

INSPECTION REPORT

HEATON PRIMARY SCHOOL

Bradford

LEA area: Bradford

Unique reference number: 107209

Headteacher: Mrs B Ledra

Lead inspector: Mr R Gill

Dates of inspection: 17th – 20th May 2004

Inspection number: 256382

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	612
School address:	Haworth Road Bradford West Yorkshire
Postcode:	BD9 6LL
Telephone number:	01274 775514
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Kathleen Damant
Date of previous inspection:	13 th July 1998

CHARACTERISTICS OF THE SCHOOL

Heaton Primary School is situated to the west of Bradford and serves an area of marked social disadvantage. The school became a full primary school, from a first school, in 2000 as part of a local reorganisation. Most of the pupils live locally. The school has appointed two learning mentors. It achieved Healthy Schools Status in 2003. A very high proportion of pupils has a minority ethnic heritage and very many are learning English as an additional language. White British pupils form a minority group of 26 per cent. The proportion of pupils who have special educational needs is above average when compared to all primary schools. The number of pupils with a Statement of Special Educational Need is similar to that found nationally and a further 191 pupils have a special educational need. The majority of these pupils have learning difficulties, but the school does cater for pupils with behavioural and physical difficulties. Temporary exclusions were high in 2002/3, mainly among white British boys, but the number has been dramatically reduced in 2003/4. The school population is a changeable one. This is a significant problem. In some year groups, the number of pupils entering the school beyond the normal point of entry is high. The children's attainment when they start school is well below that found in most children of a similar age. The main barriers to learning are the major difficulties in recruiting teachers, poor attendance by some pupils and the constant movement of pupils in and out of school. Staff turbulence has, until recently, led to some pupils making very slow progress over a number of years. The school is just about to take possession of some new accommodation that will alleviate many of the current difficulties associated with the school building.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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9327	S Vincent	Lay inspector	
16761	M Hemmings	Team inspector	Foundation Stage Physical education
32180	D Sleightholme	Team inspector	Mathematics Information and communication technology Design and technology
30823	B Clarke	Team inspector	Geography Art and design
19041	R Linstead	Team inspector	English English as an additional language History Religious education

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. Attainment is well below the nationally expected levels by the end of Year 6, but this does not give a true picture of the school. Major difficulties in the quality of education due to weak teaching and staff turbulence before, during and after the transition to a full primary school badly affected its performance. Pupils are now achieving well despite being behind where they should be. This complete turnaround has been produced by very good leadership and management that have improved teaching greatly. Many pupils are learning English as an additional language and benefit well from the good teaching that exists. Pupils with special education needs are making rapid progress. The school's average income is used well; it provides good value for money.

The school's main strengths and weaknesses are:

- the school is led with an excellent sense of direction that is producing positive results;
- there has been very good progress in tackling the significant weaknesses identified in 1998;
- standards in English, mathematics and science are still too low and do not reflect the pupils' good achievement;
- support, guidance and welfare for pupils are excellent;
- the good quality of teaching benefits from some very good methods of assessment; and
- attendance is below the national average.

The school has improved very well since its last inspection. In 1998, the school's ethos was unsatisfactory and governors played a weak role in decision making. Pupils were hindered in their learning by teaching that had a weak grasp about what they should do next. Pupils learning English as an additional language had insufficient staff to help them. The curriculum was poorly managed and the school did not work well enough with its community. The school has now been transformed as a result of the very good way that the key issues from the previous report have been tackled. There is now a good ethos that is supported by many systems and procedures that ensure pupils receive a fully rounded education.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	E*	E*	E*
Mathematics	E	E*	E	E
Science	E	E*	E*	E*

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' achievement is good. Children's achievement is good by the end of reception. This level of success is maintained well. Standards have improved by Year 2 and meet national requirements by Year 4. The work seen during the inspection confirms that:

- children in the nursery and reception classes make good progress. It is very good in personal and social development;
- standards in reading, writing, mathematics and science meet national requirements in Year 2. This is very good achievement and shows how well the school is affecting pupils' progress; and

- standards are well below average in English, mathematics and science in Year 6. Pupils are now making swift progress, but suffer from too many gaps in their knowledge to meet national requirements.

Pupils' personal qualities are good, including their very good spiritual, moral, social, and cultural development. Pupils' attitudes are good and sometimes very good. They invariably work hard in lessons, showing confidence and an eagerness to learn. Behaviour in lessons and around the school is good. Attendance is unsatisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good.

The good teaching is inspired by high quality professional development that has resulted in the adoption of some innovative methods. These are having a strong influence, on the progress in boys' writing for example. Teaching assistants work closely with teachers to ensure that pupils with special educational needs and those learning English as an additional language receive teaching well suited to their needs. Excellent and very good teaching is matched by pockets of satisfactory teaching that result in a slower pace of learning, but this relative weakness is being rigorously pursued by senior managers; very good advice is being given to remedy this situation.

The school provides excellent support for pupils. It works well with parents and very well with the community to enhance pupils' achievement. The curriculum is generally good and its cultural dimension, which was unsatisfactory in 1998, is now very good. This has a powerful effect on pupils' personal development.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher, who leads very well, provides an excellent sense of drive and purpose that galvanises staff in the job of raising standards. She is very ably assisted by a capable senior management team and subject leaders, some of whom set an exemplary model in teaching. Governors fulfil their statutory duties well and are effective in the way that they support the school, check its progress and challenge it to do better. They ensure that the school successfully includes all pupils and promotes racial equality well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally pleased with the school. Many appreciate the way that teaching has improved since the last inspection and the high quality courses and workshops provided for them. The main concerns expressed before the inspection all relate to the high turnover in staff and the effect that this has on children's progress. The inspection found that this has been tackled well by the school. Stability exists and good arrangements are made for any absent staff. Pupils have a good opinion of the school. They talk enthusiastically about exciting lessons and the very many additional activities arranged by the two, much admired, learning mentors.

IMPROVEMENTS NEEDED

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

- raise standards in English, mathematics and science by ensuring that all teaching results in at least good progress; and
- improve attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS

Pupils' attainment in English, mathematics and science in Year 6 is below average, but their achievement is good. Standards of achievement in Year 2 are better than in Year 6. By the end of Year 2 standards are in line with the national expectation in English, mathematics and science. Achievement is good by the end of Year 2. Standards by the end of the reception year are below expected levels in literacy and mathematics but in line with them in other areas of learning. Children achieve well in the nursery and reception classes (Foundation Stage).

Main strengths and weaknesses

- Most pupils achieve well by the end of Year 6 in mathematics and science. Achievement in English is very good.
- Standards in English, mathematics and science are not yet as high as they could be in Year 6, but are improving fast in Year 2 and Year 4.
- Children in the Foundation Stage achieve well and very well in personal, social and emotional development.
- Pupils with special educational needs achieve very well and those who are learning English as an additional language achieve well owing to the effective additional help they receive.

