i>
	All schools			Similar schools	
	1999	2000	2001	2001	
English	No test	No test	E*	E*	Well above average A above average B Average C Below average D Well below average E
Mathematics	No test	No test	E*	E*	
Science	No test	No test	E*	E*	

The results for eleven-year-olds in 2001 were amongst the lowest in the country. Results for seven-year-olds have been well below average and sometimes in the lowest five per cent of schools since 1996 and were very low compared to similar schools. Between 1996 and 2000, the results for seven-year-olds improved little. In 2001, the seven-year-olds' results improved slightly against similar schools but remained well below the national average. The first results for eleven-year-olds since reorganisation show that standards are very low in English, mathematics, and science. Compared to their attainment at age seven, few of the eleven-year-olds tested in 2001 had made the expected amount of progress during their four junior years. Only a few eleven-year-olds exceeded the expected national level in English, mathematics, or science. Pupils with average ability were insufficiently challenged and most of them made insufficient progress. Pupils of below average ability make good progress in the Foundation Stage but progress elsewhere is slow. Pupils with English as an additional language generally make good progress in the Nursery and Reception Years, where support is better coordinated, but do not extend their knowledge of English quickly enough elsewhere in the school; progress is particularly slow in Years 3 to 6. The school does not currently conduct any rigorous analysis of pupils' achievement or progress by ethnicity and has little data on pupils from differing backgrounds.

The quality of current work in Years 1 and 2 shows that slightly more pupils are on course to attain the expected national level in English, mathematics and science in 2002 than in 2001, which is an improvement, although standards remain below the national average. In Years 3 to 6, current work shows that attainment in English, mathematics, and science is well below average. There are small signs of improvement but these are not enough for pupils to catch up on national expectations. Standards in information and communication technology, religious education, history, and geography are below average at both key stages. Those in art and design and design and technology are in line with those seen in most other schools. Standards in physical education are average in Years 1 and 2 but below average in Years 3 to 6. Not enough music was heard to make a judgement. The schools targets for English of 32 per cent of pupils attaining the expected national level was met but they failed to meet their target for mathematics. Targets for 2002 are double those for 2001 and are unrealistic. Pupils do not make sufficient progress in learning English because insufficient emphasis is placed on ensuring they use accurate language structures and appropriate vocabulary and teachers fail to target individual language needs to ensure pupils make sufficient gains in learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Most pupils, especially those in Years 1, 2, 3 and 4 concentrate on their lessons well.
Behaviour, in and out of classrooms	Behaviour in most lessons is satisfactory in the main but in some lessons the pupils become restless because the work is insufficiently challenging.

Personal development and relationships	Satisfactory. The rights of others are usually respected but there is some evidence of a lack of respect for girls and female members of staff by boys. The majority of pupils are polite and considerate towards others. Some teachers of older pupils have strained relationships with pupils. Responsibilities are accepted willingly although these are not extensive.
Attendance	Poor. Unauthorised absence is high and punctuality is in need of improvement.

Although no evidence of bullying or racism was seen during the inspection, some parents and pupils express concern about such instances occurring. Pupils believed these are dealt with appropriately. The rate of exclusion in 2000 was very high. Excluded pupils have been successfully reintegrated into school.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Unsatisfactory

The table gives comparisons with a typical school. The variable quality of teaching is resulting in improvements in the Foundation Stage and in Years 1 and 2 not being continued into Years 3 to 6. The amount of satisfactory or better teaching is similar to that found in most schools but less than half the teaching is good or better and this is much less than is typical and is a major reason why standards are not rising quickly enough. The amount of unsatisfactory teaching is similar to most schools and is spread evenly between the key stages. Unsatisfactory teaching occurs when teachers have limited knowledge of what pupils are to learn, there is too little challenge, the needs of pupils with limited understanding of English are not met and planning does not take account of what pupils already know and need to learn next. Much of the good or better teaching is in the Foundation Stage, where more than four-fifths is good, and in Years 1 and 2, where three-fifths is good or better. This includes about one lesson in five that is very good or excellent. This quality of teaching and learning in the Foundation Stage and Years 1 and 2 is similar to most schools. In Years 3 to 6, most of the teaching is satisfactory but with very little that is good or better and it is not raising standards to the level required.

The teaching in English is unsatisfactory overall and does not enable pupils to achieve as they should. Speaking skills are well below average and insufficient opportunity is given to expanding these skills. Teaching in mathematics is satisfactory in Years 1 and 2 but is barely satisfactory in Years 3 to 6 and unsatisfactory overall. Lessons fail to take account of what pupils know, pace is slow, and planning lacks detail. The teaching and learning of pupils with English as an additional language is unsatisfactory. Too little consideration is given to the linguistic needs of these pupils and this severely limits the progress they can make in many lessons. The pupils' work shows that there is insufficient challenge to enable them to learn at the rapid pace necessary for them to catch up with their peers. Work is not always well matched to learning needs. Pupils with special educational needs do not make the progress they should. The small amount of very good and excellent teaching inspires the pupils and teaches basic skills very effectively and efficiently.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Poor. All subjects of the National Curriculum and religious education are included but the strategies for teaching literacy, numeracy, and science are often ineffectively implemented. Lessons, especially those where pupils language needs are not met, lack relevance to all pupils' needs. Requirements are not fully met in music, information and communication technology, and physical education.
Provision for pupils with special educational needs	Just satisfactory but with areas for improvement. Extensive support is provided which enables pupils to join in most lessons. The special needs of pupils are met satisfactorily in literacy and numeracy because teaching groups are set by ability.
Provision for pupils with English as an additional language	Unsatisfactory. In many classes, there is too little emphasis on meeting these pupils' language needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision in moral and social development is good. Provision for spiritual and culture is satisfactory.
How well the school cares for its pupils	Satisfactory but with the need to increase the use of assessment information to help teachers improve planning to meet the needs of all pupils.

Not all curriculum policies are in place and many of those that exist are in need of review and revision. There is evidence that some aspects of the music, information and communication technology, and physical education programmes of study are not satisfactorily taught. A good range of extra-curricular activities is provided. Procedures for child protection and ensuring welfare, health, and safety are satisfactory. Parents of pupils in the early stages of special educational needs assessment are not able to participate as partners in the process to the extent recommended by the Code of Practice. Parents who responded to the questionnaire indicate that they are satisfied with the links with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Unsatisfactory. The problems faced by the management team including staffing, pupils' behaviour, and building work have seriously undermined the effectiveness of leadership and management. The aims for the school are appropriate but too little progress has been made towards achieving them. Too much time is spent on dealing with day-to-day problems and insufficient time spent on planning for the improvement of standards.
How well the governors fulfil their responsibilities	Unsatisfactory. Governors have an insufficiently clear view of the strengths and weaknesses of the school and are not yet sufficiently able to provide good support to the leadership and management team in deciding the direction of the school. Not enough regard is given to the Code of Practice for pupils with special educational needs.
The school's evaluation of its performance	Underdeveloped. The monitoring of teaching is in place as is the assessment of pupils' work but neither is sufficiently rigorously applied to provide a clear picture of where good practice can be found and what should be improved next.
The strategic use of resources	Unsatisfactory. Weaknesses in the use of staffing resources result in an under-use of some experienced staff who could be more productively used to raise standards than is currently the case.

Staffing is generous but not always used to the best advantage to improve the education of the pupils. Some teachers do not yet have sufficient knowledge of the National Literacy and Numeracy Strategies to teach them effectively. The need to have Years 5 and 6 located at some distance from the main school has not helped to unify the school. New building extensions should improve the situation. Some teachers have only recently taken on their subject management roles and have not had sufficient time to effect positively the work in their subjects. Managers of core subjects are not always in a position to exercise sufficient influence on the senior management team. Learning resources are at satisfactory levels in most subjects but the number and use of computers is limited and library facilities are inappropriate and do not lead to independent study.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school. • The teaching is good and pupils are making good progress. • The school expects children to work hard and achieve their best. 	<ul style="list-style-type: none"> • The amount of homework provided for pupils. • The school working more closely with parents. • The range of extra-curricular activities. • A few parents have concerns about bullying and the misbehaviour of some pupils.

The inspection team agrees with parents that most children enjoy attending school. Evidence from the inspection indicates that the quality of teaching is not good enough to raise standards and pupils are not making the progress that they should or of which they are capable. The inspection also finds that the levels of homework provided are inconsistent. The range of extra-curricular activities is good but often restricted to older pupils. No bullying or serious misbehaviour was seen.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Only one set of results is available for eleven-year-olds in English, mathematics, and science since the school changed to a primary school in 1999. The proportion of eleven-year-olds attaining or exceeding the expected national level in 2001 was very low and amongst the lowest five per cent nationally in all three subjects. The results for seven-year-olds in 2001 were well below average in reading, writing, and mathematics. Results in reading and writing have remained below and well below the national average at the age of seven for the previous two years. When compared with schools with pupils from similar backgrounds, results among eleven-year-olds remain well below the average.
2. Differences in the test results between boys and girls vary from those seen nationally. Girls at Key Stage 2 out perform boys in both English and mathematics. The gap between the two narrows in science but more girls than boys attain the expected standards. More girls also attain the higher grades. In Key Stage 1, boys produce better results in all three areas, reading, writing, and mathematics. In mathematics, more boys also reach the more difficult Level 3.
3. The school cannot provide an analysis of the attainment of different groups of pupils such as by ethnic background, special educational needs, or English as an additional language and this is a serious shortcoming. Some analysis of test results is completed and used by the school to arrange pupils into sets for English and mathematics. This analysis is not used sufficiently well to help in teachers' planning and results in progress slower than it could be. Because information on the progress of the varying ethnic groups is unavailable, the school is unable to focus accurately on specific groups to bring about improvements in both achievement and attainment.
4. Pupil mobility, especially into the school, lowered overall pupil attainment in Year 6 in 2001. Many of those entering the school achieved below average levels and several were identified as having special educational needs. The effect of extended holidays is limited with little variation from that seen nationally. The school has not analysed the impact of pupil mobility or extended holidays on the attainment of pupils.
5. When the 2001 Year 6 cohort of pupils took the tests as Year 2 pupils in 1997 their results for reading, writing and mathematics were well below average and very low compared with their peers in other schools. When these same pupils took the national tests at the end of Year 6 their results remained very low, an indication that progress has been very limited. Attainment on entry to the Reception classes is well below average. Results for pupils in both key stages, up to and including those in 2001, indicate that achievement has improved little over their time in the school. There are some indications of improvements in the current Year 2 cohort but standards are likely to remain below average. School reorganisation, pupils' behaviour, building works, and the introduction of staff from other schools have all led to short term difficulties. Insufficient action by senior management to offset the difficulties has resulted in unsatisfactory progress towards raising standards across the school. Standards of current work remain well below average in English, mathematics, and science. Among the current Year 6, standards have risen slightly since last year but results remain well below average because of insufficient challenge and low expectations.
6. Compared to previous standards achieved by seven-year-olds, inspection evidence indicates that standards, especially in mathematics and in writing, are rising and are likely to be closer to average levels than in previous years although not up to average levels against all schools. Standards for eleven-year-olds remain well below average although small rises from previous levels can be expected.
7. In the other subjects, standards at the ages of seven and eleven are average in art and design, design and technology, and physical education at Key Stage 1. Standards are below average in information and communication technology, religious education, history, and geography at both key stages and in physical education at Key Stage 2. Many of these subjects are dependent on the pupils' understanding and knowledge of the English language and their limited skills slows their achievement appreciably.
8. In English, typical eleven-year-olds enjoy conversations with adults and are able to express themselves at length. In lessons, however, there are too few opportunities to enter discussions and to develop ideas. The reading materials lack challenge and books are not always appropriate. Reading often lacks expression and pupils do not always understand the vocabulary in the text. Too often pupils' writing lacks structure. Insufficient time is given to independent writing. Written work is often unfinished and writing skills are insufficiently reinforced in other subjects. In mathematics, pupils use a range of mental strategies to calculate answers but few have sufficiently well developed skills to do this quickly. They recognise and can name the properties of three-dimensional shapes and can calculate perimeter although knowledge of area is less secure. Language skills are insufficiently well developed to enable pupils to interpret questions and solve problems.

In science, the eleven-year-olds have only a limited understanding of scientific enquiry because of the limited opportunities on offer. Some higher attaining pupils understand how the body functions and how electric circuits operate but for many other pupils, scientific knowledge is limited.

