

INSPECTION REPORT

HIGH CRAGS PRIMARY SCHOOL

ShIPLEY

LEA area: Bradford

Unique reference number: 107271

Headteacher: Mrs G Roberts

Reporting inspector: Mr J Bald
17932

Dates of inspection: 1 – 4 October 2001

Inspection number: 198307

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Crag Road
Shipley
West Yorkshire

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Appropriate authority: The governing body

Name of chair of governors: Mr M Pollard

Date of previous inspection: October 1997

INFORMATION ABOUT THE INSPECTION TEAM

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17932	John Bald	Registered inspector	English as an additional language Special educational needs Information and communication technology History	The school's results and students' achievements How well are the students taught? How well is the school led and managed?
1311	Barry Wood	Lay inspector		Students' attitudes, values and personal development. How well does the school care for its students? How well does the school work in partnership with parents?
22644	Barbara Hill	Team inspector	Foundation stage Religious education	
29688	Mike Brammer	Team inspector	English Geography Art and design	
28320	Bob Willey	Team inspector	Science Music	How good are the curriculum and other opportunities offered to students?
30439	Malcolm Heyes	Team inspector	Mathematics Design and technology Physical education Equal Opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

High Craggs Primary School is large, with 407 pupils aged three to 11 years. There is an even balance of boys and girls. Most pupils are white, but a small number are from ethnic minority backgrounds, including some with English as an additional language. None of these pupils is in the early stage of learning English. The proportion of pupils entitled to free school meals is above average and a significant minority have disturbed lives outside school. Pupils join the school with well below average skills for their age, especially in speaking and listening and early literacy and the proportion of pupils with special educational needs is above average. Many pupils, who have started their primary education elsewhere, join the school with serious difficulties in learning and behaviour. Overall, standards on entry are very low. The school has recently extended its age range to take 11-year-olds and there was a very large influx of new pupils and teachers into the school in the year prior to the inspection. An extensive building programme was still in progress during the inspection.

HOW GOOD THE SCHOOL IS

High Craggs Primary School is providing satisfactory education in very difficult circumstances. Standards are below average, but represent a reasonable level of achievement in relation to the very low starting points of most pupils and teaching and learning are good. The school is well led and managed and there is a strong sense of commitment among the staff. Taking all of these factors into account, value for money in the school is satisfactory.

What the school does well

- Teaching and learning are good.
- Pupils have good attitudes to work, behave well and enjoy school.
- Management is good, with some outstanding features.
- Provision for children up to five is very good.
- Provision for pupils with special educational needs is very good.
- The school has made excellent provision for the development of its site.
- There is a very strong sense of teamwork and high morale throughout the school.

What could be improved

- The teaching of writing and reading in subjects other than English.
- Standards in information and communication technology, history and geography.
- Arrangements to assess and track pupils' progress.
- The school's partnership with parents.
- Lateness and poor attendance from some pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997. It had serious weaknesses in management and teaching and standards were much too low in seven subjects. The school has had to address these issues in very difficult circumstances, including a major building programme and a large influx of new pupils and teachers. Nevertheless it has achieved satisfactory improvement. Standards are still below average, but teaching and learning are now good and there is little unsatisfactory teaching. Pupils' achievements are now satisfactory in four out of the seven subjects where they were too low, with very good improvement in science and music. The school has good plans to improve standards in computing. Standards in history and geography are still too low. The school's arrangements to assess and track pupils' work and its partnership with parents need further improvement, but more parents approve of its work now than at the time of the last inspection. There has been very good improvement in provision for spiritual development and in work with children up to five. Management is well organised and energetic, with very good priorities and the school makes very good use of additional grants. The school site is being attractively and imaginatively developed. The staff work very well together and the school is very well placed to improve further.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2, based on National Curriculum test results. The school had no pupils in Year 6 in 2000.

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

Key

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

Results for the first group of 11-year-olds in national tests in 2001 were well below national average levels in English, mathematics and science. Standards during the inspection showed some improvement on these results, but were still below average in all three subjects. Boys do less well than girls and a higher proportion of boys than girls have difficulties with literacy. However, pupils with special educational needs achieve well in relation to their learning difficulties. During the inspection, pupils in Year 6 were reaching above average standards in music and average standards in physical education, art and design, design and technology and religious education, but below to well below average standards in other subjects, including information and communication technology.

Children in the nursery begin with well below average skills for their age and very low standards in writing, reading and speaking. They learn very well in the nursery and reception class, but their literacy and speaking skills are still very limited when they start the National Curriculum. Results in national tests for seven-year-olds reflect this, although there was some improvement. Standards during the inspection in English, mathematics and science were beginning to improve in response to good teaching and were below average rather than well below average. Standards in most subjects are below average but they reached broadly average standards during the inspection in physical education, design and technology and religious education, with good standards in music. Five to seven-year-old pupils have too little experience of computers and their skills in information and communication technology are well below average.

The school sets realistic targets, despite the difficulty of doing so with such a high turnover of pupils. Standards throughout the school are generally higher in subjects where pupils do not have to rely heavily on their speaking, reading and writing skills. Overall, pupils' achievements are in-line with those that might be expected, given their starting point and the turbulent situation of the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and take part in lessons with enthusiasm.
Behaviour, in and out of classrooms	Good. Pupils almost always work hard and persevere in lessons. Some lapses in behaviour in the playground.
Personal development and relationships	Satisfactory. Pupils become involved in school, but opportunities for them to develop responsibility and independence are rather limited.
Attendance	Below average and there is too much lateness in the morning.

The school has improved attendance in recent years and reduced bullying, but problems in these areas have not been eliminated. A significant minority of parents do not ensure that their children attend school regularly and on time. Pupils generally have good attitudes to homework.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
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Lessons seen overall	Very good	Good	Satisfactory
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Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Overall, the teaching meets the needs of all pupils well and teaching in almost a quarter of lessons is very good or excellent. The best teaching is based on outstanding knowledge and understanding of the subject and of the needs of the school's pupils. Such teaching is most frequent in lessons for children up to five, in some classes for five to seven-year-old pupils and for pupils with special educational needs. Teachers' instrumental skills and their deep knowledge and understanding of pupils' learning needs lead to music lessons of excellent quality. Booster classes for 11-year-olds are helping them to meet targets in national tests. The school's use of homework is satisfactory.

The quality of teaching in English is good for pupils aged five-seven years and satisfactory for those aged seven-11 years. Teaching in mathematics is good throughout the school. The teaching of literacy and numeracy skills is satisfactory overall, although reading and writing need more attention in subjects other than English. Additional teaching for young pupils with literacy difficulties is excellent.

Teachers manage classes well, foster good relationships and engage pupils in their work. Most teaching is well planned, with good learning activities for the pupils and lessons are delivered with enthusiasm. Where teaching is satisfactory rather than good, relationships and pace are sustained, but work needs to be more closely matched to the needs of all of the pupils in the class. The small amount of unsatisfactory teaching during the inspection was caused by weaknesses in designing reading and writing tasks. There were, however, similar weaknesses in some pupils' written work.

The school's teaching is building the foundations for higher standards by helping pupils to learn consistently. The school is very well placed to improve its teaching further.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good for pupils aged five to 11 years. Broad and balanced, with a good range of initiatives to raise standards. Very good overall for children up to five.
Provision for pupils with special educational needs	Very good. Well-organised provision, with good contributions from all adults. Excellent for pupils with the most serious difficulties.
Provision for pupils with English as an additional language	Good. These pupils receive good support in all lessons and are fully included in all aspects of the life and work of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall and very good for spiritual development. Moral and social development is good and contributes to the harmonious atmosphere of the school. Cultural development is satisfactory, but could be developed further. Very good overall for children up to five.
How well the school cares for its pupils	Good provision for welfare, health and safety. Procedures for tracking standards and progress need more development.

Most parents see the school's work as satisfactory, but the school's partnership with parents needs further development. Improvement in provision for information and communication technology has been held up by building work and is barely adequate. Teaching assistants make a very good contribution to provision for pupils with special educational needs.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
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Leadership and management by the headteacher and other key staff	Good. The school has effective planning, good priorities for development and a very strong sense of teamwork. There is a strong, personal lead from the headteacher.
How well the governors fulfil their responsibilities	Satisfactory. The governors understand the circumstances of the school, but some need to become more involved in its work.
The school's evaluation of its performance	Satisfactory. The school uses available data to track its performance, but assessment procedures need further development.
The strategic use of resources	Very good. The school identifies all available sources of funding and directs resources very effectively to key educational priorities.

The school has sufficient teachers and teaching assistants. Accommodation and resources, during the inspection, had significant shortcomings due to building work, although this was almost completed. New facilities for children up to five to play outdoors were completed immediately after the inspection. Otherwise accommodation and resources are adequate overall.

Management has dealt very well with the difficulties facing the school and the role of the deputy headteacher is very well thought out. Management is very effective for children up to five, in special educational needs and music, but is unsatisfactory in history and geography. More development is needed in assessing progress. The school understands and applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Teaching is good. • The school has high expectations of pupils. • Pupils become mature and responsible. • The school is approachable. • The management and leadership. 	<ul style="list-style-type: none"> • Activities outside lessons. • Information for parents. • Homework. • The school is not approachable enough.