Commentary

1. The school has not had a Year 6 for long enough for results to have formed a pattern. However, standards have been well below and sometimes very well below the national average since the school opened as a full primary school. There are some very clear reasons why these standards, which are far too low, have occurred. Many pupils who came from the previous school were not ready to make good progress because the school had been lacking in drive and aspiration for them to do as well as they could. Since then, the new school has been severely disrupted by frequent changes of staff, a plethora of temporary teachers who found it hard to control pupils and the rapid movement of pupils as they moved in and out of the school. These disruptions and the high proportion of pupils with special educational needs account for the decline in standards up until and including 2003. The turbulence has only recently settled down and pupils have been able to benefit from the often very good and sometimes excellent teaching. Pupils in Year 6, for example, are now making good progress that is commensurate with their true capabilities.
2. Previous disruptions have caused significant gaps in pupils' knowledge in Year 6 and, to some extent, throughout the school. Even the very good and sometimes inspired teaching has not been able to close all the gaps. Nevertheless, pupils in Year 6 have achieved well in mathematics and science making very rapid progress, particularly in the last few months. The year group contains a higher than average proportion of pupils with special educational needs and very many pupils who have learnt English as an additional language. Therefore, their achievement in English has been very good. The rigorously organised system adopted by the school for teaching writing, which they call 'Best Writing', has had a massive benefit in terms of achievement particularly for boys who were previously reluctant to write much at all.
3. Whilst the school quite rightly acknowledges that standards in Year 6 are too low, attainment is beginning to improve well in classes for younger pupils, who have not suffered the disruptions for as long, and now that the school has a far more settled team of teachers. For example, standards in Year 2 in reading, writing, mathematics and science are at about the national

average which is very good achievement, particularly since there are many pupils in the year group who find learning difficult or are learning English as an additional language. Not only have these pupils benefited from the Best Writing project, but in science very many can use simple tests, record what they find in many ways and say whether their findings are in line with their predictions. Results in Year 2 were low in 2003 because the classes had a much higher proportion of pupils with special educational needs than normal, but even those pupils are making rapid progress this year as a result of better teaching.

4. Throughout the school, pupils achieve well, starting from a very low point at the time they enter the school. Pupils with special educational needs, some 20 per cent of all pupils, are achieving very well because the good systems now in place have been further sharpened in their effect by the new deputy headteacher. Those learning English as an additional language, gifted and talented pupils and minority ethnic pupils make good progress. The relatively small proportion of white British pupils makes good progress owing to the good teaching that exists.
5. Children in the Foundation Stage achieve well because they get off to a flying start in the nursery and this momentum is continued in most of the lessons in the reception classes. Good progress is caused by well-organised practical activities that are well taught by teachers and their assistants to given children the scope to experiment and make decisions for themselves. Sometimes, children in the reception classes do not progress as fast as they could because play activities lack a well-defined purpose and children lose interest in them too quickly.
6. There are a few remaining barriers to pupils' progress. Attendance is below the national average and this affects the degree to which pupils retain knowledge and understanding, particularly when they have extended holidays abroad. Moreover, of the one in five satisfactory lessons, some occasionally contain too little ambition for pupils or lack a sense of urgency and pace to promote the rapid progress found in other lessons. The school is conscious of these barriers and is working hard to overcome them. Despite these barriers, pupils attain satisfactory standards in information and communication technology (ICT) and religious education by the end of Year 6.

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

Standards in:	School results	National results
reading	14.9 (15.0)	15.7 (15.8)
writing	13.2 (14.1)	14.6 (14.4)
mathematics	14.9 (16.0)	16.3 (16.5)

There were 74 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	21.8 (22.8)	26.8 (27.0)
mathematics	23.5 (22.6)	26.8 (26.7)
science	23.6 (24.0)	28.6 (28.3)

There were 68 pupils in the year group. Figures in brackets are for the previous year

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils' attitudes and behaviour in lessons and around school are good and often very good. The rate of exclusions has fallen significantly from the high levels in 2002/3. White British boys, the most excluded group, are now far more positive about school. The school is very successfully providing for pupils' spiritual, moral, social and cultural development. The school is working hard now to improve attendance, which as yet, remains below acceptable levels. Punctuality is satisfactory.

Main strengths and weaknesses

- Pupils' positive attitudes and their behaviour are strong features of the school.
- There is very good provision for pupils' spiritual, moral, social and cultural development.
- Attendance is below acceptable levels.

Commentary

7. Pupils' attitudes and behaviour are good, and often very good. This applies throughout the school including the Foundation Stage, in which children often make very good progress in their personal development.
8. The high levels of temporary exclusion have been reduced very well after a period of tension, within the school, caused by strife existing in the wider community. Pupils talk freely about their school and explain what they enjoy, as well as things they do not. Their parents say they enjoy school and the pupils confirm this themselves. The management of behaviour is highly effective, but attitudes and behaviour in lessons are also linked to the excitement, challenge and interest created by teachers. For example, in some excellent lessons pupils became totally engrossed in their artwork, or created an advertising jingle and poster, or did their Best Writing, not wanting to stop. Most of the time, pupils try hard to please their teachers, are confident to answer questions, work sensibly in pairs or small groups and move about the school in an orderly way. A significant number of pupils find it hard to control their behaviour and the school helps them very well, in a variety of ways, so that learning, and achievement overall, still remain good. In the playground, behaviour is also good. The pupils say it has improved since they have play equipment and organised games to play. They enjoy being Playground Pals and have themselves suggested a Buddy Bench for children who need a friend. They know, very well, that sometimes pupils do have disagreements, but they also know that teachers will deal with this very effectively.
9. The school ensures pupils have a very good curriculum for their spiritual, moral, social and cultural development and this is a very significant improvement since the last inspection, when some aspects were judged unsatisfactory. Moments of spirituality occur across the multi-faith assemblies, and the range of values and beliefs from which they spring are discussed in religious education lessons. They also happen in lessons; for example, in Best Writing an atmosphere is created with music and candles in which pupils can work silently and do their best. In time devoted to discussion in class, pupils are encouraged to discuss their feelings and concerns. An understanding of self-worth, and hence self-esteem, is promoted very well. The very effective management of behaviour is the foundation of moral development. The school is very good at dealing fairly with incidents which inevitably arise. Pupils have very clear guidance on what is acceptable and what is not and they accept this fully.
10. Social development is also very effective. The motto 'Aiming High' is very clearly understood by pupils and they are encouraged to take pride in their achievements, whatever they are. There are many opportunities for pupils to help others in school and they enjoy doing so. They represent their school with pride. The learning mentors help many pupils to develop their social skills, so that they can fully participate in school activities and learning. The extra-curricular clubs and responsibilities such as the Reading Pals and Playground Pals have a positive result on pupils' social development. Moreover, the school's 'Pop Idol' competition began as a single fun event, but has now become an annual occasion in which all pupils can participate,

support or perform, to gain confidence and self-esteem. Temporary exclusion has fallen so well owing to the very positive influence of the learning mentors.

11. The school promotes cultural development very well. The school is multi-faith and multi-cultural, with many of the pupils and staff being bilingual. The faiths and cultures are celebrated and enjoyed, both in separate assemblies, but also together, so that there is a good appreciation of the rich diversity all around them. Music, poetry, artwork and textiles, from across the world, come into the curriculum, but without neglecting the culture and history of the local area.
12. Pupils' level of attendance is unsatisfactory. As a multi-faith school, absence of pupils for the observance of religious festivals with their family is accepted, but even allowing for this, overall attendance still remains low. A few families have difficulty in ensuring their children attend regularly and others take their children out of school during term time for extended periods. The school is working hard with the education social work service to improve this situation.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	7.9
National data	5.4

Unauthorised absence	
School data	1.2
National data	0.4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	166	41	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	6	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	9	3	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	8	0	0
Asian or Asian British – Pakistani	329	9	0
Asian or Asian British – Bangladeshi	6	0	0
Asian or Asian British – any other Asian background	9	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	2	0	0
Black or Black British – any other Black background	1	0	0
Any other ethnic group	1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education that includes good teaching and learning. The assessment of pupils' work is good. There is a good curriculum which is very well enhanced by activities beyond the classroom. Pupils appreciate what the school does for them, particularly in the way that their views are taken into account.

TEACHING AND LEARNING

Teaching and learning are good throughout the school and a significant minority of lessons are excellent. A range of very good methods of assessment has been introduced and is already having a good effect. Some aspects of otherwise satisfactory teaching tend to slow progress for some pupils and stand at odds with the good provision overall.

Main strengths and weaknesses

- Innovative methods, particularly in English, have accelerated pupils' achievements.
- There is a good proportion of excellent teaching in Year 3 to Year 6.
- Weaknesses in otherwise satisfactory teaching hamper the progress of some pupils.
- Those with special educational needs learn very well.