9. Pupils who are seven years old have below average speaking skills and encounter difficulties with grammar and with tenses. Listening skills are developed satisfactorily and are at appropriate levels. No pupils have reached the higher levels in reading. Pupils know letter sounds and are able to build words but read with little expression and a limited understanding of content. Pupils that are more able understand punctuation in their reading and this helps to enliven what they read. Standards in writing are improving because pupils are being appropriately taught the basic skills. This helps them with their spelling, grammar, and their knowledge of punctuation. There are, however, insufficient opportunities for pupils to write freely, expressing their own ideas, and standards remain below average. In mathematics, pupils are able to add numbers mentally up to 20. Many collect data and use it to construct graphs. Problem solving skills are below average because of limited language skills and the inability of many pupils to understand what the written question wants them to do. In science, pupils are given too few opportunities to investigate scientific questions and to record their findings. Progress towards higher attainment is limited by language skills that restrict attainment and lower overall standards. Standards among four and five year olds are well below those usually seen in communication, language and literacy, mathematics, knowledge and understanding of the world and creative development. Standards are at average levels in personal and social development and in physical development. Children in the Nursery make good progress especially in learning to speak English although standards remain well below average. Children in the Reception classes continue to achieve well and for these pupils, standards continue to rise.
10. Pupils with special needs are identified using the baseline assessment, national test results, medical recommendations, and teacher observation, and these arrangements are satisfactory. The majority of pupils with special educational needs also have English as an additional language, and support is available from the local authority in making decisions regarding the nature of the pupil's difficulty. The progress that pupils with special educational needs make is largely dependent on the skill and commitment of particular teachers; overall, progress for these pupils is inconsistent and unsatisfactory. The quality of the individual education plans provided is also inconsistent. Some of the targets on the plans do not reflect the specific needs of individual pupils. There is no individual tracking system in place to chart the progress of pupils and the analysis of results does not examine the progress of different ethnic groups.
11. About half the pupils are at an early stage in learning English as an additional language and a majority of those entering the school are not fluent users of English and need additional support to access the curriculum. The skills of bilingual staff in the Nursery and Reception Years are used well to assess children's attainment levels when they first enter school and this enables staff in those years to build effectively on what children already know and can do. Progress in learning English as an additional language elsewhere is unsatisfactory, largely reflecting the poor deployment of the bilingual and language support assistants.
12. Baseline assessment indicates children enter school with a very limited knowledge of spoken English. Most children make good progress in the Nursery and Reception classes and this has a positive impact on their attainment in all areas of the curriculum. However, this is not built on effectively in the infants and juniors. Standards overall are low and pupils do not achieve as well as they should.
13. The targets set for 2001 in English at 32 per cent of pupils achieving Level 4 were met. The school failed to reach its target for mathematics with only 20 per cent achieving Level 4 rather than the expected 28 per cent. The targets for 2002 set in conjunction with governors and the local education authority at 65 per cent of pupils to achieve Level 4 in English and 63 per cent in mathematics are extremely challenging. Inspection evidence indicates that these targets are unlikely to be achieved.

Pupils' attitudes, values and personal development

14. Pupils' attitudes to school are satisfactory. Most parents believe that their child enjoys coming to school. Some pupils spoken to were however, less enthusiastic and wanted less time in lessons and more playtimes. Most pupils are punctual but amongst those who are late, there is sometimes a lack of urgency to arrive at school on time. In the most stimulating lessons, pupils are keen to answer questions and share their ideas. In conversation, some older pupils are positively overflowing with opinions and descriptions of what they have learned. Others are much less confident in expressing views and need to be cajoled into participating in lessons. Generally, pupils begin work promptly when asked and continue to work when guided by an adult. In some classes, they also work steadily and independently provided the task is well within their capabilities. However, in many lessons, the instruction is over-directive and they are given insufficient opportunities to display initiative. Pupils are keen to take part in practical activities and are enthusiastic in participating in extra-curricular activities.

15. Pupils behave satisfactorily around the school and in lessons. In most cases, they respond with obedience to the teachers' instructions and accept the need for rules, which they help to formulate. They understand the difference between right and wrong. Provided good teaching stretches them and supports them appropriately, pupils behave well but too often there is an undercurrent of restlessness because they are insufficiently involved in what is going on. They behave in a civilised manner in the dinner hall, although the noise levels are very high. In the playground, groups mix well and are generally aware of each other's needs. Most pupils are courteous, although some older boys tend to push and show lack of consideration. Whilst by no means universal, there is evidence that a few boys do not fully respect girls and female staff members. Some parents and pupils complained about bullying but none was seen and most pupils thought it would be resolved if it occurred. The few white pupils are well integrated and no evidence of tensions between different ethnic groups was seen. The rate of exclusion last year was very high. The pupils were largely excluded because of violent and verbally abusive behaviour. None of these was permanent and, in most cases, the pupils were successfully reintegrated into school life. No examples of such extreme bad behaviour were seen during the inspection.
16. Relationships within the school are satisfactory but they vary from good to unsatisfactory. Most pupils respect each other and adults and are aware of the results of their actions. However, their sense of moral judgement is more related to consequences for themselves than impact on others. They respect the right of others to have different beliefs from their own. Most staff provide good role models and the good rapport in their lessons allows debate in which pupils begin to develop their speaking skills, which are often poor when children begin school, and insufficiently developed by the time they finish. This restricts their ability to discuss issues and improve their social development. However, some staff, particularly at the upper end of the school, have rather strained relationships with pupils and sometimes speak to them in ways that diminish their self-esteem. Pupils willingly accept practical responsibilities when offered, although opportunities are not very extensive. Older pupils have roles as monitors helping within the classroom. They also take their role in supporting younger pupils at dinnertime very seriously.
17. Attendance is poor and well below the national average. However, it improved very considerably over the previous two years and the extent of unauthorised absence has been reduced from very high to about double the average. About one per cent of the absence is incurred by pupils taking up their right to days for religious observance, almost entirely the celebration of Eid-al Fitr. Another additional one per cent is from pupils taking long absences in term time to visit family in Asia. The extent of this has been reduced in recent years, largely because the school has emphasised to parents the benefits of maximum attendance. However, this absence has a negative effect, particularly on the learning of younger pupils who are just beginning to acquire English. Lateness, by a small minority of pupils, sometimes disrupts the start of learning.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The teaching is variable and inconsistent in quality. Although good in the Foundation Stage and satisfactory in the Years 1 and 2, it is unsatisfactory in Years 3 to 6 when compared to the national picture. This contributes to the well below average attainment of pupils, particularly those in Years 3 to 6. The amount of satisfactory or better teaching seen during the inspection, 95 per cent, is similar to the typical national picture provided in Her Majesty's Chief Inspector of Schools' annual report. The amount of good or better teaching, 48 per cent, is much less than is usually found. Most of the good or better teaching is in the Foundation Stage and Years 1 and 2; more than 80 per cent and 60 per cent respectively. The proportion is only 38 per cent in Years 3 to 6, which is very low and is about half that of the typical school. While the amount of unsatisfactory teaching at five per cent is typical of many schools, there are many weaknesses in lessons. These included low expectations of what pupils can and should be achieving; teaching methods that do not challenge all pupils; the ineffective management of pupils in some lessons; and the teaching of basic skills. Although these weaknesses did not occur in every lesson, they did in sufficient lessons to cause concern.
19. This picture hides the quality and effort that many teachers put into their work, seeking to improve the education provided for pupils. Staff turnover, especially in Years 3 to 6, has not helped to improve the situation. Nor has the ineffective use of senior teaching staff, who are taking supportive roles in classrooms rather than using their skills and expertise more effectively to teach children directly.
20. There are instances of very good and excellent teaching. Most is concentrated in Years 1 and 2, where 20 per cent of the teaching was very good or excellent. In these lessons pupils are very well motivated and very interested in all that they are doing. They are eager to answer teachers' questions, which are designed to challenge and extend thinking. Expectations in very good and excellent lessons are high and teachers require pupils to explain the reasons for their answers. Vocabulary is extended very quickly and teachers insist that pupils use their increased word power correctly. Other skills were developed in an excellent English lesson where pupils explored the use of information and communication technology to increase their understanding and interest. However, very few lessons are of this quality in the school as a whole. Often lessons do not challenge pupils to extend their understanding of language and teachers accept answers in inappropriate forms rather

than insisting on full answers. Pupils often have difficulty in understanding what they have to do, for example when solving written mathematical problems and this too delays progress.

21. The quality of teaching in the Foundation Stage is good. Lessons are well planned and teachers build into lessons opportunities for the pupils to talk and acquire a more extensive vocabulary. Effective support is provided to develop pupils' understanding of English. Teachers work effectively as a team, take careful note of the needs of all pupils, and provide activities to match these needs. Teaching is well organised and children are encouraged to develop their independence.
22. Appropriate skills in literacy and numeracy are not always taught sufficiently well especially in Years 3 to 6. Some teachers new to the school do not have sufficiently well developed knowledge and understanding of the National Literacy and Numeracy Strategies although the school has attempted to overcome this through the provision of additional training for these teachers. Pupils' speaking skills are not suitably developed and, in many lessons, too few opportunities are given for pupils to discuss their ideas and to extend their vocabulary. Much of the teaching is too directed and only requires limited response from pupils. The development of reading skills is not always appropriate to pupils' needs and offers insufficient challenge to develop the necessary knowledge to enable them to acquire higher levels of understanding. Pupils increase their skills and knowledge in handwriting, spelling, and punctuation but these are not carried forward into pupils' independent writing. Older pupils produce insufficient independent written work to ensure that they consolidate the necessary skills. Work in English is not always well matched to pupils' needs. It often does not take into account the pupils' linguistic limitations, explanations are not always clear and pupils are uncertain what to do. In numeracy, the pace of lessons is often too slow to ensure that pupils make the progress they need. These shortcomings result in rates of learning that are slower than they need to be to raise standards. The arrangements recently introduced by the school to place pupils in groups by ability from Year 2 to 6 in English and mathematics is enabling teachers to provide work which more closely matches needs and is showing some early signs of success. The provision of homework, especially in Years 3 to 6, is inconsistent and does not sufficiently extend pupils' knowledge and skills.
23. The teaching of pupils with special educational needs is of variable quality, and largely depends on the ability of individual teachers to meet the particular needs of these pupils. The use of the many additional support teachers and teaching assistants enables pupils to receive a good level of individual attention. In some classes, this support is used well, for example when the content of the lesson is carefully explained so that the pupils can take a full part in the learning. In other classes, the planning makes little mention of what pupils with special educational needs are going to do and learn. In literacy and numeracy lessons, pupils are placed in ability sets from Year 2 onwards and receive suitable additional support. These classes are small and pupils receive work at appropriate levels to meet their needs.
24. The quality of individual education plans for pupils with special educational needs is inconsistent and targets lack clarity. The planning of some teachers takes insufficient note of the content of the pupils' individual education plans. Appropriate information on the needs of pupils with special educational needs is not consistently supplied to teachers. Often the needs of the pupils on the special needs register are met by the support assistants who provide much of the teaching required. The support assistants usually have a secure knowledge of the contents of pupils' individual education plans and monitor their progress accurately. In several lessons, too much support is provided and this stifles pupils' progress so that when support is not available, pupils have not got the independent skills to allow them to take a full part in lessons.
25. The overall quality of teaching for pupils with English as an additional language is unsatisfactory. Class teachers, support teachers, and teaching assistants do not work effectively together to ensure that pupils have appropriate access to the National Curriculum. There is a lack of good opportunities for pupils who are learning English to develop effective listening, speaking, reading, and writing skills. Teachers do not always provide sufficient encouragement for pupils to speak up with confidence and clarity. Within lessons, learning objectives are often too general and do not relate to pupils' acquisition of English. Insufficient emphasis is placed on ensuring pupils use accurate language structures and appropriate vocabulary. Bilingual teachers and support staff are not used effectively to explain vocabulary and concepts to those pupils whose level of English language limits their knowledge and understanding of the subject being taught.
26. In a significant number of classes, there is insufficient emphasis on targeting individual language needs to ensure pupils make sufficient gains in their learning. Across the school, assessment procedures are not yet rigorous enough to identify specific learning needs and set individual targets to move learning on and improve standards and individual achievements.