Most parents tended to agree with the positive points and negative views were in the minority. Inspectors found the range of activities outside lessons satisfactory. They considered homework and the quality of information for parents satisfactory overall, though the consistency of homework and the style of communications with parents could be improved. While most parents found the school approachable, about one in eight did not. The inspection team found that some parents do not co-operate with the school, but that its partnership with parents needs further development.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Most children joining the nursery have very limited knowledge, skills and understanding for their age, particularly in speaking and listening, in early understanding of books and in personal and social development. A high proportion of pupils joining the school part-way through their primary education have special educational needs. These factors, with the recent influx of almost 100 pupils from a local school that has closed and the disruption caused by building work, are reflected in the standards pupils currently achieve.
2. Standards in national tests at seven and 11 are well below average in English, mathematics and science and the school has yet to establish any consistent pattern of improvement. However, there was evidence during the inspection that its systematic use of the National Strategies for literacy and numeracy and its improvements in the teaching of science, were raising standards. Among older pupils, standards were generally below average, rather than well below average. Seven 11-year-olds reached a higher than expected standard in the national tests in English and Science in 2001 and four achieved this in mathematics. The achievement of the lower-attaining five to seven-year-old pupils is good and very few are still in the initial stages of learning to read by the time they are seven.
3. As the first group of 11-year-olds took national tests in 2001 and many pupils had only joined the school in September 2000, it is not possible to identify trends in standards at 11, or to make a realistic comparison of the school's work with that of similar schools. Standards at seven have remained stable over time, but are satisfactory in view of the limited skills of children joining the nursery. When all the exceptional circumstances facing the school are taken into account alongside pupils' very low standards on entry to the school, standards are in-line with what might be expected.
4. Throughout the school, pupils' weaknesses in vocabulary and using the structures of formal English come out most clearly when they have to produce formal language from their own resources. Standards are weaker in writing and in speaking than in listening and reading. Higher-attaining students of all ages reach standards in mathematics, including number work, that are well up to national average levels, but lower-attaining pupils need support both with understanding mathematical procedures and with calculation. The contribution of work in other subjects to standards in numeracy is satisfactory.
5. Standards throughout the school tend to be higher in subjects that do not depend heavily on skills in literacy and speaking. Standards are well above average in music and broadly average in physical education, design and technology and art and design. On the other hand, standards in science, history and geography are restricted by pupils' weak vocabulary and lack of fluency in writing. Pupils' difficulties in recording their work quickly and accurately in science and in making effective notes in history and geography, are significant factors in the below average standards. The exception to the pattern is in religious education, where careful attention to detail in planning work enables pupils to take an active part in discussion and to retell stories effectively in writing. As a result, standards in religious education are well up to those

reached in most schools. In some lessons, pupils reached above average standards in part of a subject when they were exceptionally well taught. For example, Year 2 pupils, in an excellent lesson on the Great Fire of London, had a better understanding of the causes and effects of the catastrophe than most pupils of their age. This was the result of the teacher's careful planning and clear explanation. By contrast, standards were lower in lessons where pupils were encouraged simply to assemble facts, without being challenged to explain and evaluate them.

6. Standards in information and communication technology are well below average, despite very recent improvements in teaching. Improvement has been held up by slow progress in the construction of the new computer suite. However, computers in classrooms are used too little so are not making the contribution they should to learning across the school, even in subjects that are otherwise strong.
7. Very good provision in the nursery and reception classes enables children up to five to make rapid progress from their very low starting point. There is particularly good achievement in listening and personal development and this puts the children in a position to benefit from the teaching they receive once they start work on the National Curriculum. However, despite this very good provision, most do not reach average standards or attain the nationally established learning goals for children of their age.
8. The achievements of pupils with special educational needs are very good overall and excellent in the case of pupils who have Statements of Special Educational Need. All pupils, with special educational needs in the school, have significant difficulties with learning or behaviour. Their learning is carefully charted through individual education plans that make very good use of all available information, often adapting the school's resources to meet needs, such as speech and language therapy, for which there is little external provision. The progress of pupils with special educational needs related to behaviour is a significant strength. Whilst there are some lapses in these pupils' behaviour, much more often the only sign of their presence in a class is a teaching assistant sitting calmly beside them. The small number of pupils with English as an additional language are fully involved in the work of their classes and make good progress, sometimes where other pupils are not doing so well. The overall quality of their learning is good.

Pupils' attitudes, values and personal development

9. At the time of the last inspection, pupils had good attitudes and behaviour; relationships were satisfactory. The pattern during the present inspection was similar and represents good work in the light of the large numbers of pupils who have recently joined the school towards the end of their primary education. This aspect of the school's work is increasingly appreciated by parents and the community.
10. Most children in the nursery begin with very limited social skills for their age. While they take time to adjust to life without a parent, the children soon start to trust the sensitive staff, participate in daily routines and are willingly led to new activities. They try hard and concentrate well when working alone, but can have difficulties when trying to co-operate with other children, where their very limited speaking abilities can impede good relationships. By the time they reach the reception class, children often show very good attitudes and behaviour, build trusting relationships with their teachers and support each other. They are attentive, participate with a sense of excitement and are well focused when applying themselves to tasks. Very few pupils misbehave, but many continue to lack confidence when speaking, due to their limited

vocabulary. Attitudes and behaviour are good by the time children start work on the National Curriculum and their progress is a strength of the school.

11. Pupils arrive at school calmly and look happy to attend. Most wear the school uniform with pride and look smart and clean. As pupils progress through the school, they develop increasingly good attitudes that ensure a positive learning environment, both inside and outside the classroom. With only occasional lapses, pupils, including those with special educational needs and English as an additional language, listen well and are attentive to teachers. They want to participate in discussions and to show teachers what they have learned. They work hard and persevere with tasks. Where individual pupils behave poorly, other pupils usually ignore it, so that it is dealt with easily by the teacher. These good attitudes have helped the school to operate efficiently despite the disruption caused by building work.
12. Behaviour around the school is orderly and calm, particularly in assemblies. There is some immature behaviour in the school playground, partly caused by the lack of stimulus in the environment during building work. This sometimes escalates into clashes between pupils. Cases of oppressive behaviour and bullying have shown a sharp decline in the present year, although they have not been eliminated. There were no permanent exclusions in the year prior to the inspection, although there were more fixed-term exclusions than in most primary schools. However, this figure reflected problems caused by the influx of new, older pupils. During the inspection, pupils felt that the school was very reluctant to exclude pupils and it contributes to educational inclusion by taking in pupils who are at risk of permanent exclusion from other schools.
13. Relationships between the staff and pupils are good and among pupils, satisfactory. Teachers and teaching assistants provide very good examples of considerate behaviour and hard work and pupils value the trust, understanding and care with which they are treated. Staff consistently try to raise pupils' self-esteem and this is helping to raise their confidence and maturity. In the classroom, teachers are trying to develop pupils' abilities to listen to each other and when using pupils as demonstrators allow other pupils to comment critically on their performance; for example, in composing a tune, without insensitivity. Even when they find it difficult to express themselves clearly, pupils increasingly value each other's opinions and qualities, for example, by applauding the efforts of a pupil with special educational needs in a maths lesson. Older pupils are encouraged to look after younger ones through a 'buddy system' and during the inspection were making a small animal present for their 'buddy' in design and technology lessons. Older pupils have an awareness of other cultures and religions and realise the need for acceptance and understanding. Pupils are inquisitive and welcoming to visitors. Boys and girls eat and play amicably together, but the boys' relationships sometimes deteriorate into aggressive behaviour. Staff are very vigilant to any poor relationships between pupils and develop strategies to keep them apart where necessary.
14. Provision for pupils to develop a sense of personal responsibility, both for their work and around the school, are satisfactory. Although they help in the classroom, there are too few opportunities for pupils to participate in whole-school routines or initiatives. The school makes satisfactory use of the community for extending the knowledge and understanding of the outside world, through trips and collections for charity. Pupils respect the classroom resources well and they tidy their classrooms and cloakrooms under direction, indicating that they value the school. Opportunities

for independent learning, through research and referencing materials, ideas or facts, need further development.

15. Attendance improved significantly between 1997 and 2000, but is still below average. Despite continuous efforts, the school has been unable to impress on all families the need to ensure that their children attend school. One in three pupils have exemplary attendance, but approximately half of all pupils have an attendance rate of less than 80 per cent, and these pupils' absence is often actively encouraged by parents. During the last year, the school has reduced unauthorised absence, but this still remains obstinately above national levels. In-term holidays are a significant reason for a high level of authorised absence. One in five pupils are consistently late, but punctuality throughout the rest of the day is satisfactory. Registers are properly and efficiently completed.

HOW WELL ARE PUPILS TAUGHT?

16. Teaching is of good overall quality. It has improved well since the last inspection, when three out of ten lessons did not promote satisfactory learning. This is reflected in an increase since the last inspection, of positive comments on teaching in the parents' questionnaire. Teaching is made difficult by the very low literacy and speaking skills of pupils joining the school, which have to be taken into account when planning nearly every lesson. Teachers have also had to adjust to the considerable number of new pupils, who have not benefited from the school's very good provision in the nursery and reception classes and who often have special educational needs related both to learning and behaviour. Much good teaching has come from teachers who have recently joined the school and is not yet reflected in overall standards. However, some higher-attaining 11-year-olds are beginning to achieve good standards in national tests and the school's analysis of booster classes showed that they were making a significant contribution at this higher level. The results of national tests at seven, which show that very few pupils still have to make a start in reading and number work, also indicate good teaching.
17. Teaching and learning in the nursery and reception class give children a very good start in early literacy. They learn to enjoy books, give their opinions on stories and use the information contained in letters to read simple words. Literacy is also taught well to five to seven-year-old pupils, with systematic attention to basic skills of reading and writing and excellent use of reading to promote learning in history. Literacy teaching to the lower-attaining pupils, using 'Reading Recovery' techniques, is excellent. Work is expertly planned to meet pupils' precise needs and praise is used skilfully to re-enforce the development of their thinking. The improvements in accuracy, fluency and pupils' ability to correct their own errors are outstanding. Literacy teaching for pupils aged seven to 11 is satisfactory. Its strengths include consistent attention to all aspects of literacy in the literacy hour and effective teaching of basic spelling. However, teachers' attempts to meet the needs of the lower-attaining pupils in writing sometimes result in tasks that do not work as intended and reading and writing work in subjects other than English is not planned in sufficient detail. Teaching in science contributes to literacy throughout the school by extending pupils' specialist vocabulary, but learning in science is held back by weaknesses in reading and writing and pupils' use of their new vocabulary in reading and writing needs to be improved. The teaching of numeracy is satisfactory across the school and is re-enforced by mathematical activities in lessons, such as the comparison of pulse rates in science.