Commentary

13. Strong leadership and management have tackled the weaknesses in teaching and learning, present at the time of the last inspection, using some innovative methods. The very good methods of assessment that have been introduced recently are having a good effect. The marking of pupils' work is now good overall and pupils are well involved in the assessment of their own efforts in lessons.
14. Of the three classes in each year group from Year 1 to Year 6, one has been called an accelerated class. By and large, pupils capable of higher attainment are taught together and make good progress as a result. Teachers plan lessons well together, making sure that higher attaining and gifted and talented pupils are given more demanding tasks. This method has had some positive effects on the progress made throughout the school. It has created an ethos of drive and success for all pupils because, for example, average attainers in the mixed-ability classes are proud to be given more demanding work and are expected to set the tone in terms of the work ethic. Moreover, it allows pupils with special educational needs to receive support that meets their needs more closely because teachers and their assistants do not have such a broad spectrum of ability with which to work. Pupils talk positively about the new system realising that they benefit greatly.
15. The reason why pupils' achievements in English are very good and in advance of those in mathematics and science is because the school has adopted and adapted a well-known method of teaching writing, which they call Best Writing. The children love it and often sigh when they have to stop. The amount and quality of their work are regularly better than anything they have produced before. In one excellent lesson in Year 6, pupils, who had previously developed ideas for a play script, wrote with such enthusiasm and speed that one pupil had written 60 words almost as soon as the lesson began. This kind of approach has captured the imagination of all pupils, particularly boys, many of whom had previously shown little interest in writing lengthy pieces.

16. Since the previous inspection, teachers have introduced and taught the National Strategies for Literacy and Numeracy effectively, with a focus on improving pupils' skills to raise standards. For example, in an excellent numeracy lesson in Year 4, pupils made rapid progress in learning because the teacher focused on refining the skills of addition through direct teaching and pupil discussion. Teachers explore curriculum links well by developing numeracy skills across the curriculum. For example, in a good ICT lesson in Year 2, pupils used a data handling program to convert information gathered on tally charts into block graphs. Pupils were pleased with how the graphs looked, and this naturally led into mathematical discussions about why some of the blocks were taller than others.
17. Children learn well in the nursery and reception classes owing to the many practical and absorbing activities that are available. The new nursery accommodation, for example, is very well organised to allow children to experiment and play both inside and outside. The many assistants are well deployed to engage children in high quality conversation about their learning to draw out ideas and cement understanding. This kind of practice is continued well in the reception classes. However, play activities that are provided for children to work at unsupervised, while the teachers are working with a group, are not always purposeful and the pace of learning slows a little.
18. Excellent teaching is characterised most often by a greater success in involving pupils in the assessment of their own work. This superb teaching gets pupils to talk about the purposes of the lesson and comment on how well they and other pupils have done. The maturity shown by pupils on these occasions is well beyond their years. This is the direct result of the high expectations shown by teachers.

Summary of teaching observed during the inspection in 61 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
6 (10%)	13 (21%)	29 (48%)	13 (21%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

19. There are some weaknesses in teaching, but these are few compared to those that existed in the past and that left Year 6 pupils with many gaps in their knowledge and understanding. These weaknesses exist in otherwise satisfactory lessons. Nevertheless, the school takes them seriously and has commissioned some very well-qualified external support (Quality Development Teachers) to help improve the remaining pockets of inconsistency. The main hindrances to good learning, in some lessons, are the missed opportunities for higher attainers to complete more demanding work and a lack of rigour to make sure that activities match exactly the needs of all pupils. Pupils in satisfactory lessons are not underachieving, but could do better.
20. Pupils who are learning English as an additional language now make good progress in lessons and in the small withdrawal groups that exist to sharpen their skills in English. This is because they are well supported by bilingual support assistants. Pupils with special educational needs are also well provided for. Teachers create well-balanced plans for their learning and these are taught with the help of well-qualified assistants. This well-pitched teaching is beginning to have dramatic results. These pupils recently made over two times the nationally expected progress for one term, which is very good. Learning mentors and teaching assistants provide very useful additional support to small groups of pupils. For example, the learning mentors have recently led sessions to boost pupils' confidence and self-esteem in readiness for the national tests, and teaching assistants have delivered literacy and numeracy 'catch up' programmes to boost pupils' skills in these areas. This extra support for pupils has a marked effect on the behaviour

of pupils who find it hard to control their emotions, particularly the white British boys who were previously excluded in large numbers.

THE CURRICULUM

The quality of the curriculum is good. There are very good opportunities for curriculum enrichment, including a very good range of extra-curricular activities. Accommodation and resources are satisfactory. The two learning mentors have made a significant difference to pupils' learning.

Main strengths and weaknesses

- There are very good opportunities for pupils to take part in a wide range of activities, including very good opportunities for enrichment and extra-curricular activities.
- The curriculum is well planned to ensure there are good links between subjects.
- The accommodation limits opportunities for indoor physical education lessons, and building design affects teaching in the ICT rooms.

Commentary

21. All the subjects of the National Curriculum, along with the locally agreed syllabus for religious education, are taught and therefore the curriculum meets requirements. The curriculum is good in the Foundation Stage. It gives children many stimulating and practical experiences so that learning is made fun. There are limitations in the outside accommodation for children in the three reception classes, in that the play facilities are not as good as those provided for children in the nursery. The school is aware of this and there are plans to improve provision for this area of the curriculum.
22. The school has organised a good programme of faith assemblies to meet the diverse religious needs of its school community. The school exhibits a good sense of inclusion in the way that its curriculum is organised. Pupils with a special educational need or who are learning English as an additional language are provided for well in terms of plans and staff to help them. Higher attainers generally fare well in the accelerated classes. Boys have made good progress in writing since the introduction of Best Writing. Minority ethnic groups, such as the white British pupils, receive well-produced plans that are suited to their needs.
23. The school is committed to ensuring all pupils have opportunities to take part in activities that provide enrichment. For example, pupils in Year 5 enjoy a residential experience at Ingleborough Hall in the Yorkshire Dales and those in Year 6 travel to London for a day. Visitors to school include a Roman soldier, an archaeologist and the police and fire service. Pupils enjoy taking part in a very wide range of extra-curricular activities, including football, gardening, netball, choir, cricket, karate and running. The school is keen to ensure all pupils have an opportunity to attend additional activities, and it runs a Saturday Club for Muslims who have been unable to attend during the week. The school runs a breakfast club to ensure pupils are ready for learning at the start of the day. Pupils in Year 5 enjoy developing conversational French in classes provided by a local secondary school.
24. The school has a good number of staff, all of whom are well qualified for their duties. For example, over 20 are bilingual. The staff is now a stable one and this makes a significant difference to the ethos of the school and its capacity to raise standards. The two learning mentors are very well qualified to improve pupils' self-esteem and have a significant influence on their academic achievement. As the school has only one hall, this has to be used for all the physical education lessons, assemblies and lunches. With over 20 classes needing hall time, it is only possible to deliver the full curriculum if the weather is good enough for some of the lessons to take place outside. Consequently, pupils' entitlement to physical education cannot be guaranteed. The demands on hall time also mean that some year groups are taking lunches or breaks whilst others continue to work. There were several lessons when pupils

working in the main ICT room found it difficult to hear a teacher because of noise from the dining hall or from pupils walking down the corridor. On those occasions some learning time was lost.

25. There has been good improvement in the curriculum since the previous inspection because planning has improved, the weaknesses in music have been addressed by using a good quality external provider and equality of access and opportunity is now good, whereas it was satisfactory before. Provision for pupils' personal development has improved enormously. There is now a good programme of activities to teach pupils about sex and relationships and the dangers of alcohol and drug misuse. The curriculum is now good enough to prepare pupils well for the next stage in their education, for example from the reception classes to Year 1 and from Year 6 to the secondary school.