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

27. The quality and balance of the curriculum is poor. While the school makes satisfactory provision for pupils with special educational needs overall, the strategies in place to develop literacy, numeracy and science are ineffectively implemented. As a result, standards in English, mathematics and science are well below average and the school fails to promote the

pupils' intellectual development to a level that prepares them well for the next stage of education. National Curriculum requirements are not met in aspects of dance in physical education, music, and in control and modelling in information and communication technology. There are also weaknesses in the range and balance of provision in English, mathematics and science particularly in Years 3 to 6. Religious education is not taught in sufficient depth to meet the requirements of the locally agreed syllabus.

28. There is insufficient emphasis on problem-solving and investigational activities in mathematics in Year 1 to 6 and in science in Years 5 and 6 and this is a significant weakness. Opportunities for pupils to develop independent writing skills in English and across the curriculum are limited. There are not enough opportunities planned for speaking and listening, particularly in class discussion sessions, slowing pupils' language development across the school. The implementation of the literacy strategy is currently not meeting the needs of pupils who have English as an additional language. Pupils have limited access to the library and this prevents them from developing good library and research skills to support their learning in all subjects. Although there are examples of literacy and numeracy skills used in other subjects, such as science, the application of skills needs to be extended across a range of subjects.
29. Planning takes satisfactory account of the most recent curriculum changes and schemes of work are in place. Very few subject policies are up to date, some such as a policy for French are not yet written, and several are in need of urgent review and revision. The teachers appropriately plan in year groups and this has the potential for consistency in provision between classes.
30. The curriculum for children in the Foundation Stage of learning is good. Planning covers all six areas of learning and makes provision for the children to achieve well in all of them apart from outdoor provision for physical development, where there are shortcomings for the Reception Year. Learning objectives are clearly identified and there is a good balance between directed and independent tasks. Elements of the National Literacy and Numeracy Strategies are being introduced in the Reception classes. Reception children take part in school assemblies. Good provision is made for outdoor play in the Nursery but outdoor provision in the Reception classes is unsatisfactory. The school is aware of this and has included it in the school improvement plan. Children in the Reception classes have regular access to the school hall for physical and creative development lessons.
31. Pupils with special educational needs have access to broadly the same curriculum and take part in all subjects including physical education. Teaching assistants support special educational needs pupils satisfactorily but time needs to be used more effectively and individual educational plans used to focus attention where it is needed. The targets for the next steps in pupils' learning are not always sufficiently detailed or clear.
32. The curriculum for pupils with English as an additional language is unsatisfactory. Insufficient emphasis is placed on developing pupils' acquisition of appropriate language to help them gain access to all the subjects of the curriculum. Pupils' own cultures are rarely reflected in a meaningful way through the curriculum. Curriculum initiatives are not evaluated in terms of whether they meet the specific needs of pupils with English as an additional language. The specific needs of pupils in relation to the literacy hour have not been considered sufficiently to ensure pupils gain the maximum benefit from the strategy. Learning is often too teacher directed and pupils have few opportunities to interact with adults and develop appropriate models of language. Teaching materials and books are not always sensitive to pupils' cultural and religious backgrounds.
33. Satisfactory provision is made for personal, social, and health education. A programme of study is in place and the school organises a visit by the 'Life Caravan' each year. A major focus in the programme of study is in raising pupils' awareness of stereotyping and racism issues. Sex education and drugs awareness are taught principally through the science curriculum and other subjects as appropriate. Although the governing body has ensured that a sex education policy is in place, this has not been reviewed since the school's status was changed to that of a primary school and this is unsatisfactory.
34. The school makes good provision for pupils to take part in a range of out-of-school clubs. In addition to providing a breakfast club, the school offers pupils opportunities to take part in a range of activities. These include football, netball, hockey, cross country running, gymnastics, guitar class, recorders and art. Pupils in Years 5 and 6 are also given the opportunity to take part in a residential visit to Nell Bank Outdoor Pursuits Centre. All activities are open to both boys and girls but are only made available to pupils in Years 3 to 6.
35. There are satisfactory links with the community. Community Industry trainees are involved in a range of work in the school including supporting groups of pupils during lessons and helping with the breakfast club. In addition, the school organises a Women's Health Day each summer term. The school also has ongoing links with the three local mosques. Links with the wider community are made through a range of visits and visitors. A good example of this was when Year 3 pupils presented a visitor from Japan with a book that they had made about the local area as part of their work in

geography. Year 5 pupils are setting up an Internet communication with a school in Canada. Links with the secondary school and primary schools in the area are satisfactorily established through inter-school visits and competitive sport.

36. Provision for pupils' spiritual, moral, social, and cultural development is good overall. The school is developing an ethos that encourages pupils to show respect for themselves, other pupils, the school environment and the community.
37. The school makes satisfactory provision for pupils' spiritual development. Some opportunities are created to allow pupils to enjoy the world of nature and, on a trip to the local park, pupils had opportunities to experience a sense of awe and wonder at its breadth and diversity. The programme for acts of worship reflects the cultural diversity of the school and provides opportunities for pupils to reflect upon feelings and personal values. The assemblies recognise and celebrate the beliefs of various religions, including Eid, Diwali, the Chinese New Year, as well as the main Christian festivals. There is a weekly Muslim assembly, taken by a visiting Muslim, for all pupils who wish to attend. There is the option of a Christian assembly for pupils who do not wish to join with the Muslim celebration.
38. The school makes good provision for the moral development of pupils. School rules are displayed throughout the school and good behaviour is further promoted in school assemblies. Most adults in the school provide good role models and pupils are taught the difference between right and wrong. All teachers and pupils are aware of the sanctions the school applies in cases of misbehaviour. There is also a good work assembly where pupils are acknowledged not only for their work but also for good behaviour.
39. Provision for pupils' social development is good. Pupils are encouraged to relate well to each other. This is achieved by giving older pupils the responsibility of looking after younger pupils at dinner times to help them settle into school routines and play and socialise with others. Teaching assistants are employed to support the social development of pupils, both at lunchtime and during lessons. There is also a breakfast club, run by the learning mentors, where further opportunities are provided for the development of social skills. The work of the two learning mentors employed by the school is very effective, allowing stronger links to be forged with parents, and encouraging parents to come into school and be involved with the education of their children.
40. Provision for cultural development is satisfactory. Art is prominent with good displays of pupils' work, and examples of work by the French impressionists provide a stimulating entrance to the school. Aspects of the French language and culture are taught in school. Pupils' learning is enriched with visits to places of cultural interest in the vicinity. These include East Riddlesden Hall, Kirkstall Abbey, and Bolton Abbey. There is a shortage of books in school relating to other cultures, but this is mainly due to lack of access to the library during the school day, and teachers have to rely on the limited selection of books available in classrooms.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school is generally a caring and secure place for children to learn. Child protection procedures meet local guidelines and staff are trained in their use. Outside agencies give good support. Well-trained adults care for those pupils who have medical problems, are ill, or have accidents at school. Staff keep a close watch for safety hazards and procedures for regular formal risk assessments are well established. There are regular checks on fire safety and electrical equipment and the school holds fire drills as required. One concern noted during the inspection was the practice of insisting that pupils take off outdoor shoes when in school. Not all pupils have alternative footwear and many were moving around the school in socks or bare feet. This is an unsafe practice, which could lead to damage to toes, tripping, spread of fungal infections, or risk during fire evacuation.
42. The systems for monitoring pupils' academic performance and personal development and for providing educational and personal support and guidance are satisfactory overall. The school has satisfactory procedures for promoting good behaviour. Pupils appreciate the system of rewards and understand the sanctions. Where relationships are good, these work smoothly. Procedures are more formal in Years 3 to 6 and do not always promote good relationships, nor are they totally effective in every class. Those pupils who are withdrawn to the Learning Support Unit, because of difficulties in managing their behaviour, receive very good support. All pupils are taught about behaviour during assemblies and in personal and social education lessons. The school deals with bullying and racism effectively, although some pupils and parents are not always satisfied with the outcomes. When pupils were excluded last year, the school operated appropriate procedures to ensure that this was fair and that parents were appropriately involved. Good attendance is rewarded both individually and for classes and the school has made good efforts to reduce the amount of unexplained absence and the length and frequency of visits in term time to families in Asia. The latest guidance on contacting parents on the first day of unexplained absence, and accounting for pupils who come and go during a session, has been fully implemented and has had a good effect on reducing absence.

43. The school has put in place procedures for assessing pupils' attainment in English, mathematics, and science. In English and mathematics, the assessment information is used to place pupils in ability groups in Years 2 to 6. This information is also used to create ability groups in classes. However, the school makes insufficient use of the results of assessments to help in their planning to deliver the relevant curriculum to all pupils. This results in pupils not making the progress they could if more detailed information had been available.
44. As well as the statutory tests, the school uses a range of annual non-statutory tests to check the pupils' learning but it does not sufficiently analyse the results of these to identify the strengths or areas for development and to use the information to plan future work. Nor are the outcomes of tests rigorously checked to identify trends in the progress of pupils of different genders or from different ethnic backgrounds. Some teachers set individual targets for pupils using the information they have, for example in reading, but many of these targets are out of date and are of limited use. The provision of targets is inconsistent. In some classes, pupils have mathematics' targets in the front of their books but this is not the case throughout the school.
45. In addition to standardised tests, the teachers gather additional information through end of unit and half-termly tests. Spellings, key words, and multiplication tables are tested regularly. Although the teachers work systematically to collect this information they do not always use it to ensure that the pupils are clear about what they need to do to improve and what they need to learn next. The school has changed its pattern of meetings for parents. Although has open days and two consultation evenings, which is more than expectations, some parents do not feel fully informed about their child's progress.
46. The overall tracking of pupils' progress on an individual basis is underdeveloped and it is difficult for the school to check that pupils are making the progress that they should. The school has begun to work on the installation of a computer program, which provides help with the analysis and interpretation of the data collected.
47. The school is beginning to assess pupils' progress in subjects other than English, mathematics, and science by using the suggestions in the national guidelines for each area of the curriculum. This work is at an early stage of development and teachers are not yet fully aware of what the pupils already know and understand, for example in history and geography, in order to plan the work at a suitable level to ensure better progress in these subjects. The school has plans to improve these areas in the future.
48. The assessment coordinator has organised the range of tests that the school uses and provides a timetable of when tests are to be taken. Rigorous monitoring and analysis of tests is not sufficiently developed nor is the information sufficiently used to guide the teachers' planning. During the inspection, much information on pupils' progress was not available and information on the progress of the varying ethnic groups had not been completed.
49. Teachers are provided with files that give information about pupils with special education needs, with a note on the nature of the need. Teachers complete the individual education plans for pupils but many of these are group plans and do not take account of a pupil's individual special need. The quality of individual education plans is better in Years 1 and 2 but a lack of assessment information in Years 3 to 6 means teachers of these pupils lack guidance for constructing specific targets. The special educational needs coordinator is involved in the writing of individual education plans for pupils. Targets are often vague and do not lead to precise and clear plans to improve pupils' learning. The special educational needs coordinator does not monitor the delivery of the education plans. Parents are not invited to the reviews for pupils on the early stages of the special educational needs register, nor are they given copies of the individual education plans or asked to contribute to the achievement of the targets and this is unsatisfactory. There is no formal monitoring of the pupils' personal development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. Parents are generally satisfied with the school. At the meeting held before the inspection, a majority of parents were satisfied with most aspects of school life, although a minority had concerns about behaviour and bullying and communications with parents. In the questionnaire, a small number of respondents expressed concerns about some aspects of the school but the large majority of parents were very positive. Parents felt that their children enjoyed school and that they were expected to work hard.
51. The school has worked hard to forge links with parents but the response of parents is well below average for primary schools. Before children start in the Nursery, parents are visited at home, often by bilingual staff, and helped to understand how their child will be taught. The school shows a professionally produced video in the main ethnic minority languages, which also gives details of how parents can help their child at home. At meetings before the child starts, staff encourage parents to play an active part in their child's education. Information is displayed around the school and there are regular

newsletters on routine matters as well as topics to be taught. Most communications have notes in the two main community languages stating that bilingual speakers at the school can answer questions. Some documents, such as the Home-School Agreement, can be requested in other languages. The annual pupil reports, whilst meeting the requirement to report progress on every subject, use technical language which may not be understood by many parents. The process of producing them, using a computer comment bank, has been insufficiently refined to avoid stilted repetition, which gives them an impersonal feel. In some cases, blanks are left in the text, which further implies that reporting is by machine. The school has worked hard with parents to improve attendance and reduce the length of extended absence.