18. Teachers manage classes very well, ensuring that pupils settle quickly and sustain contribution to the end of the lesson. In music, for example, lesson changeovers are carried out to a song, with both the new class and the pupils moving to their next lesson, joining in. This ensures that the lesson begins before the pupils have even sat down and gives no opportunity for any restless behaviour to start. Teachers have good knowledge and understanding of the National Curriculum and use this to plan lessons carefully, with a balance of activities that engages and sustains pupils' interest. Temporary and supply teachers during the inspection taught to a similar standard. Their contribution to learning in the school was significant and much appreciated by the pupils as well as by the headteacher.
19. In almost a quarter of lessons across the school, very effective use of informal and formal assessment combines with these features to produce teaching of very good to excellent quality that excites pupils and contributes much to their personal development as well as learning. Where the teaching is satisfactory rather than good, the design of the tasks pupils are given to do is less closely matched to what they need to learn. Learning continues at a satisfactory pace, with consolidation of existing skills, but this teaching does not enable pupils to make the good progress they need to be making in order to approach nationally expected standards. Only two unsatisfactory lessons were seen during the inspection. In both, classes were well managed and behaviour was good, but the work given to the pupils was not effective, either because it lacked challenge, or because a teaching technique did not enable pupils to develop the skills the teacher intended.
20. The overall quality of teaching for children up to five is very good. The work is very well planned to cover all areas of the nationally established programme of learning for these pupils and enables them to make very good progress from the very limited skills with which they join the school. The overall quality of teaching is good for five to seven-year-old pupils, with a high proportion of very good and some excellent teaching. Teaching for pupils aged seven to 11, the age range most heavily affected by the school's expansion and turnover, is satisfactory, but with good features that put the school in a good position to improve it further.
21. Teaching in English is good for five to seven-year-old pupils and satisfactory for older pupils. In mathematics, teaching is of good overall quality throughout the school, based on consistently good planning. Science teaching is very good for five to seven-year-old pupils and of good overall quality throughout the school. Teaching in music is never less than very good and is excellent in most lessons. Teachers in music have outstanding knowledge and understanding of the subject, present lessons skilfully and enthusiastically and select their material very carefully to interest and engage the pupils. Teaching in religious education and design and technology is good and enable pupils to reach average standards in these subjects. Teaching in art and design and physical education is satisfactory. There was too little teaching of history and geography for five to seven-year-old pupils to support an overall judgement on its quality, though the single history lesson observed was excellent. For pupils aged seven to 11, teaching during the inspection was satisfactory in geography but unsatisfactory in history and there was evidence of inadequate teaching in both subjects in the sample of pupils' work. The teaching of information and communication technology is good and provides practical and realistic introductions to technical aspects of the subject; for example, in considering how errors can arise in a database. This teaching is creating a base for the recovery of standards in the subject once the school's facilities are in place. However, teachers do not use computers enough to promote learning across the school

22. The teaching of pupils with special educational needs is very good. Teachers match work well to these pupils' needs and provide very effective informal, personal support, which includes them in class sessions without putting them at risk of failure. The contribution of teaching assistants is consistently very good and affords much, both to the learning of the pupils they are supporting and the atmosphere for learning in the class. The teaching of pupils with Statements of Special Educational Need, who often have severe behavioural difficulties, is excellent. There are only very isolated lapses in these pupils' behaviour and often the only indication that they are in a class, is the presence of a teaching assistant sitting close by. The teaching of the small number of pupils with English as an additional language is good and includes unobtrusive, individual support from teachers, which helps pupils to feel included in each lesson. Throughout the school, teaching assistants make a very good contribution to teaching and learning, both in the individual support they give to pupils and to the learning atmosphere in the class.

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

23. At the time of the last inspection, the school's curriculum was reasonably broad and balanced and met the requirements of the National Curriculum and the Locally Agreed Syllabus for religious education. This provision has been maintained and the school's curriculum is planned in-line with the latest national guidance. Time is appropriately allocated to National Curriculum subjects and religious education. Provision for sex education, health education and drugs awareness are satisfactory and kept under review by the governors. Curriculum planning has been improved since the last inspection. Pupils are no longer arranged in mixed-age classes and setting in mathematics and English has recently been extended to include seven-year-old pupils. The overall quality of learning in these classes benefited from the arrangement, although more adjustment is needed in teaching to meet the needs of the lower-attaining pupils in writing. The curriculum for music has shown excellent improvement and there have been good improvements in provision for science, design and technology, art and design and religious education. Standards in these subjects have risen.
24. The school has good plans to improve provision in information and communication technology, but standards remain well below average because the planned facilities for the subject are not in place. The school has made a good, temporary arrangement to use the computer suite at the local secondary school. The curriculum makes too little provision for geography and history, due to weaknesses in planning and co-ordination. The school has good provision for equal access to the curriculum and has effective arrangements to include pupils with special educational needs and with English as an additional language. It has begun to track the standards reached by boys and girls, but the detection of trends has been made difficult by the very large turnover of pupils.
25. The National Literacy and Numeracy Strategies are in place. Provision for numeracy in lessons outside mathematics is satisfactory, but the teaching of literacy is not consistent enough. For example, planning for religious education makes good provision for pupils to use their reading and writing skills, but literacy work in other subjects, particularly history and geography, is not planned in sufficient detail and results in unsatisfactory learning. Booster classes have helped Year 6 pupils to meet and often exceed their targets for national tests in English and mathematics. The

impact of additional literacy support for lower-attaining seven and eight-year-olds is satisfactory, but the techniques are not sufficiently used in the literacy hour for these pupils. The school's use of 'Reading Recovery' techniques to help the lower-attaining pupils with early literacy is excellent. It has adapted this international scheme very well to meet its own needs; for example, by streamlining assessment procedures, and ensures that lessons are carried out at maximum pace.

26. The curriculum for children up to five in the Foundation Stage is thought out to a very high standard and meets the needs of the children very well. The needs and progress of each child are carefully and accurately assessed, including early identification of those with special educational needs. Teachers' planning gives priority to the skills of speaking and listening and personal development which children need to benefit from their later education and this gives them a very good start to school.
27. The school provides very good learning opportunities for pupils with special educational needs, with excellent provision for those with Statements of Special Educational Need. Assessment and co-ordination of the work is carried out to an exceptionally high standard, based on the co-ordinator's extensive knowledge and understanding of a broad range of learning and behavioural difficulties, which enables her to make excellent use of external advice. Teaching assistants provide consistently thoughtful and effective support, based on thorough briefing and clear understanding of pupils' difficulties. Teachers in most lessons match work well to pupils learning needs, and take account of the targets in individual education plans. There were many examples of sensitive and unobtrusive support that ensured that these pupils were fully included in all aspects of the work of their classes.
28. The school has increased the number of extra-curricular clubs since the last inspection. These now include football, gymnastics, rugby and cricket as well as clubs for keyboards and recorders. There is also a homework and learning activities club, although not all clubs were in operation at the time of the inspection. This provision is similar to that found in most schools. The curriculum is enriched by many visits to places of interest. These have included White Scar Caves for geography, a mosque and Bradford Cathedral for religious education and Eden Camp and Skipton Castle for history. Two residential visits are arranged annually for nine and 11-year-old pupils. These provide a very good focus for learning in environmental studies as well as other subjects and make a very good contribution to pupils' personal development. This is a very good feature. No pupils are excluded on the basis of cost.

29. The school has satisfactory links with the community. There are links with local organisations and with a number of charities. There are few links with local industry and commerce, although there is a very good link with the local, professional football club. Local clergy support the celebration of such festivals as harvest and Christmas. The school has many visitors during the year who contribute to all aspects of the curriculum. Charity workers, theatre groups and a local poet visited the school during the last year.
30. The school has established very good links with other schools through a 'cluster' arrangement. There are good curriculum links in computer work with a local secondary school, and in swimming with local primary schools. There is an e-mail link with a school in the USA. Students from local high schools and colleges are frequently placed here for work experience and there are good procedures for introducing pupils to secondary education. Teachers from the secondary school visit High Craggs, there are information evenings, at secondary schools, for parents of 11-year-olds and pupils have good opportunities to work in the secondary school.
31. The school promotes pupils' spiritual, moral, social and cultural development well. Provision for moral and social development has been maintained at a good standard since the last inspection, while there have been significant improvements in provision for spiritual and cultural development. Spiritual development is now very good and cultural development, satisfactory. Provision for social and moral development is particularly strong for children up to five, where it enables them to develop key skills in forming relationships and in behaviour, which they need in order to benefit from later teaching.
32. Regular, well-planned assemblies, which sometimes include local clergy, make a very good contribution to spiritual development. In one during the inspection, pupils listened intently to a very well told story about keeping healthy. A simple message that God needs you to be healthy to work for him was well understood by younger pupils. Teachers and visitors consistently create a wonderful tone and atmosphere within assembly. Often a candle is lit towards the end, when a short time for reflection and prayer is included. The atmosphere in assembly is well supported by good choices of music for pupils to hear and good, often expressive, singing. Religious education makes a good contribution to spiritual development through its extensive opportunities for reflection, often on issues that affect other people as well as the pupils themselves; for example, on the idea of places of safety. Nursery children looked in wonder at a magnificent rainbow during the inspection and a six-year-old pupil, following a visit to Bradford Cathedral wrote, 'We saw a golden cross. It was beautiful. Jodie lit a candle for our school.'
33. Provision for moral development is good. There is a system of rewards that includes a broad range of personal as well as academic achievement. In an assembly for younger pupils, teachers commended pupils for good work, attitudes and effort. Certificates were awarded to classes for what they had achieved. Pupils clearly know the difference between right and wrong. Older pupils are aware of setting a good example to younger ones. This has recently been endorsed with the introduction of the 'buddy' system, through which 11-year-old pupils become mentors for children in the reception class. Some classes have discussion time, when self-esteem is often a focus and moral issues are well discussed. Pupils listened respectfully to the views of others. Teachers treat pupils with respect, even when they are wrong. For example, in a Year 5 lesson when a pupil answered incorrectly, the teacher responded with, 'I know - - - was away for much of this work. Is there anyone who can help him?' The

pupil was, therefore, not embarrassed by the error. The school has introduced a well-structured programme for personal, health and social education during the last school year. This is beginning to contribute to moral education through discussion and features such as 'circle time'. Pupils are developing an understanding of citizenship through discussion of issues related to their life in the school and their support of charities.