CARE, GUIDANCE AND SUPPORT

The care and support of pupils are extremely well organised and this is a significant improvement since the last inspection. The school has created a very good environment in which to learn and play. Because staff monitor pupils' progress and personal development very well, they are able to provide an exemplary network of support to help them achieve their best. The school works hard to ensure that pupils have a voice and can contribute to the way the school works.

Main strengths and weaknesses

- There is exemplary support for academic and personal development.
- The organisation of care, health and safety is very effective.
- The school takes note of and acts on pupils' views well.

Commentary

26. The basis of the outstanding network of support offered to pupils is a determination to be a school that provides every child with an equal and full opportunity to succeed. Pupils' academic and personal progress is tracked extremely effectively and shows what has been achieved. From this, it is clear to teachers where a pupil's achievement and rate of progress might be lagging. Teachers also have a very good understanding of each pupil's character traits and the learning styles that suit them best. This means an effective response to concerns over learning can be organised quickly. This might involve the use of booster classes for numeracy and literacy, or additional language support to help understanding, or support for special needs.
27. The school recognises that pupils' emotional and physical states affect their learning and, has devised a comprehensive approach to dealing with this. Pupils may be referred to the learning mentors, but can refer themselves, and some do. The support provided is diverse: one-to-one work on emotions and anger management, and the use of an external counsellor. A team of support staff works with any child that is deemed 'vulnerable' to ensure they get the necessary help, at all times in school, and in their preparation for moving on. Gifted and talented pupils can also be directed into activities that stretch and challenge. The home-school liaison officers, too, play their part in building practical links between school and families. The outcomes of this highly focused support are monitored rigorously. Every pupil is assessed at the point at which the support programme comes into effect, and again, when it is felt to be no longer necessary. The results are quite evident. The exemplary and imaginative support available to individual pupils is a key factor in the rapidly improving standards in this school.
28. The school has introduced many procedures and systems that have a strong effect on how pupils are cared for. Pupils and their parents appreciate this high level of care and guidance. Procedures for child protection are very ably led by the headteacher who has good links with

both social services and specialist services. Maintaining awareness and vigilance amongst staff has a high priority. Health and safety arrangements are thorough; the policy is reviewed regularly, and there are regular internal inspections of the buildings and grounds, as well as good planning for fire safety, first aid and medical support, school visits and safety in the classroom. Pastoral care is led by the class teachers and the school's objective is to create a warm and welcoming place in which to learn. This begins with a very good induction process into the nursery and reception classes. Pupils arriving at other times are quickly assessed, after which the tracking system monitors their progress and, where appropriate, the support system comes into play. At all times, adults are strong role models to the pupils.

29. Pupils' views count. They are consulted regularly through questionnaires and use these to make their views known. Moreover, the school council is well established and gives further opportunities for changes and improvements to be initiated by pupils. The school treats pupils' views seriously. In recent times there have been numerous innovations as a result: changes to lunchtime arrangements, refurbishment of toilets, Playground Pals, playground equipment, the Buddy Bench and bulb planting in the school grounds. Pupils are also encouraged to share responsibility for their learning. All have targets and they are starting to assess their own work and agree with teachers what their future targets should be. They are playing a good part in the life of the school and their learning.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

The school has established positive links with parents, who approve of what the school does for their children. They appreciate and give good support to the school's work and activities and they help their children to learn. The school has very beneficial links within its community and works well with partner schools.

Main strengths and weaknesses

- The very effective links with the community benefit pupils, parents and other groups.
- The good work with partner schools enriches pupils' learning opportunities.
- The good links with parents mean they support the school well.
- The school has a reasonable partnership with most parents over attendance but some parents do not comply with the school's requests for regular attendance.

Commentary

30. Community links are much improved since the last inspection and are now very good. The focal point of activity is the parents' room, managed by the home-school liaison officers. A wide range of activities is organised with support from local colleges and all activities are open to the general public, not just to parents. Some are social, but many are more specific, such as English as an additional language and training to be a classroom assistant. They are very appropriate to the community's needs, with a waiting list of people keen to try them. The motivation for people to join these courses may be individual, but the outcome is a wider community spirit and improved skills which benefit parents and their children. An important by-product is the number of teaching and bilingual support assistants who now work in school. The school also offers 'wrap-around' day care for nursery children who would otherwise attend for just half the day. This benefits working parents and also means children develop their language and communication skills and are better placed to learn when they begin full-time education.
31. The school has initiated a community forum, to represent local community groups – the residents and counsellors, sports groups, health, police, youth workers – to consider best use of the new building. With funds from 'Bradford Vision', the forum members are looking at the

group of buildings on the campus to develop them, with a community sports hall, for wider use. The community is now an integral part of the school's planning for improvement.

32. The school enjoys strong links with its neighbouring primary schools, as well as the several secondary schools to which pupils may transfer. There are many sporting events and a secondary school provides specialist support for physical education. This year, pupils have been able to learn French with a teacher from a secondary school; there are links with a special school where nursery age children work together on joint projects; the choir visits other schools. All of these links with local schools have a positive influence on pupils' learning and personal development.
33. The school has a good relationship with parents. The pre-inspection questionnaires show that parents feel comfortable to approach the school and have faith in its management to respond to their views. A key factor in this is the accessibility of teachers, who take their classes out to parents at the end of the day and are always available to talk informally. The work of the home-school liaison officers is very effective in dealing with any concerns parents may have about school life. Communication between school and home is good; there are newsletters, homework diaries and notice boards. There are up to three meetings each year with class teachers and the annual reports give a good picture of progress. Additionally, parents of pupils with special needs are invited to regular progress meetings. As a result of these positive home-school links, parents help and support school activities well. They help in the classroom and with visits, and they also organise social and fund-raising events. Most parents are also keen to help their children learn at home.
34. Low attendance is a problem for the school – some families, who take their children out of school for extended periods of time, are making it worse. Whilst appreciating that visits to heritage countries are extremely important to the families, the school tries to impress upon parents that children's learning has to build step by step if they are to achieve as well as they can. The school has started to work well to ensure that all parents understand the need for their children to attend regularly, but it is, quite rightly, not content with the low levels of attendance and is resolved to improve them.

LEADERSHIP AND MANAGEMENT

There has been a great deal of improvement since the previous inspection and the leadership and management of the headteacher and other key staff are now very good. Governors play a much more active role in the life of the school and their contribution is now good.

Main strengths and weaknesses

- The headteacher is a very good leader and has been the driving force behind the improvements made in recent years.
- There is a very strong management team.
- Governors know their school well and successfully ensure that statutory requirements are met.
- All staff and governors work well together and are committed to enabling each pupil to achieve as well as possible.
- The monitoring of teaching is very good and has led to very effective strategies for improvement.
- Arrangements for evaluating how well the school is doing are very good.

Commentary

35. The leadership of the headteacher is inspirational. She has excellent clarity of vision and very high aspirations that are very clearly reflected in the school mission statement and the school

improvement plan, as well as the attention given to the promotion of equal opportunities, along with the full inclusion of all pupils in all activities. All staff and governors have been motivated to work successfully together, with a clear commitment to raise standards and enable each pupil to achieve to his or her full capability. The headteacher has a perceptive understanding of the needs of the school and has tirelessly sought additional strategies and external funding to cater for these needs. These include specialist provision for those pupils with behavioural difficulties, a family room and a children's centre. The deputy headteacher and the two assistant headteachers provide very good role models for all in school, and very ably support the headteacher.