52. Despite the school's efforts to involve them, few parents attend meetings to discuss the way their child is taught, and less than half attend the twice-yearly opportunity to discuss their child's progress. Parents of the younger children are most involved, as they often see staff at the end of the school day. Parents of pupils with special educational need are rarely consulted in the review of their child's progress. Although some parents give good support at home, others are limited by their own command of English. The inconsistent support for reading and homework is reflected in the poor reading standards of many pupils. Some parents volunteer to help around the school and this is much valued by staff. Although there is no formal parents' association, parents support social activities organised by the school and some attend assemblies.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The leadership and management of the school by the headteacher, the senior management team and other key staff is unsatisfactory and has not been able to raise standards or improve the quality of education offered to pupils quickly enough. The reorganisation of the school together with substantial changes to staff, building works, and discipline problems have all contributed to a reduction in the effectiveness of leadership and management and of efforts to build a high quality teaching team. The headteacher's aims and aspirations for the school have not been transformed into action that is supported by all of the staff. This is slowing the pace of change and leading to unacceptable variations in the quality of education. Much time is spent dealing with day to day problems and insufficient time planning strategically for improvement. There have been successes such as the raising of the quality of support staff for the five to seven-year-olds but these have had insufficient time to benefit the pupils' education especially for ten and eleven-year-olds. The capacity for further improvement at the rapid pace needed is insufficient without special measures being applied.
54. Most members of the senior management team understand their roles and share a commitment to improving the school. Several members of the subject and middle management team are recent appointments to the school and others are new to their roles. Satisfactory job descriptions have been written but these are not yet being followed in full. Levels of management expertise vary. Subject managers are not spending enough time identifying and sharing good practice among their colleagues to increase the effectiveness of the teaching and raise standards; they are insufficiently involved in checking the quality of teaching, planning, and pupils' work. Some managers of core subjects such as English are not members of the senior policy making group and this diminishes their influence over the major priorities for development. The turnover of staff has resulted in inadequate leadership in vital areas such as the teaching of English as an additional language.
55. The leadership and management of special education needs are unsatisfactory. Records are not maintained or managed efficiently and this is making it difficult for managers, teachers, and key staff to acquire a complete picture of the pupils' needs and their progress over time. The special needs coordinator has not monitored the effectiveness of provision and pupils' progress is not tracked. The school is, however, well supported by outside agencies including the educational psychologist, the services supporting pupils with physical and hearing difficulties, and the physiotherapist. The special needs coordinator meets the teaching assistants weekly to discuss pupils' progress, which is good practice, and all assistants have timetables, are involved in the planning processes, and most have received some training from the special needs coordinator.
56. The educational direction to the development of English language support is unclear. Support teachers and assistants are not effectively deployed to be able to have a significant impact on the quality of pupils' learning, particularly as pupils get older and their language and support needs change. The school does not use its assessment procedures effectively to identify where language needs are greatest. Although there is usually more than one member of staff in each class, they are not always sufficiently focused on pupils' linguistic needs.
57. The school has not improved quickly enough since its reorganisation. In information and communication technology, music and in religious education, standards have fallen. The quality of teaching varies too much and not enough is being done to produce a high quality team of teachers. Arrangements for assessing pupils' work are satisfactory but are not yet sufficiently well organised to enable teachers to use the information effectively to help with curriculum planning and improve learning.

58. The school improvement plan does not give sufficient priority to the most relevant development needs. Targets focus on improving standards but fail to provide sufficient step-by-step guidance on achieving this. Some focus is placed on the curriculum and on pupil attendance and behaviour but specific targets to improve the teaching of English as an additional language are not given adequate priority, particularly as the inspection identifies this as an area of significant importance in pupils' underachievement. Raising the quality of all teaching to that of the best is also given limited recognition. The school improvement plan is a comprehensive document but time scales for completion are often unreasonable.
59. The governing body is supportive but does not play a fully effective role in the strategic management of the school and in shaping its future and this is unsatisfactory. Governors take a positive role in aspects of decision making such as the appointment of support assistants but do not effectively monitor and evaluate the school's performance and compare this with similar schools in sufficient detail. Governors are too dependent on the headteacher for detailed evidence on standards and the quality of provision and are unable properly to hold the school to account for standards achieved. Financial aspects of the governors' role are appropriately completed.
60. The arrangements for the professional development of teachers are satisfactory overall but have not been effective with all teachers. The teaching of literacy and numeracy with older pupils has been a major focus of training but standards remain well below national averages. Staff induction arrangements are satisfactory and teaching and support staff have mentors who provide help and support to those new to the school.
61. The systems for school self-evaluation are underdeveloped. The arrangements for observing teachers have been established but a rigorous programme of visits has yet to be implemented. Lesson observations are recorded and used to identify areas for staff development. Insufficient time is spent on reviewing the quality of pupils' work. Assessment arrangements are insufficiently used to monitor performance, check progress, or identify priorities for improvement.
62. The school has large funds available for spending over and above the immediate areas of administration, classroom teachers, and maintenance. The targets for the expenditure of these funds, over which the school has a large measure of discretion, is not clearly laid down in the school development plan and the school has no clear system for evaluating the effectiveness of their expenditure. In particular, expenditure on additional staff is not currently effective. Once the budget has been set, expenditure is carefully monitored and proper control is exercised. Financial procedures are effective in the day-to-day running of the school. The school applies the principles of best value to the goods and services it purchases but not to educational developments and there is insufficient awareness of the value that the school gives in comparison with similar schools.
63. Aspects of the accommodation are unsatisfactory. The school currently occupies two sites and this is resulting in an ineffective use of facilities such as the school hall and the computer suite. The school has no playing field. Arrangements have been made for the use of a local sports centre that has good facilities but this is providing a rather inflexible solution for outdoor physical education. Resources for information and communications technology are limited. Access to the library is limited for several classes and this inhibits independent study. There is a shortage of books. Learning resources in other subjects are generally adequate. The number of staff, both teachers and teaching assistants, is very high but they are not always used efficiently, particularly staff who support pupils with special educational needs and pupils learning English as an additional language in Years 3 to 6. Some areas of the curriculum lack expertise, for example music. Several teachers in Years 3 to 6 are insufficiently trained to teach the full curriculum to the older pupils. This is only partly mitigated by teachers with expertise in particular subjects teaching more than one class in that subject.

OTHER FEATURES

Eastwood School Learning Support Unit

64. The purpose built learning support unit was opened in September 2001 with funding from the government to support vulnerable pupils every morning over a period of six weeks to enhance their self esteem, improve behaviour and accelerate learning. In the afternoons, other pupils from the school are involved in working on anger management, building self-esteem and improving behaviour.
65. The initiative has been very well planned and although still in an experimental period, the commitment and enthusiasm of the unit manager has already had a positive impact on the school. The unit is well supported by full time teaching assistants, known as learning mentors. The work carried out by the two learning mentors, who also work on behalf of other pupils in the school, is very effective. They are able to visit the homes of pupils when problems arise and are helping to forge good links and communications with the parents of the most vulnerable pupils.

66. The unit is very well resourced and is close to the school so pupils will not feel isolated from their peers. Resources include the regular use of an interactive white board, computers, and all of the other resources that pupils need for their learning. At present, there are five pupils in the unit from Years 3 and 4 and after half term, pupils from Years 5 and 6 will replace these pupils. They work on the same literacy and numeracy targets as their peer group but in one of the lessons observed the target to know what a simile is was not achieved as some of the pupils found the work too challenging. The nurturing aspect of the environment and the account taken of the need of the whole child has already had a positive impact on pupils' behaviour. One pupil whose behaviour had been extremely disruptive is now able to stay on task, work cooperatively, and was observed in his main stream class behaving well and completing his work. All pupils begin the day with a morning jog and opportunities are provided for out of school activities, including swimming. Although the unit has only just opened and there is no evidence to indicate its long-term impact on the pupils, the school and the community, an impressive start has been made.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. The school is not providing its pupils with an adequate quality of education because of the ineffective use of staffing resources and unsatisfactory levels of leadership and management. Decisive action should be taken to remedy this situation. The headteacher, her staff and the governing body should:
- ❑ Improve standards in English, mathematics and science by:
 - raising the quality of all teaching to that of the best in the school;
 - ensuring that work is well matched to the pupils' prior attainment in English, mathematics and science;
 - increase opportunities for pupils to develop their use and understanding of the English language;
 - providing more opportunities for pupils to use expressive language in their written work;
 - ensuring that pupils clearly know and understand what they need to do in all lessons;
 - increasing opportunities for pupils to discover for themselves in scientific activities;(Paragraphs 1-7, 86-97, 98-107, 108-114)
 - ❑ increase the effectiveness of leadership and management by:
 - ensuring that roles and responsibilities within the management structure are clearly defined and known to all staff;
 - ensuring that all subject managers and senior staff have the required management skills and receive the necessary training to carry out their roles efficiently and effectively;
 - instituting a system of annual audit and development in each subject and identifying an appropriate number of measurable, achievable targets, reporting these regularly to the relevant authority;
 - ensuring that the headteacher has sufficient time to plan strategically to improve standards of education rather than deal with day to day problems;(Paragraphs 53-63)
 - ❑ improve the quality of teaching to that of the best in the school by:
 - instituting a system to regularly, consistently and rigorously monitor teaching;
 - ensuring that the skills and knowledge of all teaching and support staff are regularly updated;
 - ensuring that relevant training in the National Literacy and Numeracy Strategies is provided where necessary;(Paragraphs 18-26)
 - ❑ improve the quality and relevance of the curriculum by:
 - ensuring that all pupils have regular access to the full information and communication technology curriculum;
 - increasing the range of elements taught in physical education;
 - increasing pupils access to the music curriculum;
 - ensuring that pupils for whom English is an additional language improve their language skills and knowledge so that they can access the full curriculum;(Paragraphs 27-40)
 - ❑ improve the arrangements for tracking the progress of pupils by:
 - rigorously assessing the attainment of all pupils annually in reading, writing, mathematics and science, assigning curriculum levels where possible;
 - completing an analysis of pupils attainment and progress in each year group by ethnicity, gender and special educational needs;
 - ensuring that sufficient the data is available so that comparisons can be made for individual children and for each group of children to identify the extent of progress;
 - enabling teachers to access the data so that it can be used to aid planning and learning;
 - setting measurable targets for improvement in each subject and reporting these and the progress made towards achieving these to governors;(Paragraphs 42-48)
 - ❑ increase the effectiveness of the governing body by:
 - ensuring that governors receive the appropriate training to carry out their roles;
 - improving their monitoring role to encompass the quality of teaching and the curriculum;
 - increasing the governors' awareness of the school's achievement and how the school performance compares with that of other schools locally and nationally;(Paragraph 59)
 - ❑ improving the quality of provision for those pupils for whom English is an additional language by:
 - ensuring that all teachers and support staff focus on raising the standard of pupils spoken English;
 - improving teachers' planning so that it takes full account of the needs of all pupils;

- improving the overall management of the provision for pupils with English as an additional language;
 - increasing the knowledge and awareness of all teachers of the methods and strategies used to improve the teaching of pupils with English as an additional language;
 - rigorously monitoring all aspects of this provision to identify and share good practice;
 - improving systems of monitoring pupil progress to ensure that each individual child's needs are met.
- (Paragraphs 3, 10, 11, 25, 28, 32, 54, 58, 63, 69, 71, 86, 94, 95, 108, 109 and 147)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	85
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	5	35	40	4	0	0
Percentage	1	6	41	47	5	0	0

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

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)	45	452
Number of full-time pupils known to be eligible for free school meals	0	154

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	19
Number of pupils on the school's special educational needs register	20	160

English as an additional language	No of pupils
Number of pupils with English as an additional language	458

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	33
Pupils who left the school other than at the usual time of leaving	30

Attendance

Authorised absence

	%
School data	6.2
National comparative data	5.2

Unauthorised absence

	%
School data	0.7
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	28	33	61

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	24	22
	Girls	21	26	26
	Total	44	50	48
Percentage of pupils at NC level 2 or above	School	72 (58)	82 (52)	79 (58)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	22	22
	Girls	25	25	25
	Total	49	47	47
Percentage of pupils at NC level 2 or above	School	80 (54)	77 (58)	77 (58)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	25	25	50