34. Pupils behave well in lessons and co-operate well with each other and their teachers. Pupils throughout the school learn to care about their environment and value the people within it. Pupils with special educational needs are well integrated and take a full and active role in the life of the school. However, pupils have few opportunities to show initiative, develop strategies for independent learning and shoulder responsibilities. There was also a high incidence of exclusion during the last school year. This has largely been eliminated as most of the pupils involved have now left the school. The school recognises this limitation in provision and has already begun to address it. The introduction of the 'buddy' system is the first of a number of measures to give pupils opportunities to accept responsibility.
35. Provision for cultural development has improved since the last inspection, when it was unsatisfactory. Visits to the locality, in the context of various subjects and visitors to the school, enhance pupils' cultural development. Music makes a very good impact upon pupils, both in lessons and in the music they listen to in assemblies. This includes a systematic approach to music from other ages and cultures. For example, pupils in Year 5 sang a Bantu song quietly, rhythmically and sensitively in their music lesson. Pupils learn about other faiths, beliefs and traditions through religious education and visit places of worship including a church and mosque. Some history lessons provide a good introduction to key issues from pupils' own cultures, but the contribution to cultural development of history, art and design and geography need further development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. At the time of the last inspection, the school's care of pupils was satisfactory, although arrangements for assessing progress were inadequate. Provision for personal support and guidance and for pupils' welfare is now good and is increasingly appreciated by parents. Procedures for assessing pupils' work are effective in English and are providing an outline for effective work in mathematics. They are inadequate in other subjects, however; this is limiting the quality of learning.
37. The headteacher and staff are very mindful of the community that they serve. They are totally committed to the welfare and education of the pupils and try to give them stability in their lives, which many have not experienced previously. The school's work has brought it into conflict with a minority of parents, some of whom have been aggressive towards staff, but it has not flinched from this. The work of the parental involvement officer is helping to reduce unauthorised absence. Overall, the school's procedures for promoting good attendance and punctuality are very good and the reasons for the continuing low attendance are largely in the hands of a minority of parents who are not meeting their legal responsibility to ensure that their child attends school.

38. The personal development of children up to five is closely monitored, with rigorous and well-documented procedures that produce accurate assessments. Throughout the school, targets are agreed between teacher and pupil and progress is tracked. Pupils, including traveller children, are quickly and effectively assessed for special educational needs or English as an additional language and outside professional agencies are involved as necessary. The assessment of pupils with special educational needs is excellent, leading to very well designed individual educational plans that are reviewed termly with parents. The school has good relationships with secondary schools and guides parents and pupils through transfer without anxiety. Some agencies outside the school, notably the community police officer, contribute much to pupils' guidance, but the quality of this assistance is not consistent. Child protection procedures are satisfactory and all adults in the school are vigilant.
39. The school has good procedures for monitoring and promoting good behaviour and has significantly improved this aspect of its work since the last inspection. It maintains an effective balance between sanctions and rewards and these are fairly and consistently applied by well-trained staff. Two parents expressed concern to the inspection team over bullying. Inspectors found that staff were effective in detecting poor behaviour and that they had reduced the incidence of conflict and bullying to a low level during the term of the inspection. However, discussions with pupils showed that bullying has not been eliminated and that bullies have some skill in covering their tracks. The school analyses the data it has collected on behaviour, but this work could usefully be more detailed.
40. The governors and senior management team have paid the closest attention to health and safety problems during current building work. The school is a safe environment for all pupils and staff. A very few, minor health and safety points have been fed back to the school and accidents need to be recorded in more detail. The school's safety rules on the wearing of jewellery are not fully observed. Health and safety procedures are satisfactory, but the school's policy requires review, with more regular documentation of health and safety audits and risk assessments. The school has a sufficient complement of qualified first-aiders, but has no medical room. The school's health and social education provision includes a good introduction to the principles of safety at home and in school. Where necessary, this is re-enforced at the start of lessons.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The last inspection found that the partnership with parents was satisfactory, although parents had too few opportunities to take part in school events. Since that time, the school has had an influx of new parents, following the closure of a local school and its relationship with parents has suffered. Whilst the school has worked hard to involve parents in its work, it has not always been successful. The provision of information for parents remains satisfactory overall, but other aspects of the school's partnership with parents are not working properly. The school has plans to develop its relationship with parents by establishing a parents' room, with educational facilities, funded by the Education Action Zone.
42. Parents have a wide variety of individual needs and aspirations for their children's education. Discussions with parents show that only a minority are fully in tune with the aims of the school and that a small, but significant, minority are actively opposed to its work. A more substantial proportion have little involvement. Roughly three-tenths of parents responded to the parents' questionnaire, a higher proportion than at the

last inspection, but few attended the pre-inspection meeting. Most parents view the school as satisfactory and responses to the questionnaire showed approval for its work in improving behaviour and for the quality of teaching and standards. A significant minority of parents had concerns about homework, activities outside lessons, the quality of information they received and the school's co-operation with them. The inspection team judged that homework, the range of activities outside lessons and information on progress were satisfactory, although some comments on annual reports in subjects other than English, mathematics and science did not accurately reflect standards. However, the inspection team agreed that the school and parents were not co-operating closely enough.

43. Many of the problems are practical. Parents have to wait outside when bringing their children to school and collecting them in the afternoon and the exposed nature of the school site often makes this very uncomfortable. The arrangement does not promote informal communication with teachers and many parents feel that the school does not value their contribution to their child's education. In the nursery, where parents are admitted, relationships are better. Staff try to work hard with parents, but some have encountered aggression and the school's partnership has suffered from the active lack of co-operation of some parents. For example, most parents have signed the home-school agreement, but almost half do not comply in helping the school to improve its attendance and punctuality performance levels, despite the work of the parental involvement officer.
44. Although there is a full complement of parent-governors, only a few parents work or help in the school. A voluntary parent-teacher association has been disbanded, due to disputes over money prizes in a weekly draw. However, parents produced the largest sponsorship of any Bradford school, for the Bradford City Football Club sports initiative. The quality of information for parents is satisfactory and the prospectus and governors' annual report to parents meet all legal requirements. However, the effectiveness of the school's communication with parents could be improved by developing a consistent style to these documents and by careful attention to wording. There is no reference to parents in the school's aims. Annual reports to parents provide accurate information on standards in English, mathematics and science. Reports do not, however, contain enough detail pupils' targets and progress towards them.
45. Information evenings for parents; for example, on national tests, literacy and numeracy, are often poorly attended. However, there is better attendance at consultation evenings on pupil's progress and at celebration assemblies. The school works closely with the parents of pupils with special educational needs and takes full account of their views in preparing individual education plans. Parents receive good advice from the school at the time of transfer to secondary school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. When the school was last inspected, it had serious weaknesses in all aspects of its management. Standards were too low, planning weak and the governors were not playing a full role in the direction of the school. The school has had to tackle these serious problems in the context of a programme of re-organisation within the local authority. This has involved the intake of three, whole, new, year groups of pupils, a substantial influx of new teachers and pupils and a building programme amounting to a complete redesign of the school site.

47. The improvement in management since the last inspection has been good. The headteacher, with the deputy headteacher and other senior staff, has developed a comprehensive and effective approach to these issues, based on putting first things first and building a sound foundation for the future. They have used monitoring to improve the quality of teaching and have taken effective action against unsatisfactory teaching. At the same time, they have built on the school's strengths, such as work in the nursery and with pupils with special educational needs. Teachers new to the school, including newly qualified teachers, have had good support and have built a strong sense of common purpose and teamwork. The difficult task of integrating a third of the school's pupils, who joined in September 2000, often against the wishes of their parents, has been carried through with minimal disruption and the learning atmosphere in the school has been substantially improved since the last inspection. The school has developed an inclusive atmosphere; for example, by accepting and supporting pupils who have been at risk of exclusion from other schools, but does not do this at the expense of the learning of other pupils whose learning might be disrupted by poor behaviour.
48. The school development plan is a very good, working document, bringing together educational priorities and financial planning. The school compares its work effectively with that of similar schools, although its particular circumstances make it difficult to draw clear conclusions from this. It consults parents widely, both informally and on big issues facing the school, such as its redevelopment. It has clear understanding of the range of principles that go towards ensuring best value and uses them well. The school makes very good use of all grants available to it; for example, to provide for special educational needs and tackle truancy. The activities of the Education Action Zone are beginning to contribute to the work of the school through its work with parents. The management role of the deputy headteacher has been carefully thought out and is well adapted to the circumstances and needs of the school. Co-ordination is very effective in work with children up to five, special educational needs and music. It is good in design and technology and religious education. In other subjects, co-ordination is satisfactory, with some good features, but it is underdeveloped in geography and history. The school has improved its use of assessment since the last inspection, but its arrangements are not yet consistent enough to promote good learning in all subjects.
49. The role of governors has improved since the last inspection, but needs to be improved further. Governors have a sound pattern of organisation and some are closely involved in the work of the school. Governors' financial planning and control are good, but committees are not always quorate and they depend greatly on the guidance of the headteacher. The governors have a clear view of the educational direction of the school and good understanding of its circumstances, but their understanding of standards needs to be developed.
50. The school has sufficient staff to teach the National Curriculum and provide for pupils' personal development. Teachers are well qualified overall and new teachers from middle schools are adjusting well to the demands of the primary curriculum. Some staff have extensive, personal knowledge and understanding of the areas they teach and this is a key factor in the proportion of teaching that is very good or excellent. There is a good programme of professional development for teachers, focused on the needs of the school and co-ordinated through arrangements for performance management. Some teachers undertake additional professional training in their own time; for example, through local, professional associations. Teaching assistants have

very good skills for the work they undertake and benefit from the school's arrangements for training.

51. The school has consulted parents widely over the redevelopment of its site. The main phase of the work was being completed during the inspection and the school was doing well to ensure a good working environment among the six classes that were being taught in temporary accommodation. Accommodation in the main school, during the inspection, was inadequate for information and communication technology and physical education for older pupils. Inspectors were able to see the new building, however, which will provide good accommodation. Accommodation in the nursery was inadequate for outdoor play during the inspection. The building is in poor condition. The interior is organised to an excellent standard and provides an exciting, learning environment that makes children enjoy coming to school.
52. Due to building work, the school had no central library at the time of the inspection, and its information and communication technology suite was not yet in place. Resources for learning were otherwise adequate apart from those for geography, which were often out of date. Plans for a library are included in the new building.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. In order to consolidate and extend the improvements they have put in place, the headteacher and governors should:

- (1) improve provision for teaching reading and writing in subjects other than English, by:
 - matching work in reading and writing in all subjects to pupils' needs;
 - planning demanding reading and writing tasks for gifted and talented pupils;
 - linking reading and writing in other subjects to work in the literacy hour;
 - teaching pupils consistently to make their own notes.
- (2) raise standards in information and communication technology, history and geography, by:
 - increasing the amount of teaching in the subjects;
 - establishing effective use of computers to promote learning in all subjects;
 - promoting the use of computers for independent learning;
 - improving the management and co-ordination of history and geography.
- (3) improve arrangements for assessing pupils' work and tracking progress, by:
 - developing manageable and clear procedures for all subjects and using them in planning;
 - ensuring that assessment is clearly related to standards;
 - identifying and providing more consistently challenging work for gifted and talented pupils;
 - ensuring that targets are consistently set and reflected in all aspects of pupils' work.
- (4) work to improve partnership with parents, by:
 - carrying out its plans to improve facilities for parents, including shelter for parents bringing children to school;
 - improving the design of communications with parents;
 - ensuring that annual reports contain clear and accurate information in all subjects.
- (5) extend the measures it has taken to improve attendance and punctuality, by:
 - continuing its work to build good relationships with parents;
 - pressing for strong action to be taken against parents who do not send their children to school.