36. Governors show a good understanding of the strengths and weaknesses of the school and use this well to support the headteacher and staff. They are also willing to question and challenge them and, in so doing, bring an objective view to the work of the school. All governors are fully committed to raising standards and have good links with subject co-ordinators, which contribute to their good understanding of the school's performance. The race equality policy is successfully implemented and closely monitored, which helps to maintain the friendly atmosphere that is evident throughout the school. They have attended training to develop their understanding of their roles, and so are able to carry out their duties in an organised way. The curriculum monitoring group, in which governors play a part, regularly evaluates the effectiveness of the curriculum in meeting pupils' needs, particularly in terms of its impact on raising standards.
37. The building of a management structure to include a core team, base leaders, year leaders and subject co-ordinators, means that teaching and learning and the curriculum are very closely monitored throughout the school. Senior managers know precisely where teaching is strong and what developments are needed. As part of the school's very good provision for professional development, it has created very good links with representatives from an educational organisation in Greater Manchester. This provides teachers with specialist skills designed to improve satisfactory teaching to be at least good. This scheme is well conceived and is already having positive effects. The quality of leadership and management is exemplified by the improvements to the provision for pupils with English as an additional language and those with special educational needs. This provision has been tightened and energised so that these pupils now achieve well and very well in the case of pupils with special educational needs.
38. The school evaluates its own performance very well and acts effectively on the information gained, which has resulted in a sharp focus on raising standards. This focus is well placed and effective despite the falling standards at the end of Year 6 that are a direct result of the staff turbulence and mobility of pupils since the school took on full primary status. Standards are rising in Year 2 and Year 4, and pupils' achievement is now good in Year 5 and Year 6.
39. Financial management is very good, with the school budget being carefully monitored and the principles of best value rigorously applied to all budgetary decisions. The administrative staff are very good and ensure the efficient running of the school on a day-to-day basis. The substantial carry-forward balance is to fund the extensive building work being carried out.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,605,661
Total expenditure	1,560,443
Expenditure per pupil	2,500

Balances (£)	
Balance from previous year	384,545
Balance carried forward to the next	429,763

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**, which shows improvement since the previous inspection as a result of the very good leadership and management that exists.

On entry to the school, children's skills in speaking and listening, numeracy and personal and social qualities are well below average. By the end of the reception year, most of them are not on course to reach the nationally expected levels in communication, language and literacy and mathematics, but will do so in all other areas of learning. This represents good achievement in all areas, apart from personal, social and emotional development in which it is very good. This results from the good quality teaching which children receive, which is particularly strong in the nursery. All staff contribute to the well-planned learning activities, working very well as a team to establish a warm, friendly atmosphere in which all children and parents feel welcome and valued. Leadership and management are very good, with a clear view of how teaching and learning need to be improved. Children's progress is well assessed and recorded by staff who are skilful at observing children at work and evaluating their learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching and learning are very good.
- There is a strong emphasis on encouraging children to become independent learners.
- The very good relationships between children and adults make a significant contribution to learning.
- Staff support and encourage children very well so that they gain confidence and develop a sense of belonging.

Commentary

40. Teaching and learning are very good and so children are on target to reach the goals expected by the end of the reception year, which represents very good achievement from when they start school. In the nursery, the calm, welcoming atmosphere and the very good interaction between staff and children positively affect the attitudes to learning that they develop. This is particularly important as most children have low self-esteem and lack confidence when they start school. The team of nursery nurses and assistants in this class are led well by the teacher, who has a very good understanding of the needs of these children. Lessons are planned well in all classes, so there is a good balance between children choosing activities themselves and teacher direction. This gives children the opportunity to begin to take some responsibility for their own learning. A good example of this is in the way they have to register themselves when they arrive at school by putting their name cards in the correct place for packed lunch or school dinner. Adults are very good role-models and use every opportunity to praise children to build their confidence and self-esteem. Children show positive attitudes to their learning, being well behaved and co-operating well. They choose which activity they want to do, get out the resources needed and then tidy up when finished. They also show care and concern for other children, and are encouraged to express opinions. This was evident in a discussion activity for children in reception when they were passing a magic mouse around the circle and saying something kind about other children.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching and learning are good, with staff providing good opportunities for language development.
- The teaching of reading is organised well to include children who are learning English as an additional language.
- Independent activities are not structured enough to extend children's vocabulary or skills in writing.
- Role-play is used very well in the nursery to develop speaking and listening skills.

Commentary

41. Most children will not reach the expected learning goal by the end of reception but have made good progress because of the good teaching they receive. This represents good achievement from their low level skills on entry to school. When they start nursery most of the children have poor spoken language. Staff take every opportunity to encourage the children to discuss their activities, successfully widening their vocabulary and knowledge of language. There is good use of the role-play area, set out as a jungle, to develop their language skills. In all classes, children are given many good quality opportunities to talk about their experiences and about the work they are doing, to help them develop their speaking and listening skills. They are often asked to explain how they know things and are given time to do so. In reception, the independent, role-play, activities are not planned tightly enough to focus on extending children's vocabulary.
42. Staff share stories and picture books with children, who learn to listen to, enjoy and join in with stories and rhymes. In the nursery, there are good quality bilingual reading sessions that ensure that all children have equality of opportunity to develop a love of reading. In the reception classes, the teaching of reading in groups is well used to develop children's confidence and skills. Although teachers plan for children to write for different purposes there are too few opportunities for children to initiate their own writing.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good teaching and learning helps children to make good progress and achieve well.
- Learning is enriched by mathematical skills being developed across the curriculum.
- Activities are interesting so that learning is made fun.
- Children have too few opportunities to choose mathematical resources to investigate ideas on their own.

Commentary

43. Children achieve well in this area of learning from their poor skills on entry. Though most will not reach the expected goal by the end of reception, they make good progress. In nursery, children enjoy many rhymes and songs that help them sequence and remember numbers. Teaching and learning are good and children progress well. Activities are well planned to help

children build up their skills step by step, with close attention paid to developing mathematical vocabulary. Their knowledge of numbers is consolidated by interesting and practical approaches where they are active learners. This was seen in a lesson for children in reception on learning how to count on and back from 0 to 20. The teacher captured the children's attention by using a number line organised as a ladder to a spaceship and challenged them to count how many rungs the aliens moved on the ladder. Relationships are good and give children the confidence to have a go at answering questions, even when not sure if they are correct or not. The co-ordinator gives helpful advice to teachers, which helps to develop mathematics across the curriculum. In some cases, mainly in the reception classes, children are not given enough opportunities to choose their own equipment and test out ideas for themselves. This limits, on occasions, their progress overall.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching and learning are good so that children achieve well.
- Children are taught well about the beliefs and traditions of other cultures.
- The outside areas for reception classes provide limited opportunities for outdoor learning.

Commentary

44. Children achieve well to reach the expected standards in this area of learning by the time they leave reception. The rich variety of activities provided considerably broadens children's knowledge and understanding of the world. The quality of teaching is good and children are encouraged to develop their powers of observation by looking closely at natural and man-made objects. They learn to watch and care for the fish in the nursery. Regular science investigations involve practical experiences, such as in reception lessons when making and then testing parachutes to help slow the descent of the toy bears attached to them. All children have access to computers and enjoy using a variety of programs. In reception, most children control the mouse well, and can follow basic on-screen prompts. There are good opportunities for children to learn about the way of life of people from different cultures. A varied programme of visitors and visits supports this aspect of the curriculum well. The outside area for reception provides limited opportunities for outdoor learning, but the co-ordinator has useful plans to improve this aspect of provision.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teaching and learning are good and children achieve well.
- Teachers provide well-structured and interesting experiences, to which children respond very positively.
- Teachers use the school hall well for physical education lessons, but reception children have limited access to outdoor play facilities.

Commentary

45. Children are on course to reach the nationally expected levels as a result of good teaching. This represents good achievement in their learning. Physical development is fostered well in physical education lessons, thereby increasing children's skills in control and co-ordination. Most children are developing a sense of awareness of how to share the space in the hall sensibly and safely with others in the class. There are many opportunities given to children to let them develop their skills in using scissors, writing and painting tools, along with handling a range of equipment when making models. Resources are plentiful and allow children to take part in a wide range of enjoyable experiences, to which they respond positively. The outside area for nursery is very good and used very effectively to encourage children's physical development. In contrast, the area available for reception is very limited, and there is insufficient large-scale play equipment for them to use.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teaching is good at developing children's creative talents.
- In the nursery, well-planned role-play encourages imaginative activities and language development.