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	4	10
	Girls	10	6	12
	Total	16	10	22
Percentage of pupils at NC level 4 or above	School	32	20	44
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	13
	Girls	12	12	12
	Total	22	21	25
Percentage of pupils at NC level 4 or above	School	44 (n/a)	42 (n/a)	50 (n/a)
	National	72 (70)	74 (72)	82 (79)

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	0
Black – other	0
Indian	6
Pakistani	345
Bangladeshi	107
Chinese	0
White	14
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	8	0
Bangladeshi	2	0
Chinese	0	0
White	7	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YN – Y6

Total number of qualified teachers (FTE)	25.1
Number of pupils per qualified teacher	18
Average class size	30.5

Education support staff: YN – Y6

Total number of education support staff	29
Total aggregate hours worked per week	696

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	45
Total number of education support staff	4
Total aggregate hours worked per week	200
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Financial information

Financial year	2000
	£
Total income	1392328
Total expenditure	1460160
Expenditure per pupil	3093
Balance brought forward from previous year	141341
Balance carried forward to next year	73509

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	15
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	472
Number of questionnaires returned	202

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	19	2	1	0
My child is making good progress in school.	57	34	4	4	1
Behaviour in the school is good.	57	29	6	4	4
My child gets the right amount of work to do at home.	47	35	10	8	0
The teaching is good.	63	26	4	5	2
I am kept well informed about how my child is getting on.	57	28	7	6	2
I would feel comfortable about approaching the school with questions or a problem.	55	31	4	6	4
The school expects my child to work hard and achieve his or her best.	67	26	2	4	1
The school works closely with parents.	55	29	9	4	3
The school is well led and managed.	61	24	5	5	5
The school is helping my child become mature and responsible.	59	31	5	5	0
The school provides an interesting range of activities outside lessons.	56	28	10	5	1

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

68. The provision is good for children in the Foundation Stage, the Nursery, and the Reception age groups. Children are admitted to the Nursery and into Reception at or near the beginning of the September following their third and fourth birthday respectively. There were 90 children attending part-time in the Nursery. In the Reception classes, sixty children attend full-time and two children spend mornings in one of the Reception classes and afternoons in the Nursery. Good links are established between home and school, and children settle quickly into classroom routines. This helps them to feel secure and promotes confidence and independence and was evident in the positive relationships observed between parents and staff at the beginning of sessions. Although parents are invited to visit the school before their children start in the Nursery to find out about provision, there is limited written information, for example, in the form of a Foundation Stage handbook.
69. When children start in the Nursery their knowledge, skills and understanding are very much lower than expected for their age. This is particularly so in the children's use of language as an overwhelming majority are in the very early stages of speaking English. By the time children start in the Reception classes, although attainment is still well below average, especially in language, children have made good gains in knowledge. This is because of good quality teaching in the Nursery and effective learning support. The children continue to achieve well during their time in the Reception Year including those children with special educational needs or who have English as an additional language. This indicates an improvement since the time when the Nursery and Reception were previously inspected as part of the first school when progress was identified as satisfactory.
70. Teaching is good overall. It was good in almost eighty-two percent of lessons seen. The quality of teaching in one lesson in Reception was unsatisfactory. Teaching was at least satisfactory in all other lessons seen.
71. Although there is no documented policy to provide a clear framework for provision across the Foundation Stage, planning is good. It takes full account of the six areas of learning and the Early Learning Goals. Clear and detailed learning objectives are set according to the needs of individuals and groups of children. Assessment procedures for monitoring and recording what children know, understand, and can do are good as they track attainment and progress in all six areas of learning. Assessment information is discussed between teachers and support staff at the weekly team meetings and is used effectively to decide what is to be taught next. In addition, individual achievement portfolios are built up and given to parents at the end of the Reception. Many opportunities are planned to develop pupils' language and the teachers and support staff work together effectively. As a result, children achieve well during their time in the Foundation Stage, including children with special educational needs and those for whom English is an additional language. The coordinator has a clear understanding of areas for the development of the Foundation Stage and is committed to continual improvement.
72. The accommodation is bright and attractive. Nursery and Reception children have access to separate outdoor areas. The Nursery is currently being refurbished as part of the extensions to the school building. Nevertheless, although there were some space restrictions during the inspection, opportunities for outdoor play were fully available. Reception children have access to their own outdoor play area but this is not well developed and is used mainly as a place for children to run in. The school is aware of this and has highlighted this as an area for improvement.

Personal, social and emotional development

73. Most children are on course to achieve the Early Learning Goals by the end of the Reception Year and teaching for this area of learning is very good. All members of the Foundation Stage staff provide good role models. Many opportunities are provided for children to learn about themselves and how to relate to others in a range of activities. The children are happy to come into school because routines are clear and relationships are good. They listen carefully and are attentive to what adults say. They are confident to leave parents and carers. Most of the children have already developed good skills in choosing which activity to work at and often remain involved for a good length of time. This is because activities are interesting and, in most lessons, there is a good balance between adult support and the promotion of independent learning. Behaviour is good because teachers and support staff ensure that children know what is expected of them. Staff are sensitive but firm on the few occasions when children resist doing as they are asked. Many opportunities are planned for children to take turns and share and as a result, they learn to play and work together well. Many children do not have the confidence to speak to adults other than familiar classroom staff. This is often because they have not yet developed sufficient language skills for them to understand and respond appropriately.

Communication, language and literacy

74. Standards are well below average but most children achieve well from the very low starting point on entry to the Nursery. The majority of children are unlikely to attain the Early Learning Goals in speaking, reading and writing by the end of the Reception Year. However, most already listen attentively and many children are likely to reach the expected target in listening.
75. Teaching is good. Many opportunities are planned and taken to promote language although occasionally, during class discussion time, children are not provided with enough opportunities to talk. Bilingual and special needs staff provide effective support to help children understand explanations, questions and instructions. The Nursery has a full-time specialist teacher who is in addition to the Nursery teacher and is provided as part of the local authority's funding for children with special education needs; this provision is effective.
76. When speaking to known adults or other children, most pupils are only able to use a single word or very short phrases. A few higher attaining children use simple sentences to explain what they observe and understand. Children in the Nursery enjoy listening to stories and are provided with good opportunities to talk about the pictures in books in both their home language and English. For example, during the inspection, they listened to the story of 'Little Red Riding Hood' and some were able to identify the main characters in both languages.
77. In the Reception classes, children are given access to the early books in the school's reading scheme. In guided reading, teachers and support staff encourage the children to be successful through the effective use of praise. Very few children are able to read simple familiar words although higher attaining children recognise a good number of letter sounds. The majority of the children enjoy identifying things they see in pictures. They label objects or use short phrases to explain what they see, for example, "cat asleep". For the majority, however, the ability to explain what is happening in the pictures is limited by their skills in using language to express meaning.
78. For the large majority, levels of writing are well below what is expected of children of this age. Some are able to make marks on paper or write strings of shapes or letters to represent words. A few higher attaining children are able to write recognisable words or their first names. Most children need the help of an adult when writing and copy underneath or write over the top of adults' writing.

Mathematical development

79. Teaching is good. Although standards are well below average and only a minority are likely to attain the Early Learning Goals by the end of the Reception Year, children are achieving well from the very low levels of attainment on entry to the Nursery. This is because teachers and support staff work effectively as a team and activities are appropriately matched to the children's learning needs. Effective use of number rhymes and songs helps to develop mathematical vocabulary. Group work is effectively organised and resources for learning are well prepared.
80. In the Nursery, many opportunities are provided for the children to count and sort objects. A few are able to count out loud to five, identify basic colours and simple shapes when, for example, rolling out playdough. Teachers in the Reception classes use a variety of activities to promote mathematical development. A minority of children, with adult support, count to 10. Lower attaining children are beginning to recognise and count numbers to 5 but need much support and reinforcement. However, a large majority of children are some way from using their mathematical knowledge to solve problems. Many do not have enough technical language to explain what they know and understand.

Knowledge and understanding of the world

81. On starting school, many children have had very limited experience of the world around them. By the end of the Reception Year, although attainment is below expectations, pupils have made good progress throughout both the Nursery and Reception classes. Standards in information and communication technology are broadly average. Children in both the Nursery and Reception classes demonstrate appropriate skills in using a mouse or the keyboard to control events on the computer screen. Teachers plan a range of interesting and appropriate activities to enable children to explore aspects of the world about them. Standards do not reach the expected level because the children do not have sufficient language skills to enable them to talk about what they observe and explain possible reasons for why things happen.
82. Teaching is good. Activities are well organised and planned to build on previous learning. These activities extend the children's experiences of the wider world. For example, during a visit to the local park the children enjoyed learning about squirrels and looking at the changing colours of the leaves. Children are encouraged to work independently but are also provided with appropriate help to encourage language and understanding. Many of the activities for this area of learning are planned so that the children work together. This has a positive impact not only on behaviour and relationships but also on opportunities for children to communicate with each other.

Physical development

83. Most children are likely to achieve the Early Learning Goals by the end of the Reception Year in many aspects of this area of learning except in pencil control and the use of scissors, where skills are below average. Teaching is good. Detailed planning and regular assessments of what children can do ensures they achieve well. In the Nursery, children ride bikes and climb up the steps to the slide with confidence showing an awareness of space and safety. Opportunities are provided for the children to experience outdoor play every day. The teacher and support staff provide very good levels of supervision and care.
84. In the physical education lessons observed in the Reception classes, the children made good use of the space in the hall as they developed their hopping and jumping skills. This was because good teaching of basic skills was provided and the teachers had high expectations of what the children were to achieve during the lesson. Children in the Reception classes show good awareness of others, moving safely around the classroom and hall. Children with special education needs take a full part in physical activities, are provided with very effective levels of support, and make good progress.

Creative development

85. Teaching is good but overall attainment remains below average. The children are provided with an appropriate range of activities that help them develop their creative skills. They use clay to make model figures and design Mendhi patterns onto hand shapes. Although the children produce paintings, drawings and collages that are similar to those seen in other schools, many need to rely on adult support and are not yet working independently. Language skills are not sufficiently well developed to enable the majority of children to engage verbally in imaginative play or to describe what they see or are doing.

ENGLISH

86. Standards attained by eleven-year-old pupils are very low when compared to those found nationally. Standards attained by seven-year-olds are not as low but are still below average. Current standards among seven-year-olds are better than the picture presented by the 2000 National Curriculum test results when standards were very low when compared to both the national average and to similar schools. The 2001 tests for seven-year-olds were an improvement on the results in 2000 but standards are not high enough in either the infants or the juniors. The majority of pupils enter the school with English as an additional language. Good provision is made in the Nursery and Reception classes and as a result all children, including those with English as an additional language, make good progress in speaking, listening, reading and writing. This good start is not consistently or effectively built on as pupils get older. Pupils, including those with special educational needs do not receive enough effective support to enable them to make the progress they are capable of, especially, but not exclusively, between the ages of eight and eleven. There is a significant lack of challenge and high expectations in the teaching, which limits pupils' progress and depresses standards.
87. The school recognises that standards are low and is implementing a wide range of strategies and initiatives and has achieved some success for six and seven-year-olds. However, the senior management does not focus sufficiently well on rigorously monitoring and evaluating these strategies to ensure they meet the specific needs of the pupils in the school. Skills of speaking and listening do not receive a sufficiently high priority. Although pupils make some gains in their basic skills of reading and writing staff do not consistently ensure that pupils fully understand hidden meanings and new and complex vocabulary. These factors hamper pupils' success in reaching the expected standards in national tests. Despite the good provision in the Nursery and Reception classes, a significant number of pupils enter Year 1 with under-developed speaking and listening skills.
88. At the age of seven, speaking skills are well below those expected nationally. Listening skills are satisfactory. Pupils usually listen attentively to the teacher's instructions and explanations. However, noise levels from other classes often make it difficult for pupils to listen carefully and teachers do not always ensure all pupils are listening carefully enough. In lessons that are good or better, pupils listen attentively and carefully follow the teachers' expression and pronunciation of difficult words. Pupils in Years 1 and 2 listen carefully to letter sounds and this has a positive effect on their progress in reading and writing. When speaking, pupils' sentence construction is often grammatically incorrect and tenses are often mixed up. These responses largely go unnoticed by teachers and as a result they do not make sufficient progress in speaking. When opportunities are provided, older pupils enjoy conversations with adults, are able to express themselves confidently and give thoughtful responses. However, in many lessons pupils do not have sufficient opportunities for speaking. Lessons are too directed by the teacher and there are insufficient opportunities for pupils to read challenging texts or to develop further their ideas through discussion.