A minor issue for action is to improve attendance at governors' committee meetings.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	91
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	16	43	32	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	377
Number of full-time pupils known to be eligible for free school meals	0	113

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	114

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	105
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.2

Unauthorised absence

	%
School data	1.5
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	27	18	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	15	20
	Girls	14	11	15
	Total	33	26	35
Percentage of pupils at NC level 2 or above	School	73 (67)	58 (80)	78 (90)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	20	20
	Girls	14	13	12
	Total	32	33	32
Percentage of pupils at NC level 2 or above	School	71 (71)	73 (84)	71 (82)
	National	84 (82)	88 (86)	88 (87)

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

There were no 11-year-olds in the school in 2000.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	4
Bangladeshi	0
Chinese	0
White	359
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	0	0
Bangladeshi	0	0
Chinese	0	0
White	13	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: YR – Y6

Total number of qualified teachers (FTE)	17.8
Number of pupils per qualified teacher	21.17
Average class size	26.9

Education support staff: YR – Y6

Total number of education support staff	19
Total aggregate hours worked per week	393

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30

Total number of education support staff	3
Total aggregate hours worked per week	50

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Financial information

Financial year	2000-2001
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	£
Total income	770,136
Total expenditure	702,314
Expenditure per pupil	1930
Balance brought forward from previous year	35,586
Balance carried forward to next year	103,408

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	407
Number of questionnaires returned	117

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	34	5	2	0
My child is making good progress in school.	49	39	5	3	3
Behaviour in the school is good.	38	47	8	2	4
My child gets the right amount of work to do at home.	18	46	18	9	5
The teaching is good.	33	60	3	0	3
I am kept well informed about how my child is getting on.	26	44	22	6	0
I would feel comfortable about approaching the school with questions or a problem.	51	35	11	3	0
The school expects my child to work hard and achieve his or her best.	46	45	6	1	1
The school works closely with parents.	21	48	20	7	4
The school is well led and managed.	32	51	9	3	4
The school is helping my child become mature and responsible.	35	54	9	1	2
The school provides an interesting range of activities outside lessons.	20	27	38	7	8

Other issues raised by parents

Parents were concerned at having to wait in the cold and rain when bringing their children to school and collecting them.

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

54. The last inspection reported good progress in the nursery, but unsatisfactory learning in the reception classes. Teaching and learning are now very good overall in the nursery and reception classes and are giving the children a very good start to their education. The teachers and the nursery nurses know and understand the Early Learning Goals and plan the curriculum to attain them. The classroom support assistants work closely with the teachers and nursery nurses, ensuring a good team spirit in the Foundation Stage. Improvement since the last inspection has been very good.
55. Most children begin school with very poor speaking and listening skills. Assessment on entry shows that they are well below average in other areas of learning, including social skills. Records of progress in the six areas of learning are kept, highlighting the steps the children have taken towards the nationally established learning goals for their age. The school's very good teaching leads the children to improve their knowledge, skills and understanding so that they are on course, but unlikely to reach, the Early Learning Goals by the time they move into Year 1.

Personal, social and emotional development

56. Most children start school with poorly developed social skills. The adults are sensitive to their needs and listen carefully to what the children have to say. The adults are good role models, always treating each other and the children with courtesy and respect. Every day routines such as 'snack time' encourage a sense of belonging and sharing. Children learn to say 'thank you' for the things they are given. After a very good music lesson they went individually to thank the teacher. They are aware of their own needs and become sensitive to the needs of others. Effective teaching on feeling 'blue' enabled the children to give suggestions on how to cheer people up; by holding their hand or giving them a hug. They are reaching the early learning step of speaking in a group.
57. Most children in the nursery manage their own personal hygiene but only a few can dress and undress independently. In the nursery and reception classes, the teacher and nursery nurses insist that children tidy away their own things. This promotes personal development and helps the children to care for the environment.

Communication, language and literacy

58. Teaching and learning in literacy, language and communication is very good. Children make very good progress in listening in both the nursery and reception classes. They enjoy listening to stories and readily share books with each other and adults. The pictures in the book, *Peace at Last* fascinated the children in the nursery. Effective questioning by the nursery nurse on, 'What do you think Mr Bear said?' encouraged them to look closely at the pictures and to predict what happened next. In a reception class the children listened to the story of 'Piggy Little'. The teacher developed speaking skills by matching the questions to the children's abilities. Questions ranged from, 'What are the pigs doing?' to 'How do you think mummy pig kept Piggy Little warm?' In creative play in the 'house' the children play the roles but do not have the language to use their imagination. Teachers extend vocabulary by making good use

of the guidance in the National Literacy Strategy. Children enjoy reading the Big Books together; they can follow the pattern of the story and join in the endings. When reading *Floppy*, the children understood the meaning of author and illustrator. They are not on course to reach the Early Learning Goal of speaking clearly and audibly with confidence and control, but their progress in listening is a major strength.

59. On entry to the nursery, the children have very little experience and understanding of reading. Very good teaching enables them to hear and say the initial sounds in words. In the nursery, children are learning about colours: red, yellow and blue. The teacher made good links with the topic in teaching the sounds of 'r', 'y' and 'b'. By the time children move into reception classes their reading is improved but still below average. They can hear, say and write the initial sounds and read a range of common words and simple sentences such as 'this is mummy and daddy'. The teachers give the children homework, encouraging them to take reading books home and share them with their family. The children have not reached the Early Learning Goals of hearing the final sounds in words, or the short vowel sounds within the words.
60. In the nursery, children are encouraged to write using a variety of jotters, paper, pens and markers. Emergent writing was seen when a child wrote the first letter of her name on the chalkboard. Effective teaching shows the children the correct formation of the letters. In the reception classes the teachers and children write together. Good progress is seen in the tracing of letters, overwriting the teacher's writing and in copying stories about their drawings. Most children can hold a pencil correctly and those who cannot, use pencil grips. Most children can copy their name cards but only a quarter can write their own names. Writing is well below average. Children cannot use their phonic knowledge to write simple words. They do not write in sentences or use punctuation. The children are not on course to reach the Early Learning Goals in communication, language and literacy, with the exception of listening, where they are on course.

Mathematics

61. Children's knowledge and understanding of mathematics is well below average when they enter the school. Very good teaching, together with very effective planning and organisation, enables them to make good progress, so that standards rise from well below average to below average by the time children leave the reception classes. In the nursery, the children can count everyday objects up to ten. They recognise and name numbers from one to nine. The teacher, nursery nurse and classroom assistant develop mathematical vocabulary very effectively. The children understand and use the words 'more', 'less' and 'smaller'. In practical activities the children use vocabulary that involves adding and subtracting. Children in the reception classes can count around the class and find one more or one less. They begin to relate addition to 'combining' and subtraction to 'taking away'. The teachers structure the activities so that children learn to recognise and recreate simple patterns in lacing. In construction the children use language such as 'circle' or 'triangle' to describe the shape. They can describe position in everyday words, but are unable to develop mathematical ideas and methods to solve practical problems. They are not yet on course to reach the Early Learning Goals.

Knowledge and understanding of the world

62. The nursery is organised so that the work in knowledge and understanding of the world is linked to the other areas of learning. Children learn about the different fruits, which they bring to school for a healthy snack. They learn about food when cutting up the spaghetti or making a marble cake. The teachers make good use of displays as seen when the children in the nursery observed and compared objects on the 'blue' table. The children investigated shades of blue in the marble rolling. They selected tools and techniques they needed to shape and control materials. They used rolling pins and cutters to make shapes with the play dough. Teachers in the reception classes organise a wide range of constructional resources so that the children can select and build. The children learn about time when changing the calendar; they know the days in a week and understand months and seasons. Children talk about the weather when filling in the chart. Steps that include identifying the uses of technology and using programmed 'toys' to support that learning, have not been taken. The children are not aware of past events in their own lives and have a limited knowledge of the place where they live and the natural world. The children are not on course to reach the Early Learning Goals.

Physical development

63. Opportunities for outdoor play in the nursery are limited by poor facilities that the school is doing all it can to replace. The children all go out together in an area with little equipment and an uneven surface. There is no fixed apparatus or markings in the playground. Resources include a climbing frame and slide, tricycles, scooters, wheelbarrows and prams. The children can use a range of small and large toys and they and the teachers make the best of what they have. They play happily with the large toys but are not aware of space, themselves, or others. The teacher reminded them that to be safe they must be careful. There are no plans for outdoor play for children in the reception class.
64. When working in the hall, the children in the Foundation Stage move with confidence and in safety. They moved imaginatively in response to teachers' encouragement to do giant or fairy steps and to walk like a king or queen. They know that changes to their bodies take place when they are active in jumping, crawling and slithering. When they were hot, the children took off their cardigans. There is no high or low equipment for them to travel around, moving under, over and through. Progress is seen in the handling of tools, construction and malleable materials, safely and with increasing control. However, children are not on course to reach the Early Learning Goals

Creative development

65. In this area of learning, children do not reach the Early Learning Goals in creative play. Very good teaching helps them to listen to each other, but children do not have the language skills to develop imaginative role play. In art, the children explored colour through the exciting and challenging materials prepared. They played with imagination in the doll's house, with the small world equipment and the brio train. In music they listened attentively and could move to the pattern in the music. The children learn to use percussion instruments to accompany singing. The teacher challenged the children to recognise high notes on the piano. They explored sounds that were louder/softer, louder/quicker, faster/slower, longer/shorter and higher/lower. The children know many songs and nursery rhymes. They sang enthusiastically with

good pitch, rhythm and dynamics. The range of stimulating and attractive activities planned by the teachers enable the children to make good progress in creative development from a very low starting point.