Commentary

46. Children achieve well in this area of learning through the good quality of teaching and learning. Most children are on course to reach the expected goals by the time they leave reception. In the nursery, a strong feature of creative activities is the very effective interaction between adults and children. Staff in the nursery take every opportunity to encourage the children to talk about what they are doing. Adults join in role-play, thereby encouraging the children's creative play and the spoken word. The role-play areas in reception classes are not as stimulating as those in nursery. In all classes, teachers ensure that children are able to use paint, crayons, pencils and glue on a daily basis. The children have good quality opportunities when experimenting with colour mixing to make a variety of colours. As a result, they produce bold and colourful paintings, drawings and collages that decorate the classrooms and celebrate their achievements. Children usefully acquire different sets of skills and knowledge when they use their ICT skills for creating pictures.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- High quality teaching and very good leadership and management, is improving achievement rapidly, but progress varies between classes.
- Very good assessment enables staff to target precisely the needs of pupils of all capabilities and backgrounds.
- Teachers develop pupils' speaking and listening skills very well.
- Pupils make good progress in reading.
- Achievement in writing is very good.
- There is room for improvement in the use and development of literacy skills in other subjects.

Commentary

47. Very good leadership and management have greatly improved the quality of teaching and learning since the last inspection. Pupils achieve very well overall. This is because teachers use the National Literacy Strategy both imaginatively and enthusiastically. They involve pupils strongly in new learning from the start of each lesson. Pupils are therefore extremely interested in words and writing techniques. For example, discussion of the effect of word choices and persuasive techniques in a Year 5 lesson was at the level of an adult writing workshop. However, as the quality of teaching varies from excellent to satisfactory from one class to another, year-on-year progress can be uneven.
48. The key to pupils' very good achievement is teachers' highly effective assessment of pupils' learning and the use made of the information generated. Teachers use the information to guide support staff well in meeting the needs of particular pupils. The co-ordinator's skilled deployment of staff for pupils for whom English is an additional language fine-tunes support for them. Provision of an accelerated class in each year meets the needs of faster learners very well, but also allows teachers to improve the achievement of average and slower learners and those with special educational needs more effectively. Thorough assessment also ensures a very close match of work and adult support to the full range of learning needs in most classes. Good quality marking, in the majority of cases, involves pupils very effectively in improving their work, by ensuring they know exactly what steps to take to raise their standards.
49. Vigorous discussion in English lessons is central to teachers' skilled development of speaking and listening skills. Each day, pupils talk through choices of words, plans for writing, views on characters and possible answers to questions. In nearly all lessons, teachers ensure that all pupils have good opportunities to speak, and skilfully match questions to individual capabilities. Moreover, pupils with special educational needs and those at the early stages of learning English as an additional language make very good progress when talking with support staff about their learning. In an excellent Year 6 lesson, the teacher's very skilled use of speech, drama, dynamic working relationships and time challenges generated outstanding achievement in speaking and listening. Boys and girls of all capabilities went on to work together to produce high quality play scripts.
50. Pupils use the well-organised new library both for leisure reading and for research in lessons and their own time. By the end of Year 6, they have secure information retrieval skills. All know how libraries work through regular hands-on experience. An innovative computerised loan

system has increased borrowings, as pupils are able to reserve books from computers around the school. A range of well-devised review sheets encourages systematic assessment of personal reading. Good catch-up arrangements for all pupils with reading difficulties allow almost all to reach the standards expected for their ages by the end of Year 2. This represents very good achievement. Standards for pupils in Year 6 are well below average, but pupils are achieving well despite the gaps in their knowledge caused by difficulties in previous years.

51. Teachers also make good use of early, additional and further literacy strategies to help pupils in danger of falling behind. Several initiatives involving specialist teachers, classroom assistants, volunteers, secondary school and Year 6 pupils promptly target and effectively support pupils encountering difficulties in reading. Skilled linking of speech, reading and writing in literacy lessons develops both vocabulary and pupils' skills in penetrating demanding text. Year 6 pupils say they enjoy reading because the books are interesting. They also value the help they get each week in small group reading sessions with class teachers.
52. Achievement in writing is very good and, in a few lessons, outstanding. The drive to improve writing standards, particularly those of boys, has developed very successful strategies across the school. Teachers and pupils work closely together to explore and enrich skills in weekly Best Writing work. After thorough preparation, final writing sessions encourage reflection and care. Quiet music, candles and dimmed lighting give these sessions a special calm and encourage creativity. Pupils experience writing as a craft, and enjoy it because they have many new skills at their fingertips. Pupils, classmates and teachers share in assessment, improving accuracy but also highlighting and praising what is working well. As a result, Year 4 pupils have reached the level expected for their ages. Moreover, the school has all but closed the usual gaps between attainment in reading and writing, and between boys' and girls' achievement in writing. However, there are variations in the quality of handwriting and spelling, to which some teachers are not always giving enough attention.

Language and literacy across the curriculum

53. Speaking and listening skills develop well in most lessons, because teachers set them at the heart of learning. For example, sharp discussion enlivens the opening of most mathematics lessons. Teachers also carefully talk through new mathematical language, ensuring all pupils understand.
54. A few subjects improve writing skills, but more planned use of writing skills in most subjects is an area for development. Pupils develop note-making and planning skills in several subjects and there is some effective imaginative writing in history. However, lessons in other subjects do not do enough to exercise and extend pupils' skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are well below national average at the end of Year 6.
- Leadership and management of the subject are very good.
- Teachers are developing pupils' mathematical skills very well in other curriculum areas.
- Pupils' problem-solving skills are developing well because teachers provide frequent opportunities to practise them.
- Pupils are achieving well because the quality of teaching is good overall, and sometimes it is very good or excellent.

- Teachers are making increasing use of assessment information to help pupils set targets for improvement.

Commentary

55. In 2003 pupils did not make the progress that might have been expected of them, based on their competence in mathematics four years earlier. This is because the school suffered frequent changes of staff, which affected continuity and progression in learning. Moreover, the movement of pupils in and out of school had a detrimental effect. Standards are improving because strategies introduced over the last two years are now beginning to have a positive effect on pupils' mathematical skills. For example, the curriculum is carefully planned to ensure pupils have opportunities to practise mathematical skills in other subjects. This was evident in a very good lesson with pupils in Year 4. They were working in a computer room, exploring ways of representing the results of a scientific investigation. They had dropped different sized parachutes and timed how long it had taken them to reach the ground. Pupils entered the data into a computer spreadsheet and chose to represent it with a bar chart. The teacher developed pupils' mathematical skills very well by asking them a number of questions about what the bar chart told them. Higher attaining pupils were quick to spot a relationship between the size of the parachute and the time it had taken to drop, and explained that this was due to air resistance. This cross-curricular approach to developing mathematical skills is helping pupils see the links between subjects, and the practical application of mathematics.
56. The good planning for mathematics, coupled with good teaching throughout the school, is having a positive impact on standards. Most pupils in Year 2 are attaining the nationally expected level. This represents very good achievement because their attainment on entry to the school was well below what was expected for their age. Higher attaining pupils in Year 2, as in other year groups, have been advantaged by the existence of an accelerated class in which they can forge ahead at a fast rate. Furthermore, pupils make particularly good progress in the Year 4 accelerated class because lessons are very well planned, teaching has pace and challenge, and the teacher has very high expectations of pupils. By the end of Year 6, standards do not reflect the good, and excellent teaching pupils receive in this year group. This is because they have suffered the greatest disruption during their time in school, and, as a consequence their mathematical skills are underdeveloped.
57. The school has organised a number of catch-up programmes to help boost pupils' skills and confidence, and they have made good progress in these. The school gives considerable support to pupils who have special educational needs, and as a result, they achieve very well, in relation to their prior attainment. For example, in a good lesson in Year 2, the teacher posed questions that were well matched to pupils' individual needs, ensuring that all were able to take part in the lesson. As a result, all pupils made good progress. Pupils who have English as an additional language receive good support from a team of dedicated teaching assistants, and their achievement is broadly in line with their classmates. There is no difference in the attainment of girls and boys.
58. Leadership and management of the subject are very good. The co-ordinator has rigorously monitored the quality of teaching and learning and has analysed assessment information to give her an informed view of the subject's strengths and weaknesses. She has seen the development of pupils' problem-solving skills as a priority, and monitors teachers' planning to ensure there are sufficient opportunities for these. Pupils are developing problem-solving skills well. For example, in an excellent lesson in Year 4, pupils were asked to create word problems, based around two numbers the teacher put on the board. Pupils' response to this was excellent. Within a few seconds several were ready to share their questions with the rest of the class. In an excellent lesson in Year 6, the teacher constantly challenged pupils' problem-solving skills, for example by opening the lesson with a 'clapping' and 'clicking' activity,