89. Although standards in reading in the infants have improved and an increased number of pupils are reaching the expected levels no pupils reach the higher levels and overall progress is unsatisfactory. The teaching of phonics, word families and spellings give pupils confidence in tackling unfamiliar words. However, reading is often mechanical and lower attaining pupils do not read with expression or a sufficient understanding of vocabulary. Higher attaining pupils retell a story in sequence and are beginning to observe punctuation to help them to read with expression.
90. Books for eight to eleven-year-olds are not always sufficiently challenging to extend higher attaining pupils' reading skills and this limits their progress. Overall, there is a lack of emphasis on ensuring that pupils understand new and complex vocabulary particularly in Year 6. However, when texts are challenging, for example in some Year 3 and 4 lessons, pupils are enthusiastic readers, eager to explore new vocabulary such as 'snorkelling' and 'toadstool' and to link their learning with other subjects such as science and geography. Standards in reading among eleven-year-olds are not high enough and most pupils do not make sufficient progress. Many of the books for older pupils are uninteresting, do not reflect the backgrounds of the pupils sufficiently to be relevant, and do not challenge pupils' reading skills. When reading aloud in guided reading lessons, mistakes go unchecked by the teacher, reinforcing bad habits and limiting progress. Although higher attaining pupils are able to understand plot, setting, and characterisation, and are able to refer to the text to explain their comments, they are unable to express a preference for particular authors or types of books. Library and research skills are particularly low. The library is not well stocked and its location makes it difficult for pupils to use it to develop their research skills. Year 5 and 6 pupils do not have access to a library and as a result have very limited library skills. Reading records in Year 6 are unhelpful and do not provide indications of what the pupils need to do to improve their skills.
91. Standards in writing in the infants are moving closer to those expected nationally but no pupils attain the higher levels. In the literacy hour, pupils are taught the basic skills of handwriting, punctuation, spelling and grammar and in some lessons pupils make good progress in recognising rhyming words and letter sounds to help them improve their writing skills. However, these skills are not readily transferred to independent writing. Where this does occur, for example, writing instructions on 'how to plant a seed', writing is often limited to filling in work sheets. Overall, pupils have insufficient opportunities to record their ideas freely and develop confidence in using correct punctuation, grammar, and spellings.
92. By the age of eleven, writing is well below average. In a few lessons in Years 3, 4, and 5, effective teaching is moving learning on at a good pace and pupils make good gains in their knowledge of spelling, grammar, and punctuation. Overall, however, the development of writing is inconsistent and many pupils do not take sufficient pride in the presentation of their work. Higher attaining pupils in Year 6 are developing an understanding of the use of punctuation, appropriate grammatical structures, paragraphs and the importance of interesting vocabulary to add interest to their work. The work of average and below average attaining pupils shows a lack of structure, detail, and description. The skills of spelling, punctuation, and grammar, which are taught appropriately through the literacy hour, are not sufficiently reinforced in pupils' independent work. Pupils do not have sufficient opportunities to write independently and at length to develop ideas. In Year 6, tasks often lack sufficient challenge and rigour and pupils do not work hard enough and often do not finish their tasks. The amount of written work produced in Year 6 is insufficient and pupils do not reach the levels of writing competence of which they are capable. This limits their progress and standards are not as high as they should be. Pupils do not use their writing skills sufficiently well in other areas of the curriculum, such as history and geography and there are few examples of pupils using information technology in English lessons.
93. The quality of teaching overall is unsatisfactory. Although the teaching seen during the inspection varied from unsatisfactory to excellent there was insufficient good teaching to ensure that the pupils achieve as well they should and reach the expected standards in English. In the infants, teaching overall is satisfactory and there are examples of high quality teaching that is improving standards. However, the inconsistencies in teaching result in pupils not making sufficient progress. In the juniors, teaching is unsatisfactory with less than one in three lessons being good or better.
94. Where lessons are good or better, the teaching is enthusiastic and moves pupils' learning on at a fast rate. Tasks are clearly explained and teachers have high expectations of what pupils can achieve. Pupils are encouraged to work hard and nothing less than their best is accepted. In the few lessons of high quality, the needs of pupils learning English as an additional language are recognised and considerable emphasis is placed on ensuring that pupils understand new vocabulary and have opportunities to talk about their work and explore with their teachers what they have learned. Teachers make lessons stimulating by building on pupils' own interests. For example, in Year 3, pupils' enthusiasm for a television programme on sea creatures was used very effectively to develop skills in using information books.
95. In good quality lessons, support staff are well briefed and are given clear guidance on what pupils are expected to learn and how they can contribute to effective learning. In lessons that are less than good, which is the majority, teachers do not focus sufficiently on the needs of pupils learning English as an additional language. There are insufficient strategies to engage pupils in their own learning and lessons lack rigour, interest, and challenge. Pupils are not reminded of the strategies that they need to improve their work such as good handwriting, correct spelling, and punctuation. Targets that have been set to help pupils improve the standards of their work are rarely referred to. Staff are often dismissive of pupils' achievements

and expectations are too low. This results in pupils being bored, wasting valuable time, and not completing their tasks. This slows the rate of learning and results in low standards. Support staff are not familiar with the needs of the pupils and do not always have the skills to extend learning. Support staff are not used effectively to give additional help to designated individuals and groups of pupils. Pupils with special educational needs and those who are newly arrived in the country are usually placed in the bottom sets and staff are often unaware of the learning targets set for them.

96. National Curriculum tests and a wide range of school assessments are in place and are being used to identify areas for school development. However assessments are haphazard and are not efficiently organised to enable staff to use them effectively to raise standards. The use of assessments and records to improve standards is inconsistent. Assessments are not yet used accurately to predict pupils' future attainment because expectations are too low. Not all pupils are aware of their targets and what they need to do to improve their standards. The marking of pupils' work is inconsistent and there are insufficient comments to help pupils improve.
97. The coordinator is very clear about what needs to be done to raise standards but has insufficient time to monitor and evaluate the teaching and learning. The coordinator is not part of the senior management team and this hinders the school's capacity to raise standards in English.

MATHEMATICS

98. Standards in mathematics are very low when compared to those seen in the vast majority of other schools. The number of eleven-year-old pupils gaining the expected national level was amongst the lowest five per cent of all schools and of similar schools. Current work suggests that the oldest pupils will again attain well below average results in the 2002 national tests. In the National Curriculum tests for seven-year-olds in 2001, the results remained well below the national average but were an improvement on the previous year. The performance of seven-year-olds in 2000 was very low when compared to similar schools. In 2001, the results for that age group improved to broadly in line with those of similar schools. For the last three years, the performance of seven-year-olds has been below the national average. Current work shows that seven-year-olds are still attaining below the national average and are unlikely to catch up to the national average in 2002.
99. The National Numeracy Strategy has been implemented successfully. Many teachers have a sound understanding of teaching the sections of the framework but insufficient priority has been given to improving pupils' mental recall of number facts and to the systematic development of mathematical knowledge and understanding. Many older pupils find instant recall of multiplication facts difficult and the younger pupils often struggle to 'double' numbers. The guidance provided by the numeracy strategy supports teachers in their planning.
100. Pupils throughout the school are interested in mathematics and enjoy the initial mental/oral session, particularly when the pace is brisk. Most pupils concentrate and complete the task when work is well matched to their needs. When pupils do not fully understand what is required of them, especially when questions are written, the work rate slows considerably. Many pupils take a pride in their work and remember to enter the date but some books are untidy with numbers poorly formed.
101. The progress of most infant age pupils is satisfactory when on their previous attainment is taken into account. Half the Year 1 pupils can recall accurately and confidently the number bonds to 10 but only a few can answer the questions such as 'what must be added to 8 to make 10?' Most pupils can recognise two-dimensional shapes and can describe them using appropriate vocabulary. Initially, one child said a triangle was shaped "like a piece of pizza!" By the end of the year pupils have extended their competency to count to 20, tell the time and draw simple graphs although many low attaining pupils find this task difficult. Year 2 pupils count to 50 and the higher attainers count confidently to 100. Pupils know the names of the days and months but only half understand "the day before/after". By the end of the year the higher attaining pupils can add two digit numbers, give change from £1.00, recognise patterns in numbers, and use simple coordinates. Lower attaining pupils find this difficult to understand, usually because of their poor understanding of English.
102. Progress between the ages of eight and eleven is barely satisfactory and attainment remains well below average. This is the result of gaps in the pupils' knowledge and understanding of mathematical concepts and ideas and insufficient attention being given to developing language skills so that written questions can be accurately interpreted. Other problems, highlighted by an analysis of test results, include problem solving and interpreting data, reflecting pupils' difficulties in understanding written questions.
103. In Year 3, the higher attaining pupils are secure in their knowledge of place value to a hundred. Average attaining pupils are beginning to understand the principle of doubling and halving numbers but the less able pupils struggle to work out how many more is added to a number to make 20. Three quarters of the pupils recognise the properties of three-dimensional shapes and describe the number of faces, edges, or vertices but this was also covered in a Year 1 lesson where pupils developed a good understanding. This is not a good use of time. Year 4 pupils increase their knowledge of number

although the lower attainers find it difficult to add or subtract 10 from a number. All pupils can find the perimeter of regular shapes but only the more able pupils successfully find the area. Year 5 pupils confidently use addition, subtraction, multiplication and division to make 24 in a variety of ways and understand that $\frac{1}{2} = \frac{2}{4}$ but do not know that $\frac{1}{2}$ is the fraction form of 0.5. All pupils are secure in place value to 100 and three quarters of them can work with larger numbers. Although pupils can collect data and can use the information to draw graphs neatly, they lack the language skills to interpret questions accurately and solve problems. By Year 6 pupils can work out factors and multiples of numbers to 100 and know what equivalent fraction are, but have difficulty working them out quickly because their recall of multiplication tables is too slow. Some pupils still use their fingers to help them work out an answer. Below average attainers find it hard to understand simple fractions.

104. Scrutiny of pupils' work shows that the range of coverage of the curriculum is adequate. For higher attaining pupils, work includes appropriate activities to obtain the higher levels. Evidence of work set at appropriately challenging levels to meet pupils' needs in all classes is not always apparent. Pupils are more successful with their computation skills and in using the concepts of addition, subtraction, multiplication, or division. Examples of these in the work scrutiny were usually correct. Many problems still occur in interpreting written problems and interpreting data.
105. During the inspection, 50 per cent of the lessons observed were good. Other lessons, with one exception were satisfactory. Taking into account the scrutiny of pupils' work and the national and optional test results, the achievement of pupils is unsatisfactory because the pupils fail to make sufficient progress towards attaining the national average. Often the pace of lessons is slow. Daily planning is confused and brief. Teachers fail to take account of what the pupils actually know and therefore work is not well matched to their needs. This was demonstrated in a Year 5 lesson where pupils were able to draw the graphs but could not successfully answer the questions related to the data. Although the work was at an appropriate level for Year 5, the pupils' limited understanding of the written language impeded their ability to complete the questions. Pupils in a Year 2 lesson struggled to understand how to "estimate" the number of times they could complete a task in a minute. In some lessons, the additional support staff are under used especially during the introduction although, when the class splits for group work, support is used more successfully. In the good lessons, the quick fire mental session is brisk and snappy. Pupils are well motivated and work given matches their needs. Effective use is made of questioning to reinforce or extend pupils' knowledge and understanding, and they are encouraged to explain how they arrived at their answers. Relationships are good and teachers give the pupils plenty of praise to increase their confidence. Support staff are used effectively.
106. Assessments are carried out half-termly but teachers do not make effective use of this information. If it was used effectively, teachers would know which topics the pupils needed to revisit and would be in a position to ensure that this was done.
107. The co-ordinator has been in post for three years and has had the opportunity to observe lessons and monitor planning. However, pupils' work is not regularly monitored to assess standards or to ensure appropriate progress and the continuous development of skills. Teachers do not make effective use of assessment information to plan the next series of lessons. Few individual pupil targets are set although each class has group targets displayed on the wall. Areas for improvement identified by the coordinator include language acquisition to ensure pupils can understand written questions particularly for solving problems and interpreting data. The lack of these skills is impeding the progress of many pupils and preventing them from attaining the higher levels.