ENGLISH

66. Standards in national tests for seven-year-olds were well below average in 2000 and 2001. Seven-year-olds' results were also well below those achieved in schools with similar proportions of pupils entitled to free school meals. However, no seven-year-old pupils were still working towards the earliest level of the National Curriculum in these tests and this is an improvement since the last inspection. The school's first group of 11-year-olds achieved well below average standards in national tests in 2001, although they achieved the school's target. The target set for 11-year-olds in 2002 is demanding. Girls do better than boys, in-line with the national picture. Taking account of the high proportion of pupils with special educational needs and the very low skills for their age among pupils starting at the school, these results represent satisfactory achievement.
67. Throughout the school, pupils listen well, both to teachers and each other. This represents an improvement on the last inspection and there are examples of particularly good listening in music, information and communication technology and in history for seven-year-olds. Speaking skills are well below average, both in the range of words pupils use and in their confidence with more formal language. Higher-attaining pupils aged ten to 11 used a broader range of words to record good responses to the story of the killing of Grendel by Beowulf; for example, 'I am overwhelmed' and 'I am too shocked to know what to say'. However, most pupils' use of formal language was much less confident. Teachers in all subjects stress the key vocabulary for the lesson, but do not always ensure that pupils use it in their response. Music makes an excellent contribution to pupils' confidence in speaking, through its emphasis on clear and expressive language when singing.
68. Whilst reading skills are below average, some higher-attaining pupils achieve standards well up to national average levels. In a class of six to seven-year-olds, for example, a higher-attaining pupil read accurately but with some hesitancy. She spoke of 'spelling out and stretching' unknown words, was enthusiastic about reading and knew how to use a dictionary. Pupils of average capability for the class read accurately, but sometimes with little understanding of the main point of the story, whilst less capable readers are often still working on very basic texts for their age. In a class of pupils aged ten and 11, an above average reader was confident when tackling a book by Roger McGough and had clear ideas about her favourite author. She had access to books outside school and had well-developed skills in finding information. The skills of most other pupils, however, were less well developed and some did not enjoy reading. The school is beginning to use the Internet to develop reading in history through its contacts with the local secondary school. This is satisfactory, but does not encourage pupils to evaluate their reading; for example, by considering what is and is not important.
69. Standards are weaker in writing than in other aspects of English. Pupils do not consistently join their handwriting and spelling skills are weak, despite some effective teaching of basic spelling in the literacy hour. Some higher-attaining pupils throughout the school write accurately and use good vocabulary in personal writing and description; for example, when writing about a rock pool from direct observation. Most pupils, however, do not pay enough attention to punctuation when writing and would

join writing in their handwriting book, but not in unaided work. Lower-attaining pupils write very short pieces, with simple sentences, but do not control the formation of letters adequately. There is some good writing among higher-attaining 11-year-olds; for example, when writing letters with persuasive arguments. Most pupils make little use of adventurous vocabulary. Whilst there are some examples of good writing in subjects other than English, too many tasks for writing do not challenge pupils to think and make their own notes, especially in history and geography. There is too little use of computers in teaching writing.

70. Pupils with special educational needs often have serious learning difficulties in literacy. They are well supported and make very good progress. There is some excellent progress in response to individual teaching in reading and writing for younger pupils using the Reading Recovery scheme, but the learning of some older pupils with special educational needs is hampered in a small minority of lessons by over-excited behaviour and poor concentration.
71. Teaching is good for five to seven-year-old pupils and satisfactory for pupils aged seven to 11. The good and very good teaching is characterised by good management of pupils, a brisk pace and good questions, which extend pupils' learning. Teachers refer frequently to the learning goals of the lesson, helping pupils to focus their attention clearly. The teaching of individual pupils using Reading Recovery techniques, adapted to the needs of the school, is outstanding. Teachers pitch the work at precisely the right level and give excellent, individual guidance that helps the pupils to adjust their thinking. Rapid improvements in reading and spelling result from these lessons. Where the teaching is satisfactory rather than good, the structure of the lesson promotes satisfactory learning, but work is not matched closely enough to the needs of some students in the class to enable them to make good progress. In the single instance of unsatisfactory teaching, the structure of the lesson did not give pupils enough opportunities to write independently. Marking is satisfactory, but teachers' comments do not always give pupils enough guidance on ways of improving their work.
72. Co-ordination is satisfactory. There are some good features, including the use of new initiatives from the National Literacy Strategy and a suitable range of assessment procedures is in place. This is used to match work to pupils' learning needs in most classes and to identify and support pupils with special educational needs, although further work is needed in this area for pupils aged seven to 11, especially in writing. The curriculum has been enriched with visits from a poet, puppet theatre and drama group, all of good quality. Whilst there are good resources for early reading, the school has not yet been able to establish a library, although it plans to do this once building is complete. A local beacon school is providing funding for an increased range of non-fiction books.

MATHEMATICS

73. Standards in national tests at seven in recent years and at 11 in 2001 were well below average. However, there was some improvement in standards of work during the inspection, though they were still below average. There are no significant differences between the attainment of boys and girls. Pupils with special educational needs receive effective, individual support, often from teaching assistants and their learning is consistently good. Gifted and talented pupils are only identified in Year 6, but higher-attaining pupils are beginning to benefit from the system of setting in mathematics. Overall, these pupils' learning is satisfactory. The range of pupils' skills

and the quality of teaching have shown satisfactory improvement since the last inspection. In the light of the well below average standards in mathematics of pupils joining the school, current achievement is satisfactory, but capable of improvement.

74. Pupils in Year 1 can identify three-dimensional shapes such as a sphere, cube, cylinder and pyramid and place them in the correct 'set' on the carpet. Higher-attaining pupils can create a number sentence using the 'add' and 'equal' signs and calculate numbers up to ten, but lower-attaining pupils need adult help and support when using cubes to arrive at an answer. More capable pupils in Year 2 can add tens and units confidently, understand the operation they have undertaken and use correct vocabulary to record their number sentence. Lower-attaining pupils can add numbers up to ten, but need help and support in understanding the operation. By the age of seven, pupils are making good progress in learning about number, shape and space, measures and handling data, but few achieve above the expected standard in national tests.
75. Higher-attaining pupils aged seven to 11 reach average standards in number work, including fractions and describing shapes. These pupils can describe their work accurately and older pupils use mathematical vocabulary to a sound standard. However, lower-attaining pupils need adult support to carry out simple operations, such as measuring and manage calculations only following extensive explanation from their teacher. By the age of 11, pupils are making good progress in learning about numbers, measures, shape and support and handling data and its practical application. However, only a very few reach an above average standard for their age. Most pupils throughout the school have good attitudes towards their work and sustain their concentration well, particularly as they prepare to move on to secondary school.
76. Teaching is of good overall quality throughout the school. It is never less than satisfactory and there was one example of excellent teaching. Teachers have secure subject knowledge and planning is sound. Pupils know what they are to learn and lessons are well structured, with a good balance between direct teaching and group work. All teachers manage classes well and make good use of time and resources. This engages pupils' interest. For example, in a Year 1 lesson, the teacher made effective use of the teaching assistant, carpet area, computer, and three-dimensional shapes to develop pupils' understanding of shape. Teaching in the excellent lesson was particularly well pitched to extend pupils' understanding of number work and was delivered at maximum pace, with a very effective contribution by the teaching assistant. Where the teaching is satisfactory rather than good, there is too much use of photocopied sheets and schemes that give pupils too few opportunities to develop their mathematical and numeracy skills in a practical way. The marking of pupils' work is satisfactory overall, but inconsistent. In some cases, marking is a one-word comment and tick, while better marking gives pupils a clear indication of what they have understood and where they need help and support.
77. Arrangements for co-ordination are satisfactory. The school is developing the use of practical applications of mathematics and numeracy in the activities offered to pupils in lessons, to raise their awareness of its use in their everyday lives. Computers, however, are underused. National test results are effectively analysed and assessment procedures are being improved to include target setting for individual classes and groups of pupils, but they are not yet providing a clear and consistent indication of standards and progress.

SCIENCE

78. Standards are below average at seven and 11 years. Over the past four years, standards in science have improved nationally and the school has kept pace with this. The standard of work in Year 6 indicated some further improvement from the standards reached in national tests in 2001, although it remained below average. Pupils join the school with a poor level of scientific knowledge and vocabulary. When this is taken into account, pupils overall, including those with special educational needs, make satisfactory progress, and a significant proportion achieve well. Standards at the last inspection were lower than they should be throughout the school. The school has made a good improvement on this position, chiefly because of improved teaching.
79. Five to seven-year-old pupils are now learning very well. They learn how plants grow and investigate the life cycle of a butterfly. They understand that force can be used to push and turn and demonstrated their understanding by investigating how far cars can travel using ramps with bumpy, smooth and rough surfaces. They recognise parts of the human body. During the inspection, a class of six-year-olds was relating parts of the body to the senses. They learned that touch relates to hands and sight to eyes. Learning in science is sometimes inhibited by pupils' lack of literacy skills. Words cannot be read and recording is slow due to poor writing skills. However, pupils talk enthusiastically about what they do and have a sound grasp of what constitutes a fair test.
80. By the age of 11, pupils are developing an understanding of the structure and functions of the human body and know of the beneficial and detrimental effects of bacteria and microbes. In a Year 6 lesson, pupils knew that 'microbes turn things green', 'vitamins keep you healthy' and that food should not be left exposed. Ten and 11-year-olds know how materials can stretch and bend and are able to suggest how to measure this. They know the difference between 'transparent', 'translucent' and 'opaque'; how light is reflected; that sound is transmitted by vibrations and of photosynthesis. Pupils enjoy lessons most when they experiment and test things out. Pupils in a Year 5 class measured their pulses carefully and were intrigued by the different pulse rates. Much work in lessons is done through investigation and this leads to good practical learning that lets pupils build on their strengths.
81. Pupils enjoy science and display very positive attitudes within lessons. They listen carefully, work enthusiastically and collaborate well in pairs and groups. Pupils are respectful of each other and rarely does any one person dominate. They share well. They enjoy good relationships with their teacher and behaviour in lessons is good.
82. The quality of teaching is good throughout the school and very good for pupils under seven. No unsatisfactory teaching was observed. This represents a significant improvement since the last inspection when teachers had too little knowledge and understanding of the subject to teach it effectively. All but a few teachers now have a good knowledge of the subject. This has given them the confidence to increase the number of lessons based on investigation and increase the use of scientific vocabulary. In a Year 5 lesson, pupils talked about 'arteries', 'veins', 'valves' and 'pump' and were able to explain their functions. Discussions in lessons were consistently of a good standard. Teacher questioning was often brisk and challenging. Tasks set for pupils are often challenging and stimulating. However, these are rarely differentiated to reflect pupils' scientific or literacy skills and this is a weakness. Too often progress is restricted by an inability to follow the text or interpret

written instructions. When learning support assistants are available to assist pupils with special educational needs, tasks are usually completed successfully. The use of homework is satisfactory, and there is a suitable range of assessment procedures. These are not, however, well used to inform future planning for teaching and learning and need to be analysed further to determine pupils' strengths and weaknesses. Whilst the school is not expected to set formal targets in science, it chose to set an informal target, which was exceeded this year.