where pupils were asked whether the eighth beat would be a clap or a click, and then to predict what the one hundredth and the one hundredth and first would be. This emphasis on problem-solving activities was a feature of most of the lessons observed.

59. As part of the drive to raise standards the co-ordinator has introduced an assessment system that tracks the progress of each pupil very carefully. This close monitoring of pupils' progress enables teachers to discuss and agree targets for improvement with pupils. Pupils are aware of their targets, and they are able to explain what they need to do to improve. The school has embraced the National Numeracy Strategy well and this promotes continuity and progression in learning. The co-ordinator is keen to ensure there is consistency in the way pupils are taught, by further developing a whole-school approach to calculation. There has been good improvement since the previous inspection.

Mathematics across the curriculum

60. This is a strength of the subject because it is planned very well. For example, in ICT pupils have monitored temperature in a classroom over a 24-hour period, and used a data handling program to draw a graph. They interpreted the graph, drawing conclusions about why the temperature rose and fell at certain times of day. These very good opportunities to practise mathematical skills in other subjects are contributing to pupils' overall understanding of the uses and application of mathematics.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards in Year 6 are well below the national expectation but pupils are making rapid gains as a result of good teaching and good leadership and management.
- Pupils in Year 2 reach the national expectation and are achieving very well.
- Standards of achievement are improving between Year 3 and Year 5.
- Some teaching in Years 1, 3 and 5 gives too few opportunities for pupils to use scientific skills.

Commentary

61. Standards at the end of Year 6, in recent years, have been very low. Pupils have had such an interrupted education that they have not, until now, been able to achieve well enough. The school has recently adopted a system of regular testing, using computers, to establish pupils' knowledge and understanding in specific aspects of science. This has revealed many gaps in pupils' understanding, which have resulted from the turbulence in learning that they have experienced over the years. Although standards this year are almost as low as they have been before, pupils' achievement is good as they are making such quick progress in closing the gaps.
62. Pupils currently in Year 6 were tested in September 2003 and again in April 2004 and the results show that they have caught up at over twice the rate expected for their age. This is due to the good and sometimes very good teaching that they have received, which is directed at the pupils' weak areas. They speak most eloquently, and correctly, about what this good teaching has done for them. Teachers and their assistants, they say, have really helped them to learn well; at last they are enjoying the subject and feel very proud of their achievements. Pupils who are learning English as an additional language are really advantaged by the current emphasis on scientific language and how to use it well. Furthermore, pupils with a special educational need understand the scientific ideas because activities are so well adapted to help them learn.

63. At the end of Year 2, the majority of pupils reach the expected level for their age. This represents very good achievement in a relatively short period. In 2003 pupils were well below the national average, but the picture has changed significantly owing to more stability in teaching and a greater consistency in the methods used. Pupils get plenty of good opportunities to test things out for themselves. They make predictions and are quite confident to say, in the end, that their prediction was wrong after producing results that surprised them. Their work is well marked; teachers concentrate on scientific understanding and ask apt written questions that make pupils think even more about what they have done. A key strength in pupils' work is the way that they are taught to record their findings using tables, charts, graphs, prose and pictures. This helps them understand what they are doing successfully because learning is reinforced in many different ways.
64. Teaching is improving throughout the school. This means that in Years 3 to 5 most pupils are on course to reach the expected levels for their age, by the end of the year. This kind of achievement is seen most graphically in Year 4, where pupils' work shows a dramatic rise in achievement since September 2003. The presentation of the work is often superb and the content is well considered and accurate. A lesson on air resistance showed how these high standards are achieved. Pupils were expected to test the speed at which several parachutes, of different sizes, floated to the ground and make conclusions about what they saw. They were expected to organise themselves and work together in teams to discuss their findings. The remarkable aspect of the lesson was the degree of training that pupils had received in conducting their test and how well they responded to it. Ultimately, this quality of teaching can be traced back to the vision of the headteacher in appointing staff who will raise the profile of pupils' learning very rapidly and lead others to do the same.
65. There is still a measure of inconsistency within some teaching in Years 1, 3 and 5. In some lessons, pupils are given too little opportunity to test things out for themselves; teachers rely heavily on demonstration or class discussion to teach knowledge. In these circumstances, pupils' work shows a lack of prediction, dialogue about what they discovered and personal conclusions about what they observed. The new co-ordinator, who is already providing good leadership and management, understands these weaknesses in teaching and is working hard to bring about improvement. Overall, improvement since the previous inspection has been very good. The school has emerged from a very difficult period with good teaching that results in good achievement.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There has been a good amount of improvement in provision since the previous inspection because of a significant investment in resources and increased opportunities for staff training.
- ICT is used very well to extend and support work in other subjects.
- Pupils' achievement is good, and their work is of the standard expected nationally by Years 2 and 6.
- Support staff make a good contribution in ICT lessons.
- Leadership and management of the subject are good.
- Pupils' concentration in lessons suffers owing to noise from the school hall.

Commentary

66. The standard of pupils' work is in line with national expectations by Years 2 and 6. The school has put a lot of effort into improving provision since the previous inspection. Pupils work in well-equipped ICT rooms, where there are sufficient computers for whole class use, and a broadband link ensures quick Internet access. The school has purchased good quality computers and installed software that enables pupils to study all of the National Curriculum requirements. Portable computers provide additional opportunities for ICT work in the school library. Staff confidence in using ICT has grown as a result of training through the 'New Opportunities Fund'. This has a positive impact on pupils' learning as they are taught well in the ICT rooms and in the classroom when electronic whiteboards are used. For example, in an excellent numeracy lesson in Year 4, the teacher used the electronic whiteboard to display a number grid for a challenging activity where pupils clapped in different ways, according to whether the number displayed was a multiple of 3 or 4, or both. A part-time technician supports the ICT curriculum well by fulfilling the role of system manager, ensuring the computer rooms are ready for class use, and troubleshooting problems that occur when equipment fails, as it did during the inspection. He is ably assisted by the resources manager who assists with room preparation, and with support for staff and pupils during some ICT lessons. This good improvement in provision since the previous inspection is contributing to the good progress pupils make in developing skills over time, and to their good achievement. Pupils who have special educational needs achieve very well, in relation to their prior attainment, and those with English as an additional language achieve broadly in line with their classmates. There is no difference in the attainment of girls and boys.
67. The quality of teaching is good, overall, and in some lessons it is very good. For example, in a very good Year 6 geography lesson, the teacher drew upon pupils' skills in a *PowerPoint* presentation, developed earlier in the week. They used these skills to put together a convincing argument for riding bikes to school and for more cycle lanes in the locality. In due course pupils would present their case to the headteacher and governors in well-crafted *PowerPoint* presentations. The pace of this lesson was swift as the teacher demonstrated the skills pupils needed very confidently. All worked with interest and enthusiasm because they could see a purpose to the activity. Pupils set about the task confidently because they understood precisely what they had to do to be successful, and because the skills they needed had been taught very well. Teaching assistants supported pupils well because they were clear about their role, and because in-service training has made them confident users of ICT. As a result of this very good teaching, pupils made good progress in this lesson, and achieved well, in relation to their prior attainment. However, the nature of the accommodation sometimes impacts on pupils' progress. The size of the building and the nature of the accommodation obligate the school to operate staggered lunchtimes. Consequently, pupils are distracted, when working at computers, by noise from the dining hall. It is difficult for pupils to hear the teacher clearly.
68. Leadership and management of the subject are good. The co-ordinator has a clear view of provision and of what needs to be done to improve the subject further. The school council is currently producing web pages to contribute to the school's website, which they will be launching later in the year. The learning mentors make good use of the computer rooms at lunchtimes when they supervise pupils who have received a learning mentor's reward.