SCIENCE

108. Attainment is below average in Year 2 and well below average in Year 6. Pupils in Years 1 and 2, including pupils with special educational needs and English as an additional language, make the broadly expected amounts of progress in experimental and investigative work, although they do not achieve enough for standards to rise to average levels.
109. Achievement is below what is expected of pupils in Years 3 and 4 because they are not given enough opportunities to work independently. Nor are pupils in Years 5 and 6 making enough progress and their achievement is poor. This includes pupils with special educational needs and those with English as an additional language. Pupils in Years 5 and 6 are provided with very few opportunities to carry out their own experiments and learn scientific principles through a practical approach. This was evident in the lessons observed, work done in previous years, and discussions with pupils. Only about 50 per cent of pupils are likely to attain or exceed the expected national level and this is well below the national average.
110. Pupils in Years 1 and 2 are provided with a satisfactory balance between knowledge-based and investigational work. Work completed last year indicates that higher attaining pupils work independently, predict outcomes, make comparisons and record their observations using a range of strategies including charts and simple tables. Pupils of average and below average ability are given opportunities to record the results of their experiments pictorially and using simple labels. They are provided with appropriate adult support. Work in books for the current year indicates that this approach to teaching

science is being maintained. During a Year 2 lesson, when pupils were learning about human growth, they cut out pictures of human beings at different stages of life and arranged them in sequence on prepared charts. Higher attaining pupils were able to write simple questions about babies. Evidence in books indicates that in their work about animals and humans, pupils are beginning to use classification skills when matching adult and baby animals and know that the pulse increases after exercise has been taken. Although teachers and support staff provide appropriate support for pupils during lessons, language skills for the substantial majority are below average and this limits their ability to talk about what they have found out and to describe their findings using scientific vocabulary.

111. Teachers continue to provide a balance of opportunities for investigational work for pupils in Years 3 and 4. In a lessons in Year 3, pupils were able to test the strength of paper using a variety of methods and Year 4 pupils made observations of different types of bones. However, the relatively large number of adults supporting pupils during lessons does not provide them with enough opportunities to develop independent learning. This is because activities are often planned to the level of adult support rather than to the prior learning of the pupils. As a result, the tasks set by teachers are sometimes too complex for pupils to tackle without the need for constant supervision.
112. The balance of the science provision for pupils in Years 5 and 6 is unsatisfactory. Work done over the previous two years indicates that there are very limited opportunities for pupils to develop investigative skills. At the end of Year 6, completed work demonstrates that higher attaining pupils have a satisfactory knowledge of the functions of the major organs of the body, aspects of reflection and different types of forces and animal habitats. Although the majority of the work is at different levels of attainment, some work has been copied and pupils of all abilities complete the same work. In a Year 6 lesson, where pupils were finding out if objects weigh less in water than in air, it was evident from the pupils' responses that they had limited experience of investigational work and needed significant adult support to help them follow the correct scientific method. Because the teacher had secure subject knowledge and provided the class with clear explanations, the majority made good gains in learning from a low skills level at the beginning of the lesson. Although the majority of pupils were able to record their observations and recognise patterns in the results, very few were able to give reasons why things happened as they did.
113. The quality of teaching is satisfactory overall. It was satisfactory in almost sixty per cent of lessons and good or better in over forty per cent of lessons. However, achievement of pupils in Years 5 and 6 is unsatisfactory because pupils have not been provided with enough opportunities to develop their scientific skills resulting in the majority not achieving as well as they might. Most teachers demonstrate secure subject knowledge. Two of the four classes in Years 5 and 6 are not taught science by their own class teachers. The reason given by the school is that some teachers do not feel sufficiently secure in their experience of teaching science at this level. The very limited opportunities provided for pupils to develop their investigative skills and the over-emphasis of knowledge-based learning are the principal reasons for the well below average levels of attainment at the end of Year 6. There is a higher than average number of adults deployed in lessons to support pupils. This often results in pupils not having enough opportunities to organise experiments and work things out for themselves. This limits opportunities for teachers to assess what different groups of pupils have learned and does not provide enough information for teachers to plan what pupils need to learn next. Resources are used effectively to support learning.
114. The subject policy document has not been reviewed since the change in status to a primary school. Long and medium-term planning address the most recent curriculum changes but planning for Years 1 to 4 and Years 5 and 6 is done separately. Pupils' work is assessed following the completion of each topic but the effect of high levels of adult support limits the usefulness of assessment information. Although there is some evidence in pupils' books and in lessons of pupils employing mathematical skills, for example, using decimal scales when working with Newton meters, there is little evidence of the use of information and communication technology to support the subject. There are two science coordinators, one of whom has only very recently taken on the role. Although planning is monitored, the coordinator has not been given enough opportunity to monitor standards of work throughout the school and evaluate the quality of teaching. Resources are satisfactory. Most are easily accessed within each teaching unit and some are stored centrally.

ART AND DESIGN

115. The pupils' work, in both key stages, reaches a standard in line with national expectations and they make good progress. The pupils enjoy art activities. They are proud of their work and talk enthusiastically and knowledgeably about it. The subject area provides good opportunities for the pupils to use English in a practical situation for example when Year 2 pupils compare and evaluate their work portraying the same subject with different media. The pupils explore different media confidently, refining their ideas when they work and after they have finished. A good instance of this was seen when Year 5 pupils worked with oil and soft pastels to produce good quality drawings of fruit. Throughout the school, the pupils' achievements are celebrated in well presented displays that enhance the entrance areas and the classrooms.

116. The pupils in Year 1 learn how to mix colours accurately to produce good skin tones when they paint portraits. In Year 2, the pupils use vibrant colours to paint autumnal scenes. They draw, print, and make rubbings of the details of leaves. Good use is made of an information and communication technology paint program when the pupils produce delicate pictures of leafless trees to complement their own drawings and paintings.
117. Year 3 pupils' knowledge of colour and its different effects is extended when they use tissue paper and overlay it to show how new colours are formed in the patterns they create. They make drawings, pastel effects, and paintings of plants, fruit, and vegetables, mixing and matching colours to produce accurate and pleasing pictures. The Year 4 pupils' work is linked to their history topic as they reproduce the design and patterns seen on Viking shields and brooches.
118. Older pupils complete more detailed observational drawings using coloured pencils, and show that they can use shadow and shading techniques to enhance their work. They are taught how to alter tones of colours as they start with a base colour and gradually add more depth of colour. The pupils learn to identify the different approaches of a range of artists portraying a still life of fruit, vegetables, and household items.
119. It is clear from the variety and range of the work seen that the pupils are taught the skills and techniques needed to make good progress in a range of art activities. The teachers' plans demonstrate that the work enables the pupils to have opportunities to use a variety of media and to develop knowledge and skills building on those previously learned. The teachers plan interesting work that is often linked to other areas of the curriculum. This enables the pupils to use the learning in one area of the curriculum to enhance another and this supports the development of spoken language. In the lessons seen, the teaching was of a good quality. The teachers used questions effectively to encourage the pupils to think about how they might achieve different effects and gave them good opportunities to evaluate their work and suggest how they might improve it on another occasion.
120. The scheme of work is based on local education authority guidelines, although the school is considering the suggestions of the national guidance to see how well they match the needs of the school. The present guidelines for teachers are ensuring that the pupils are taught a range of skills and given the opportunity to use these with different media. The coordinator has been in post for some time and gives support to her colleagues by checking their plans to ensure that the pupils are developing artistic skills consistently through appropriate activities and ensuring that suitable resources are available for the work that is planned. The school provides further opportunities for pupils to extend their artistic and creative activities through regular participation in local arts festivals. In addition, good opportunities are taken to enhance the pupils' artistic experience through artists working in school to produce corporate works of art with groups of pupils. The school provides and values opportunities to provide for the creative development of the pupils and the subject makes a good contribution to the pupils' spiritual and cultural development.

DESIGN AND TECHNOLOGY

121. By the end of both key stages, the attainment of pupils is in line with national expectations and the pupils make good progress. Work in design and technology is often linked to topics being studied in other curriculum areas. This has a positive impact on the understanding of pupils as to the usefulness of the techniques they are taught and in their development of language skills and vocabulary. A good opportunity to see this was in work done by both Year 4 classes constructing a model Viking long-ship, enabling them to discuss the dangers faced by invaders crossing the sea and the different needs that the ships had in shallow or deep water.
122. Throughout the school the pupils test and evaluate their products appropriately for their age. The pupils talk about their work evaluatively and record the work done to explain the tools, materials and techniques needed for the various projects. They show pride in their finished products and are learning to evaluate the standard and use of the finished articles. For example the pupils in Year 4 design, construct, and decorate a container for money. When it is finished, they test it by putting money in and shaking it upside down to check if the coins will escape.
123. In Key Stage 1 the pupils mark, cut, and join textiles. They evaluate the efficiency of different ways of joining to suit the purpose of the finished article. They design and build vehicles that will move. They design, make and eat fruit salad and learn that fruit forms part of a healthy diet.
124. The Year 3 and 4 pupils investigate structures and packaging and they design and make boxes to contain a present for Eid. They make pop-up cards, evaluate the finished product, and say how they could improve it. By the end of Key Stage 2 the pupils can design and make a buggy with three wheels. They learn that when using gearing mechanism the small gear goes faster than the large one. They evaluate breads using a range of criteria and use information and communication technology to portray three-dimensional shapes.

125. Overall, the teaching in the lessons seen in design and technology was good and this enabled the pupils to make good progress. The teachers' planning identified learning objectives that were carefully explained to the pupils. The teachers used questioning well to develop the pupils' understanding of the tasks and the language needed to support this. Where the best teaching was seen the teachers were skilled at presenting new information to the pupils, and in challenging them to extend their learning. They took good opportunities for the pupils to develop and to improve their skills, for example in sewing, cutting and in construction and fixing of components. However not all of the teachers have good subject knowledge of the part of the curriculum they are teaching and on occasions this slows the learning opportunities for the pupils. Some adults help the pupils too much, limiting the development of independence in learning.
126. The subject manager has been in post for over a year but has had little opportunity to check how well the pupils are learning and to decide what needs improving. She has an action plan in place that forms part of the school's development plan. This recognises the need to assess the current state of design and technology in the school and then to identify and meet training and additional resource needs. The school recognises that not all the teachers have a good level of expertise and subject knowledge and it has plans in place to extend the training of teachers in these areas. There is a good range of tools, materials, and equipment to support teaching and learning in the main building, but those in the Year 5 and 6 annex are more limited.

GEOGRAPHY

127. Judgements at Key Stage 1 are based on the scrutiny of work, wall displays and talking to pupils, as the timetable did not allow for observations of geography lessons. This evidence indicates that standards and progress are below national expectations. Much of the work was based on the completion of worksheets and there was no evidence of activities to provide for pupils of differing abilities. In Key Stage 2 lessons were observed and this, together with the scrutiny of work and talking with pupils, confirmed that attainment is below national expectations.
128. Pupils in Key Stage I were able to contrast the locality of the school with another locality, but a dependency on the completion of worksheets limited the opportunities for individual investigations. Pupils in Key Stage 2 were able to compare life in Keighley with life experienced in another country. Pupils were able to draw maps and understand key map symbols. The quality and quantity of the work is inconsistent and the extensive use of worksheets limits the capacity of pupils to work independently. Pupils have no opportunity to use the library for further study skills since it is now used predominantly as teaching space and they have to rely on the limited number of geography books available in classrooms. Too little use is made by pupils of information technology to extend learning and gain additional information
129. The teaching is satisfactory at Key Stage 2, but in some lessons lacks pace, and a lack of work provided at appropriate levels means that the more able pupils are insufficiently challenged. Other pupils find the work too difficult and are dependent on adult help to complete the tasks set. Planning is satisfactory but assessment of pupils is weak and pupils' learning is not sufficiently consolidated. The existing geography policy needs updating and the teaching of geography was not monitored last year. A new coordinator has been appointed and has begun to gather a portfolio of pupils' work.
130. As a result of a recent audit, class teachers requested new resources, and most of these are stored in the classrooms. Pupils are given opportunities to take part in school trips of a geographical nature. These include trips to the Nell Bank environmental centre, Haworth, Stump Cross Caverns and Keighley town.