83. The subject co-ordinator has made a good start in the year in which she has held the post, but there is more to be done. She is aware of the need to extend arrangements for monitoring teaching and to bring some teachers' knowledge and understanding of science up to the standard of the best in the school. Computers are little used in science and there are few links with other subjects apart from literacy. Science makes a good contribution to pupils' personal development by engaging pupils' interest and exciting their curiosity about the world about them.

ART AND DESIGN

84. Standards are broadly average at the ages of seven and 11 and pupils with special educational needs reach broadly similar standards to those of others in their classes. At the last inspection, standards were below average and their improvement was a key issue. Better teaching has led to higher standards and progress has been satisfactory. Pupils are now achieving the standards they should in the subject.
85. Pupils aged five and six during the inspection looked closely at photographs of portraits of two little girls. One boy recalled the word 'portrait' when they discussed earlier work. The teacher questioned pupils closely so that they observed the differences between the two pictures as they looked at the shape and position of the different features. When they produced self-portraits, pupils used an appropriately wide range of materials including pencils, charcoal, crayons, pastels and paint. Some during the inspection did not grasp the idea of a portrait and drew a full-length figure instead. However, a large majority produced results that are consistent with those expected for their age.
86. Pupils aged seven and eight had been studying *The Angel of the North* by Anthony Gormley. They had made their own sculptures on this theme with titles like 'The Robot of the North' and 'The Fairy of the North', finished to look metallic. During the inspection, they were making sculptures based on natural materials and the teacher focused their thinking with a photograph of a sculpture by Henry Moore. This made a good contribution to cultural development. Pupils chose from a suitable selection of materials, made their own response and were involved in designing their work. For example, pupils aged nine and ten, during the inspection, put wood, stones, baskets and bottles into satisfying arrangements before beginning a still life picture. The teacher furthered their learning by showing them how to use shade to give depth to an object. Higher-attaining pupils did this as suggested, but lower-attaining pupils did not look closely enough and so left too large a gap between their objects. The large group of pupils of average attainment produced pictures broadly consistent with standards expected nationally.
87. Teaching ranges from very good to satisfactory and is good overall. In good and very good lessons, teachers are confident and share an enthusiasm, which engages pupils and stimulates their learning. They respond by listening carefully and working with concentration in groups in which good relationships are evident. One pupil

commented on a picture in a plenary session: 'I like it because it's got a lot of detail and different shades.' One teacher's planning file showed good use of continuous assessment to chart and guide progress.

88. The recently appointed co-ordinator has carried out a subject audit and produced an action plan. She has good understanding of the subject and of priorities for improvement, including making the best features of assessment more consistent. The school has worked to raise standards by involving pupils aged eight to ten in an Art Improvement Project at Cartwright Hall. There is too little use of information and communication technology in art and design.

DESIGN AND TECHNOLOGY

89. Standards are broadly average at seven and 11 and the level of achievement for pupils, including those with special educational needs, is satisfactory. At the time of the last inspection, work in this subject was poor. All aspects of provision for design and technology have shown good improvement since the last inspection.
90. Five to seven-year-old pupils know and understand that a model can be modified and improved during construction; for example, pupils in Year 2, who were constructing a mechanism for saving a rabbit that was stuck in a well, could see that it was important to design for a purpose. This helped them to build on the skills they had learned in Year 1. During the construction, they used simple equipment such as hand-held punches, dowling rods, card, cotton reels and cotton. They could discuss the difficulties that they had had in constructing their winding mechanism; for instance, in measuring and placing the dowling rod into their model accurately, so that they could put a winding mechanism onto it. Photographs of previously completed work showed that pupils had used a variety of simple equipment, materials and tools to make a puppet and could use several techniques to attach different materials to card. Pupils in this age range gain experience of designing for a purpose and can suggest ways of improving designs and different construction techniques.
91. Between the ages of seven and 11, pupils' designs and constructions become more sophisticated and they learn to think about the purpose of their designs and models before making them. However, standards are limited by pupils' lack of command of English; for example, in a Year 6 lesson, pupils were designing a soft toy for a child in the reception classes. They were keen to undertake the design and understood the need for safety, but standards were held back by the limited vocabulary that they had available, to discuss words such as 'textiles'. Photographs showed that pupils progressively develop their understanding of the cycle of designing, making and evaluating skills associated with the subject; for example, pupils in Year 5 have designed and made musical instruments and this has included writing instructions for constructing an instrument. In a Year 4 lesson, pupils were designing and making a 'template' from which to make a purse. Higher-attaining pupils were deliberately making their template so that the construction of the purse would follow carefully planned stages in its making. Lower-attaining pupils had not thought or planned their template so carefully, and were either making mistakes or having to remake their templates from the beginning.
92. Teaching in the small number of lessons observed was satisfactory overall. Teaching staff have secure subject knowledge and are able to teach pupils how to handle different materials and to evaluate and modify their ideas, designs and models. This was clearly demonstrated in a Year 2 class, where the teacher discussed with the pupils how they produced their models and how they could have improved them, or

made them differently, which was helping the pupils to develop their skills. Teachers also pay attention to developing pupils' personal and social skills by expecting them to work together and co-operate in designing and making a model or construction. In a Year 4 class, for example, pupils discussed the best method of making their templates. Teachers develop good attitudes to work and this contributes well to pupils' personal and social development.

93. The subject co-ordinator is enthusiastic, experienced and leads and manages the subject well. This work has been instrumental in the good improvement in the subject since the last inspection. He monitors both teachers' planning and their teaching in lessons and assists colleagues with any issues they may have, which has given them greater confidence in teaching the subject. There is an up-to-date policy and scheme of work, but there is not yet a consistent approach to assessment in the school. Resources are generally adequate, but there are not enough facilities for food technology.

GEOGRAPHY

94. At the last inspection, standards were well below average, due to weak management of the subject and unsatisfactory teaching. Standards at seven and 11 are still substantially below average and the level of achievement is unsatisfactory. There has been too little improvement in this subject.
95. During the inspection, no lessons were seen with pupils aged five to seven. Analysis of their work and wall displays shows that pupils have looked at the life of Katie Morag on the island of Struay, but not in sufficient detail to learn well from it. Pupils aged five to six have made some useful links to numeracy whilst looking at traffic in the vicinity of the school. Both groups show a developing awareness of a wider world through *Barnaby Bear* and *Jake's Journeys*, but there is too little work and the potential of the subject for extending younger pupils' limited knowledge and understanding of the world is underused.
96. Pupils aged seven and eight use a key and sketch map of the local area to develop their understanding of its physical and human features. Higher-attaining pupils understand how to use the key to identify different locations. The remainder can identify the school and terraced housing but need adult support to pick out other locations. Overall, this is a very low standard for pupils of this age. Pupils aged nine to ten know that different places in the world have different amounts of rainfall and that this is also true for places in England. In discussion, they learn that the use of different colours on the map can portray this. Analysis of pupils' books shows that work does not become progressively difficult from year to year and that some older pupils were being given exactly the same work as younger ones. This results in a lack of challenge, which is made worse by the lack of depth with which some topics, such as looking at a contrasting locality in a developing country, have been studied.

97. Teaching during the inspection ranged from satisfactory to good and was satisfactory overall. The good teaching made appropriate use of photographs and a local map to support learning. Attitudes to the subject are good and the best teaching brings out pupils' curiosity. A pupil commented that he never knew there was so much to know about water. Where teaching is satisfactory, it promotes learning at a basic level, but has too little challenge for higher-attaining pupils.
98. The co-ordinator is aware of areas for development. These include renewing resources, which are in poor condition and out of date. However, co-ordination is unsatisfactory because of the duplication of coverage of parts of the curriculum and the lack of a clear focus on standards. There is too little use of computers in geography. The school arranges a number of visits for pupils but there is little evidence of the impact these have had on learning.

HISTORY

99. There was too little evidence on which to base a judgement on standards at seven, but standards are well below average at 11 years. Standards at the time of the last inspection were well below average and unsatisfactory and there has been no significant change, despite better standards in individual units of work.
100. In the single lesson observed for five to seven-year-old pupils, in Year 2, excellent teaching enabled the pupils to focus closely on the causes of the Great Fire of London. Pupils understood the significance of wooden buildings and the relative safety provided by stone churches. They understood the potential consequences of accidents and why pulling down buildings helped check the fire. They remembered the issues discussed in the first part of the lesson when working in groups in the second part. Their understanding of the issues was above average for pupils at this stage in Year 2.
101. Pupils in Year 6 had some understanding of changes that occurred during Queen Victoria's reign, but had little recall of detail; for example, they knew Joseph Lister was a medical man, but not what he did, or why it was important. Analysis of pupils' written work in history showed occasional pieces in which pupils were challenged to think, but many more that were copied, or involved no more than filling gaps in texts. An unsatisfactory lesson for pupils in Year 6 required them to collect facts at a very basic level on ancient Greece, but did not require them to think about which facts were important, or why. There was a similar weakness in the investigation of ancient Greece using the Internet at the local secondary school. These activities did not lead pupils towards the patterns of thinking that are set out in the National Curriculum.
102. There was too little evidence on which to base a judgement on teaching for five to seven-year-old pupils. However, the example of excellent teaching in Year 2 was based on very clear understanding of the subject, combined with a way of presenting it simply so that it could be understood by six-year-olds. The teaching assistant was equally well informed and provided very effective support to pupils with special educational needs, who learned at an excellent rate in relation to their overall learning difficulties. Teaching for pupils aged seven to 11 is unsatisfactory overall, because it does not involve pupils sufficiently in thinking about what they are doing. The limited nature of many of the tasks they undertake also prevents the subject from making the contribution it should to the development of literacy skills, particularly in critical reading and making notes.