Information and communication technology across the curriculum

69. This is a strength of the subject because links between ICT and other subjects are very well planned, enabling pupils to use and develop ICT skills in a variety of subject areas. This reinforces the practical application of ICT. For example, in a good lesson with Year 3, pupils were drawing upon skills developed in literacy lessons when they wrote a formal letter of complaint to Mr and Mrs Locks about their daughter Goldie.

HUMANITIES

70. In **history** the curriculum meets statutory requirements and teachers use the latest national guidance effectively. The good standard of work in a well-taught Year 6 lesson on ancient Greece showed pupils' interest, as they discussed and researched effectively similarities and differences between the modern and ancient Olympic Games.
71. By the end of Year 2, pupils attain average standards in **geography** in relation to national expectations for their age. Following the journeys of Barnaby Bear, pupils effectively compare places such as London or Antarctica with their local studies of Heaton. There are gaps in pupils' geographical knowledge by the end of Year 6, resulting in standards below national expectations in some aspects. Pupils can locate major countries and capital cities, and have a sound knowledge of the British Isles, but there are significant gaps in their learning, include naming and identifying geographical features and understanding the phases of the water cycle.
72. Pupils' learning is enriched by good opportunities to apply computing skills, for example using computer-generated maps and plans or accessing world weather systems. In a very effective lesson observed in Year 6, pupils identified the environmental constraints of cycling to school, for example, heavy traffic, lack of bike lanes and safe storage, and completed effective slide presentations outlining these issues.

RELIGIOUS EDUCATION

Provision is **satisfactory**.

Main strengths and weaknesses

- Good leadership and management ensure that pupils learn particularly well from visitors of different faiths.
- Teachers use the Internet well to enhance learning, but do not arrange enough visits to places of worship.

Commentary

73. There has been a good improvement since the last inspection. Good leadership and management have revised planning and reorganised resources effectively. Good links with Bradford Interfaith Centre enhance the quality of teaching and learning.
74. Scrutiny of pupils' work and conversations with pupils in Year 6 show the standards expected by the agreed syllabus for pupils' ages. They have secure understanding of key beliefs, symbols, festivals, sacred books and practices of Christianity, Judaism, Islam and Hinduism. The quality of teaching is satisfactory overall, enabling pupils to develop secure knowledge and understanding of similarities and differences between great world faiths. Lessons also show that the school has successfully addressed shortcomings noted in the previous inspection. Pupils are now asking as well as answering questions and have satisfactory opportunities for

finding out. For example, in a lesson in Year 5 a pupil asked, when using a website to research initiation: "Is baptism like getting a baby into a new world?"

75. Lessons also often make good use of opportunities for pupils to teach each other about their faiths, for example, by inviting those of one faith to explain their religion to a partner of another faith. Most pupils come to discover the practical value of what they learn about religion. For example, pupils in Year 6 described how lessons helped them to avoid speaking hurtfully and how religious education was important in combating racism. The current programme of visitors from different faiths coming in to talk to pupils significantly enhances learning. However, the programme of visits does not reflect the balance of faiths in the school. For example, at the time of the inspection there had been no recent visits to synagogues, mosques or temples. The school has close links with the local Christian church and there are several visits each year.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

76. It is not possible to judge provision in these subjects because only two lessons were seen in each of the following subjects: art and design, physical education and design and technology. One full lesson was seen in music. However, pupils' previous work was examined, discussions with pupils were held and several short observations were made.
77. Standards in **art and design** are typical of those expected for pupils' age at the end of Year 2 and Year 6. This is because the school has successfully maintained the creative elements of the curriculum whilst attempting to raise standards in English and mathematics. Sketchbooks are used particularly well in Years 4 and 6 to develop an investigative approach to the subject. This lifts the finished quality of pupils' work, particularly in collage and drawing techniques.
78. Artists working with pupils in school enrich provision, promoting interest and stimulation. In these instances the quality of pupils' work is sometimes above the standards expected nationally. For example, pupils in Year 3 worked with a local artist to complete effective screen print hangings that are now an attractive feature of the school library. Subject management is good, resulting in new initiatives, such as the use of sketchbooks that are beginning to raise pupils' standards.
79. Much of the work undertaken in **design and technology** is of at least a good quality. For example, in a very good lesson with the whole of Year 6, pupils worked in groups to construct shelters. During the first part of the lesson pupils discussed skills they had acquired previously, such as how to make effective joints. Once a design was completed pupils worked enthusiastically, and co-operatively, as they wanted to ensure they met the success criteria of a waterproof and stable shelter. After testing the effectiveness of their shelters, pupils carried out a full evaluation of what had worked well, and what they would improve next time. This very good learning experience in design and technology processes also contributed to pupils' personal and social development, through opportunities for teamwork.
80. Pupils' work in the rest of the school demonstrates that they are well taught and achieve well. Standards are at least in line with national expectations in most areas, and some work, such as the soft toy project in Year 6, is above expectations.
81. In **physical education**, there is a broad and balanced curriculum that has good opportunities for enrichment, which makes a positive contribution to pupils' personal and social development. For example, pupils can take part in a wide range of extra-curricular activities and are also able to work with a variety of professional coaches to develop their skills in cricket and football. These activities have been built up by the co-ordinator, whose work has had a positive effect on provision. His high quality teaching is also a good model for colleagues. Pupils in Year 5 have

sessions in the local swimming pool to promote their swimming skills and develop their knowledge and understanding about water safety. There are enough resources to cover all aspects of the subject. The accommodation is satisfactory overall, but with only one hall the school depends heavily on good weather to use the outdoor areas to develop pupils' physical education skills.

82. Pupils' learning in **music** has improved since the last inspection. The leadership and management of the subject were judged to be unsatisfactory in 1998, but they are now very good. Lessons are taught by members of the local education authority's music service as well as the co-ordinator, and pupils make at least good progress. For example, in one Year 4 lesson taught by the co-ordinator, pupils made rapid progress towards beating out complicated rhythms at the same time as reading the line of music in traditional notation. The electronic whiteboard was used very well in this lesson to ensure lively and productive learning. The expertise provided by the music service is a valuable asset to the school in enriching pupils' education and training teachers. The school has a well-established choir that performs with energy and expression. The joy that is created by pupils performing together is a very good contribution to their social and spiritual development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

83. No full lessons were observed in personal, social and health education and citizenship and so no overall judgement can be given about the provision. However, several short observations were made in which pupils discussed their thoughts about important issues.
84. The curriculum ensures that pupils are given planned opportunities to understand how their own lives develop, how they fit into society, and how to stay safe and understand the dangers they might encounter as they grow older. Discussion time is used well and pupils are encouraged to give their own personal views in other subjects. The school is very committed to providing the widest possible range of initiatives to help develop personal responsibility, self-esteem, and a sense of citizenship and community. In the lessons sampled, the pupils thoroughly enjoy these many opportunities. The school achieved Healthy School status in 2003. The effect of the work that led up to receiving this award has been to make pupils health conscious, for example in what they eat and how they exercise.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	1
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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