HISTORY

131. Judgements for history are based on observations of lessons, the analysis of the work completed by pupils and interviews with teachers and pupils. Pupils make steady progress but the standards achieved are below national expectations.
132. In Key Stage I, teaching is good. Pupils are able to understand the sequence of events in the life of Florence Nightingale and understood why she was famous. They are able to identify other famous people from their own cultural experience. In Key Stage 2, teaching is satisfactory. Pupils are able to identify what the ancient Egyptians had achieved. In classes that do not have additional adult support, a lack of work set at appropriate levels meant that some pupils find the work too difficult and they did not complete the tasks set. Pupils that are more able were often insufficiently challenged. In most of the lessons, the high level of additional adult support enabled pupils of all abilities to complete the work.
133. A new history coordinator has made a good start in developing the subject. He has begun to collect planning from all classes and to gather work for a pupil-portfolio. The previous coordinator did not monitor the subject and there was no history policy in place. As a result, the ancient Egyptians were taught to a class for two consecutive years.

134. There are history resources available, and around the school there were some very good displays reflecting the history topics covered by the class. These include a very effective representation of a Viking settlement. An audit of resources has not been carried out. Pupils are taken out on history related trips, including to Kirkstall Abbey to study the Victorians, and the IMAX cinema in Bradford to look at ancient Egypt.

INFORMATION AND COMMUNICATION TECHNOLOGY

135. Standards in information and communication technology are below average. The school recognises this and has identified the area for review and improvement. Discussions with pupils indicate that there are too few opportunities for pupils to practise their skills and information and communication technology is not a sufficient part of lessons across the curriculum. Few lessons were observed where information and communication technology was used to further pupils' learning.
136. Evidence drawn from the limited observations of Key Stage 1 indicates that standards are below average. Pupils' progress is limited by their understanding of written English. With well-focused help, pupils are able to manoeuvre the mouse but experience problems in clicking on the screen. Other pupils show that their skills are being appropriately developed using painting programs. Some links with other subjects are made, for example, in the drawing of imaginative maps of their route from home to school. Some word processing skills are covered but there is no evidence to show whether the work is copied or composed directly onto the computer. Pupils in Year 2 are able to import pictures to support their written work suggesting that they have some understanding of cutting and pasting techniques. There is however, no evidence to confirm that these pupils would be able to reproduce these skills without adult help.
137. The attainment of pupils aged eleven is below average. By the end of Year 6, pupils are able to describe the basic skills they use when working on the computer. They describe changing fonts, size and colour when word processing. Pupils have had some experience of collecting data and using this to create graphs in mathematics. Pupils interviewed were able to describe the use of the Internet and how it could be used to find out information. Few pupils profess to know how to send and receive e-mails but Year 6 pupils say they expect to learn this skill in the near future. The record of experiences for pupils in Key Stage 2, organised and kept by the coordinator, includes work on the use of the Internet to extend pupils' learning in for example the study of Tudors by mixing pictures and text. By Year 4, pupils are extending their skills through writing articles for a newspaper or writing poems. They also make limited use of information and communication technology to consolidate their learning of concepts in science such as the making of electrical circuits. In a lesson in Year 4, pupils learned to use the "turtle". Many pupils had a sound knowledge and understanding of the commands to operate it and the lesson helped to consolidate their skills. However, the knowledge of all pupils was not appropriately evaluated resulting in uncertainty in what would be taught next. The interviews with Year 6 pupils illustrate a limited range of knowledge and understanding and that the knowledge they have is shallow. Little evidence is available of pupils acquiring skills in modelling or in control and pupils' knowledge and understanding of these areas is underdeveloped.
138. Occasionally, some good use is made of information and communication technology. An isolated example of this was seen in one excellent English lesson where information and communication skills were very well used to increase substantially the pupils' learning and interest. The skills, knowledge, and understanding of some staff are good but a majority of teachers and support staff lack confidence and have insufficient skills. Training to rectify this is being arranged. Some training provided by the knowledgeable coordinator has been provided but has been given a low priority in the previous two years. There is very limited evidence of the use of computers across other subjects and especially to extend pupils literacy and numeracy skills. Guidance on the teaching of information and communication skills is good and if used as intended would help to raise standards. Resources are at below average levels currently but detailed plans to improve this are in place.

MODERN FOREIGN LANGUAGES

139. French is a recent introduction to the school curriculum and is taught to encourage improvements in pupils' listening skills to raise their self-esteem and to provide a sense of achievement. Pupils enjoy French and develop confidence in using a language other than their own home language and English. They are keen to demonstrate their ability to hold simple conversations and are able to recall a sound range of French vocabulary, which several pupils use with confidence.
140. Teaching of French is now in the hands of an experienced and fluent French speaker. Lessons were limited in the previous year and resulted in progress being less than expected. Pupils now receive regular lessons and look forward to them. Most lessons are conducted in French that means that pupils acquire the appropriate phrases and vocabulary to reply. Pupils can count to thirty accurately and use questions such as "comment ca va?", "quelle age as-tu?" and "comment t'appelles-tu?" in their conversations. Written work is more limited in scope with the vocabulary for all pupils being identical. Conversation with pupils indicates that they know the names of the days of the week and months of the year and can provide the date,

day and months quickly and accurately. Pupils are pleased and proud of their knowledge and understanding of French and this has been effective in raising their esteem.

MUSIC

141. During the inspection period there was little opportunity to observe music being taught, although two lessons, one in each key stage were observed. This provided insufficient evidence to make a judgement about standards. The only aspect of music heard was singing, during assembly and one lesson. The standard of singing is below expectations despite the fact that pupils enjoy the activity and join in with enthusiasm. There is a lack of dynamics, phrasing and pitch, and many pupils do not sing in tune.
142. Interviews with groups of pupils from Year 2 and Year 6 provide additional evidence of the coverage of the subject. The pupils talk about their favourite songs and recall the names of a few untuned percussion instruments, such as tambourine, triangle, and shakers. These instruments are occasionally used to accompany their songs but the discussions reveal insufficient opportunities for composing and performing. Although pupils listen to different types of music, they cannot recall the names of any of the pieces heard, and their ability to appraise the music using appropriate terminology is limited.
143. The older pupils also talk about composing, particularly to create an atmosphere for a story and how they record this on a graphic score. A variety of music is listened to but the pupils cannot recall any composers. Neither can they name the instruments of the orchestra. However, they know that a violin, guitar, and harp have strings but, not why they do not belong to the string family. Music is played as pupils enter the hall for assembly and often questions are asked about the piece. They are keen to perform and have opportunity to do so at Christmas, Easter or for assembly. Pupils in both key stages enjoy music and this is evident from the enthusiasm with which they spoke about it and the interest they show.
144. At present there is no music specialist on the staff and to accompany singing, additional staff are employed for half a day a week to play either the guitar or piano, whilst the class teachers lead the sessions. One such session was seen with the class teachers taking it in turns to lead the singing, whilst the guitarist provided the accompaniment. The guitarist had no role in the lesson other than to accompany the singing. During this session the teachers missed many opportunities to improve the standard of singing and lacked the knowledge and expertise to be able to do so. They did not encourage the pupils to sing in tune or think about dynamics.
145. A previous coordinator, who was a music specialist, had given much support to teachers and pupils to develop their musical skills. This support is missing as the present coordinator is newly appointed and has yet to take on the role and to update the policy and scheme of work to bring it into line with Curriculum 2000. Musicians visit the school playing a variety of instruments. Pupils take part in concerts, music festivals and a few learn the recorder. All this helps to enhance the music curriculum.

PHYSICAL EDUCATION

146. Standards are at average levels in Key Stage 1 but at unsatisfactory levels at Key Stage 2. There is no noticeable difference in the standards demonstrated by boys and girls. A suitable range of physical activities is provided at Key Stage 1 but dance does not receive sufficient attention in Key Stage 2. Extra-curricular activities add appropriately to the range and quality of physical activity on offer. These include hockey, cross country running, football, and gymnastic clubs. All are well attended with pupils keen and enthusiastic to attend. Early morning exercise sessions together with the occasional swimming sessions organised and run by the senior teacher from the learning support unit are also popular. Inter school competitions add appropriately to pupils social development.
147. Pupils in Key Stage 1 are enthusiastic about learning new skills but often do not pay enough attention to what they are supposed to be doing. This reduces the effectiveness of lessons and does not enhance pupils' listening skills. Insufficient attention is paid to training pupils to set out apparatus and this reduces the amount of time available for physical activity. Pupils take insufficient responsibility for their own apparatus. Most pupils are able to join in the activities and their vocabulary of physical movement is developed satisfactorily. Pupils with both special educational needs and with English as an additional language are able to join in the activities and their vocabulary of physical movement is developed satisfactorily. The quality of teaching is satisfactory. Pupil demonstrations are used appropriately to make pupils think about what they are doing and help to raise standards. Pupils are also given time to practise. The level of challenge provided by the teachers is insufficient to raise standards beyond the average and this depresses the overall quality.
148. Work is more varied in Key Stage 2. Gymnastic lessons continue but as with Key Stage 1 there is too little control over what pupils do and insufficient time has been spent on the organisational elements of the lesson to ensure its smooth

running. The quality of some gymnastic work is good but this is largely the work of girls who attended the extra curricular gymnastic club. Major games skills are covered appropriately but insufficient attention is paid to the development of control skills in both football and hockey resulting in below average skills. Pupils' attitudes to games activities are not always positive and while there are opportunities for boys and girls to take part in the activities there is some friction between the two. Pupils are not always appropriately dressed to take part in all activities. The demonstration of skills is satisfactorily used to encourage improvement. The quality of teaching is inconsistent. Where the teacher is well informed, knowledgeable and keeps good control of pupils' behaviour, progress in learning the necessary skills is good. Teaching that is only satisfactory does not sufficiently help to increase skill levels and pupils often lack focus in these sessions.

149. Pupils in Years 4 and 5 attend swimming lessons although none were seen during the inspection. When interviewed, pupils report that although they enjoy the activity many cannot swim the national standard of 25 meters by the time they have reached Year 6. Some aspects of water safety are covered and pupils can describe what they would do if someone was in difficulties. Outdoor adventurous games are also covered and pupils make residential visits to a local centre to experience orienteering, assault courses and other outdoor activities. These they enjoy.
150. There is a policy and scheme of work that covers all the required areas. Some areas such as dance are not well covered, in part because of lack of confidence by some staff. Additional training is required so that the teachers can meet all requirements and provide an appropriate challenge to improve and extend pupils skills and knowledge.

RELIGIOUS EDUCATION

151. There was little opportunity to observe religious education being taught during the course of the inspection. One lesson was observed in each of the key stages. Further evidence was collected from work scrutiny, interviews with pupils from Year 2 and Year 6 and with the headteacher. The pupils' work shows very limited coverage or written recording particularly in Years 3 to 6. There is one piece of work, usually copied, for each month and very little evidence of pupils being encouraged to write their own thoughts, feelings, or opinions. The standard of recording is below the expectations of the locally agreed syllabus. The teachers' planning shows that appropriate coverage is intended and that other religions are included. Talking to the older pupils reveals that their knowledge and understanding of other religions are slightly better than the written work suggests.
152. Although the pupils are articulate and willing to discuss the subject, their recall of information is limited. The younger pupils talk about their church visit recalling the stained glass windows, the font that held the water "for the baby's head", the Bible and the organ. They also know that Jesus died on the cross at Easter but are uncertain about the Christmas story, except for the presents and Santa. They are unable to discuss any other religions but are aware of people in the community who help them. Pupils appreciate the need for school rules and the importance of looking after everyone in school even if they are "not like me."
153. The older pupils talk about the different religions they have studied but recall little detail about them. They remember some facts about Jesus, and other leaders such as Guru Nanak and how Hindus have more than one God. A visit to a church made an impression on them as they remember the font "a pot to put babies in" but cannot discuss the Christening ceremony or other similar ceremonies from different religions. They are very keen to talk about their own religion. It is clear from the discussions that pupils know more about other religions than the work scrutiny suggests but this knowledge is very limited and does not meet the expectations of the syllabus.
154. The coordinator has recently been appointed and has yet to develop the role. The scheme of work is presently based on the locally agreed syllabus and national guidance. The school is awaiting a new policy and scheme of work, both of which are in need of updating.