103. Co-ordination in history has been focused on assembling resources, which are adequate and on arranging visits to local sites, including a World War II camp. The co-ordinators have had some opportunities to observe lessons, but have not yet assessed the quality of pupils' work across the school. Lack of effective assessment has led to some over-estimation of standards in annual reports to parents. Overall, co-ordination is unsatisfactory and work in history is in urgent need of improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

104. The school's plans to improve its work in this subject have been seriously held back by delays in modernising its equipment, which have been beyond its control. At the time of the inspection, the room for a new computer suite had been furnished, but the computers had not been installed and the school had no connection to the Internet. Many computers in classrooms were unserviceable. Whilst computers were used effectively in individual lessons throughout the school during the inspection, in the school as a whole, pupils are not receiving enough experience of computers and so their skills remain at a very low level for their age. There has been too little progress since the last inspection.
105. The school has made good arrangements to improve teachers' ICT skills and teaching and learning during the inspection were of good overall quality. ICT was taught specifically to pupils aged seven to 11 even though computers in some classes were not working properly. Teachers used imaginative approaches to help pupils understand key concepts in ICT, such as constructing and using a branching database and identifying potential errors. They used questioning well to develop pupils' skills and check their understanding and often had good extension arrangements for higher-attaining pupils. Where the teaching was satisfactory rather than good, it provided an introduction to the basic technique in question, but did not give pupils sufficient opportunities to evaluate their work critically.
106. Co-ordination is satisfactory and the school has good long-term plans for ICT. Teachers and pupils are interested in the subject and the school is well placed to improve its work once the facilities are complete. Pupils aged 7-11 have ICT lessons in the local secondary school. They use its facilities very responsibly and this arrangement is making a vital contribution to the development of basic skills in the subject while pupils wait for their own school to be properly equipped.

MUSIC

107. Standards are above average at seven and 11 years. All pupils, including those with special educational needs, make good progress in the key knowledge and skills of the subject and their singing is very good. At the time of the last inspection, standards were well below average and provision for music was unsatisfactory. Very good improvement has been made in music since the last inspection.
108. Seven-year-olds used their voices expressively when singing songs such as *Down in the Dumps*. They played tuned and untuned percussion instruments well and are developing a sense of time and rhythm. They know the names of a range of instruments and how they should be played. Pupils listen carefully to music and are beginning to develop a musical vocabulary. They know many songs by heart.

109. Pupils aged seven to 11 build well on this very good start. During the inspection, pupils in Year 3 worked hard on rhythmical patterns using good descriptive language for household sounds they listened to on tape. They used a variety of instruments, which included triangles, maracas and cymbals. This was developed into an accompaniment to the singing of a familiar song at the end of the lesson. Pupils were set the homework of listening to the rhythm of household machines, recording what they had heard and recording the sounds on tape where it was possible. By Year 6, pupils accompany the sensitive singing of a Maori song on tuned and untuned percussion instruments, recorders and xylophones. At the age of 11, pupils sing with relatively clear diction, good pitch control and a sense of phrase.
110. Teaching is excellent in most lessons and is never less than very good. Teachers have excellent knowledge and understanding of music and patterns of learning. They are enthusiastic and inspire pupils to sing well, often singing themselves and providing highly skilled instrumental accompaniment. They provide many opportunities for pupils to listen to music from differing cultures and periods. They support assembly singing very well and pupils always arrive to a rich, wide variety of well-chosen taped music. Pupils listen to the music well on arrival at assembly. The quality of singing in assembly is always good and often very good. Pupils sing unaccompanied, holding rhythm and pitch very well. This was well illustrated in a three-part song where the quality of singing only faltered when the teacher introduced the piano. The teacher very quickly realised this and returned to the unaccompanied rendering.
111. Pupils have excellent attitudes in music lessons. They enjoy their music and respond to the excellent teaching they receive. During singing they concentrate well and learn quickly. Pupils' progress in music is unhindered by their weak, literacy skills and the entertaining language of the songs and clarity of diction that teachers help them to produce make a very good contribution to speaking and listening skills.
112. Work in music is very well co-ordinated and teachers keep their work under constant review by means of lesson evaluations. The current arrangements for co-ordination and teaching have only been in place for a year and are already having a significant impact on standards. All pupils have opportunities to take part in performances, including annual productions for parents. The school has worked very hard and very well to improve teaching and the range of learning opportunities in music. It is very well placed to develop its work further.

PHYSICAL EDUCATION

113. Standards at seven and 11 are broadly average across the full range of the National Curriculum and similar to those at the time of the last inspection. Most 11-year-olds can swim at least 25 metres by the time they leave the school. Pupils, including those with special educational needs, reach the standards they should be achieving.
114. Pupils aged five to seven learn to complete a sequence of movements using different parts of their body; for example, in a Year 1 lesson, pupils knew and understood that they could include pointed shapes, running sideways and then use a long, thin shape to complete a sequence of movements. Higher-attaining pupils could hold a particular movement, such as a pointed shape, for a short time, whilst the lower-attaining pupils showed less control and stability. In a Year 2 lesson, pupils developed their skills of using a sequence of movements on small apparatus and could travel over benches

and mats. More capable pupils in the class could complete a forward roll and bench jumping competently with the correct technique.

115. Pupils build consistently on their skills between the ages of seven and 11 years; for example, in a Year 5 lesson, pupils could use either a straight or curved pathway to travel, using short or long steps at different heights and speeds, in a sequence of movements. All the pupils understood the need to practise to refine their movements to produce a quality performance. Pupils learn how to take part in small-sided games and develop the skills associated with particular games, such as attacking and defending in soccer. However, progress was sometimes limited by the lack of co-operative skills and some pupils found it difficult to work in a team when passing and receiving the ball. Pupils responded well to music and story through dance and movements; for example, by creating different body shapes and facial expressions on the theme of being 'frightened'.
116. Most pupils try hard, listen carefully to the teachers' instructions and take part with enthusiasm. They are prepared to improve and refine their work. The subject makes a positive contribution to pupils' speaking and listening skills by providing opportunities for them to evaluate their own performance and that of others.
117. Teaching throughout the school is satisfactory overall and is good in over a third of lessons. Teachers understand the subject well, set suitable physical challenges and provide clear instructions and explanations. They provide effective encouragement for pupils to develop their skills and help pupils to develop perseverance; for example, when practising passing and receiving skills in soccer in difficult weather conditions. Teachers know when to interrupt activities to ask questions and pupils are encouraged to polish their performance. Lessons are soundly planned and organised with good attention to progress and safety. All lessons begin and end in an orderly manner and include appropriate warm-up and cool down activities. The teaching staff dress in correct footwear and clothing and show enthusiasm for physical education lessons.
118. The subject has effective co-ordinators who are well qualified and experienced. They ensure a balanced programme of physical education across the school, although they have not yet had time to monitor teaching. Resources are generally just adequate, but the one hall in use during the inspection was too small for older pupils to use effectively.
119. The school has a good record in local, competitive sport and the range of extra-curricular sporting activities includes gymnastics, soccer, country dancing, cricket, athletics and volleyball. There are opportunities for pupils to undertake adventurous activities on residential visits to Scarborough and Ingleborough Hall.

RELIGIOUS EDUCATION

120. Pupils' knowledge and understanding of religious education is in-line with the standards expected in the Locally Agreed Syllabus throughout the school and is well up to national average standards. In the last inspection, standards were broadly average across the school in religious education, but teaching was not better than satisfactory and there were gaps in some teachers' knowledge and understanding. Evidence in this inspection shows that religious education is taught regularly and effectively throughout the school and the range of pupils' understanding, particular of religions other than Christianity, has been extended. Improvement since the last

inspection has been good and the subject is now making a significant contribution to pupils' personal development.

121. The quality of teaching is good across the school and pupils learn well. Lessons are planned to take account of the pupils' knowledge and experience and teachers use a brisk pace to hold their interest. Year 1 pupils have good knowledge of *Bible* stories, so that, for example, they know that Moses is special to Jesus. The pupils were able to retell the story of Moses' birth through the teacher's interesting method of using a Moses basket in acting out the story. In Year 2, the pupils learnt a significant amount about precious things when they were asked to bring in their special things and explain to the class 'why and what makes them precious?' This lesson was an introduction to learning about special people in religion. In a class assembly in Year 3, the teacher encouraged the pupils to express their ideas on values they admired in people. In reflection they volunteered to say a prayer. One pupil said, 'Thank you, God, for my family. Thank you for forgiveness.' Teachers use a variety of methods to enthuse the pupils. Pupils in Year 5 visited Christ Church in order to learn specifically about church furniture. The overhead projector was well used in Year 6 to show a picture strip of a family preparing for reading the Qur'an.
122. The pupils take pride in presenting their work in different ways. In the small hall the younger pupils have displayed their work on special people through photographs, portraits, drawings and writings. Pupils' writings say, 'Sikhs believe Guru Nanak was a kind, clever and holy man. Christians believe the same about Jesus.' A display in the corridor shows photographs of the pupils in Year 1 visiting Bradford Cathedral. Question cards on a stained glass window ask, 'Can you find anyone you know?' Pupils have recorded their reflections on feelings on the visit, such as 'peaceful' and 'calm'.
123. Pupils are expected to think for themselves and make connections between stories they hear and everyday life. In Year 3, they remembered the story of *The Prodigal Son*. The pupils talked about the celebrations when the son returned home and how the brothers were jealous. They were confident in talking about feeling jealous of their own brothers and sisters. The teachers' questions were probing and helped the pupils to consider such things as fasting. Pupils in Year 6 understood that fasting meant not eating for a very long time. Hunger would remind them how some people suffer. The pupils respond well to the teachers' expectations. They concentrate on what they have been asked to do and work hard in lessons. The lessons seen, teachers' plans, the work displayed and pupils' books show that teachers are following the Bradford Religious Syllabus. They are providing a balanced, religious education programme, involving many world faiths through good subject knowledge. Teachers make effective links with literacy, reading stories, studying pictures and information sheets, encouraging pupils to work independently and practising the skills taught in the literacy hour.
124. Subject co-ordination is very good and is shared between two teachers. They ensure that the planning follows the Programmes of Study in the Locally Agreed Syllabus. They organise resources to include a range of books, artefacts from many world faiths, videos, *Bibles* and worksheets. The teachers make very good use of local resources, visiting mosques, the cathedral and churches. They use the expertise of people in the community to talk to the pupils. Visitors have included Sikh and Muslim parents.